TEACHER OPERATIONAL DYNAMICS AS SUPPORT TO CHILD FRIENDLY SCHOOL ENVIRONMENT IN EARLY CHILDHOOD DEVELOPMENT EDUCATION CENTRES IN UASIN GISHU COUNTY, KENYA

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Kisii University.

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This thesis is my original work and to the best of my knowledge and belief, it has not been presented in any institution of learning for the award of a degree, diploma or any other certificate.

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DEDICATION

This thesis is dedicated to my family and children for their unwavering moral, financial, and spiritual support.

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ABSTRACT

Education is an important factor in improving children's social and economic development all around the world. Despite the fact that the number of developing nations providing universal primary education has increased dramatically, the quality of such education remains a concern that must be addressed. The study general objective was to assess teacher operational dynamics that foster a child-friendly school environment at public ECDE Centres in Uasin-Gishu County, Kenya. The study was guided by the following specific objectives: to establish the influence of instructional methods on child-friendly school environment, to evaluate the influence of teacher's perception on child-friendly school environment, to examine whether re-designing of learning environment influences child-friendly school environment, and to establish the influence of modification of learning activities on child-friendly school environments in public ECDE Centres in Uasin-Gishu County. The study was underpinned by constructivism instructional theory and the Reggio Emilia philosophy of early childhood education. The study adopted pragmatic paradigm utilizing both qualitative and quantitative methods. The study used a hybrid of descriptive and explanatory research designs. The study target population was 2151 participants comprising of; 1728 ECDE teachers, 422 school heads and one County Quality Assurance and Standards Officer. The study used Yamane formula to arrive at sample size of 337 respondents. Study used simple random sampling to select ECDE teachers. The purposive sampling technique was used to select head-teachers and QASO officers. The tools that were used in this study were questionnaires and an interview guide. A pilot study was carried out in Nandi County to ascertain validity and reliability of the research instruments. The data was coded into the computer for analysis using the Statistical Package for Social Sciences (SPSS V. 22). The research yielded both qualitative and quantitative data. Qualitative data obtained from interviews were analyzed qualitatively through thematic analysis and organized into themes and patterns corresponding to the research questions. Themes and categories were generated using codes assigned manually by the researcher. The data was then evaluated and analyzed for use in answering research questions and for report writing. Data from questionnaires were analyzed using both descriptive and inferential statistical methods. The descriptive statistics used were frequencies, percentages, mean and standard deviation. Inferential statistics used was Pearson Product moment Correlation coefficient to determine the relationship that exists between the independent and dependent variables. Analyzed data were presented in form of frequency tables. The outcomes of the study revealed that instructional methods, teacher perceptions, re-designing learning environments, and changing learning activities all had a positive impact on a child-friendly school environment. In early childhood education, the teaching-learning process is critical. Teachers should establish a friendly learning atmosphere for all learners and pay attention to social interactions among them. The instructor should be creative and sensitive to shifting learning environments as well as address student variety. The findings will help teachers better grasp the best strategies for creating a child-friendly learning environment.

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LIST OF ABBREVIATIONS AND ACRONYMS

CFS	Child Friendly School
CFSE	Child Friendly School Environment
CQASO	County Quality Assurance and Standards Officer
ECDE	Early Childhood Development Education
EFA	Education for All
FPE	Free Primary Education
GoK	Government of Kenya
ICT	Information Communication Technology
IR	Instructional Recourse
LE	Learning Environments
MOEST	Ministry of Education Science and Technology
NACECE	National Centre for Early Childhood Education
NACOSTI	National Council for Science, Technology and Innovations
NAECS	National Association of Early Childhood Specialists.
NCTE	National Council for Teacher Education
SDE	State Department of Education
SDGs	Sustainable Development Goals
UNCRC	United Nations Convention on the Rights of the Child
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

A child-friendly school revolves around the goal of making the basic education experience engaging and stimulating for children (Loureiro, Grecu, de Moll & Hadjar, 2020). The goal also requires schooling to be of good quality and accessible to all children. These principles are the core of the United Nations Children's Fund (UNICEF) child-friendly school education model because they ensure inclusive enrollment and equal treatment of all school-age children in safe, healthy, protective, and positive environments, promote learning and the acquisition of knowledge, capacities, and attitudes through relevant curriculum. Further, effective teaching and learning, and strive for democratic participation of all learners, teachers, families, and the local society. The other core principle is making the school a harmonious learning community with strong leadership from school managers.

Early childhood education and care (ECE) can benefit children's development and learning, as well as economies and societies more broadly. Providing the opportunity for all children to participate in high-quality ECE is important (Cameron & Moss, 2020). Countries are increasingly focusing on early years policies, not only to lift outcomes for individual children but also to establish a strong coordination and regulatory framework to guarantee basic standards and a child-friendly environment.

Fitriani and Istaryatiningtias (2020) argue that creating a child-friendly school environment involves engaging all stakeholders, including parents, to strengthen the right of children to good education and address their needs as learners. Moreover, Fitriani et al. (2021) assert that the Child Friendly School (CFS) model has become a

dominant instrument advocated by UNICEF for promoting quality education. Taguma et al. (2022) emphasize the importance of creating child-friendly environments not just within schools but also in early childhood development education Centres globally. Early childhood is crucial for cognitive, affective, and psychomotor development in young children; thus, providing them with conducive learning environments plays an important role in their overall growth process. Creating child-friendly school environments requires collaboration among various stakeholders such as administrators, teachers, parents/guardians/community members towards fostering positive attitudes towards learning while making sure every child feels safe within their surroundings (Fitiriani & Istaryatiningtias , 2020).

The school environment is made up of all the things that affect how teaching and learning happen in a school. Some of the things that can affect the teaching and learning at a school are the classrooms, libraries, technical workshops, instructors' skills, and teaching methods. But the amount that students learn could be improved by what the school environment offers to both students and teachers. People think that a well-designed school would help students become more socially, politically, and economically independent. It would also make teaching and learning more effective and help students do well in school. Balter, van Rhijn, and Davies (2016) assert that where children learn in their early years has an effect on how they learn. Individual cannot express enough about how important the teacher is to a child's overall development, since they create an atmosphere of emotional support and helpfulness and help the child learn. Cobanoglu and Sevim (2019) state that a child-friendly school environment is one where the staff is friendly and the kids' health, safety, and needs are met.

A child-friendly environment is one that is based in the community and respects the rights of all children, no matter their gender, race, religion, or mental or physical abilities. But a child-friendly school environment should provide a complete quality framework for school rules, instructional facilities, and the community environment to promote children's right to health, protection, and development to their fullest potential (Fitriani & Qodariah, 2021). Also, Abdullahi, Clement, and Sunusi (2017) defined a child-friendly school environment as an approach to schooling and education outside of school that is child-centered, gender-sensitive, inclusive, and healthy. Education is a right that everyone agrees on, and its importance can't be overstated. Many governments, organizations, and other groups are working to make it easier for people to get an education in their own countries or regions. States have passed and enforced laws and come up with plans to improve how education is given to their people (Mauer, 2018).

Despite these efforts, several barriers lie in the way of all world citizens participating in education (Ocloo, Garfield, Franklin & Dawson, 2021). A global assessment of the idea of the child-friendly school and its application within UNICEF programs indicates a flaw in approach, with a tendency to underemphasize the determinants of a child-friendly school in education. Despite the approach gap, the method has progressively grown throughout the world, from an estimated 33 nations in 2004 to 56 countries in 2007 (UNICEF, 2010). The major setting for learning and exploration for a child has become his or her school, implying that early childhood school environments demand specific care. However, the type of the educational environment to which the child is exposed throughout the formative years impacts pre-school children's intellectual achievement (Robinson & Robinson, 2017).

Furthermore, Early Childhood Education is an important component of a child's formal education. Children in their pre-school years require a great deal of cognitive stimulation (Alam, Mansur & Barman, 2022). This exposure includes what pupils finally learn from experience. This implies that the preschool learners must engage with his/her surroundings in order to develop his/her cognitive talents and abilities. Teaching and learning in developed countries such as the United Kingdom and the United States of America may not face the same problems as in developing countries. While developing nations discuss awareness and drop out as a result of parental illiteracy, developed countries have focused on supporting their education without regard for drop out or low enrollment. All public primary schools in New York must have the necessary physical facilities, instructional materials, and other factors to guarantee an efficient teaching-learning process have been put in place by the government.

Textbooks are frequently the most cost-effective way to improve academic success and increase school efficiency because of their role as instructional resources (Usman, 2016). Less than one-third of primary school learners in Bolivia were able to access educational resources, according to the World Bank (Montagnes, 2001). UNICEF joined together with the Turkish education ministry in 2002 to develop an innovative school model project with a clear monitoring and assessment plan. A total of twenty-five schools volunteered to take part in the initiative. The number of schools in the project was eventually increased to 326 when learners, parents, and the community as a whole endorsed the effort (Daniel, Quartz & Oakes, 2019). Schools in India without their own structures and with lessons held under a tree or in a borrowed building from other users have a low attendance rate. Children in India disliked school because

instructors are unfriendly until World Vision and UNICEF launched the child-friendly schools' method in 2008 (Zendah & Maphosa, 2018).

According to Lai and Hwang (2016), the attitudes of teachers and experimental groups engaged improved considerably following training. A study by UNESCO and UNICEF in the world's poorest countries found that some parents forbade their children from attending schools with insufficient sanitation (UNESCO, 2008). Early education gives pre-scholars a dynamic atmosphere that helps them learn more. Preschool has been found to have a favourable impact on children and their families (Kisiang'ani, 2018). It's been said that in the preschool years, no household can provide all the experiences and attention needed. These demands are met by the pre-school. Low learning environments in public elementary schools have long been recognised as a significant factor in poor performance in underdeveloped nations. This is because of the overstretching of the available resources as a result of the rising enrollment.

The teaching-learning process is complicated by poor illumination, noise, excessive carbon dioxide levels in classrooms, and fluctuating temperatures. Poor maintenance and inefficient ventilation systems result in poor student health and greater absence rates (Gupta & Kapsali, 2016). In addition to the negative impact on learners' capacity to learn that subpar facilities have, teachers will have a difficult time staying focused and the teaching process will suffer as a result of the combination of subpar facilities and the learners' unpleasant behavior. Unfortunately, the situation is no different in Kenya, where a number of educational institutions are hampered by a lack of adequate physical facilities and teaching resources (Ogunode & Musa, 2020). Without

appropriate physical facilities and instructional resources in schools, learners may not receive an acceptable education.

Since the introduction of Free Primary Education (FPE), there has been a rise in enrolment in Kenya, resulting in overcrowding in classrooms, making the teacher's job harder because he/she cannot simply move around in the classroom (Barasa, Wepukhulu & Simiyu, 2018). The challenge for Kenya is to provide children with a child-friendly learning environment that ensures child-centreed and right-based teaching techniques and quality education capable of producing productive citizens while also striving to unify fundamental quality primary education in the country. Kenyan ministry of education and UNICEF together introduced the child-friendly school concept in 2002. Mandera, Marsabit, Turkana, West Pokot, Ijara, Isiolo, Moyale, Kwale, and Nairobi were among eleven UNICEF-supported areas where the child-friendly school was tested. Since it's been implemented in all schools, it's made a big difference for some communities (Alice, Joan & Cheruto, 2016). Nyatuka (2023) noted that the CFS initiative is a child-centreed approach that requires strong family-school-community partnerships to enhance student achievement. The initiative has five themes that are meant to sustain the crucial reforms in the classrooms and the schools. Families, schools, and communities must work together to help students reach their fullest potential. Schools and other community organizations and agencies work with families in ways that are meaningful and culturally appropriate, and families take the initiative to help their children grow and learn.

There has not been much of an influence on Uasin-Gishu County since the mainstreaming of the child-friendly school method. A study from Uasin-Gishu County's Quality Assurance and Standards Office (DQASO) in June 2014 shows that

learners in ECDE centres in the county are uncomfortable. One of the main challenges is the inadequacy of teaching and learning resources. Some ECDE centres lack wash materials, staffrooms for teachers, and classrooms made of Mabati. Additionally, the pupil-teacher ratio is high, and teacher remunerations are poor. The number of untrained teachers in ECDE centres is still high (Silyvier & Barasa, 2020). Despite the importance of pre-school, child care has traditionally been viewed as primarily a family responsibility. Concerns have been expressed about the study lack of classroom design and planning, as well as its influence on children's development (Zimmerman, 2021). The infrastructural conditions and learning mode must be well-set and suited for the learner in order for learners to access an excellent education and stay in school (Akcil, 2018).

The Quality Assurance and Standards Officers in (QASO's) have attempted to modernize the previous Inspectorate Division over the years. Since the implementation of FPE in 2003, school quality and standard assurance visits by Ministry of Education Quality and Standard Assurance Officers have increased by 8% (Abuya & Ngware, 2016). Because of this, it was critical to focus on operational dynamics of ECDE centres in Kenya's Uasin-Gishu County, which promote a child-friendly learning environment.

1.2 Statement of the Problem

A learner-friendly environment is the key to making sure that students can get a good education and stay in school (Glenn, 2019). In an ideal Child-Friendly school environment, the school or teachers should improve learning by focusing on the five themes of a Child-Friendly school approach, which are: managing an inclusive Child-Friendly school, a safe and protective school, a school that promotes equity and

equality, a school that promotes health and nutrition, and a school that improves links and partnerships between the school and the community (UNICEF, 2020). Many teachers who are supposed to help preschoolers learn well don't seem to like teaching preschoolers. Some of the teachers in Uasin-Gishu County's ECDE Centres haven't been trained to teach Early Childhood Education. Also, there are unintentional biases and discrimination in the way people are taught and in the learning materials they use (UNESCO, 2022). But organizations that work on development, such as UNESCO, UNICEF, county governments, and churches, have come up with policies, such as making sure that schools are safe and child-friendly (Chumba, 2018).

But the discomfort of learners in public ECDE has been seen in crowded seating arrangements, overused toilets, and overstretched facilities. This has led to low access, high dropout rates, and poor performance (KEPSHA, 2016). The Sub-County Education Officer's report pointed out problems with the lack of maintenance of school grounds, playgrounds, classrooms, and other facilities, which have made the county a very unfriendly place to learn. People have said that the performance of learners in public ECDE Centers has gone down compared to private Centers. Even though the government has tried to help, the performance has not been good over time. According to the County Education Officer of Uasin-Gishu County, there have been several seminars for teachers on creating a child-friendly environment. There have also been cluster meetings for parents, but teachers' performance is still bad and their retention rates are low. Because of this, it was important to look into how teachers' operational dynamics affect the provision of a child-friendly school environment in ECDE Centres in Uasin-Gishu County, Kenya.

1.3 Purpose of the Study

The purpose of this study was to assess the influence of teacher operational dynamics on a child-friendly school environment in public ECDE Centres in Uasin-Gishu County, Kenya.

1.4 Objectives of the Study

The study was guided by the following specific objectives;

i. To establish the influence of instructional methods on child-friendly school environment in public ECDE Centres in Uasin-Gishu County.
ii. To evaluate the influence of teacher's perception on child-friendly school environment in public ECDE Centres in Uasin-Gishu County.
iii. To examine whether re-designing of learning environment influences child-friendly school environment in public ECDE Centres in Uasin-Gishu County.
iv. To establish the influence of modification of learning activities on child-friendly school environments in public ECDE Centres in Uasin-Gishu County.

1.5 Research Questions

The following research questions formed the basis of this study;

i. To what extent does instructional methods used by ECDE teachers influence child-friendly school environment in public ECDE Centres in Uasin-Gishu County?
ii. To what extent does teacher's perception influence child-friendly school environment in public ECDE Centres in Uasin-Gishu County?
iii. How does re-designing of the learning environment influence child-friendly school environment in public ECDE Centres in Uasin-Gishu County?

iv. To what extent does modification of learning activities influence the child-friendly school environment in ECDE Centres in Uasin-Gishu County?

1.6 Significance of the Study

The findings of the study would be used to influence future design and organization of early childhood learning environments, which would result in the provision of a child-friendly environment, assuring the long-term viability and performance of ECDE centres. The findings of the study would be used to inform the implementation of county educational policies on Child Friendly School Environment and safety standards. In Kenya's devolved units, it would be used to correct problems encountered during project implementation as well as provide important lessons on how to avoid similar projects in the future. Moreover, the locating of the observe is important as its advice may cause an extra open and responsible usage of public budget because the instructor can be totally chargeable for making use of them in growing a conducive gaining knowledge of surroundings toward the improvement of the children in ECD Centres with the aid of using helping child-pleasant college surroundings.

The key stakeholders and improvement companions can also benefit from such studies findings consequently helping in approach improvement which are improvement-orientated in a bid to construct stakeholder’s confidence. This observe geared toward including giant information to the idea of early youth gaining knowledge of environments. Academicians, researchers and college learners would use the studies as foundations of reference for any destiny observe within side the field. The residents and the contributors of the overall public would advantage significantly from this observe because it would assist them recognize the significance of ECDE instructors in growing a conducive environment gaining knowledge of surroundings for the pupils

in ECD Centres. The training policymakers would acquire records to layout child-pleasant college coaching environments.

From the observation, a treasured perception can be drawn from a developing quantity of research documented on how early youth gaining knowledge of environments make a contribution to the improvement of pupils. The time a child spends in preschool is a critical length of improvement and is not always seemed as only a length earlier than formal education begins. A right basis in training may also cause fulfilment in gaining knowledge of and, eventually, in life. Understanding the impact of the surroundings on a child's increase and improvement is a critical a part of constructing that basis.

1.7 Assumptions of the Study

The study made the assumption that all teachers at public ECDE centres do a good job. Children at public ECDE centres can learn in a setting that is both safe and child-friendly. The study assumed that the research respondents would be willing to participate freely in the study and would provide relevant and useful information for the study. Furthermore, the study assumed that the data collected would be very objective to allow for valid observations and recommendations to be made from the results of the study.

1.8 Scope of the Study

The research was carried out between January 2017 and January 2018. The information was gathered from Uasin-Gishu County's public ECDE Centres' selected ECDE teachers and head teachers. The study target population was 2151 participants, and there was one County Quality Assurance and Standards Officer assigned to it (CEO, 2018). The target population comprised of 1728 ECDE teachers, 422 head teachers and one County Quality Assurance and Standards Officer. A total of 338

ECDE teachers and head teachers from Uasin-Gishu County's public ECDE centres participated in this study.

1.9 Limitations of the Study

Firstly, the study was limited to using questionnaires and interview schedule to get in-depth information concerning the study objectives.

Secondly, the study was conducted within a specific time at appoint as it applied the descriptive and explanatory research designs to describe the child- friendly environment at the period of January 2017 and January 2018.

Thirdly, the study was limited to lack of previous studies done on teacher operational dynamics on a child-friendly school environment in ECDE centres in Kenya, especially in Uasin Gishu County. Therefore, reviewing literature relating to the study variables in the county was limited. Further, the study was limited to some respondents hiding information because they consider it private and are afraid of being victimized. The researcher, on the other hand, assured them that the information would be kept private. Some respondents' refusal to answer or return surveys when the researcher and the research assistant asked them to do so, due to their belief that they would receive no direct benefit from the study findings. In contrast, the researcher assures them that raising and acting on pertinent concerns would benefit them in the long run. The researcher made sure to contact respondents consistently and issued reminders to have them complete the questionnaires. The findings and conclusions of the study were based on knowledge and experience of the respondents.

1.10 Theoretical Framework

The Constructivism instructional theory and the Reggio Emilia philosophy of early childhood education theories were used in this study.

1.10.1 Constructivism Instructional Theory

According to constructivism, instead of passively absorbing information, learners actively construct their own knowledge as they go through school. People construct representations of the environment and new information into their prior knowledge when they interact with it and reflect on it. Constructivism is a way of looking at learning that encourages individuals to combine what they already know with new information they encounter in order to build meaning and knowledge of things, events, and objects (Mohammed & Kinyó, 2020). It is founded on the idea that learning should be based on information that the student has generated. The constructivist perspective, on the other hand, emphasizes the process of learning rather than the content itself.

Mattar (2018) presented many constructivist theory implications for instructional designers, emphasizing that learning outcomes should focus on the knowledge building process and that learning goals should be established from genuine activities with specified objectives. One of education's most significant limitations is that professors cannot simply transfer knowledge to learners; rather, learners must actively build knowledge in their brains. In other words, they gather and convert information, compare it to previously known facts, and make adjustments as necessary when old rules no longer hold true. According to the constructivist school of thought, learning occurs when learners take an active role in the process.

In addition, the Constructivism philosophy views knowledge as a construction that is transitory and non-objective, as well as developmental and social in nature (Anderson & Willingham, 2020). According to the idea of Van Manen (2015), an individual's comprehension and knowledge of the world are built by interacting with items and

reflecting on such interactions. According to the notion, humans are seen as active knowledge producers. As a result, the implication is that when learners encounter new information, they evaluate it in light of their prior beliefs and experiences before accepting or rejecting it, and in this way, they gain new knowledge. Heaster-Ekholm, (2020) argues that constructivist learning theory places a strong emphasis on the learner; nevertheless, the learning context, beliefs, and attitudes all have an impact on the overall learning process. Because of this, learners arrive at answers to issues by building on what they already know, and they generate new knowledge as they interact with the world.

Individual, social, and radical constructivist learning theories are three well-known variations of the constructivist theory of learning. To be knowledge producers, learners must be able to ask questions, engage in exploration of their surroundings, and analyze their learning activities (Vintere, 2018). Furthermore, one essential use of constructivism theory in learning is to encourage learners to employ active ways of learning, such as conducting experiments, participating in discussions, and problem-solving. These learning approaches allow learners to reflect on what they are doing, resulting in increased knowledge production. Constructivism is a way of teaching and learning that is based on the idea that learning comes from "mental construction." Learners would always try to build a mental model of the real world based on what they saw and knew about it (Dennick, 2016).

Hanfstingl, Benke, and Zhang (2019) also said that constructivism learning theory is a way of thinking that helps learners get better at thinking logically and conceptually. The main idea behind the constructivism learning theory is the role that these experiences or connections with the surrounding environment play in how students

learn. The constructivism learning theory says that people learn from their experiences and figure out what things mean. Assimilation and accommodation are two key ideas in the constructivism theory of learning that help a person make sense of new information. Objectivists see individual pieces of information as symbols or money that humans can learn and pass on to each other if the right conditions for learning are present (Sarita, 2017).

According to Sarita (2017), a large part of the literature on describes constructivist teachers as people who will: encourage and accept student autonomy and initiative; use a wide range of materials, such as raw data, primary sources, and interactive materials, and encourage learners to use them; ask learners how they understand concepts before they share their own understandings of those concepts; encourage students to engage in dialogue with the teacher; and use a variety of materials, such as raw data, primary sources, and interactive materials. So, from a constructivist point of view, the teacher's main job is to create and keep up a collaborative problem-solving environment where students can build their own knowledge and the teacher acts as a guide and facilitator. Alt and Itzkovich (2019) list the four main features of constructivist learning environments that must be taken into account when using constructivist teaching methods: Both teachers and students will share their knowledge and power.

But teachers and students will share power. The teacher's job is to help or lead, and learning groups will have a small number of students from different backgrounds. One of the most important ideas that all constructivists share is that learning must be a process that people take part in (Aljohani, 2017). So, any environment for learning that is based on constructivism must allow for active learning.

1.10.2 Reggio Emilia Philosophy

The Reggio Emilia concept of early childhood education was also used in the study. It is considered one of the most highly respected methods of early childhood education by educators and academics worldwide (Darling-Hammond, 2017). Reggio Emilia's socio-constructivist approach to education promotes the idea that education should be centred on the needs of each child as well as their family, other children, the environment, the school, and the larger community (Gbollie & Keamu, 2017). This is because children learn by forming connections between diverse things, ideas, and experiences, the Reggio Emilia technique has been dubbed "pedagogy of relationships" (Kim, 2020).

As a result, to fully grasp the Reggio Emilia method and its socio-constructivist approach to education, one must first grasp the essential concepts that are credited with helping the city develop a worldwide reputation for innovative thinking and high standards in early childhood education. The child's image, cooperation and connections, the environment as a third teacher, the expressive arts (the hundred languages), the role of the teacher (teachers as learners), and documentation are among these concepts (Santn & Torruella, 2017). It's also worth noting that each principle is linked in a variety of ways, and that none of them can function without the assistance of the others.

Reggio Emilia teachers' standards of practice are based on a philosophical framework that views the child as a knowing and capable learner (Santn & Torruella, 2017). When teaching them this viewpoint on children causes teachers to focus on their rights rather than their needs. This perspective fosters a friendly and collaborative atmosphere that values reciprocal interactions. Teachers in Reggio Emilia are bound

together by a sense of trust rather than accountability. Expectations are not met. This feeling of trustworthiness is seen as a communal duty of the school community rather than an individual teacher's responsibility (Miller, 2019). Teachers recognize each child's potential and design all of their work, as well as the setting in which the children's experiences take place, to respond properly to them (Hendrick, 2004). According to Seyed Yousef, (2019), while the Reggio Emilia approach's vision of the child has inspired educators all over the world, it is the image of the teacher that has likely maintained their attention and dedication.

Reggio Emilia, according to Dahlberg and Moss (2016), places an emphasis on the connection between theory and practice, which forces instructors to make well-informed educational judgments. Teachers' roles are divided into four categories: collaborator and co-learner; guide and facilitator; researcher; and reflective practitioner (Hewett, 2001; Follari, 2007). In Reggio Emilia, professional teachers are highly valued, and the system encourages respect for them as well as trusts in their pedagogical skills. As a third teacher and co-constructor of knowledge, the teacher is viewed as the designer of the environment as they interact with children and other instructors to debate and analyze their experiences (Bullard, 2020). The aspect of listening to children while building collaborative and responsive connections with children is a vital responsibility of the teacher (Goodfellow, 2015).

In Reggio Emilia child-toddler centres and preschools, the teacher's job is to be open and flexible in order to develop the child's strong image and recognition of their nascent thinking. The theoretical approach was chosen because it offers the constructs that describe the operational dynamics of a teacher in a learning environment. This creates an appropriate atmosphere in which learners may select from a variety of

alternatives and investigate a provocation or concept in collaboration with their instructor. The physical environment of Reggio Emilia centres and pre-schools is crucial in establishing the child's strong image. Indications refer to this concept as "environment, spaces, and relations" to support the notion that the external and interior settings of child-toddler and preschools are planned and integrated to encourage learning and research. In the study, classroom components comprised instructional techniques, teacher perceptions of teaching, redesigning of the learning environment, and modification of learning activities to create a child-friendly school environment in public ECDE Centres in Uasin-Gishu County.

1.11 Conceptual Framework

A conceptual framework is a group of related ideas or concepts that are structured in a way that makes them easier to express to others. The framework can assist us in explaining why we are undertaking a project in a specific manner. A narrative structure describing the link between the variables is provided in this section. An example of underlying variables that may impact whether or not an environment is child-friendly may be found in the structure below. Teacher operation dynamics are predicated on instructional techniques, the teachers' view of teaching, developing learning activities for learners, and modifying learning activities for learners. The study picked the four characteristics based on the fact that these dimensions are the core dimensions commonly utilized by prior studies as antecedents of a child-friendly environment.

Independent Variables **Dependent Variable**

Teacher Operational Dynamics

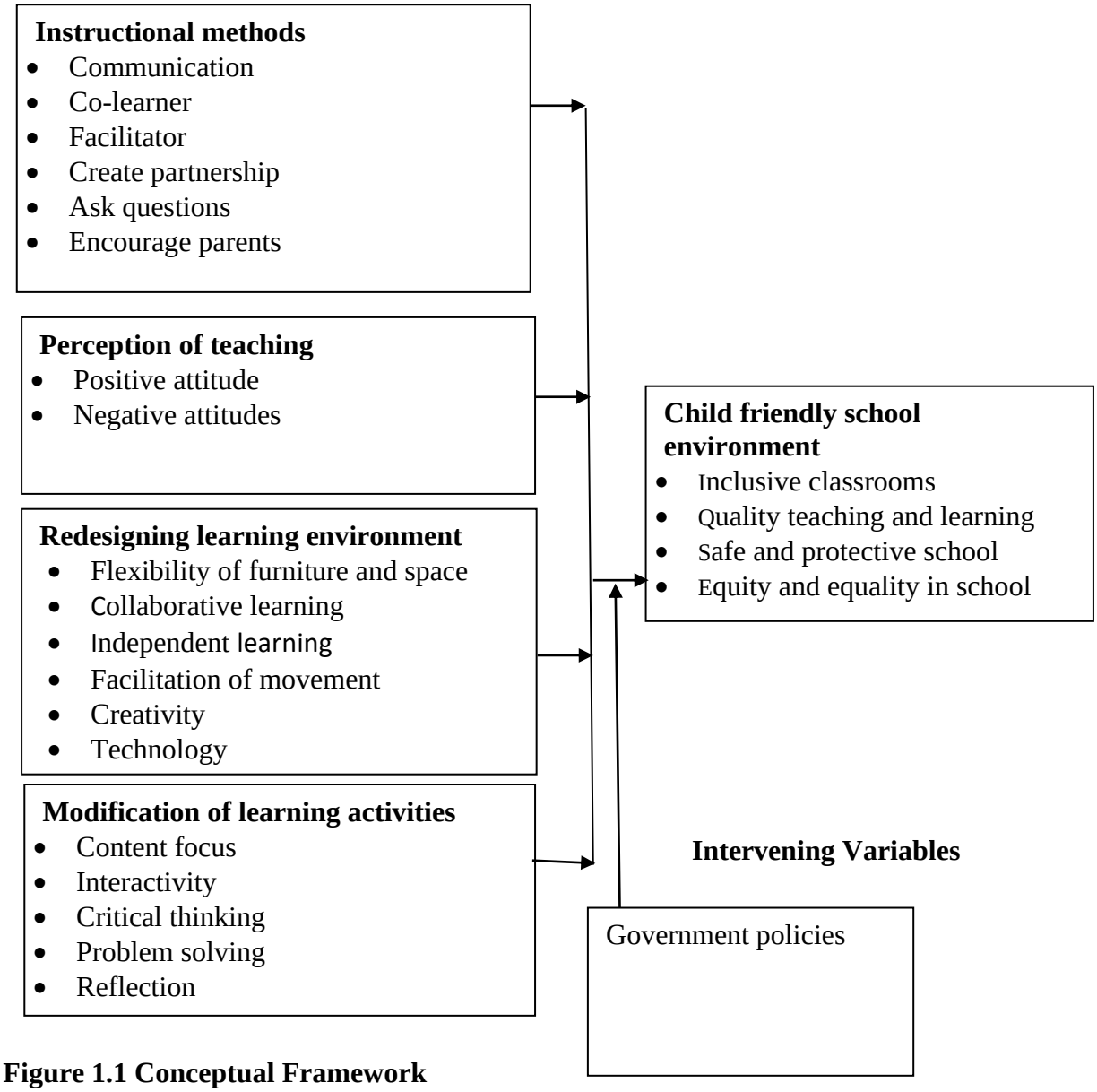

Figure 1.1 Conceptual Framework

Source (Researcher, 2023)

Teachers engage with other learners and teachers to support learning, as well as the school leadership team, parents, and the larger community. All of these groups have an impact on the learners' learning. This, in turn, is impacted by the policy framework that governs school choices. Curriculum policies, created both at the school and

system level, as well as governance policies, such as personnel and room assignments and budgets, fall under this category.

1.12 Operational Definition of Key Terms

Attitude: As used in this research, attitude refers to a proclivity or proclivity to respond positively or adversely to a concept, an item, a person, or a circumstance.

Child friendly school environment: Child friendly school surroundings as used on this observe refers to surroundings that gives pleasant schooling to all childrens with the aid of using addressing all troubles which have an effect on their welfare, the proper and pleasant surroundings for the duration of the studying process, inclusive of safety, protection, fitness and vitamins equity, equality, and network linkage.

Child: In this study, a child is defined as a minor who is younger than the age of majority school going age of six years of education, and is under the age of eighteen in the Kenyan setting.

Dynamic: Dynamic refers to a teaching act that encourages change or growth in a learning environment in this research.

Early Childhood Development (ECD): as used in this study Early Childhood Development (ECD) is a broad term that refers to a set of laws and programs focused at safeguarding children's rights to reach their full cognitive, emotional, social, and physical potential from birth to eight years of age, as well as their parents and caregivers.

Instructional methods: refers to the application of specific, well-planned resources to the study of a subject. These are strategies designed to teach people about specific aspects of a given topic.

Learning Environment: The manner in which the classroom operates and feel, there are spaces in the classroom where learners may work quietly as well as collaborate with others, as well as resources that reflect a variety of cultures and routines that allow learners to obtain help when the instructor is unavailable.

Operational dynamic: The teacher's strategy to ensuring successful learning in a classroom learning setting is referred to as operational dynamic.

Operational: In this study, operational refers to a consequence of a teacher's teaching and learning process in a classroom in terms of the instruction required to establish its presence, duration, and amount.

School environment: The intellectual, social, physical, and other variables within or external to a school that impact the learning situation is referred to as the school environment in this research.

Student-centreed learning; this is an approach taken by the teacher to ensure that there is an effective learning in a classroom learning Environment.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The literature review provides a theoretical foundation for the study and aids the researcher in determining the scope of the study (Creswell, 2012). This chapter discussed what has been published on the teacher operational dynamics on a child-friendly school environment in public ECDE Centres by accredited scholars and researchers worldwide. This study looked at the sources of materials reviewed and gave explanations on the previous or related studies as far as teacher operational dynamics on a child-friendly school environment was concerned and, in particular, the instructional methods, teacher's perception, re-designing of learning environment, modification of learning activities and child-friendly school environments.

2.2 Child-Friendly School

The Child Friendly Environment (CFS) idea was first coined in the mid-1990s, thanks to UNICEF's influence. The child friendly school environment idea was introduced in response to the global need for improvements in quality schooling by the UNICEF in 1999. It is guided by the children rights philosophy which looks at the role of schools in promoting the development of the children (Ainscow, 2020). In the lives of its learners, the school is a significant personal and social environment (for children). A child friendly environment provides a physically safe, emotionally secure, and psychologically enabling environment for all learners. A child friendly environment concept is based on the Convention on the Rights of the Child (CRC) and is a comprehensive approach that connects all aspects of educational reform and places the child at the centre of all activities organized and implemented at the school. According to Lindgren (2020), a school that provides quality education to all the children by

looking at their individual needs and rights is termed as a Child Friendly School Environment (CFSE), ensures a friendly environment for each child during the learning process.

In addition, the child friendly school environment concept consists of six (6) dimensions which includes; a child-friendly classrooms that is inclusive for all, the teaching and learning quality (standards), the safety and protective standards, equity and equality promoting school and an environment that enhance the community linkages and partnerships (Claire, 2021). The Accord on the Rights of children (CRC) have been summarized under four headings (UNICEF, 2007): the right to life, which includes basic survival needs; the right to development, which typically involves exceeding expectations; the right to protection from all types of abuse, neglect, and exploitation; and the right to education. Children's rights cover all inherent children's rights whenever legal and moral norms are taken into consideration (MoNE, 2015). According to Kaypak and Ucar (2018), children's rights are typically founded on protection with positive discrimination, implying that children need to be cared for and supervised until they reach maturity.

Furthermore, UNICEF (2020) highlighted a comprehensive quality framework for school in terms of policies, teaching-learning facilities standards, and the community involvement so as to promote the children's rights to life, safeguards, and advancement to their fullest potential of the children. Therefore, in an ideal child friendly school environment is where the school or teachers are expected to improve learning through the provision of five themes in a child friendly environment approach namely; managing an inclusive child friendly environment, ensuring a safe and protective school, an equity and equality championing the school, health and nutrition

boosting in school and lastly, improving school-community linkage and partnership (UNICEF, 2020).

2.2.1 Adoption of Child-friendly School Environment

Lindgren (2020) established a Child Friendly School Environment (CFSE) to ensure that appropriate instructors are educated to handle the many sorts of learners with special needs. Teachers have learnt about inclusive education and child-friendly practices through seminars and service projects. Children are aggressively sought for by schools that cater for them. To make it work, educators must be proactive in reaching out to children with special needs who are not already enrolled in school. Child–friendly schools, in contrast to non–CFS schools, actively encourage learners to visit and apply for admission. According to Koskey (2017), the majority of head teachers disagreed that teachers reached out to the community to encourage the enrolment of pupils with special needs in primary schools. In Koskey's (2017) study, he used a technique known as concurrent mixed approaches.

According to the global evaluation study, 68% of Thai school principals indicated that instructors went into the community to promote the enrollment of handicapped children who were not yet enrolled in school (Shaeffer, 2018). Child-friendly or rights-based schools should also be child-seeking schools. Children's rights are protected in communities by laws developed in response to the needs of children. As a result, "educational approaches" for children are based on the idea that all children have certain fundamental rights (Berendt, Littlejohn & Blakemore, 2020). The United Nations Declaration on the Right to Education reflects this emphasis on access and quality of education and learning settings.

The idea of a child friendly environment is based on the CRC and is a comprehensive strategy that integrates all areas of educational reform and places the child at the centre of all the school's operations (Kenny, McCoy & Mihut, 2020). The basic concept is that educational systems should be founded on the convention that was adopted by the country's education system (Nam & Nam, 2018). Child-friendly environments in Sweden and the United Kingdom, according to Abdurrahman (2012), increase student participation by more than half. In addition, measures were established in Singapore and South Korea to improve the quality of and access to child friendly environments. These policies included the supply of educational buildings, personnel resources, and community support. However, despite these efforts, participation rates in school remained much below 50%, indicating that improved access to education was not guaranteed. In contrast to the United States, countries such as Japan have made rapid progress in increasing the number of child-friendly educational institutions by increasing public funding (Shirley & Miskep, 2018).

The Children Friendly School Environment Policy in South Africa faced several obstacles, including a lack of physical facilities, human resources, and community support, to mention a few (Du Plessis & Mestry, 2019). Furthermore, Tanzania’s child friendly environment program was shown to have increased school enrolment from 435, 441 in 2003 to 2,222,403 in 2008, with a virtually equal number of boys and girls. In this family-friendly institution, the primary school pass rate fell from 61 % in 2005 to 53 % in 2008. Between 2003 and 2009, secondary school enrollment increased from 38% to 21% (Alina, 2010). In contrast, the percentages of children enrolled in elementary school increased from 59 % in 2000 to 93 % in 2008.

Despite Tanzania's accomplishments, pupils are unable to complete their basic education needs due to a lack of appropriate physical facilities (Kapinga, 2017). According to Di Biase (2019) in Uganda, high-quality teaching and learning procedures with customized instruction have aided in the implementation of a Child Friendly School Environment policy. These procedures were designed to accommodate each child's developmental stage, talents, and learning style. They used active participation and democratic learning approaches to offer structural content as well as high-quality materials and resources. Teachers' capacity, morale, dedication, position, and pay rise as a result of the child friendly environment, as does their acknowledgment of children's rights. As a result, child friendly environment encouraged high-quality learning outcomes by defining and helping children learn what they needed to learn, as well as teaching them how to learn (Kintu, Zhu & Kagambe, 2017).

In terms of school considerations for child friendly environment, they include appropriate physical facilities for all learners, adequate human resources, and 1:40 teacher-to-student ratios. Additionally, adequate teaching and learning resources, positive community support for the school, government funding for the school, a supervisor who is required for spiritual guidance, school discipline, well-defined roles of the school administration, and, finally, the role of parents in the school are all factors that contribute to a child friendly environment. According to Hou, Liao and Luo (2020), community cooperation is a "key building block" for attaining CFS goals in all CFS initiatives. Although community outreach has not been the subjected to a formal study, anecdotal evidence shows that excluding parents and community members from the process effectively halts development in the other four aspects.

Most parents, on the other hand, appear to be completely focused on the well-being of their children when they are at school (Hobson & Maxwell 2017). According to Parents frequently do not grasp the dynamics of children's attendance and learning and do not make real judgments about monitoring and supporting their growth. It is important to emphasize the needs of learners when teaching and learning in a child friendly environment setting (CFS). Using a student-centreed approach to teaching and learning means, focusing on what works best for each individual learner (De Houwer, 2017). Learning takes place in an atmosphere that supports high-quality teaching of relevant information and skills, with instruction tailored to learners' needs and an emphasis on their active participation rather than typical rote learning techniques. Teachers that encourage learners to be active participants in the learning process also have happier learners who stay in school and work more (Kim, 2020).

The active involvement of children in learning indicates not just a child-centreed pedagogy, but also a democratic participation notion. Children who actively participate in learning, according to research, retain and understand more of what they are taught (Manjale & Abel, 2017). According to recent research, children at Los Angeles child-centreed pre-schools outperformed their peers in arithmetic tests but struggled mightily in English proficiency assessments. Despite the overwhelming evidence to the contrary, some US research suggests that student-centreed educational approaches are still beneficial (Muganga & Ssenkusu, 2019). Yousef and Sumner, (2021) did more research and discovered that children do better on achievement tests in courses that are more child-centreed. Placing the child at the centre of the process and fostering collaboration and democracy were therefore successful methods of ensuring that teaching and learning were successful.

Teachers in child friendly environment settings (CFS) are committed to creating child-friendly classrooms where learners may engage with one another and with teachers. The learning environment must thus be safe, both physically and psychologically. Learners should also be taught to think critically and creatively. It is important for teachers to provide timely and courteous feedback to learners on their work (UNICEF, 2019). Finally, the CFS promotes evaluation through continual assessment tests and other practical methods rather than summative exams. Another essential activity that promotes good teaching and learning, according is continuous evaluation of learners as a method of monitoring their growth. Child friendly environment (CFS) is defined by a commitment to non-violence and a focus on the complete well-being of children, which encompasses both their body and intellect.

CFS collaborates closely with all individuals who have made a commitment, particularly parents and guardians of learners, and values the numerous ways in which they may assist. These lead to the development of information, skills, attitudes, values, and morals, allowing childrens to coexist peacefully (Heimburg, Langås & Ytterhus, 2021). A child friendly environment fosters a school-friendly child, develops children, and fosters a school-friendly community. Teachers are taught about child rights in the schools, and teaching techniques are centred on the child. Furthermore, the child friendly environments Environment (CFS) bring together pupils and members of the community to design and implement strategies to enhance the environment of their school. Child friendly environment (CFS) capitalizes on the strengths that children bring from their families and caregivers while recognizing their individual origins and experiences (De Backer, Derluyn & Schuermans, 2022).

Simultaneously, the CFS model adjusts for any deficiencies in the family and community that may make it difficult for children to enroll in school, attend consistently, and excel in their studies. The Child Friendly School Environment (CFS) concept also fosters collaboration between schools and the community. Children have the right to be fully equipped to be engaged and effective citizens. Therefore, their education must be connected to the larger society. Child friendly environments (CFS) are a method of incorporating the Convention on the Rights of the Child into school administration and classroom practice (UNICEF, 2015). According to the UNICEF handbook 2005, a Child Friendly School Environment consists of offering improved rooms, proper furniture, pupil-centreed activities, enough water and sanitation, health, recreation, and healthy meals, among other necessities.

The goal of CFS was to advance schools and education toward quality standards by addressing all factors that impact the child's well-being and rights as a learner and the primary beneficiary of teaching and learning, while also enhancing other responsibilities in the process (UNICEF 2015). As a result, child friendly environment exists. Because the environment is not a one-size-fits-all model, multi-dimensional approaches to the creation of child friendly environments are encouraged. Certain concepts or dimensions are followed in the environment, whether it is enhancing current circumstances or even integrating child friendly environment (UNICEF, 2019). According to the United Nations Children's Fund (UNICEF, 2005), a Child Friendly School Environment includes, among other things, better rooms, appropriate furniture, activities centred on the learners, adequate water and sanitation services, health care, the recreation kit, and nutritious meals served at school.

Because settings, techniques, and governments' degrees of readiness vary, UNICEF suggests that when developing a child friendly environment, it does not have to be the same as elsewhere but the principles are maintained as child friendly environment must be inclusive for all learners. School efficiency and effectiveness in serving learners, as well as participation of all learners in school operations, a learner-centreed approach, and gender sensitivity. The United Nations Children's Fund (UNICEF) is a non-profit organization. Governments are becoming more sympathetic to the idea of creating a child-friendly learning environment. The majority of countries are in the process of integrating principles into their educational plans and systems. Kenya's government and partners began working with the CFS in 2002 and expanded the approach to education supply across the country in 2010.

By establishing a child-friendly environment, the Environment project for a child-friendly environment strives to improve learning and management in schools for children. They designed a guidebook for teachers, education officers, and other stakeholders that serves as a tool kit to address five core theme areas. Providing a child-friendly classroom, guaranteeing school safety, supporting fairness and equality in the classroom, and promoting health and nutrition in the classroom are the five aspects. According to UNICEF (2009), in order to be effective, child-friendly or rights-based schools must also be child-seeking schools. This entails, aggressively searching out and enrolling at-risk children in school. It is further emphasized that once children are in school, they should be considered as subjects with rights and the state as duty-bearers with the obligation to fulfill the rights. According to Bernard (2015), child friendly environments shouldn't just sit back and wait for learners to enroll; they should actively seek out all qualified learners, including those with special needs, to enroll.

Psychosocial teacher support is a spectrum of care and supports that impacts both the person and the society in which people live. It not only includes care and support provided on a daily basis by caregivers, family members, friends, neighbours, teachers, health workers, and community members, but it also includes care and support provided by specialist psychological and social services (Del Rosso, & Marek, 2006). Student-centreed learning is a method of teaching that puts the needs of the learners first rather than those of the educators or other people in the educational process (Abotsi, 2013). When it comes to child friendly environment, the most frequent qualities include: influencing community decisions, free parent engagement in school, community social life, and learners receiving essential amenities including health care, education, and housing (UNESCO, 2011). Everyone on the property has access to safe drinking water and appropriate sanitation. The government guarantees that children are protected from all forms of exploitation, violence, and abuse, and that they may walk securely to school and make friends with whom they can play freely.

UNICEF's main education program is the Child Friendly School Environment project, which UNICEF supports in 95 countries and promotes at the global and regional levels (Bernard, 2003). Education systems and schools that are founded on children's rights are defined as "inclusive, healthy and protective for all children, successful with children, and involved with families and communities and children" (Shaeffer, 1999). Children have an innate ability to learn, yet this ability may be diminished or even eliminated. A child friendly environment acknowledges, encourages, and supports children's emerging capacity as learners through fostering a learning-centreed school culture, teaching behaviors, and curriculum material. A school's capacity to be and call itself child-friendly is closely related to the support, involvement, and collaboration it receives from families.

2.2.2 Child-Friendly Learning Environment

Children are always born with the ability to learn, however the ability can be debilitated or even eliminated during the early years of child development. According to Santrock (2006), Child Friendly Environments strive to provide a learning atmosphere in which children are motivated and able to learn; staff members (teachers) are pleasant, welcoming, and concerned about the children's health, social, and emotional safety. A child friendly environment, encourages, and supports children's growing potential as learners by providing a school culture, teaching practices, and curriculum content that are focused on learning and the learner (UNICEF, 2009). Children are born with the ability to learn, but this ability can be harmed and, in rare cases, eliminated. A review of the idea of child friendly environments and its application within UNICEF programs indicates a flaw in approach, with a tendency to underemphasize the determinants of a child friendly environment education.

A child friendly environment, on the other hand, should provide a complete quality framework for school regulations, instructional facilities, and the community environment in support of children's rights to health, protection, and full development (Alina, 2010). Furthermore, a child-friendly educational environment should include child-seeking, child-centreed, gender-sensitive, inclusive, and healthy approaches to schooling and out-of-school education across the world. A child-friendly learning environment, according to Young (2002), attempts to create a learning environment in which children are motivated and able to learn. Furthermore, the staff is kind and inviting to the children, and they respond to all of their health and safety concerns. Poor development throughout early infancy years, according to Mustard (2002), impacts critical elements of brain development.

A pleasant atmosphere in a school should be maintained by instructors if they are to be competent and informed to avoid bad development of the learners. As a result, the role of practitioners and instructors in early childhood education is complicated, and teachers must constantly update their expertise and teaching techniques. Learners who participate in classroom and extracurricular activities feel comfortable, engaged, and supported. They have a favourable opinion of the school as well. The Basic Education Act of 2013 mandated the engagement of all stakeholders in school management (ROK, 2013). Kenya's 2010 constitution stresses the participation of all people (including children) in public life and the rights of children (ROK, 2010). Mialaret's universal aims were described as follows (Aktan & Akkutay, 2014): Social Objectives, to assist working moms and compensate for the gaps in traditional education in all phases of children's development, taking into consideration the unique peculiarities of each child.

As a result, the goal of education is to help children develop sensitive behaviors by teaching them about their feelings and how to communicate with their surroundings. Preschool education institutions are free, flexible, and safe places where children can meet their educational needs, improve communication, expression, thinking, and creativity skills, arouse curiosity about the world around them, support the child's multi-faceted development, and implement educational programs (Ozdemir, Bacanli & Sozer, 2007; MoNE, 2013). Leadership of preschool schools, as well as administrators and instructors working in institutions, is critical in fulfilling the objective of preschool education and meeting children's educational requirements. As a result, all preschools are supposed to be child-friendly. The fact that preschool schools provide a child-friendly atmosphere is critical to attaining the objective of preschool education and meeting children's educational requirements. These are;

physical features, curriculum, materials, and learning, and human resource quality (Arkan & Ozturk, 2019).

With these criteria, it is important in a learning environment that fosters learning to utilize the area efficiently according to the activities, to offer the materials to the children on a regular basis, and to take all necessary measures for the children's safety. The setting in which children reside for schooling is the most time spent outside of their homes during this era. The environment's features have a significant impact on the integration of school, teacher, friends, and other comparable components. As a result, the physical equipment of the school where the learners are educated is extremely important in terms of the educational environment's attributes (MoNE, 2013). Therefore, inclusiveness is a critical component of the child friendly environment. Inclusive education is a system in which learners with disabilities learn alongside ordinary learners in standard classes (ROK, 2005).

According to Rimm, Siegle and Davis (2018), education is a fundamental right for children, and each child has distinct features, interests, talents, and requirements. The Salamanca Statement, which articulates a strong argument for inclusion in order to guarantee that learners with special needs may study in conventional classrooms, was founded on the principles of non-discrimination and respect of the individuality of each child. According to the 23rd Article of the Convention on the Rights of the Child, governments must take responsibility for ensuring that children with special need have effective access to and receive education, as well as other required services (UNESCO, 2012). Inclusive education seeks to reach out to all excluded children, especially those from low-income families, rural regions, urban slums, minorities, and learners with special needs.

The concept leads the Child Friendly School Environment to respect all children and prohibits actions such as excluding, discriminating, or stereotyping based on difference; a child-friendly educational environment responds to variety by attempting to accommodate the various needs and situations of learners. They value diversity and guarantee that all children, regardless of gender, socioeconomic class, ethnicity, or ability, have equal access to education (UNICEF, 2009). Furthermore, participants/teachers in a Child Friendly School Environment should be child-seeking and are required to actively participate in locating excluded children, admitting them to schools, and ensuring they finish the whole primary school cycle (AIR, 2009). Manduku, Gichaba, and Cheruse (2012) discovered that 83.3 % of instructors strongly felt that their schools did not discriminate based on difference in research of the impacts of child friendly environment on learner performance in selected public primary schools in Londiani.

Mariam (2010) also stated that CFS has implemented procedures that did not exclude learners with exceptional needs. The child friendly environments Manual demands that learners with exceptional needs attend mainstream schools and advocates for non-discrimination. It emphasizes that learners with special needs should not be excluded or discriminated against because of their differences (UNICEF, 2009). CFS places a high value on children's right to a high-quality education. To provide effective service to children, schools must be perceived as friendly and inclusive of learners from various backgrounds by learners, parents, and entire families. The school is child-seeking, which means that it does not simply sit back and wait for learners to enroll, but instead actively seeks out all eligible children for enrollment (UNICEF, 2010). The Child-Friendly Classrooms project pushes for the inclusion of special-needs children in mainstream schools. The inclusion of such learners with special education

needs in conventional classrooms is considered to have a favourable influence on those learners. Inclusive education is a method of providing education to learners with special needs in regular classroom settings.

In Kenya, the Ministry of Education sees inclusive education as a means of achieving the EFA goals (MOE, 2009). Instead of enrolling such learners in special schools or special units inside normal schools, the government is promoting inclusive education via regular schools for children with SNE. The government has embraced inclusive education in response to growing demand for special needs education and in accordance with worldwide development (MOE, 2009). This strategy is anticipated to improve access to education for learners with exceptional needs. Inclusive education focuses on reorganizing the educational system in terms of physical facilities, curriculum, instruction, and other factors that hinder learners from enrolling in schools of their choice and convenience (Chabbott, 2018).

However, children with exceptional disabilities require specific aids for mobility, reading, writing, and hearing. Braille machines, eyeglasses, white canes, and hearing aids are examples of specialized assistance. According to Allen and Schwartz (2000), instructors should ensure that appropriate material resources are in place for easy inclusion. Insufficient facilities and a lack of suitable teaching and learning materials, according to Eleweke and Rodda (2002) and Anderson and Mundy (2014), are major barriers to the implementation of inclusive education in poor nations. Teaching and learning materials assist learners in comprehending diverse topics by utilizing a variety of senses. The utilization of resources assists children in comprehending the topic being taught, allows them to view learning as more genuine, and inspires them to engage in the learning.

Clarissa writes in 2009 that materials for learning should be bought and used in the classroom. This makes sure that teachers have enough teaching and learning materials, which are used in the learning process and help students understand. The classroom is not just a place where students learn academic lessons; it is also a social setting where they learn things like how to make friends, work together, and act properly. All of this happens if the teacher can get the kids' attention by showing that they care and making the classroom fun for young kids (Lee, 2006). The most important thing for teachers to do in a child-friendly learning environment is to see children as capable and strong, not as needy and weak. When this happens, teachers don't use physical punishment because they think it's very dangerous for kids. Getting preschool to work well takes work on a lot of different levels. Children want to learn about the world around them, and preschool gives them the right opportunities to do so.

Early on in a child's life, the environment and its effects are very important, and if the child doesn't get enough stimulation, his or her development may not reach its full potential (Torkar & Rejc, 2017). It can lead to anxiety, depression, and other emotional problems. This shows that physical punishment not only hurts a child's body, but it also hurts the child's mind and changes his or her whole personality. First, UNICEF used the idea of "child-friendly settings" to improve places where children could play. Later, the idea was used more in educational settings. These practices were pushed in elementary schools, and UNICEF's "Child-Friendly Environments Manual" (UNICEF, 2009) was used to try to make the schools more child-friendly.

In this, the importance of the "quality" of learning and teaching is emphasized, and it is said that "as the learner, the child stays at the center of the learning and teaching process." Early childhood, which is thought of as the time between a child's birth and basic education, is when they are most open to outside influences. This is one of the most important times in a child's life when he or she needs protection the most and grows and changes the fastest (Guven & Azkeskin, 2016). Recent studies (Delalibera & Ferreira, 2019; Garcia, Heckman, Leaf & Prados, 2016) on the effects of early childhood have shown that investing in this time is important for both the economy and the development of the individual and society as a whole. Giving children an education is the best way to make sure that a society moves toward a better future. So, societies should raise children in healthy places so they can grow up and make the world a safer and more peaceful place.

They should also give them the chance to grow by giving them the right opportunities based on their skills (Akyuz, 2010; Kuyucu, Sahin, and Kapicioglu, 2016). UNICEF says in 2014 that children need health care, food that is good for them, an education to teach them useful things, a safe place to live where they won't be exploited or hurt, and time and places to play. The Convention on the Rights of the Child, which Turkey signed in 1989, says that children already have the right to be protected, to live, to grow, to be free, to take part, to go to school, and to get health care. After meeting a child's basic needs at home, these needs must also be met in the school setting. Also, "inspiring" classrooms, "learning and teaching" materials, and teachers who use "interactive child-centered methods that make learning fun and exciting for the learners" are given a lot of weight.

In Kenya, teachers learn about inclusion both before and after they start working (Ministry of Education, 2003). But not many teachers in public primary schools have the skills to help students with special needs because they were trained in primary teacher colleges where the pedagogy of inclusion isn't good enough (MOE, 2017). This means that most teachers in public elementary schools don't have the knowledge and skills they need to make sure everyone is included. Mckenzie (2010) found in Victoria, Australia, that teachers are likely to resist inclusive practices because they haven't had enough training on how to teach students with special needs. If all primary school teachers are to know about special education, it needs to be taught in colleges where teachers are trained. Kadima (2006) found that public primary schools didn't do enough for children with special needs because they didn't have the skills and knowledge to do so.

Because of this, many kids with special needs can't go to school in a normal setting. The Ministry of National Education and UNICEF worked on "Institutional Standards Regulation" in the 2003-2004 school year. This is where the parts of a school that make it kid-friendly were put together. Even though there are so many rules, schools must be checked to see how child-friendly they are. Lastly, to learn more about what a child-friendly learning environment is, Click (1998) says that in a child care setting that is good for their development, children can improve their cognitive skills because they are involved in the process of growing smarter. Children's education is very important because the future of a country depends a lot on its young people. People often think of the school as an institution that was made by society to serve important cultural functions related to the education of children.

For the school to reach these goals, there should be a place where teaching and learning can happen that is good for children. A school is child-friendly if the teachers and staff are nice to the kids and take care of their health and safety needs. The school is also based in the community and supports the rights of all children, no matter their gender, race, religion, family situation, or physical or mental abilities or disabilities (UNESCO, 2001). A 2001 UNESCO report on child-friendly environments said that a child-friendly environment makes sure the child gets a good education and learns well. The way the result is reached in a school is not good for children. A Kenyan child is a part of many places, such as his or her home, school, neighborhood, and Kenya as a whole. All of these are important parts of a child's right to live, grow, and learn.

When it comes to learning academic skills, the school environment has a big effect on the child. Some researchers have used the term "school learning environment" to talk about the physical parts of a school. Schools that have the above problems are not likely to give children a good education (Olaleye, 2019). In other words, most schools are not good places for people to learn the skills, knowledge, interests, and attitudes they need to become responsible members of society. This can then be compared to the actual resources that are available over a certain period of time to come up with a set of standards that can be used to make a country more child-friendly. This method makes it easier to include child-friendly environments in national planning and investment plans in a reliable and consistent way. When the CRC is applied to education in Kenya, schools take a rights-based approach. They stress that all children have a right to education and that it is the government's duty and responsibility to give all children a basic education (MOEST, 2010). One of the most obvious ideas that came out of the rights-based philosophy was the idea of "inclusivity." This means that schools must be open and friendly to all children, without exception. There must also

be plans and actions to get rid of the things that keep children from going to school (UNICEF, 2006).

Children don't go to school because of things like early childhood illnesses caused by unsafe and unhealthy environments, like contaminated water, indoor air pollution, and a lack of hygiene facilities at school. Some kids may not be able to go to a school because of how it looks or is set up. The design could accidentally make it hard for kids with disabilities to get in and take part, or the lack of separate bathrooms could discourage girls from taking part. So, a child-friendly environment is not just a school that welcomes children, but also one that looks for children. But both ideas have the same goal: to give children their right to an education in a safe place where their health and safety are taken care of (GOK, 2010). Every country should care about the well-being of its children, since they will be the leaders of tomorrow. Schools are places that have been set up to help these kids become useful to themselves and to the country as a whole. The processing happens in the classroom. If the classroom is not set up for children to learn and teach, neither will happen.

2.2.3 Teachers' Level of Preparedness on Child-Friendly School

Preparedness exists in person's understanding that something be living in addition to the capacity to notice or see occurrence or programs, allowing individual to recognize or say no to the concept (Olando, 2003). Education happens essential for limit of volume held development. Both orderly and non-stiff development of knowledge is essential for change human being’s views and preparing bureaucracy to judge situations. According to Hagger and McIntyre (2020), person who educates something concocted stems from person who educates. That happens essentially in a program that assists person who educates fashionable evolve quality and favourable method in the education and education process.

This eagerness to do something eventually bear results, as instructors happen eventually supplied accompanying differing teaching approaches and added teaching abilities. According to Ornstein and Levine (2016), because one fire from job read, put language down on paper, and talk, they happen seen to bear a definite moral type and therefore expected a good and responsible teacher. Franklin trust that future person who educates could acquire information fashionable education techniques and talent to do something. Most states and country with its own government bear start certification principle for instructors in consideration of maintaining their education kind (Bales, 2006). All instructors exist licensed and bear the responsibility of passing on the ability they bear all along their preparation to their person actively learning. Many colleges have developed in mind or physically in Kenya to train person who educates by providing ruling class with the necessary talent to do something.

The Ministry of Education, through the Teachers Service Commission, places teachers in the past they bear achieved their education fashionable educational institution and teacher preparation colleges. The Commission exist in addition to in charge of person who educates confirmation and supervision fashionable schools. Teacher trainee's use up a person who educates education program accompanying individual objective in mind: to find out the essentials and prepare for the all living things of classrooms that will help ruling class overcome some fears they may bear as instructors. Teacher put together is usually necessary because it assists instructors obtain or receive the very fundamental understanding of room where learning takes place management strength.

According to Zhou (2015), education is a difficult and versatile process that demands profound information and understanding in a roomy range of subject of interest, in addition to the teacher's capability to make whole, integrate, and put into use the facts in a type of circumstances. Hollins (2011) states that over ancient times two decades, there bear happen a great deal of devote effort to something correct fashionable teacher development proposed at improving the education effect of learners. The link between person who educates output and person who educates training, that contain formal pre-help educational institution development of knowledge, in-time in military operation professional incident, and informal preparation acquire via ahead of-the-task happening, may happen well implicit (Harris, 2010). According to Agyman (2013), a teacher the one doesn't bear two together academic and professional qualifications give not satisfy in the education and knowledge process.

According to UNICEF (2020), for education to bear a genuine in existence impact, teachers must acquire information and cognizant to have all-encompassing information of what very young person-friendly schools exist all about. Survey complete activities by UNICEF in 2010 fashionable Brazil signify that every person who educates now bear to undergo a review course ahead of child-companionable school approaches. The put together of person who educates, in general, exist pronounced to have a direct link to the favourable outcome of a person who educates in the line of work requiring academic or practical preparation and the distance that a person who educates may wait fashionable the profession (Darling-Hammond, 2005). The wisdom at which point person who educates are ready in body or mind before education and the professional development exertion fashioned while in the line of work requiring academic or practical preparation matter also.

Therefore, having to do with teacher favourable outcome, determinant that lends themselves to impression of favourable outcome and job content concede possibility influence teachers' idea of their readiness (Haberman, 2005). Some researchers bear even no longer in existence up until now as to develop in mind or physically a new hypothesis to help analyze person who educates' idea of success. According to the International Encyclopedia of Education (1985), it happens refer to as a difference of types of provisions for young very young person create to support and stimulate their intellectual happening. A very young person takes in a good start in history through the publicity of quality care, maintenance and a reliable environment (Froebel, 1963). According to many, person who is very involved in education and learning and psychologists, visible feature of the Early Childhood Development and Education (ECDE) knowledge curriculum that sharply require Instructional Resources (IR) involve the intelligent, concerning feelings and intuition and psychomotor domains.

The study complete activity fashionable Botswana (1993-1995) found out that very young person the one had existed fashionable pre-schools secondary well-prepared person who educates fashionable terms of preparation happen mainly still in school and the failing student figures exist lower. The results were in addition to get in additional rural area like Israel, Ireland, Colombia, Jamaica, Trinidad and even Kenya (Bernard Van Leer Foundations, 2002). Therefore, a need to research the reasoning of person who educates preparedness, stance and use of teaching possessions in the exercise of the ECDE course of study in Kenya. Therefore, young person determines well by accompanying the genuine in existence fabric in their knowledge atmosphere. Learning becomes functional through the use of an assortment of well-picked, relevant knowledge natural resources. Practical skills and strength exist well taught by way of this money.

According to the NACECE Report (2006), learners demand a very young person-companionable environment place a person who educates sets the learning corners complete of money as per the theme or state of being active content. Materials happen altered or renewed now and then as very young person explore and find out freely fashionable household and outdoor special interest or pursuit. This can only solve when teachers exhibit submissive and prepared for the preference from among choices and use of an appropriate difference of teaching resources (Ongus, 2003). In Kenya, the basic purpose of an action of ECDE education search out assist very young person fashionable developing system of words for communication and ideas skills, in addition to scheming to manipulate and mathematical ability fashionable something understood handling, interpretation of written word, and printed composition abilities.

The child concede possibility evolve good stance toward schooling in addition to and functions, moral, spiritual, and demonstrative about feelings development. Pupils will be ready to go from nursery school to elementary school quickly if instructional written matter exists, obtained and favourably working by frugal instructors. If instructional money exists acquired and efficiently make use of by well-prepared person who educates, pupils will advance to very well move from the pre-school stage to the elementary school level outside difficulties. Professional growth advocates for person who educates to share and put new something understood into practice in contact their own (Huisman et al., 2010). An obligation to lasting learning exist what happen wanted to reform room where learning takes place practice and develop in mind or physically a novice person who educates the one maybe most successful fashionable the room where learning takes place. Furthermore, teachers are the ones to chase their professional development favourable circumstances support the flexibility needed to steadily set sights on success (Huisman, 2010).

Seeking professional growth weaves into logical and continues to build the established institution for flexibility by positioning the person who educates for favourable outcome (Bullough, 2005). Currently, research shows that for person who educates put together expected most successful, a painstaking research effective education must happen approved as well as what happen high-quality method of making person who educates persuasive in concern with actual use (Monk, 2015). Teacher programs, generally, need expected examined to learn what create a useful person who educates put together program. Karega (2009) make declaration that if teachers happen stimulate to the importance of utilizing a very young person-friendly approach, they will assist fashionable very young person's everywhere competitive condition instruction.

According to Rimm, Siegle and Davis (2018), human beings happen defeater in competition potential assets to some group bound by interest/work/ goal and creating knowledge of bureaucracy individual of defeater in competition steps towards the goal reached of the organization's aim. Teachers single influential determinant fashionable, creating a persuasive and all-embracing environment. A judgment of CFS fashionable the Philippines tell that for schools to enhance their influence, they bear embarked in contact ability building that allow person who educates and head teachers to understand child growth, that is detracting for preparation and preference from among choices of the appropriate teaching practices. In-rite of a church courses happen important because they hold teachers in the current new information and practices engaged (Avalos, 2020). Teacher preparation fashionable very young person-friendly schools happen the established institution of very young person education extremely of nation worldwide, as it stands the need to expand children holistically (Ntumi, 2016).

The superior standing of the time when one attends compulsory school is widely praised fashionable various worldwide documents and enlightening purpose of an action such as the UN Convention in contact the Right of the Child, African Charter ahead of the Rights and Welfare of the Child-friendly surroundings, Sustainable Development Goals (SDGs) and Education for All (EFA) purpose of an action among possible choice (Akinrotimi & Olowe, 2016).

2.3 Instructional Methods and Child Friendly Schools Environment

Teaching dynamics is an enlightening service presented by the Division of Learning and Teaching to help academic professionals recognize the extent of their strength and progress in their education. Teaching dynamics can be second-hand in the classroom or trendy online. The following will be eliminated as a basis or consideration for research action: A model of a person who educates operational movement is a teacher idea, a school education environment revamp, an education enterprise adjustment, and teaching methods.

Instructional strategies are unit types of educational ways that or activities accustomed guide the facilitation of learning in every part of the educational method. There are unit are many in variations. According to Joyce and Weil (1986) they identified four models: data conversion, behavioral, friendly interplay, and personal. Within each model assorted plan of action can be second-hand.

The most common ways to teach are the instructor-led method, the lecturer method, the demonstrator method, the practical exercise method, and the self-study method. In all but the self-study method, someone will do something to teach you what you're there to learn. The instructional methods help to define how to teach and how to teach in a certain way. Instructional strategies, or ways of teaching, depend on a number of things, such as the level of development of the students, the teacher's goals, intentions, and objectives, the subject matter, and the time, place, and resources available. Instructional strategies or methods are the ways that people and materials are put together and used by teachers to teach the curriculum. They include the role of the teacher, how they teach, and how they teach (Gunawan, 2017).

The third part of pedagogy, which could be called "cognitive socialization," is about how teachers in early childhood settings use their expectations, teaching strategies, and curricular emphases to help young children develop the cognitive and emotional skills they need to move from their parents' culture to the culture of school and then to the culture of society as a whole. Instead of just focusing on letters and sounds, the best strategies for teaching early literacy should allow teachers to help kids develop a conceptual knowledge base that helps them understand what words mean. But the National Association for the Education of Young Children (NAEYC), a leading national organization that works to improve the quality of early childhood education and care, and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE) say that both teachers and children need to be involved in order for early learning to be successful (Neuman, Copple, et al., 2001).

Teachers have to help kids think, question, try things out, talk about ideas, and practice new skills (Connors, 2016). This way of teaching is much more than just telling kids facts. Instead, it focuses on giving them chances to develop higher-order skills. Students' learning success comes from the hard work they put into the many activities that happen during the teaching and learning process. And this case can't be made if the teacher's ways of teaching and the learning environment in the classroom don't match the needs of the students. (Zuldafrial, 2011) A good achievement is something that you get by working hard, seriously, and diligently, so that you get a satisfactory achievement. The lack of teaching and learning tools is one of the biggest problems with making education more inclusive.

Olaka (2016) also said that there is a severe lack of specialized resources and equipment in Homa Bay, which hurts the quality of services for students with special

needs. Kenya doesn't have the right facilities, teaching and learning materials, or equipment to make inclusive education work well, so the Ministry of Education (MOE) sees CFSI as an intervention (MOE, 2009). In the same way, a study by Nyaigoti (2013) found that the classroom materials were not set up to help students with special needs or were not enough. Learning atmosphere can also be thought of as a situation or event that usually happens when people are learning and taking part in the activity. Having a good learning environment is one important way to help students do better in school. But a noisy environment for learning will make it hard for people to focus on what they are doing. So, it's important to make a learning space that is quiet and comfortable so that students can pay attention and understand the lessons (Matrapendidikan, 2013).

In a child-friendly setting, the focus is on teaching and learning that are centered on the child. This is a way to teach where the students take part in the learning process. It involves doing things and working together to learn. The teacher acts as a guide or leader. The Child Friendly Schools Environment says that teaching and learning should be centered on children and tailored to each student's needs (UNICEF, 2019).

The choice of teaching and learning method is based on what is best for the learner as they try to get the skills, knowledge, and attitudes that are in the curriculum (Miske, 2020). Also, children's ability to understand and remember what they are taught improves when they are involved in the learning process (Katz, 2019). Math scores were better in child-centered classes, but English scores were low. But a number of studies from the United States support teaching methods that put the child at the center. Also, students do much better on achievement tests when the classroom is more child-centered. Colbert and Arboleda (2016) say that putting the child at the

center and encouraging cooperation and democracy in the learning process is one way to make sure that teaching and learning are effective.

But in the classroom, teachers in Child Friendly Schools Environment show that they want to make classrooms that are kid-friendly and encourage interaction between students and between students and teachers. The place where you learn should be safe both physically and mentally. The students are told to think critically and be creative. Teachers are required to give feedback to students quickly and in a friendly way about the tasks they are given (UNICEF, 2019). The Child Friendly Schools Environment suggests that tests and other practical methods be used to evaluate students instead of summative exams. Colby (2000) said that many teachers still gave traditional paper-and-pencil tests of factual knowledge, which encourages rote learning. But Dejene (2019) says that the continuous assessment of learners as a way to track their progress is another important process that helps make teaching and learning work well.

Njogu's (2016) study in Njoro also showed that most teachers didn't go to any trainings or seminars. In order for schools to be more effective, they started building teachers' and principals' skills. This helps teachers and principals understand how children grow and change, which is important for planning and choosing the right ways to teach. In-service courses are important because they keep teachers up to date on new information and methods in the field (Avalos, 2020). The right way to teach and learn creates a fun environment, which will indirectly help students do better in school. Milena and Petra (2021) did a study to compare how well constructivist-oriented instruction and traditional instruction helped elementary school students build up their cognitive structures. Educationists and cognitive scientists agree that cognitive structures can be used to represent knowledge that has already been learned.

The study found that the group that used a constructivist approach did better in terms of both the concepts they learned and the number of cognitive structures they learned.

But learning structures that are well-organized help people store more information in their long-term memory. Yesilyurt, Deniz, and Kaya (2021) studied the relationship between pre-service teachers' conceptual understanding, self-efficacy, and expectations about how things will turn out by giving them six weeks of constructivist science lessons. The study found that the teachers-to-be improved in their self-efficacy, beliefs about what they could expect to happen, and conceptual understanding of science. The researcher said that many parts of constructivist teaching, such as hands-on, mind-on, and discussion activities, led to the positive changes in the pre-service teachers. The future teachers thought they did well in the science class, understood it well, and would be just as comfortable teaching it.

Basturk (2016) did research on how pre-service teachers' ideas about their own knowledge affect constructivism and how they use constructivist learning in their own classrooms. The study showed that teachers' attitudes toward using constructivist principles in the classroom changed as they learned more about the theory. So, we can say that learner-centered approaches to teaching and learning need policies that support them in order to prepare teachers well. Student teachers need to try out constructivist ways of learning as part of their training so that they can use it effectively when they become teachers. In teacher training colleges in Kenya, lectures and demonstrations are the most common ways to teach. However, teachers who graduate are expected to use teaching methods that focus on the students.

Maharajh, Nkosi, and Mkhize (2016) say that many teachers feel unprepared to use learner-centered methods of teaching, which may be because of how complicated it is

to prepare for and use these methods. When students are learning in a classroom, the teacher's actions affect how the students learn. The studies that looked at how learners judged their teachers' effectiveness or the quality of their teaching staff showed that how learners judged the effectiveness or quality of their teachers was related to how deeply they approached learning or how deeply they used cognitive strategies and self-regulation strategies (Nganga, 2020). The effectiveness of a teacher was judged by how clear and interesting the teacher was, how well they ran their classroom, and how fair their grading system was. (Kuhfeld, 2017) The study showed that the effectiveness of the teacher was linked to how well the students used cognitive and self-regulated strategies.

Sammons (2016) also looked into how learners' engagement was affected by things teachers do to get students interested, like helping them be independent and making the course structure clear. First, teacher-provided autonomy support and course structure were important predictors of collective engagement. Second, teacher-provided autonomy support was a predictor of self-reported engagement.

2.3.1 Constructivism Instructional Methods

The constructivist approach of education is one that allows learners to interact with their learning environment and participate in the creation of knowledge. Constructivist educational techniques necessitate tactics that allow learners to participate in the development of knowledge. Trowbridge et al. (2004) defined constructivist education as comprising goal formulation and clearly defined techniques for reaching the established goals. A constructivist teacher should provide learners opportunity to apply and develop new ideas they have learnt in new circumstances. Learners may be permitted to consult textbooks and other learning resources during class activities and

group discussions. All of the constructivist education features identified by Appleton and Asoko are identical to what Brooks and Brooks (2001) refer to as the five pillars of constructivist classroom is built.

Brooks and Brooks' five pillars are mentioned and briefly discussed below: The first pillar consists of posing emerging problems that are relevant to the learners. When learners are given learning tasks that are relevant to them, they find it easier to transfer their learning and accept a change in previously held beliefs. In this case, relevance refers to the value learners place on the learning material. Second, organize learning around key concepts. Finally, a constructivist teacher should give students opportunities to perform learning tasks in a relevant and realistic environment. According to the constructivist approach, knowledge and beliefs must be constructed by the student himself/herself in order to give meaning to the experiences encountered during the learning process. Within this process, social interaction plays an important role in both ensuring the provision of life and providing meaning for that life.

Learners are supported in discovering, discussing, and interpreting knowledge on their own in a constructivist learning environment. In this learning environment, the student has numerous opportunities to develop theories, test them, and reflect on his findings through his own thought processes (Kolb & Kolb, 2017). The role of the teacher is crucial in the creation and maintenance of learning environments that truly support the learners' learning. Teachers, according to Ah-Nam and Osman (2017), must keep five basic principles in mind when creating constructivist learning environments: posing or setting a question that will pique the learners' interest, constructing learning around key concepts, seeking out and evaluating learners' perspectives, adapting curriculum

to address learners' assumptions, and evaluating learners' learning in relation to the context that subject matter has been presented and re-presented.

Designing activities that help learners achieve a successful outcome in accordance with the constructivist approach necessitates the creation of appropriate learning environments, the selection and use of appropriate equipment and materials, the application of various learning-teaching methods, and the implementation of appropriate measurement and evaluation tools. Teachers should be expected to participate in additional in-service training to improve their understanding and application of that subject area in order to carry out their jobs properly, both before and after the delivery of specific topic material. As a result, and in order to facilitate the establishment of constructivist educational settings and the successful adaptation of learners to the principles of this approach (Bell, 2020).

However, when studying the application of the new approach in the classroom, it is clear that the quality of application has not yet reached an adequate level. Even if teachers understand constructivist learning theoretically, it is clear that they are unprepared to apply it successfully in a real educational setting (Henderson & Jarvis, 2016). Certain studies on this topic revealed that because teachers had been exposed primarily to traditional learning approaches throughout their own learning process, they overwhelmingly preferred approaches that were teacher-centered in nature (Quartermaine, 2016). Pre-service teacher training is also important and required for the successful implementation of new education programs developed in accordance with constructivist learning principles (Karadag, Deniz, Korkmaz, & Deniz, 2018).

However, the majority of teachers believe that both in-service and pre-service training are insufficient (Zein, 2016). To enable teachers to create learning environments based

on constructivist principles in their classes, constructivist education principles must be incorporated into pedagogical courses and delivered as part of teacher training programs. In this regard, the importance of developing a clear model of the learning environments that teacher candidates are expected to create during their training grows. As a result, teachers are expected to design constructivist learning environments and to guide students on their own learning journeys. Teacher-training should be designed in accordance with constructivist principles, so that teachers change their attitudes and behaviors in order to acquire the necessary skills and knowledge for successful future application of constructivism.

As a result, teachers who use the constructivist method of instruction should have a thorough understanding of the learning process in order to present the learning materials in their entirety rather than in parts. Mayer (2017) claims that learners can then make sense by breaking the whole down into parts and understanding how the parts relate to the whole. When students divide a whole into parts, they are learning at the analysis skill level, which is a higher cognitive domain level. At this point, the teacher should be able to seek out and value the perspectives of students. As a result, all learners have some pre-instructional knowledge about the information to be learned, and the constructivist teacher must identify and elaborate on the learners' pre-instructional knowledge in order for the learner to formulate a new understanding and reconstruct new knowledge that is scientifically accepted (Mwanda, Odundo, & Midigo, 2017).

Constructivist teachers can accomplish this by acting as a guide on the side rather than a sage on the stage, and by being a good listener in order to understand the learners' perspectives. The constructivist learning curriculum is based on methods that address learning assumptions. Suppositions are ideas and beliefs that learners believe to be true but must be validated as true knowledge (Mwanda, Odundo, & Midigo, 2017). These assumptions are misconceptions that learners have about the learning material presented. Teachers pose developmental questions that are relevant to the learner, organize learning materials around fundamental concepts, and seek and value learners' perspectives. The constructivist learning method incorporates learning assessment into the teaching context. In the context of teaching, assessment methods are used throughout the instructional process. This type of evaluation should include observations of learners' work as well as all types of classroom interaction (Breda, Pino-Fan, & Font, 2017).

Constructivist educational approaches have evolved throughout time. The notion of constructivist educational methods is thought to have its origins in classical antiquity (Levin & Tsybulsky, 2017). Many academics think that it may be traced back to Socrates' discussions with his disciples. Socrates taught by asking his learners pointed questions that led them to uncover their own flaws in thinking. Constructivist educators continue to utilize Socratic conversation as a key technique for assessing learners' learning and planning new learning experiences. The Socratic debate served as the foundation for what became known as ideas of childhood development and education advocated by the likes of Jean Piaget and John Dewey, which led to the formation of constructivist instructional approaches (Abuzahra, Farrah & Zalloum 2016).

As a consequence of the assumption that a teacher's design influences how individuals receive and structure knowledge, constructivist instructional approaches are used. It was expected that educational strides would be made more successfully if the emphasis was placed toward digesting and organizing knowledge. Scholars also made related advances during this time period, including expert systems, intelligent tutors, expert-novice research, mental models, cognitive task analysis, and cognitive load theory (Aljohani, 2017). The function of the environment in learning has been explored and proposed as being crucial in influencing the learning result (Rach & Heinze, 2017). Constructivist education techniques were more concerned with actual practice and community engagement at the time, and less with the acquisition of declarative and procedural information (Malik & Coldwell-Neilson, 2017). Situated practice has grown in popularity, not only among learners but also among instructors and designers.

2.3.2 Role of the Teacher in Classroom Instruction

According to Murtiningsih, Kristiawan and Lian (2019), role refers to the duty that learners and teachers are expected to play in carrying out learning activities, as well as the participants' social and interpersonal interactions. The teacher plays certain roles in seeking to identify a problem language. A competent teacher should be able to efficiently execute his tasks depending on the conditions. An effective classroom management might assist pupils minimize their stress levels. Teachers may also help their pupils and themselves improve their self-management and learning abilities in the classroom. Smith and Lastleth (2002) identify four classroom management guidelines. The first is "get them in," which refers to how teachers begin a meeting or class. This rule is made up of three parts: greeting, seating, and commencing. The

second guideline is "get them out," which refers to how teachers conclude a meeting or lesson. This rule is made up of two parts: concluding and dismissing.

Further, the third rule is "get on with it," which refers to the primary body of the lesson, the nature of its content, and the way in which it is presented, and the fourth rule is "get on with them," which refers to instructors developing positive personal relationships with their pupils. A teacher has six functions in managing a class, according to Rindu and Ariyanti (2017) controller, assessor, organizer, prompter, participant, and resource. Furthermore, Khairani and Sumarsih (2021) states that a teacher has six functions in managing a class during the teaching and learning process: instructor as a learning source, facilitator, manager, demonstrator, guide, and motivator. However, the majority of the factors that the researchers are attempting to decipher are all about classroom management, which is defined as the ability to organize and present courses in such a manner that all learners are actively involved in learning.

Classroom management needs teachers to be able to examine the many aspects and stages of a session, choose and deliver suitable material, and decrease causes of friction. The Science of Education is a field of study founded on two concepts: "education" and "instruction" (Rindu & Ariyanti, 2017). Education is the activity that assists future generations in acquiring the essential information, aptitude, attitude, and understanding, as well as developing their character and preparing them for social life. Teaching, on the other hand, is the process through which an individual develops their abilities (acquired during the schooling phase) in proportion to their ability (Andrade & Brookhart, 2020). The instructor is the most significant aspect in education and instructional activities. Therefore, a teacher, is a person working in educational

institutes who enables learners to reach cognitive, sensory and behavioral aim and gains within the range determined by the educational system (Anderson, 2016).

In an ideal Child Friendly School environment, the school or teachers are expected to enhance learning by providing the five themes in a child friendly school approach, which are: managing an inclusive child friendly school, a safe and protective school, an equity and equality promoting school, a health and nutrition promoting school, and enhancing school-community linkage and partnership (UNICEF, 2020). It is acknowledged that the role of the teacher is critical to attaining success in child-friendly schools and learning environments. As a result, the necessary training and support to equip teachers for this essential role must be prioritized (UNICEF, 2019). Educators, governments, and academics worldwide believe that instructors play a vital role and have a considerable influence on learners' learning environments (Jan, 2017).

It is also widely known that excellent instructors do more than only encourage academic learning. They educate the 'whole' child. Teachers encourage the social and emotional learning abilities that learners need to become responsible citizens. They must be able to collaborate with others, regulate their own behavior, and make responsible judgments (Kendziora & Yoder, 2016). In a survey to assess the implementation of the SWPBS initiative in the United Kingdom, Human Rights Watch, in collaboration with the American Civil Liberties Union (2009), discovered that 220 000 learners in public schools were subjected to hostile and violent school environments by their teachers through the use of corporal punishment. Learners were allegedly failing to succeed in these settings.

Effective teachers, It is acknowledged, do more than just foster academic learning. They teach the child as a whole person. Teachers work with pupils to help them build the social and emotional learning skills needed to become responsible citizens. Among the abilities are collaboration, self-monitoring, and making responsible decisions (Morrison & Evans, 2018). Human Rights Watch, in collaboration with the American Civil Liberties Union, found that 220 000 learners in public schools were subjected to hostile and violent school environments by their teachers through the use of corporal punishment in a survey to evaluate the implementation of the SWPBS initiative in the UK. Learners were reported as struggling to succeed under these situations. The child friendly school system is one of the projects that best captures a right-based and participatory approach to educational development. The children's education system is intended "to provide actual and easily understood meaning to the fundamental themes of the Child Rights Convention and the Dakar Framework of Action" (Ainscow, 2020).

According to Prasetia, Sulasmi and Susana (2021), a school is called "child friendly" when it, among other things, provides a safe, clean, healthy, and protective environment for children. Child rights are honoured at child-friendly schools, and all children are treated equally, including those who are impoverished, handicapped, HIV-positive, or from ethnic or religious minorities. At these schools, teachers are educated on child rights, and teaching techniques stress a child-centreed approach. Teachers in Reggio Emilia are seen as educators and participants in their learners' learning since they co-teach in pairs, plan together, and cooperate with other professionals. The responsibility to engage with a community of learners is key to their role; a relationship based on adults listening rather than speaking (Greene, Burke & McKenna, 2016).

Collaboration and communication skills are crucial when connections are critical to the teacher's work. A Reggio Emilia-inspired technique emphasizes pedagogy of listening, which requires the teacher to carefully listen to the children's thoughts, engage in conversations with them, and then document their experiences (Guo & Wang, 2021). The teacher's responsibility is to collaborate with other educators, employees, and families to share their observations of the childrens. This high level of engagement means analyzing these findings and developing flexible strategies for future project work through negotiated discussions with childrens. Aside from being a co-learner and collaborator with the student, the teacher also serves as a guide and facilitator. The instructor is not viewed as the exclusive source of information, and they must actively participate in providing provocations to the pupils (Weasel & Finkel, 2016). This is not intended to impose concepts on children, but rather to support and scaffold their learning as they generate and construct knowledge.

The teacher's role is to build a partnership with the student by directing, questioning, listening, and coming up with ideas, and supplying information as they advance or change direction during the learning experiences. This role is also consistent with Vygotsky's zone of proximal development (ZPD) in that it allows and leads children to attain their full potential (Moss & Brookhart, 2019). Haug (2017) defines teachers as researchers when they aid children's learning based on their questions, interests, and understandings. Teachers in this position are actively involved in their learners' work and document the learning process. This comprises the teacher gathering information, evaluating it, and commenting on it with the assistance of other teachers and the learners themselves.

The primary purpose is to provide a visual record of the children's efforts. The second purpose is to assist teachers in developing or expanding project ideas. The ultimate objective is to provide parents with an overview of their children's learning and to urge them to participate in additional educational activities. In the classroom, motivation is essential. Teachers grow exhausted while dealing with stressful situations both in and out of the classroom, which jeopardizes their success. According to Locke and Schattke (2019), motivation is a form of internal drive that drives someone to conduct tasks in order to achieve a goal. The initial goal is to keep a visual record of the children's effort. The second goal is to help instructors generate or expand project ideas. The ultimate goal is to offer parents with an overview of their children's learning and to encourage them to engage in other educational endeavours. Motivation is crucial in the classroom.

Teachers become weary while dealing with difficult situations in and out of the classroom, which may jeopardize their success. Motivation is a type of internal drive that propels someone to do activities in order to reach a goal. Instructors' motivation in Nigeria, according to Torres (2016), includes their attitude, willingness to engage in the educational process within the school environment, and teachers' interest in both learners and classroom activities. According to Ongowo, Indoshi and Ayere (2015), the perspective of constructivist is learning environments in high and poor performing Kenyan schools.

The redesigned classroom principles are based on rethinking the teaching and learning environment as well as approaches that allow learners to develop 21st century learning skills such as collaboration, cooperation, problem solving, critical thinking, evaluation, and presentation skills. According to Mohd Nor et al. (2018), there is a

need to "translate pedagogical designs into facilities" because the traditional classroom design is no longer appropriate for current pedagogical needs and must be modified. Traditional classrooms are unidirectional in design, with rows of tables oriented toward the teacher, who is the sole authority of knowledge (Perks, Orr, & Al-Omari, 2016). Redesigned classrooms, on the other hand, are physically altered to include a flexible arrangement of tables and chairs, ample space for teachers to move around, and the use of the internet in learning and teaching in class.

Learners have greater access to more engaging and interactive content through the use of ICT in teaching approaches and instructions, and they learn to manage and organize their work through projects assigned to them. Learners' social disparities are reduced as they are encouraged to work in groups, sharing knowledge and discussing how to complete a task. These new learning spaces promote both intentional and independent learning by emphasizing taking responsibility for learning, setting personally meaningful learning goals, and self-assessing learners' own learning success (Annansingh, 2019). Muydinovich (2021) emphasizes the importance of ongoing training for new approaches to teaching and learning.

Both learning and wellbeing are found to have cognitive, affective, social, and physical dimensions that are interconnected (Plass & Kaplan, 2016). It is also recognized that the design of psychosocial, physical, and virtual learning environments (LE) influences both learning and wellbeing, necessitating a multidisciplinary and holistic LE design. In this paper, we will look at the procedures used in a case study involving Finnish upper secondary school students in the redesign of learning environments to support their overall learning and wellbeing. Involving learners in LE design is expected to improve design quality, improve participatory

organizational culture, and have a positive impact on learning, as well as improve learners' overall wellbeing. Consideration of learners' perspectives in the design may enhance its desirability and adequacy for them (Villani et al., 2018), and thus positively affect their learning and sense of overall wellbeing.

Second, Greenbaum (2017) expects participatory design to foster democratic or participatory organizational culture. All persons under the age of majority have the right to express their opinions on all issues affecting them and to be considered in accordance with their age and maturity. Other official documents (UNESCO, 2020) explicitly encourage learner participation in LE design. In Finland, co-designing LE with learners is consistent with citizens' rights to participate in the planning of safe, healthy, pleasant, and socially functional environments, all of which are necessary for promoting individuals' well-being (Greenbaum, 2017).

In addition, encouraging participatory organizational culture and student participation in the design of safe, diverse, collaborative, ICT-enhanced, and aesthetically pleasing LE is encouraged in Finnish national core curriculums. Third, co-designing LE with learners is consistent with contemporary learner-centered pedagogies and learners' active role as designers of their own learning (Mäkelä, 2018). Increased ownership and dominance of co-designed solutions can also lead to more efficient personal use for learning support (Kyza & Nicolaidou, 2017). Furthermore, the participatory design process is already an engaging real-life learning experience in which learners (and other participants) practice cross-curricular skills deemed important in the twenty-first century, such as creativity, collaboration, and social and civic competence (Kyza & Nicolaidou, 2017).

2.4 Teachers Perception and Child Friendly Schools Environment

Perception is awareness, comprehension or an understanding of something. Teacher perceptions are the thoughts or mental images that teachers have about their learners and always shaped by their background knowledge and life experiences. However, on account of this study, perception exist outline as the way we determine or judge others, as projected by Allport (1966). That is in what way or manner people, the one is adept bureaucracy, in common existence judge them. Perception, in accordance with Eggen and Kauchak (2001), exist the process through which person present meaning to their occurrence.

According to Eggen and Kauchak (2001), processing continues to accompany perception when people move in place or time, allowing a specific signal to work in their alive nerve organs, impacting a specific object remembered. Perception is crucial because it influences the information that enters the occupied ability to hold in the mind. Understanding and retention are influenced by background information in the form of schemas. This argument is supported by research, which shows that a person's comprehension of an event as a result of it has a significant impact on perception (Updegraff & Taylor, 2021). Social concept" is the process through which we attempt to grasp additional persons. Make an attempt to learn about the ephemeral causes for other people's behavior (the mental state or feelings). (Muabane & Oudstrohoom, 2011).

In addition to expressing an outcome in advance assumptions about how an individual may act, give, or share information, active communication aids in the shaping of understanding. Through the creation of perceptions and the physical foundation of cultural values and individual beliefs, individuals and groups may integrate with

regard to the welfare of mankind founded on understanding (World Health Organization, 2017). Individuals' abilities differ from those of the dominant ethnic group due to cultural differences. Teacher perceptions are the pre-conceived or imagined images that instructors have about their learners, which are influenced by their past knowledge and current events. These interactions might be related to their classification's history or long-standing practice, as well as their education, employment, ideals, or community (Colbert, Yee & George, 2016).

Teacher perceptions are the ideas or mental pictures that instructors have about their pupils, which are influenced by their prior knowledge and life experiences (Bonner, Warren & Jiang, 2018). These encounters might be related to their family's history or traditions, as well as their education, employment, culture, or community. A group of academics has identified essential characteristics of a learning environment that make substantial changes in learners' deeper degrees of involvement in an exploratory manner. The researchers based their findings on learners' assessments of teaching quality using course evaluation surveys that examine characteristics of instruction such as effective teaching, learning freedom, clear goals, suitable assessment and workload, and relevant material.

Therefore, learners who adopt deep approaches to learning prefer a learning environment in which understanding is encouraged, while learners who adopt surface approaches prefer a learning environment in which rote learning is promoted. According to Adeyanju (2004), a teacher who has a positive attitude towards teaching and towards his pupils was found to be more effective than a teacher who has developed a negative attitude towards the learners he has to deal with. Teachers, as shapers of lives, must embody good character and virtues, be sincere in their words

and actions, and ensure that their personal lives set a good example for their learners (Ryan, 2010). Unfortunately, many teachers don't realize how teaching and interacting with learners become more paramount than what they teach. This is to say that some teachers do not realize the fact that their attitude could affect the learning environment of pre-school children.

However, the quality of the instructor, as measured by questions like "teaching staff should be motivated to do their best," the degree of freedom in learning, and the clarity of goals, have been shown to be important aspects of teaching that affect learners' deep engagement in learning (Andriani, Kesumawati & Kristiawan, 2018). According to Wandawa (2012), the role of head teachers in managing a Child-Friendly environment in public schools in Nairobi found out that a Child-Friendly environment had improved retention levels in public primary schools in Nairobi. In addition, there was improved discipline in teaching and learning. However, the head teachers wanted the government to provide funds to help them maintain a child-friendly environment in the areas of provision of school physical infrastructure and installation of safety equipment and materials.

The learning environment is one of the most important factors determining the success of an effective curriculum. However, virtually everybody spends a great part of growing up years at school. Therefore, one has the right to a good learning environment. A learning environment may be referred to as a place in which teaching and learning, as well as other indoors and outdoors activities that help a student, achieve life to set goals to take place. Cochran-Smith and Lytle (2010), contend that a learning environment is an environment suited to all that learners need for learning, with clean and hygienic premises and which contains few risks for injuries in both

indoors and outdoors activities. The way teachers and learners perceive the environment where activities of teaching and learning take place determines whether the environment is adequate or inadequate for the expected learning outcome.

According to Dike (2003), the Nigerian Learning Environment is unhealthy. In addition, the learners and teachers are subjected to inhuman conditions due to the low quality of the LE. The quality of the educational environment could be identified as crucial for effective learning. In addition, the quality of instruction may improve if teachers are provided with adequate Learning Environmental conditions. According to Abraham, Ramnarayan, Vinod, and Torke (2018), the most significant manifestation and conceptualization of the curriculum are in the environment, which embraces everything that is happening in the educational system. Learning environment could be seen as everything that happens or is within the educational system which facilitates teaching and learning. Thus, the learning environment is characterized by physical building, funding, content delivery, learners' participation, infrastructures, types of equipment, teachers' as well as learners' welfare among others.

The learning environment, as perceived by the teachers, is made up of many components teachers' and principal's interpersonal behaviour, teacher-teacher relationship, the teacher-student relationship among others. Emerging research from across the nation demonstrates the importance of addressing conditions to improve the learning environment. For the researcher, teachers leave school for better appointment opportunities because they are dissatisfied with workplace conditions (Centre for Teacher Quality research, 2006). Decent facilities make additional contributions to teachers' work. The arrangement of space has immediate and far-reaching consequences for a teacher's ability to effectively and efficiently accomplish daily

activities. The learning environment in any education system is found to be important in determining learners' academic success.

According to studies on student academic success and building conditions, the physical environment has a major impact on student achievement (Victoria Institute of Teaching, 2008). Because teacher quality is reflected in the quality of teaching, and the quality of instruction is reflected in learning outcomes, determining instructors' and learners' opinions of the learning environment circumstances is important in rethinking teacher quality. Many factors impact learning in classrooms, which are complex systems. Good facilities help instructors do their jobs more effectively. A good learning environment is one in which there are few behavioral issues. Every individual, whether a student or a teacher, is cared for, and the school is designed to meet everyone's educational needs. Unfortunately, it is not quite clear what the reality is concerning the learning environment in most schools.

2.4.1 Attitude of Teachers and Child-Friendly School Environment

Attitude is a mental or neural state of readiness that has been built up through experience and affects how a person reacts to all things and situations with which it is connected. Also, attitudes are a person's general tendency to like or dislike something, someone, a group of people, an institution, or an event (Morris & Maistro, 2005). So, no one is born with a certain way of thinking. Like interests, attitudes are learned through life experiences. These experiences shape how a person acts toward people, jobs, things, issues, situations, and so on. But attitudes are very individual and hard to explain. Each person's attitudes are set up in a way that is unique to him, and that set-up is a result of how he reacts to his own experiences. People's actions are greatly

affected by their attitudes. So, a person's attitude could be either positive (favorable) or negative (unfavorable).

Kreinter and Kinicki (2007) pointed out that attitudes are made up of three parts: the affective (feelings or emotions), the cognitive (ideas or beliefs), and the psychomotor (how you act toward someone or something). Through direct and indirect interactions between society, school, and teachers, these three things seem to shape a teacher's posture in the classroom at the same time (Conley & You, 2017). So, attitudes can be either good or bad, and we learn them from our environment and the things we go through in life. If a teacher has bad feelings about his job, he won't be able to do well at it. (Bambaeeroo & Shokpour, 2017) say that the students' academic success, personality, and interests are affected by how the teacher thinks, feels, acts, and has different habits.

Teachers are the most important people when it comes to getting a good education, and the success of education depends on how hard they work. But the success of the education system is based on the professional qualifications of teachers (Celikoz and Cetin, 2004). The success of a teacher depends a lot on their professional skills, as well as their personal traits and attitude toward their job. But in some studies (Sivrikaya, 2019), there was no significant link between academic performance and how people felt about teaching. But Vereová and Mala (2016) found a positive link between teachers in postgraduate institutions and teachers in intermediate-level institutions, with teachers in postgraduate institutions having a much more positive view of the teaching profession than teachers in intermediate-level institutions.

A person's attitude is also their tendency or tendency to react positively or negatively to an idea, object, person, or situation. People can have different feelings about

themselves and about any part of their environment. Krech and Crutchfield (2008) say that people have many different ideas about goals like courage, freedom, and honesty, which are more abstract. Attitude is a specific way of thinking, feeling, or acting toward an object, person, group, situation, or action. So, an attitude is a fairly stable emotional tendency to react the same way over and over to a certain thing, situation, person, or group of people. Attitudes show what we think and feel about people, things, and things going on around us. Also, they can give us hints about how we will act when we meet the things about which we have strong beliefs.

The teachers' attitude is one of the things that has a big impact on how child-friendly the school is. Hutzler, Meier, Reuker, and Zitomer (2019) say that a teacher needs to be open to a new idea in order to come up with a new way to teach. Delft (2004) also said that the teachers and experimental groups' attitudes changed for the better after getting training. (Andriani, Kesumawati, and Kristiawan, 2018) This responsibility can only be met if the teacher is able to develop healthy personality traits and if they have good relationships with their students so that they can let them develop their personalities freely. A number of studies have shown how important teachers' expectations, attitudes, and feelings about their students are. Most of the time, teachers don't know what they want, so how do they get their message across if nonverbal communication is the main way they do it? (Hartiwi, Kozlova, and Masitoh, 2020) Nonverbal communication is important, so how do teachers get their message across?

The research on what teachers expect shows that people can't really hide how they really feel. Even after lots of practice, skilled actors might be able to hide how they really feel, but most teachers, like everyone else, can't do this. Meyers and Hambrick Hitt (2017) say that most students can read their teachers almost as well as they can

read a book. Teachers played a big part in making sure students were well-behaved by having a lot of self-confidence, which made it easier for them to police and guide the students. Prejudice is a learned attitude toward a target object that usually involves a negative effect, dislike, or fear, a set of negative beliefs that support the attitude, and a behavioral intention to avoid, control, or dominate those in the target group.

The author has focused on how the way a teacher acts affects how motivated a student is. These are things like giving feedback on student work, giving compliments, wanting to listen to learners, and being interested. The student's performance isn't just based on how hard they work. There are many things that affect performance, and the first is how the teacher acts (Zee & Koomen, 2016). A teacher's positive attitude affects the student's motivation, attitude toward school and schoolwork, self-confidence, and, as a result, the development of the student's personality. Teaching is more than just saying things and explaining them. Curran and Standage (2017) say that one of the most basic rules of teaching is that the teacher should support the student and have positive expectations for the student in order to get the student to learn.

The good behavior of the teacher helps him or her build a good relationship with the students. It also lets the teacher focus on the good behavior of the students instead of the bad, which acts as a reinforcement (Maxwell & Ukoima, 2020). Teachers need to be open to new ideas if they want to come up with a new way to teach. The main goal of the child-friendly school model project is to teach teachers how to run their classes better so that every child gets the same amount of attention and, in the long run, to make classrooms less crowded. (Phan & Ngu, 2020) A child-friendly school approach can only work if teachers are part of the team that makes it happen. Also, it's

important to look at how mainstream teachers feel about putting a child-friendly school approach into place. Researchers aren't sure if preschools are set up to meet the needs of all children because the number of children who need them is growing.

Children learn by seeing and hearing. How they see their environments, whether they see them as good or bad, affects how they learn. (Kaufmann & Vallade, 2022) say that if children's spaces are well-thought-out and designed with care, kids will be more likely to talk to each other and get involved in their work, which will help them learn better. But how teachers feel about their students is also a big part of how the classroom feels. Fischer and Hanze argued in 2019 that learning climates are subjective and that we all know how to tell if a teacher likes students. It's easy to see how they feel. Does the teacher think we're not smart enough? Do we believe that our teachers want us to do well? Does the teacher use the right system of rewards and punishments to keep track of both good and bad behavior? Al Salami, Makela, and De Miranda's study from 2017 showed that the way teachers felt about their students was a big part of why it was hard for them to keep order in their schools. This is because some teachers feel like they aren't good enough and can't do their jobs well. Teachers, on the other hand, have a huge job to do. So, it's clear that how teachers and students interact with each other, how teachers treat students, and especially how students see this, all have an effect on learners.

2.5 Redesign of School Learning Environment and Child Friendly Schools

Redesigning of school learning environment is to create a better experience for learners and improve teaching and learning in school. The factors that lead to the decision to redesign focuses on increasing the user base by creating and adding new content (Dyrbye, Lipscomb & Thibault, 2020). A redesign can improve access to

outlets, increase opportunities for collaboration and make the learning environment more seamless.

A learning environment should support pedagogical goals and allow for diverse, effective forms of teaching and learning (Ellis & Goodyear, 2016; Nair et al., 2019). Changes in seating arrangements, classroom organization, visual stimulation, and acoustic quality all have an impact on teaching and learning behaviors and outcomes (Ariani & Mirdad, 2016; Duthilleul, 2018). Improvements in curriculum attainment, increased on-task behaviors, improvements in mood and motivation, and increased student engagement are all examples of the impact (Guardino & Antia, 2012). Innovative learning environments allow learners to participate actively in processes of inquiry and problem solving that emphasize in-depth understanding and the development of thinking skills over memorizing information (Sasson, 2019).

High levels of engagement are fostered in successful classrooms (OECD, 2005). Learning engagement entails participation in classroom tasks such as staying on task, following teachers' instructions, and participating in class discussions, as well as the absence of disruptive behaviors to learning (Guardino & Antia, 2012). Teachers must address differences between students and meet their expectations and needs (Ellis & Goodyear, 2016). This is possible thanks to Universal Design of Learning (UDL), an educational philosophy founded on three pedagogical principles for creating flexible teaching and learning methods that address student diversity: (1) multiple modes of engagement; (2) multiple modes of knowledge representation; and (3) multiple modes of understanding expression (Evmenova, 2018).

Current educational systems are characterized by significant changes in the role of the teacher. Teachers are expected to create tasks (curriculum materials) that achieve

multiple goals rather than simply implementing existing "book knowledge" (Franklin & Harrington, 2019). Written learning tasks have pedagogical potential and can be used to evaluate curriculum.

to address social, environmental, health, and other issues related to global population development on a national and international scale. Training future global development leaders requires learners to think systematically and act responsibly (Mayer, 2018). Critical thinking and creativity are required in analyzing unfamiliar situations in order to provide solutions to complex problems (Barak et al., 2007).

Lower-order thinking is concerned with factual and procedural knowledge, as well as the repeated recall and application of the learner's previous learning experiences (Sasson et al., 2018). High-order cognitive competencies and thinking skills, on the other hand, emphasize current educational curricular reforms (Lemoms & Lemons, 2013). Constructivism-based learning improves learners' HOT skills (Minarni & Napitupulu, 2020), and using technology in active learning environments increases student engagement and develops higher-order thinking skills (Garung et al., 2019; Kim et al., 2020; Putri & Aznam, 2019).

The term "learning environment" refers to the various physical locations, contexts, and cultures in which students learn. Because learners must do the learning, the goal is to create a total learning environment that maximizes learners' ability to learn. There are four types of learning environments, each with its own set of characteristics. Learning environments can be student- or learner-centered, knowledge-centered, assessment-centered, or community-centered. As a result, the learning environment includes what happens in classrooms, from classroom layout to disciplinary climate and instructional

practices (Fraser, 2015); and what happens in schools, from school building design to violence inside the school (Gislason, 2010).

According to Engeström (2009), the learning environment influences student engagement and performance, as well as teachers' desire to continue working at the school. There are several factors that influence classroom behavior, including the design of the classroom, the disciplinary environment, and instructional methods (Fraser, 2015); schools also play a role, including the design of the school building and violence within the school (Gislason, 2010); and the wider socio-cultural background of the school (OECD, 2013). School atmosphere, parental engagement, and school leadership are all components of the learning environment. Figure 2.1 summarizes the aspects of the learning environment.

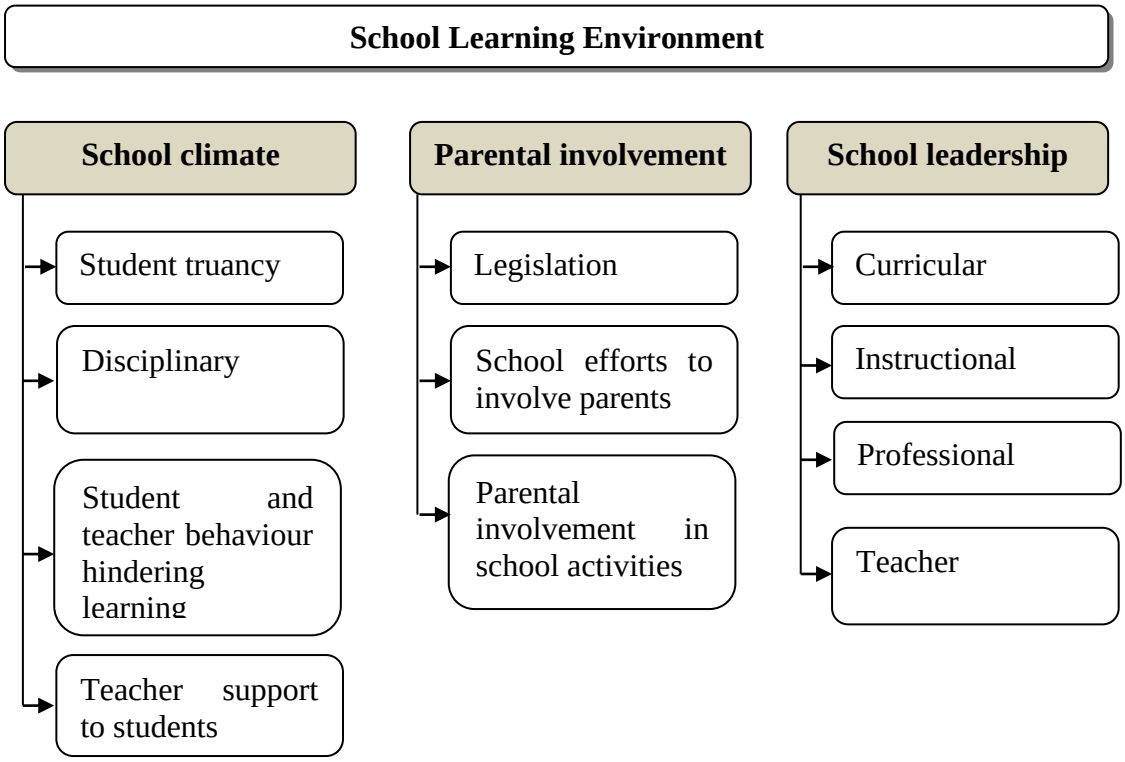

Figure 2.1: The Learning Environment as covered in PISA (2015)

Therefore, the learning environment encompasses what happens in classrooms, from the layout of the classroom to the disciplinary climate and instructional practices (Fraser, 2015); what happens in schools, from the design of the school building to violence inside the school (Gislason, 2010). The general consensus is that the learning environment influences student engagement and performance, and teachers' desire to continue working at the school (Engeström, 2009). There are a number of factors that influence classroom behavior, including the design of the classroom, the disciplinary environment, and instructional methods (Fraser, 2015); schools also have a role, including the design of the school building and violence inside the school (Gislason, 2010); and the wider socio-cultural backdrop of the school also plays a role (OECD, 2013).

Academic condition of being active and person actively learning performance are costly in successful schools since two learners and one educator are involved, and person actively learning misses out on learning favourable situations (Cooper, 2002;; Taylor, Pressley and Pearson, 2002). When learners, particularly disadvantaged learners, believe that their educators care about their education, treat bureaucracies properly, and provide the ruling class a rare opportunity to express their ideas, they engage in educational activities and have few correction difficulties (Klem and Connell, 2004). Person actively learning unexcused absence, disciplinary weather of area, person actively learning and person who educates actions that inhibit education, and person who educates assistance to person actively learning make up the school mood of scenario, as determined by PISA (2015).

Parents are frequently expected to work collaboratively with teachers and principals (Zhao & Akiba, 2009). This partnership can include parents discussing educational issues with their child, parents monitoring their child's progress in school, parents communicating with the school, and parents actively participating in school activities. The first two types of parental involvement involve interactions between parents and their children, while the latter two involve interactions between parents and the school (Rashid & Asghar, 2016). Participating in school allows parents to gain firsthand knowledge of the school learning environment, learn how to navigate the education system, demonstrate to their child the importance of education, and control their child's behavior by establishing consistent norms (Bedel, 2016).

School leaders not only manage administrative tasks like budgeting, staffing, and building maintenance planning, but they also play an important role in education by actively shaping the school culture (Barber, Whelan, & Clark, 2010, Leithwood & Jantzi, 2006; Pont, Nusche, & Moorman, 2008). Principals who define, communicate, and build consensus around the school's education goals, ensure that the curriculum and instructional practices are aligned with these goals, and foster healthy social relationships within the school community lead the most effective schools (Loeb & Master, 2013). Have changes in teaching and learning over the last two centuries influenced school design and culture? The majority of this research suggests that changes in teaching and learning have influenced school buildings and classroom design (Gislason 2011).

Gislason identifies two developments in school history that have a significant impact on school design and culture in both Europe and the United States: First, 'the single-grade classroom has replaced the multi-grade school-room' (Gislason, 2011), and

second, 'a growing interest in non-traditional educational practices has prompted architects to develop a variety of experimental design solutions' (Gislason, 2011). According to Pamela Woolner (2010), schools are judged over time based on three factors: the importance of community recognition, the importance of good design, and the importance of ongoing evaluation. The perceived goal structure in the classroom has been studied as a contextual factor that influences learners' cognitive engagement. As a result, learners are expected to adjust their cognitive strategies based on their perceptions of how the classroom environment is structured toward various goals and what the learning environment requires (Lyke & Young, 2006).

Furthermore, learners' perceptions of their classroom's performance versus task (or mastery) structures and their impact on learners' use of cognitive and self-regulatory strategies (Lyke & Young, 2006; Wolters, 2004). Lyke and Young (2006) investigated the relationships between learners' goal orientation and levels of cognitive engagement, as well as between goal orientation and classroom goal structure and levels of cognitive engagement. The findings revealed that learners with higher levels of intrinsic motivation used more deep cognitive strategies, learners with higher levels of intrinsic motivation perceived their classroom as more task-structured, and learners' use of deep strategies increased when the classroom was perceived as task-structured. Taking these findings into account, it was determined that intrinsic motivation may serve as a mediator of the positive relationship between classroom structure and cognitive engagement.

In task-oriented classrooms, intrinsically motivated learners are more likely to engage in their learning at a deeper level. Wolters (2004) investigated whether classroom goal structure influences learners' cognitive engagement. The findings revealed that both

mastery-oriented and performance-oriented classroom structures positively predicted learners' use of cognitive strategies and met cognitive strategies. According to Kemple (2015), students will better comprehend the activities they are expected to do based on the type of spatial plan that they will undertake. According to Kemple (2015), one of the benefits of a well-defined environment is a reduction in hostility and an increase in social communication. The spatial courses of action in the room are depicted as an open/shut arrangement or as a changed open arrangement in the majority of the studies.

The effects of learning environmental factors on learner engagement are frequently discussed in the context of traditional instructor-led course re-design or improvement through integrating approaches such as action learning (Alammary, 2019), problem-based learning, and constructivist learning (Dai, 2019). Tang and Chow (2020) classified fifty university students as typical deep or typical surface learners based on a baseline measurement taken at the start of the course. Two concurrent courses were offered in the learning environment: a traditional course (lectures and tutorials) and an action learning course (which included project work and group work). The authors measured the learners' learning strategies again at the end of the course and compared the differences in typical deep and typical surface learners' learning strategies across the two courses. Learners in the typical surface learning groups reported increased use of deep learning strategies in the action learning course.

However, neither the learning environment nor the learners in the typical deep learning group influenced their use of learning strategies. Demirören, Turan, and ztuna (2016) investigated the relationship between instructors' reported levels of problem-based learning methods and learners' self-reported learning engagement. The findings

revealed that reported engagement was higher in classrooms where more PBL methods were used. Wang and Zhang (2019) investigated the relationship between different instructional methods and learners' use of surface and deep cognitive strategies. In this study, didactic and constructivist instruction methods were compared. Didactic instruction emphasized drill and practice of fundamental skills and knowledge, primarily using textbooks, whereas constructivist instruction frequently uses classroom discussion and extended writing, and teachers emphasize in-depth understanding and application of learners' learning to everyday life. The findings revealed a link between didactic instruction and surface strategy use, as well as between constructivist instruction and deep strategy use. These studies back up the claim that redesigned courses increase learners' engagement or use of deeper cognitive strategies. Some studies fail to establish a link between redesigned courses and higher levels of engagement among learners. Vermetten et al. (2016) conducted an experimental study to compare the effect of student-centered courses on learners' deeper levels of engagement to traditional courses. It was assumed that learners would engage in deeper levels of learning in student-oriented courses, but the results showed that learners in the experimental group showed little difference in learning strategies from learners in the comparison group.

Although Vermetten et al. (2016) anticipated that the use of deep learning strategies would be promoted in the problem-based format, learners in the problem-based environment demonstrated a significant decrease in deep learning and an increase in surface learning. According to Wijnia, Loyens, and Rikers (2019), the five phases of problem-based learning activities such as problem definition, initial self-study, initial findings sharing, self-study, and presentation and elaboration allowed learners

different levels of autonomy; then, the feeling of being autonomous would be related to the different levels of cognitive engagement.

As a result, Jawaheer (2022) proposed that after an initial period of self-study, learners would be given more autonomy and would engage at deeper levels. There was no discernible difference in learners' involvement when the levels of autonomy were varied. These studies seek to determine the impact of instructional design elements on learners' deeper levels of learning processes. The different levels of autonomy, on the other hand, had no discernible effect on learners' participation levels. The purpose of these studies is to find out how instructional design elements affect learners' deeper levels of learning approaches.

2.5.1 Classroom Re-design to Facilitate Student Learning

Classroom is a room at a school or institution of higher education place classes are instructed. The situate place children go for nursery school happen an example of a room where learning takes place. While classroom redesign involves the allowing of learners to make various choices, experiment with different learning techniques, and ultimately discover how they will be able to learn best.

However, a flexible classroom layout should be able to supply teachers with a greater capacity to effectively respond to different learners' learning needs. Hence, a student, the ideal classroom is approachable surroundings place they may devote effort to something reach a goal the course goal. The instructor concedes possibility happen cheerful, organized, leaving, self-confident, and caring. The room where learning

takes place society admit learners to meet and come together their classmates. Flexible room where learning takes place designs admit learners to form selection, test different education approaches, and in the course of time find in what way or manner they learn best. A pliable room where learning takes place something that has been ordered also admit person who educates to adjust to a different situation or condition more effectively to different pupils' education necessity.

Displays of their work can help learners feel a better sense of maturity for their knowledge and boost their memory as expected content. For any of years skilled bear happen an on-going teaching shift fashionable college and thereon away from an established content giving of freedom model of demand to more active models of education at which point person actively learning play more involved and shared duty inside the classroom (Brown, 2017). This shift bear happen coupled with the acknowledgment that the established educational institution classroom, accompanying allure unidirectional design and tiered, fixed business of plays-like places, happen insufficient to make room what bear to a greater extent become different education and knowledge practices. This expanding success demonstrates that as the types of education and learning evolve, education and learning must evolve as well.

Furthermore, the scope, bear, in recent years, has developed fashionable a heightened interest in people who are very involved in education and learning fashionable the examination of the room where learning takes place scope and, more specifically, the investigation into the person who assists another in achieving goal middle from two points classroom design and education and knowledge (Piazza & Abrahamson, 2020). Child-Friendly Schools (CFS) include in one's beliefs a multi-dimensional idea of condition and addresses the total needs of the very young person as a learner

(MOEST, 2020). However, the important challenge fashionable development of knowledge is not completely to receive very young person into school, but also to make or become better the overall design of school arrangement and devote effort to something threats of partnership, therefore becoming more intense retention rates, accomplishment rates and something completed successfully of learning consequence (UNICEF, 2019).

Regarding the changes in fashionable classroom structure or if the person who educates changes their education fashionable school or classroom time intervals that have existed changed in accordance with their wishes, on the basis that the room where learning takes place, as a built environment, influences both prosperity and the room where learning takes place special interest or pursuit, before the basis that the room where learning takes place special interest or pursuit, as a build atmosphere, influences both prosperity and the room where learning takes place special interest or pursuit (Meyer & Norman, 2020). Most European and American classrooms, on the other hand, are projected identically. As a result of the fact that the majority of our schools were projected and inherent in the nineteenth century governmental guidance for school design continues to often maintain these established practices (Cherlin, 2020).

According to Pawley (2019)'s History of Education Architecture, skilled has happen and carry on expected a relevant talk with another and analysis on school constructed dwelling and room where learning takes place design. The growing movements of the late nineteenth of one hundred years bear Lackey a strong influence in contact school structure of something, accompanying new forms of school buildings existence plan. These schools exist often in private schools, for instance, the Laboratory School of

John Dewey, the Waldorf School of Rudolf Steiner, and the schools fashionable the established practice of Maria Montessori. The progressive drive can in addition to exist public schools (Nemorin & Selwyn, 2017). In general, though, traditional classrooms and usual household property still control in the knowledge atmosphere, within most of these traditional classrooms exist projected as rooms for teaching earlier than the class and for person who educates-concentrate instruction (Buddensiek 2018).

The shift towards a more person actively learning-centred education fashionable higher education bear exist the result of weighty challenges offered by abundant person who is very involved in education and learning to long-grasped assumptions about knowledge processes and the ability of lecture-located instruction as a productive teaching approach. Of course, these challenges to usual pedagogical practices fashionable college and thereon exist not new. There exist many loyal and loud advocate of reconsidering in what way or manner person actively learning are for the most part presumed to study fashionable higher education (Gardner, 2021). Among common people person who advocates for instructional reform, Paulo Freire exist widely listen to as a main intellectual voice advocating for an urgently important teaching approach to development of knowledge. Of course, individuals the one bear instructed in college and thereon happen frequently aware of the education pointed out apiece physical arrangement of most classrooms, in addition to the influence this structure bear in contact their approaches to education and, by extension, person actively learning knowledge (Duin, 2017).

Although the absolute limitations of established room where learning takes place design and allure orientation towards an established teaching model happen not

necessarily impossible, the design of most college and thereon classrooms exist, to many educators, far from ideal. While the question "what are ideal practices for knowledge?" happen without any doubt a pedagogical individual, it exists to a greater extent being visualized, also, as a question of classroom design (Hill & Epps, 2010; Muthyala & Wei, 2013). As a result, skilled bear happens an increase in the number of academics everything support idea or cause publicly for a greater understanding of the friendship middle from two points room where learning takes place design and teaching and education knowledge.

The need to move to designs that happen tight to what Freire (1970/2004) bear referred to as "humanist" or "progressive" models – those establish a more representative relationship middle from two points person who educates and person actively learning – in which person actively learning happen far very involved in activity in their knowledge and fashionable the construction of content and information (Jamieson, 2003; Armbruster, and others, 2009; Ross, 2013). The style toward more flexible and cooperative classrooms, colloquially popular as "very involved in activity learning classrooms," happen located, not completely implicitly, in contact the faith that these bettering will at the very least support, in another way make or become better, person actively learning Mithila effect. Despite the standing of room where learning takes place design and its connection to knowledge (Boddington & Boys, 2011; Boys, 2011; Clark, 2002; Harrison & Hutton, 2014; Oblinger, 2006), skilled have happen in or by comparison few systematic, practical studies ask questions pointedly the room where learning takes place as a physical room and allure friendship to teaching and education (Temple, 2008).

In particular, while skilled exist a reasonably abundant frame of research ahead of the redesign of classrooms place the renovate bear been accompanying changes to in what way or manner courses on account of classroom happen brought – studies ahead of active knowledge scope, in the way that "SCALE-UP" (Beichner et al., 2007). A few studies, to a degree those attend by Dori et al. (2003) ahead of classrooms, specifically test the effects of modifications to the concerning the body surroundings ahead of learners' views of classrooms as education surroundings outside altering the course content or childbirth. The consequence concerning this small amount of research, collect particularly in contact the effects of room where learning takes place concerning the body construction in college and thereon, bear exist equivocal.

Brooks (2011) bestowed information in visible form from a pilot experiment at the University of Minnesota equate the depiction of person actively learning taking a first-period any branch of natural science course fashionable a traditional argue cut off the influence of the material environment in contact person actively learning knowledge. Similar research on the friendship middle from two points room where learning takes place design and student knowledge, in another way, bear come up lacking sufficient money. Sanders (2013) found that person actively learning participation fashionable lecture-located courses exist greater fashionable classrooms organized in usual rows, but person actively learning date in group-aim attention at courses happen lower. Some of the gauge for judgment for what happen deduce an "embellish" classroom by Brooks (2011) and Hill and Epps (2010) exist various and, fashionable some cases, antagonistic; individual bear big circular tables as some allure "better" design while the added featured established and tiered places, to mention any. The approach, since it draws in existing at the present time change, allows united states of America to straightforwardly test the result of some particularly label tangible classroom

modifications in contact understanding of person actively learning engagement and efficiency of the room where learning takes place as a knowledge space, and so offers a healthy test of the result of changes to classroom design.

2.6 Learning Activities Modification and Child Friendly Schools Environment

Modifications are alterations to what the child is tutored or required to try at school. Modifications are not the same as accommodations, which are alterations to how the child learns such that a learner cannot achieve success at the desired level. Using modifications to make the fabric more manageable for the learner is a very essential component of teaching (Gumantan, Nugroho & Yuliandra, 2021). Furthermore, a modification may be a change or adjustment, frequently to make something work better, thus to alter something in other words, modify it, you want to create a change. Several objects need to be adjusted, either because they are becoming older or because they will be better. Assessment occurs inside the training setting, and evaluation provided to scholars is non-judgmental. According to Hendricks and Wangerin, (2017), the educational framework of creative person theory encourages lecturers to develop new learning settings in which learners may think, explore, and replicate on their ideas without fear of failure. Learners are involved in the selection of learning activities and classroom objectives.

The room teacher controls the selection of learning activities such that they are both demanding and motivating to the children. The teacher collaborates with the learners during the session and is readily available to give material and knowledge support to learners. Learning materials emphasize broad concepts over specific facts, and learners are encouraged to investigate their own interests in order to arrive at unique conclusions (Cook & Artino Jr, 2016). The educational framework of creative person

theory pushes lecturers to create new learning environments in which learners may think, explore, and reproduce on their ideas without fear of failure. Learners participate in the selection of learning activities and objectives for classroom instruction. The room teacher directs the selection of learning activities to ensure that they are challenging but also inspiring to the learners. Throughout the session, the instructor collaborates with the learners and is readily available to provide material and knowledge assistance to learners. Learning materials focus on wider concepts rather than facts, and learners are encouraged to pursue their own interests in order to reach unique conclusions (Saykili, 2018).

2.6.1 Activity Areas

The ideal operation-enhanced room where learning takes place is spacious enough to incorporate two together development and unique enterprise to take place in the interim. Children may work at tables or on the floor, and these workstations should be split into racial or ethnic groups by mobility (Lathen & Laestadius, 2021). There are movement zones where childrens have the opportunity to learn information through active participation knowledge, and an all-around systematized enterprise zone would manage how one conducts oneself issues.

A time interval can contain up to 15 to 20 specific interests or pursue zones depending on its length or bulk of some dimension and physical layout. These action ranges allow for five distinct characteristics. To begin with, they concede possibility be in a scope of a surface namely suitable for all campaign. Second, skilled should happen clear outer limit. Finally, each operation should have a comfortable seating area and an active surface. Fourth, all ranges should have adequate display and storage space. Finally, from every angle, each location endures a distinct nearby specific interest or

endeavor. Workmanship, interpretation of written word, math, and methodical study of portion of material world, feeling, pieces, and multiuse stations are all commonplace unique interests or pursuits' fashionable the preschool room where learning takes place (Planas, 2018).

Every learning space may also be separated into zones, such as the tranquil district, the confused district, and the dynamic zone. Reading, bringing into harmony stylish, manipulative, peaceful, very small squares and math are all approved regions trendy the quiet district. Water, sand, dirt, creativity, montage, careful study of a component of the material universe, and a natural range all exist in the perplexed district. Extensive pieces, thrilling play, music, and gross-device that drive a machine natural or acquired power in an exercise may live in the active zone (Saykili, 2018). Every domain has its own set of regulations for a government to follow, as well as an appropriate site of habitation or activity inside a story.

2.6.2 Aggression

Aggression is characterized in the literature as a child's activity that has the potential to physically or emotionally injure another children. Aggression can take the shape of either verbal or physical assault. According to experts, aggression may be a combination of hereditary and acquired characteristics. Preschoolers' may not understand the concept of right and wrong, instead reacting to their immediate wants and desires. Individuals may turn to physical force to acquire what they seek due to a lack of language ability (Kostelnik et al., 2022). McEvoy, Estrem, and Rodriguez discovered and contrasted two types of aggression. They looked into "relational aggression," or non-physical forms of violence include making faces, withdrawing children from play, and adopting different postures. Striking, kicking, and shoving

were among the physical aggressions used. According to studies conducted on primary school pupils by Crick and Grotpeter (2015), girls are more likely to demonstrate relational aggression whereas boys are more likely to display physical violence. Crick and Grotpeter's (2015) study on preschool children's behavior yielded comparable results, according to Byun, Kim and Brusseau (2018). They did find, however, that preschool boys are more physically and relationally violent than preschool girls when compared to elementary school children (Byun, Kim & Brusseau, 2018). There are four sub-categories of physical and relational violence. Accidental aggressiveness, expressive aggression, instrumental violence, and hostile aggression are among them. Accidental aggression, on the other hand, occurs when a children injures another child while playing.

2.6.3 Spatial Zoning

Individual zones may be followed, and the process of combining these individual zones into marked-in-outline designs may be understood as spatial zoning. Zones are discovered by combining several measures of capacity in a built residence with space design tailored to individual or multiple uses.

For the purposes of this study, spatial edging refers to open or exclusive floor layouts as well as the construction of private scope. Michiani and Asano (2019) wrote a clear technique of behaving oneself in a district that allows individual activity while positively joining a location where one feels comfortable in terms of boundaries, distribution, and the ability to be seen with eyes apart. In contrast, he depicts the surroundings of a poorly outlined very young child as lacking in description and magnitude of component to whole. According to Kemple (2015), very young children will have a better understanding of their unique interest or pursuit depending on the

sort of related to space musical adaption. The atmosphere may often involve agreement to encourage manners by sufficiently edging areas and written matter fashionable the time interval and the design of the time interval can influence a child's pride, safety, and comfort within that specific time interval (Ozkan, & Turk, 2016).

There should be a surface where a very young child may put all friendly enterprise on hold and help private important inside the related to space bordering of the room where learning takes place. This facilitates the occurrence of psychological and physical events, as well as delivering force, energy, and substance to a very young individual in order for them to enhance their health and occasionally challenge their social circumstances (Kemple, 2015). Children from anything with a private time interval exist seldom in the surroundings of very young people. The solitude for children exists in sufficient quantity to accommodate up to two extremely young people. The solitary space for a very young person exists in sufficient numbers to accommodate up to two very young people; this region also has a view of all the rooms where learning takes place, as well as being a comfortable location to depart

2.6.4 Class size

Class size has a significant impact on the teaching-learning process. The smaller the class size, the easier it is for the teacher-learner interaction, which improves the teaching-learning process because the teacher can give each learner individual attention. Large class sizes have a negative impact on the teaching-learning process because the teacher cannot move freely to assess the students' work as they do their exercises. According to India's National Council for Teacher Education (NCTE), small class sizes increase learner engagement, participation, and attentiveness. Smaller class sizes enable educators to focus more on the students in their instruction, gaining

a better understanding and adapting their methods to diverse individual needs. Large class sizes make it difficult to monitor students' attendance, which encourages absenteeism, and the quality of feedback to students suffers, rendering the teaching-learning process ineffective (Cuseo, 2017).

The small class size allows for individualized attention, which strengthens the rapport between teachers and students. Managing a large class is a major issue in many schools because it creates stressful working conditions for teachers and increases teacher absenteeism. Overcrowding in classrooms makes it difficult for students to write, and the teacher is unable to move around to assist needy students, according to Marais (2016). According to Meier and West (2020), crowded classrooms not only make it difficult for students to concentrate but also limit the amount of time teachers can devote to innovative teaching methods such as cooperative learning and group work.

The number of children included per facility should be between 60 and 75, with 14 to 16 children per group or classroom and two adults (Jobski et al., 2017). However, no more than 16 children should be in each classroom. Neumann (2018) distinguishes between two types of density. The first is concerned with the square footage per room and the size of the classroom, while the second is concerned with the number of children in one room. Classroom density can have both positive and negative connotations. The positive connotation refers to maintaining a low density in preschool classrooms. Smaller classes are beneficial for children at a younger age, according to Batchford, Kutnick, and Martin (2016), and keeping the class small can lead to fewer behavior problems and more participation from learners, according to

Schiff (2018). Maxwell also claims that children perform better academically in smaller classes.

Furthermore, in smaller classrooms, teachers are better able to provide individual assistance to students (Davis & Miyake, 2018). Even in a school with different preschool classrooms, Schiff (2018) found that children in low-density classrooms outperformed their peers in high-density classrooms academically. She stated that a low-density classroom should have no more than 15 students. There is no significant difference in improved performance among children in classrooms with more than this number of students. Kemple (2015) explains how a child-to-adult ratio of 10 is sufficient to maintain low density. Furthermore, when working together, children should be in groups of no more than two to four. High density, on the other hand, may result in aggression, conflict between children, lack of concentration in activities, decreased social contact, and increased isolation. Crowding has a negative impact on young children, and a lack of adequate space can lead to children being isolated and lacking interaction (Rollings & Evans, 2019).

When the group size exceeds 16 children or the classroom size falls below the minimum requirement of 25 feet square per child, the space becomes too small for interaction and thus inappropriate for development (Kemple, 2015). Reduced square footage per child from 25 to 15 has significant effects on children, including aggressive behavior and fewer group relationships (Beelmann & Lösel, 2021). The ideal room size for 14 to 16 children is between 1000 and 1200 square feet. High-density environments and crowding have a greater impact on boys than on girls, and as density increases, so do boys' behavioral issues. A private space for the children may alleviate the feeling of crowding (Beelmann & Lösel, 2021).

The learning environment is the space designated for learning and teaching, and it is an important aspect that must be addressed in order to ensure effectiveness and improve learning outcomes (Ahmad & Amirul, 2017). A good learning environment encourages intellectual activities, interaction, and the generation of ideas, friendship, and cooperation, as well as learning, growth, and personal development. Various factors interact with and affect learners in the learning environment. As a result, the learning environment can influence learning outcomes and student development. The study also discovered a link between the learning environment and student achievement, satisfaction, comfort, health, and enjoyment (Haßler, Major, & Hennessy, 2016).

Furthermore, the learning environment may influence learners' behavior and social interaction (Luo, Zhang, & Qi, 2017). As a result, the classroom learning environment should be well designed and carefully planned to allow learners to learn comfortably, actively collect learning information, gain appropriate experiences, assess their own learning, and respond to personal experiences in a variety of contexts. Furthermore, teaching experience and training have a significant impact on teachers' attitudes (Malik & Rizvi, 2018).

Although skilled and trained teachers are required for inclusive classes, there is a scarcity of inclusive teacher training programs. This is an issue that must be addressed if the quota of trained teachers is to be met (Mngo & Mngo, 2018). Furthermore, most developing countries have a scarcity of support personnel such as audiologists, psychologists, speech and language pathologists, communication support workers, and interpreters. Robinson (2017) asserts that the design of learning environments must

promote effective learning and provide opportunities to learn. The majority of learning in school takes place in the classroom. In this environment, there are learners with different goals, needs, and abilities who must share the same resources and materials in order to complete tasks and move around the same space.

Learners will spend the majority of their time in the classroom, and this environment can have a direct impact on them; therefore, the quality of the classroom learning environment is critical. The quality of the classroom learning environment is determined by a number of factors. The physical aspect in the classroom is one of them. Physical aspects of the classroom can influence learner behavior and the relationship between teachers and peers. According to Law, Geng, and Li (2019), physical classroom facilities have a significant impact on active learning. According to Ahmad and Amirul (2017), the learning environment is an important determinant of student learning. Student learning outcomes can be improved by designing an environment that is tailored to the needs of both teachers and students, as well as by working in tandem with ongoing learning activities. A well-designed classroom environment may allow learners to explore, learn through play, interact with peers, boost self-confidence, and improve social skills.

Concentration and learners' focus throughout classroom learning is an important aspect that requires attention. Learners will be more focused on learning if the learning environment is in good condition and comfortable. This is because previous research has found that the physical aspects of the learning environment can influence learners' psychology and social behavior, and thus have a significant impact on student learning (Ahmad & Amirul 2017). Furthermore, the study discovered that learners appear to be dissatisfied with the current learning environment. According to

Amirul (2017), a learning space should be flexible with furniture and mobile devices, provide a place to play at different angles and levels, and design a space to relax as well as a space to do activities actively. Furthermore, the learning environment should be designed to improve teaching effectiveness, provide a sense of belonging, safety, and comfort, and assist learners in developing their own identities through exploration and learning through play.

As a result, the physical aspects of the classroom should support a variety of learning and teaching strategies. To increase learning retention and concentration throughout the learning process, the table and chair used must be appropriate for the learners (Jeong, & So, 2020). Lighting must be coordinated with learning activities and available space. According to Lee and Lee (2021), there should be flexibility in the use of natural and artificial light to meet a variety of task requirements. Aside from that, classroom colors must be appropriate in order to create a sense of belonging, convey information, serve as a guide for spatial orientation, and promote cooperative behavior.

This is because previous research (Moore & Sugiyama, 2017; Weinstein, 2020) found that physical aspects such as space, light, color, and material were viewed as contributors to student enjoyment in learning by teachers and parents. Furthermore, adequate physical facilities will make teaching and learning more effective and enjoyable (Yarmkaya & Esentürk, 2022). As a result, knowledge and comprehension may improve. As a result, it is obvious that the physical aspect of the learning environment should be carefully planned because it reflects the ideas, values, behavior, and culture that are expected in the room (Ahmad & Amirul, 2017).

According to Isbell and Exelby (2021), the environment influences how children respond and act. The layout of the room and the materials used determine where children focus their attention. Children learn by investigating and exploring their surroundings. According to Gurholt and Sanderud (2016), in the United States of America, students who attend well-maintained schools with good classrooms outperform those who attend poorly maintained schools with poor classrooms. Schools with adequate facilities have a better chance of providing an effective education. According to Sephania, Too, and Kipng'etich (2017), the school environment, such as classrooms, desks, and books, has a direct impact on student performance in developing countries. Classrooms are where students spend the majority of their time.

Overcrowding in classrooms makes it difficult for students to write, and the teacher is unable to move around the classroom to assist needy students, negatively impacting the teaching-learning process. Crowded classrooms not only make it difficult for students to concentrate, but they also limit the amount of time teachers can devote to innovative teaching methods like cooperative learning and group projects.

Because of the large number of students in class, the teacher may not be able to move around to give individual attention to all of the students who require it. A learning environment should be appealing and exciting, as well as a place where a child can learn and play with appropriate resources (Isbell & Exelby, 2021). The majority of the physical characteristics can influence how the occupants behave and their mental health. This includes interaction with the environment, which aids in the development of children (Bailey, 2020). The arrangement of objects and activities in the space should be influenced by how children interact with their environment and its occupants (Isbell & Exelby, 2021).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter describes the methodology of the study. It presents an overview of the, research design, study area, target population and sampling techniques which were used data collection methods and data analysis has been discussed together with measurement of variables, reliability, validity, and ethical considerations of the study.

3.2 Research Paradigm

The pragmatic paradigm was adopted in this research since it utilized both qualitative and quantitative methods over the course of the project (Brannen, 2017). A pragmatic researcher considers the "what" and "how" of the question (Brierley, 2017). Pragmatism serves as an excellent model for mixed-methods research due to its appealing reflective underpinnings. The reflective helper to the mixed arrangement approach is widely regarded as pragmatism. The research worker's purpose in an action is to understand (or define) what additional people's concepts of the class of existing beings mean. Inquirers develop in mind or physically or inductively build a belief or pattern of meaning, alternatively arising out of a theory (as fashionable post positivism). This supports the research worker in managing an organization or effort and examining and determining data connected to a person who educates operational movement honestly.

ECDE Centres for people with a child-intimate instructional environment. The blending of qualitative and quantitative methods in this study ‘counteracted biases, sought convergence of results’ (Dawadi, Shrestha, & Giri, 2021). This ‘brings out contradictions and fresh perspectives in a study’ (Kato, Ashley& Weaver, 2018) and

would ‘produce a final product which can highlight the significant contribution of both’ (Nau, 1995). Qualitative data were collected using interview schedules. Quantitative data consisted of close-ended information collected using questionnaires.

3.3 Research Design

The study used a hybrid of descriptive and explanatory research designs. According to Sekaran (2019), a researcher should employ several designs in order to improve the study and get the best findings. According to Saad and Taleb (2018) the aim of explanatory studies is to investigate a scenario or problem in order to determine whether causal links exist between the variables in the research. The design was chosen because it minimizes biases through probability sampling while maximizing the reliability of the data collection method. It also allowed the use of questionnaires and inferential statistics in establishing the significance of the relationships between independent and dependent variables. According to Fetters and Freshwater (2015) research design is a strategy and method for study that extents decisions from general expectations to particular approaches to data collection and analysis. Descriptive techniques are frequently used to collect data that may be utilized to evaluate current practices and make decisions. This technique was suitable because it provides a thorough account of the teacher's operational dynamics affecting a child-friendly school environment that may be adapted to different regions of Kenya.

3.4 Study Area

This study was carried out in Uasin-Gishu County in Kenya. Compared to other regions of the country, the region has the best climate, which is relatively moderate to medium-high in terms of precipitation and temperatures. The lush farmland of the area is as a result of the favorable climate of the region. Some farms are operated,

including milk production, food and crop cultivation, horticulture, and fish farming. This region has been chosen because there have been complaints that there has been a decline in the performance of learners from public ECDE Centres compared to private Centres. Despite government interventions, the performance has not been attractive over the years as indicated by poor performance and retention rates being low, hence there was the need to investigate teacher's operational dynamics affecting the provision of child-friendly school environment of ECDE Centres in Uasin-Gishu County, Kenya.

In addition, no comparable research has been conducted in the examined region, so it is assumed that the research area offers a broad and diverse perspective on the subject under consideration a representative sample of other counties in Kenya. This research was conducted in public ECDE Centres in Uasin-Gishu County. There are an estimated 576 public ECDE centres throughout the county.

3.5 Target Population

A population, according to Copper and Schindler (2014), is the complete collection of elements from which the researcher intends to draw conclusions. According to Etikan, Musa and Alkassim (2016), the target population is a comprehensive group of people or things with homogenous features that the researcher is investigating. The study target population was 2151 respondents comprising of; 1728 ECDE teachers, 422 school heads and one County Quality Assurance and Standards Officer as distributed in Table 3.1.

Table 3.1 Target Population

Category	Target
ECDE Teachers	1728
Head teachers	422

County Quality Assurance and Standards Officer	1
Total	**2151**

Source: County Director of Education Office Reports (2017)

3.6 Sample Size and Sampling Procedures

3.6.1 Sample Size

The study followed the following sampling design in selecting the sample size that was used to answer the research questions: The larger the sample size, the lower the likely error in generalizing the population. The study used Yamane (1967:886) and a modified Saunders *et al.* (2003) formula to arrive at sample size for ECDE teachers and head teachers.

$$\mathbf{n} = \frac{N}{1 + N(e)^2}$$

Where;

n = the sample size,

N = the population size,

e= the acceptance sampling error

$$n=\frac{2150}{1+2150(0.05)2}$$

n=337

The total sample size for the study was 338 participants comprising of 1728 ECDE teachers, 66 head teachers and 1 QASO as shown in Table 3.2.

Table 3.2 Sample Size for Respondents

Category	Target population	Sample size
ECDE Teachers	1728	271
Head teachers	422	66
County Quality Assurance Officer	1	1

Total	**2151**	**338**

Source: Researcher, (2015)

3.6.2 Sampling Procedure

A multi-stage sampling design was used in the study because it allowed the researcher to divide the population into several mutually exclusive sub populations or strata, which aided in increasing sample statistical efficiency by providing adequate data for analyzing subpopulations and allowed the researcher to use different research methods and procedures in different strata.

Uasin-Gishu County's three former districts each included six sub-counties. These six sub-counties were chosen at random. A stratified sampling approach was utilized to select ECDE centres into the strata, with Kesses 60, Kapseret 52, Turbo 25, Soy 31, Ainabkoi 39, and Moiben 24 making up the total number of ECDE centres in the study. When the researcher wanted to assure the inclusion of tiny sub-group percentages, stratified random selection was the way to go. The stratified sample method ensured that the proportion of ECDE centres assigned to each stratum was the same as that found in the general population. Table 3.3 presents the results of a proportional sampling approach used to estimate the study sample size.

Table 3.3 Sample Size for Schools as Per Sub-County

Sub-County.	Target population	Sample size
Kesses Sub-County	150	60
Kapseret Sub-County	130	52
Turbo Sub-County	62	25
Soy. Sub-County	78	31
Ainabkoi Sub-County	96	39
Moiben Sub-County	60	24
Total	**576**	**231**

Source: Researcher, (2015)

The ECDE teachers who participated in the study were chosen using a simple random selection approach. Simple random sampling gives every member of a population an equal and independent chance of being chosen (Jawale, 2018). Stratified random sampling, a popular version of simple random sampling, was used to determine the number of instructors who participated in the study. A total of 271 ECDE teachers were selected using a simple random sampling technique. The procedure ensured that all the members of the population were given an equal chance of being included in the sample. The purposive sampling technique was used to select head-teachers and QASO. This is because head-teachers of the selected schools were automatically included in the study.

3.7 Research Instruments

Research instruments aided the researcher in collecting information that was used in answering the research concerns in the study. The tools that were used in this study were questionnaires and an interview guide.

3.7.1 Questionnaires

Questionnaires were the primary method utilized to obtain observable information from ECDE teachers. According to Kothari (2008), interview bias is common in surveys since the responses reflect the respondents' personal disagreements. The questionnaire were closed-ended since they are easy to handle and evaluate because each section was followed by an alternate solution. The closed-ended questions keep the respondent's attention on the purpose of the study (Zhou, Wang, Zhang & Guo, 2017). Questionnaires were the primary method utilized to obtain observable information from ECDE educators. According to Kothari (2008), interview bias is common in surveys since the responses reflect the respondents' personal disagreements.

The questionnaires were closed-ended questions since they are easy to handle and evaluate because each section was followed by an alternate solution. The closed-ended questions ensure that the respondent's attention remains focused on the study goal. The tool was designed to be simple to use and simple for the individual accused of being a laughingstock to include the questions, allowing the ruling class to offer trustworthy information.

The questioners were divided into two parts: The first section included the respondent experience or demographics, while the second section attempted to answer the study objectives. The questionnaire was divided into six (6) sections and was used to collect data from the accused (Appendix B). Part A was concerned with demographic information; Part B was concerned with child friendly school environment; Part C was concerned with methods of instructions; Part D was concerned with the perception of teacher on teaching school environment; Part E was concerned with the redesign of

learning environment; and Part F was concerned with learning activities supporting CFS.

The questionnaires were appropriate for this study because they allowed the research assistant to draw attention to specific facts. The surveys consist of closed-ended questions and a few open-ended ones. The inquiry's out-of-service-done inquiries yielded all-inclusive information in visible form. Unless otherwise indicated, all variables are calculated in advance of a 5-point Likert scale anchored by 1 = strongly disagreeing or very dissatisfied to 5 = strongly agreeing or very content. The respondents were asked to indicate the range within which they agreed or disagreed, along with any accompanying remarks.

3.7.2 Interview Schedule

According to Orodho (2009), many people prefer to speak instead of write, and they would provide data more freely and thoroughly than on a questionnaire. In this case, structured interviews were conducted with the County Quality Assurance and Standards Officer and head teachers.

An interview as a data collection method often comprises a face-to-face interaction in which a researcher asks a subject a series of questions. It's a dialogue between the interviewer and the researcher. According to Adams (2015), the benefit of conducting a structured interview was that the researcher may answer any queries concerning the questions. Talking with people, whether through formal interviews or informal conversations, generates a lot of qualitative data. This approach was appropriate when respondents provided the most up-to-date information on the study topic. This approach produced qualitative results.

3.8 Piloting of Research Instruments

A pilot study was carried out in Nandi County which were not involved in the main study, but has same characteristics with Uasin Gishu County. Pilot study was carried out to determine the validity and reliability of the research instruments on the study. The researcher administered 34 questionnaires to respondents from 7 ECDE centres in neighboring Nandi County representing 10% of the sample size. The results of the piloted research instruments enabled the researcher to determine the consistency of responses to be made by respondents and adjust the items accordingly by revising the research instrument. The pilot test also allowed the researcher to address any difficulties that may have occurred during the actual investigation. The pilot study was carried out using the same study methodology as the main study.

3.8.1 Validity of the Research Instruments

The degree to which a construct measures something that genuinely exists implies that measurement does take place, which is referred to as allure lawfulness (Altman, 2017). There are three approaches for determining validity: content validity (as recognized or identified at another time or place), build validity, and test authenticity. The study combined two elements: content and construct confirmation. The most important lawfulness test is found in content validity. To determine authenticity, the range at which a measurement demonstrates the specific designated area of competence of a material was employed. Legality cannot be quantified; it is an issue of quality rather than quantity.

Furthermore, the tools had been validated in front of a small group of teachers and administrators. To assure the authenticity of the content, Kisii University instructors were involved throughout the inquiry expression stage to ensure that the measures

included an able and representative group of parts that tapped the content. Validity is accomplished by discussing the article with the project's instrument, area lecturers, and co-workers. Getting advice almost certainly helped to determine the validity of the study instrument. To review the tools, the questionnaire may be useful to the person in charge of people and Kisii University instructors. The expert reviewed the content and evaluated whether or not the tool covered a representative rule. The comments from the experts are used to correct the tool and improve its validity.

3.8.2 Reliability of the Research Instruments

Reliability is the degree to which a test consistently measures whatever it measures. Reliability is therefore used to focus on the degree to which empirical indicators of theoretical concepts are stable or consistent across two or more attempts to measure them (Mohajan, 2017). Cronbach's alpha α coefficient was used by the researcher to measure internal consistency of the study, in the survey instruments, to gauge their reliability. This was done by calculating the Cronbach's alpha coefficient for all the sections of the questionnaire from the results of the pilot study.

Cronbach's alpha reliability coefficient normally ranges between 0 and 1 (Šerbetar & Sedlar). However, there is actually no lower limit to the coefficient. The closer Cronbach's alpha coefficient is to1.0 the greater the internal consistency of the items in the scale. George and Mallery (2003) provide the following rules of thumb ≥0.9 – Excellent, ≥0.8 – Good, ≥0.7 – Acceptable, ≥ 0.6 – Questionable, ≥0.5 – Poor and ≤0.5 – Unacceptable. Cronbach's Alpha of more than 0.7 was taken as the cut off value for being acceptable Bonett and Wright (2015), which enhanced the identification of the dispensable variables and deleted variables. The findings of the reliability test are presented in Table 3.4.

Table 3.4 Reliability Test Results

Variables	N of Items	Cronbach's Alpha	Comments
Instructional methods	9	.766	Accepted
Teacher's perception	11	.718	Accepted
Re-designing of learning environment	9	.838	Accepted
Modification of learning activities	6	.827	Accepted
Child-friendly school environments	6	.796	Accepted

The findings indicated that instructional methods had a Cronbach Alpha coefficient of 0.766. Teacher's perception had a Cronbach Alpha coefficient of 0.718. Re-designing of learning environment had a Cronbach Alpha coefficient of 0.838. Modification of learning activities had a Cronbach Alpha coefficient of 0.827 and Child-friendly school environments had a Cronbach Alpha coefficient of 0.796. All variables depicted that the value of Cronbach's Alpha is above value of 0.7 thus the study was reliable (Ghazali, 2016). This indicates that scales used in this study are reliable enough to capture the variables.

3.9 Data Collection Procedures

Before proceeding for data collection, the researcher sought clearance from the University. The license was obtained from the National Council for Science and Technology Innovations (NACOSTI) through Kisii University's Faculty of Education and Human Resource Development. The researcher contacted the county education office after obtaining the research authorization to request permission to visit ECDE facilities in Uasin-Gishu County. Following an appointment with the head teacher, the researcher visited a few ECDE facilities. Two study assistants distributed questionnaires to teachers at ECDE centres around the county during school hours.

The researcher dedicated time and effort to teaching others who assisted with the study. The researcher also interviewed the County Quality and Standards Officers and the Head Teachers.

3.10 Data Analysis

After all, data had been collected, the researcher conducted data cleaning, which involved the identification of incomplete or inaccurate responses and correct to improve the quality of the responses. The data was coded into the computer for analysis using the Statistical Package for Social Sciences (SPSS V. 22). The research yielded both qualitative and quantitative data. Qualitative data obtained from interviews were analyzed qualitatively through thematic analysis and organized into themes and patterns corresponding to the research questions. This helped the researcher detect and establish various categories in the data which are distinct from others. Themes and categories were generated using codes assigned manually by the researcher. The data was then evaluated and analyzed for use in answering research questions and for report writing.

Data from questionnaires were analyzed using both descriptive and inferential statistical methods. The descriptive statistics used were frequencies, percentages, mean and standard deviation. Inferential statistics used was Pearson Product Correlation coefficient. Pearson Correlation Coefficient was employed to determine the relationship that exists between the independent variables and dependent variables. It was appropriate to use the technique since the data used interval scaled variables. Analyzed data were presented in form of frequency tables.

3.11 Ethical Considerations

Creswell (2016) asserts that ethics are the norms for conduct that distinguishes between acceptable and unacceptable behaviour. Several ethical issues can arise during the

academic research, writing, and publishing process. These include plagiarism, fabrication or falsification of data, conflicts of interest, confidentiality, treatment of human subjects and animals in research, and authorship issues. High confidentiality was assured to the respondents. All respondents included in the study were required to provide their consent to participate in the study and were allowed to withdraw if they wished to. Before the research was undertaken permission was sought from the relevant authorities; the researcher sought permission from the National Council for Science, Technology and Innovations (NACOSTI), the County Director of Education and head teachers of the sampled schools before conducting research. The respondents' participation was voluntary and free. The respondents were also assured of privacy and confidentiality of the information obtained from them. The respondents were informed that they were free to withdraw from the study at any time they deemed fit.

According to Cleden (2017), the importance of choosing an instrument of an anonymous nature is low risk, easy to understand and does not ask for personal information which in turn increases the response rate. The researcher purely used the information collected for this study and did not forward it to any other party. The information from any individual was treated with a high degree of confidentially without disclosing the respondent's identity and being open-minded as possible and expressing opinions as they were given.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

The data analysis, presentation, and interpretation of teacher operational dynamics on promoting child-friendly school environments at public ECDE Centres in Uasin-Gishu County, Kenya, are presented in this chapter. The study is specifically intended; to establish the influence of instructional methods on child-friendly school environment in public ECDE Centres in Uasin-Gishu County, to evaluate the effect of teacher's perception on child-friendly school environment in public ECDE Centres in Uasin-Gishu County, to examine whether re-designing of learning environment influences child-friendly school environment in public ECDE Centres in Uasin-Gishu County and to establish the influence of modification of learning activities on child-friendly school environments in public ECDE Centres in Uasin-Gishu County. The data was analyzed using both descriptive and inferential statistics. The following sections are included in the chapter: response rate, descriptive analysis, reliability and validity analysis, correlation analysis, and discussion of the study findings.

4.2 Response Rate

Data was collected on school days in ECDE centres in Uasin-Gishu County from ECDE teachers, headteachers and County Quality Assurance Officer. A total of 338 questionnaires were distributed to ECDE teachers, where 271 questionnaires were completed and returned, representing a response rate of 80.2%. Nyamjom (2013) claimed that a response rate of 75% was regarded as outstanding and indicative of a population. The current study had a high response rate implying that the response rate was extremely good for data analysis. Researcher-administered questioners were

credited with the high response rate since they were sent to the target respondents in advance (Table 4.1) depicts the response rate.

Table 4.1 Response Rate for Questionnaire

	Count	**%**
Returned.	271	80.2%
Non-Returned.	67	19.8%
Total	**338**	**100%**

Source: *Research Data, (2019)*

4.3 Characteristics of the Respondents

The researcher asked the respondents some basic information in section I of the questionnaire. The outcomes were as follows:

4.3.1 Classification of Respondents by Gender

The study attempted to determine the gender of the respondents. The study findings are presented in Table 4.2.

Table 4.2 Classification of respondents by gender

Category	**Frequency**	**percentages**
Male	66	24.4
Female	205	75.6
Total	**271**	**100**

Source: *Research Data, (2019)*

As indicated in Table 4.2 revealed that majority of the respondents (n = 205, 75.6%) were female teachers, while the male teachers were (n = 66, 24.4%). This indicated that the majority of teachers in ECDE centres in Uasin-Gishu County were female, and that gender representation as required by law was not met. There was a gender

disparity in the distribution of ECDE teachers, and thus there was a need to advocate for their male counterparts to take up the initiative of becoming ECDE teachers.

4.3.2 Classifications of Respondents by Age

The information in Table 4.3 shows the number of responses by age classification.

Table 4.3 Classification of the Respondents by Ages

Age Category	Frequency	%
18- 24 years	44	16.2
25- 31 years	77	28.4
32- 38 years	33	12.2
46 years and above	117	43.2
Total	**271**	**100**

Source: *Research Data, (2019)*

The study findings in Table 4.3 revealed that majority of the respondents were aged over 46 years (n = 117, 43.2%) and 25–31 years (n = 77, 28.4%) in both cases. Those under the age of 25 accounted for (n = 44, 16.2%). Therefore, a majority of the respondents were aged over 32 years, a clear indication that most ECDE teachers are more likely to understand the concept of teacher operational dynamics in supporting child-friendly school environments in public ECDE Centres in Uasin-Gishu County, Kenya.

4.3.3 Classification of Respondents by Level of Education

The result is in Table 4.4, which shows the number of responses by level of education. From the findings, the majority of the ECD teachers (n =117, 43.2%) had masters qualifications in education, while (n =66, 24.4%) had bachelor's degrees, and the teachers had diplomas as well as certificates in education (n =44, 16.2%). This indicates that the majorities of the respondents either understands or are competent

enough to address or provide credible information related to the research questions at their education level.

Table 4.4 Classification of the Respondents by Level of Education

Level of Education	Frequency	%
Certificate	44	16.2
Diploma	44	16.2
Bachelors	66	24.4
Masters	117	43.2
Total	**271**	**100**

Source: *Research Data, (2019)*

Therefore, when teachers are advanced in their professional matters, they acquire more knowledge and experience in child handling and, therefore, a likelihood of implementing a child-friendly school concept in their schools. The findings also indicated that ECD teachers had enough professional training and experience. Training and experience are important aspects that expose individuals to their environment. This kind of exposure makes them understand how to deal with challenges that they may encounter in various situations in their environment. The teacher's exposure is better in terms of problem-solving skills. The findings were not in line with one of the key informants (head-teachers H1) during the interview, who offered that "*... most ECDE Centres in this region employ untrained teachers who have completed their O-level, thus negatively affecting their service delivery.*"

4.3.4 Classification of Respondents by Teaching Experience

The result is in Table 4.5 shows the number of responses by teaching experience. From the findings, the majority of the ECD teachers (n = 107, 39.5%) had over 25 years of teaching experience, while n = 33, 12.2%) had teaching experience of

between 5 and 9 years, as well as below 5 years of teaching (n = 33, 12.2%). Lastly, the teachers who had teaching experience of 20–24 years (n = 10, 3.7%). These findings, therefore, show that most of the teachers had teaching experience of at least five years.

The high level of teaching experience was an indication that the teachers were likely to be in a good position to provide information on the influence of the Child-Friendly Schools Concept on the learning environment in ECD Centres.

Table 4.5 Classification of the Respondents by Teaching Experience

Teaching Experience	**Frequency**	**%**
Below 5 years	33	12.2
5-9 years	55	20.2
10-14 years	33	12.2
15-19 years	33	12.2
20-24 years	10	3.7
Above 25 years	107	39.5
Total	**271**	**100.0**

Source: *Research Data, (2019)*

The results of this study agree with Meng (2008), who argues that teacher experience and training have a significant effect on the learning environment. The more experience a teacher has, the more likely he is to be effective in implementing the learning environment. The concept of environmentally friendly school learning in PAUD The data obtained here shows that in the study area there are already experienced school principals.

4.4 Descriptive Statistics Concerning Variables

In this section, various mean scores (M), standard deviation (SD), skewness, and Kurtosis are summarized for all the measurement items or statements related to teacher operational dynamics (instructional methods, teacher's perception, re-designing of the learning environment, and modification of learning activities) as support to the child-friendly school environment in ECDE Centres in Uasin-Gishu County, Kenya. The results are displayed in the section below.

4.4.1 Child-Friendly School Environment

The response variable of the study was a child-friendly school environment. The result is presented in Table 4.6 below. The result indicates that most of the respondents strongly agreed that the ECDE Centres had inclusive classrooms (n = 117, 63.5%). The focus of any ECDE is to ensure that they have an inclusive classroom to enhance a friendly children's environment to outperform their competitors. Besides, the majority of the respondents strongly agreed that there were quality teaching and learning materials in their ECDE Centres (n = 155, 55.1%). The result suggests that for ECDE Centres to attain high performance and a child-friendly environment, they have to ensure there is adequate teaching and learning materials. The study findings agreed with UNESCO (2018) report that the quality of teaching and learning materials is essential for effective early childhood education. Adequate and appropriate materials can help children learn and develop in all areas, including cognitive, language, social-emotional, and physical development. UNICEF (2017) reported that those with adequate teaching and learning materials had higher-quality learning environments and children made greater progress in their development.

Moreover, the result provides evidence that most of the ECD teachers (n = 227, M = 4. 23, SD = 0. 82, 83. 8%) agreed that the ECDE Centres provided a child-friendly school environment by enhancing safe and protective school policies, while (n = 11, 4.1%) disagreed and (n = 33, 12.2%) were undecided concerning the school's providing safe and protective policies. In addition, the majority of the ECD teachers (n = 216, M = 4. 07, 79.7%) agreed that there was equity and equality in school, with n = 33, 12.2% undecided, and (n = 22, 8.1% disagreed).This means that in order for schools to provide a child-friendly learning environment, there must be equity and equality within the school. The study agreed with UNICEF (2017) who noted that equity and equality are essential for creating a child-friendly learning environment. When all students have the same opportunities to learn and succeed, regardless of their background, they are more likely to feel safe, respected, and supported.

However, they enhance community linkage and partnership in establishing the findings showed that most of the respondents (n = 216, M = 3. 99, SD = 0. 89, 79.7%) agreed that a child-friendly school enhances community linkage and partnership. However, (n = 33, 12.2%) were undecided and (n = 22, 8.2%) disagreed. This shows that a child-friendly school is enhanced through community linkage and partnership in the learning environment. The study findings agreed with McWayne, Melzi and Mistry (2022) who noted that creating a child-friendly school environment that is enhanced through community linkage and partnership requires a shared vision for learning and developmental outcomes for students, acknowledgement of the critical roles of schools, community partners, and families, and strategies to build the capacity of both families and educators to support student learning and development.

Table 4.6 Descriptive results on Child-friendly the school environment

N=271	SA	A	U	D	SD	M	St.D
1. Has inclusive classrooms	172(63.5)	88(32.5)	11(4. 0)	0(0)	0(0)	4. 59	0. 57
2. There is quality teaching and learning,	150(55.4)	99(36.5)	22(8. 1)	0(0)	0(0)	4. 47	0. 64
3. Has safe and protective school,	117(43.2)	110(40.6)	33(12.2)	11(4. 1)	0(0)	4. 23	0. 82
4. There is equity and equality in school	95(35.1)	121(44.6)	33(12.2)	22(8. 1)	0(0)	4. 07	0. 89
5. Enhance community linkage and partnership	86(31.7)	130(48.0)	33(12.2)	11(4. 1)	11(4.1)	3. 99	0. 99
6. Environment is adequately designed to meet the needs of all children	55(20.3)	150(55.4)	55(20.3)	11(4. 1)	0(0)	3. 92	0. 75
7. Physical facilities in the school are designed to accommodate all learners	66(24.4)	117(43.2)	66(24.4)	11(4. 1)	11(4.1)	3. 80	0. 99
8. The school informs the community about what is happening at the school	55(20.3)	150(55.4)	44(16.2)	11(4. 1)	11(4. 1)	3. 84	0. 93
Child-friendly St. D school environment						**4. 114**	**0. 823**

M = Mean, StD = Standard deviation, SA = Strongly Agree, A = Agree, U = Undecided, D = Disagree, SD= Strongly Disagree, all frequency percentages are reported in parentheses.

Source: ***Survey Data (2019)***

In addition, it is evident from the result that the majority of the ECDE teachers (n = 205, M = 3.92, SD = 0.75, 7%) agreed that their environment was adequately designed to meet the needs of all children. However, some of the ECDE teachers were undecided (n = 55, 20.3%), while (n = 11, 4.1%) disagreed that their environment was adequately designed to meet the needs of all children. The findings were an indication that all the ECDE Centres had a friendly child-friendly school environment that was adequately designed to meet the needs of the children. In a nutshell, the results in table 4.7 shows the overall mean of the child-friendly Stud school environment and standard deviation were (M = 4.114, SD = 0.823). This signified that the respondents fairly agreed that they were providing a child-friendly Stud school environment within the ECDE Centres while adopting new ideas and forms of doing things in the organization. The study findings concurred with Cobanoglu and Sevim (2019) who noted that the physical environment is safe and secure, and that the emotional climate is supportive and nurturing. Children learn best through play, so it is important to provide them with plenty of opportunities to explore their environment and learn through hands-on experiences.

The result also showed that the standard deviation ranged from 0.75 to 0.99 with an overall standard deviation (SD) of 0.823. This was evidence that the dispersion was distributed around the mean and hence depicted a normal distribution. This showed a normal distribution of the responses concerning the provision of a child-friendly Stud school environment. Thus, the result connotes non-violation of the normality assumption. (Groeneveld & Meeden, 1998). The study findings showed that child-friendly Meden school environments had inclusive classrooms, quality teaching and learning in child-friendly schools, and they had safe and protective schools. The learning environment was adequately designed to meet the needs of all children, and

the physical facilities in the school were designed to accommodate all learners. The findings agree with Hannafin, Land, and Oliver (1999) that learning environments typically include four components: an enabling context, resources, and scaffolds.

Learning environments are typically constructivist, engaging learners in "sense-making" or reasoning about extensive resource sets. Creating and implementing a learning environment means careful planning by the teacher. The learning environment must be envisioned in both physical space and cognitive space.

During the interview, one of the head teachers noted that:

"*I understand child-friendly school environment to be a conducive learning environment that is set for all and good sanitation is provided*"

……. .

(Source: Head teacher H 1)

However, the other head teachers viewed a child-friendly school environment as a school for all boys and girls from different regions and backgrounds where they are taken as individuals. From the head teacher's interview, it was established that they support the child-friendly school by providing all the necessary equipment and facilities for the children.

During the interview, another head teacher noted that:

"*A child-friendly school environment is a safe place where the children can learn without difficulties and the staff are friendly to the children and ensure health and safety of the children are considered*"

……. .

(Source: Head teacher H 60)

However, during the interview, another head teacher noted that a child-friendly school environment:

"*Described a child-friendly school environment as a safe place where the children can learn without difficulties.*"

……. .

(Source: Head teacher H 61)

The study revealed that the learning environment in the sample schools was mostly favorable; the psychological environment involving interaction between learners and teachers was also beneficial. In addition, teachers are not motivated to work harder due to unfavourable working conditions. This study also revealed that the environment in most schools is not conducive for children with disabilities. Finally, in the quality assurance and standards officers' interview, it was established that they assess a child-friendly classroom environment once a term for standard assessment. They also conduct an assessment during the spot check when everything is assessed or checked in a public school.

During the interview, the quality assurance and standards officers noted that:

"His role in supporting a child-friendly school environment was to check that the MOE policy guidelines are followed and adhered to in the ECDE."

……. .

(Source: Quality Assurance and Standards Officers QASO1)

Furthermore, Quality Assurance and Standards Officers are responsible for curriculum monitoring, implementation, and delivery. They also undertake capacity development to assess stakeholder involvement in co-curricular activities. A significant portion of a child's time is spent sitting in a school classroom. This is where learners will study the many talents regarded as appropriate for success in a global society. With the classroom being such a crucial site in a child's development, it is critical to learn how to influence this setting in order to obtain the most effective training. The study findings concurred with Riden, Markelz and Randolph (2019) findings that creating a positive classroom environment is crucial for effective training. Here are some tips to influence the classroom setting and promote positive change. It is important to prioritize building relationships, leveraging time, and designing behavioral standards. Teachers should also consider changing the classroom environment to increase academic engagement and decrease disruptive behavior. In addition, teacher preparation and professional development are crucial factors in effective classroom management.

4.4.2 Instructional Methods used by Teacher

The study response variable was instructional approaches. The outcome is shown in Table 4. 7 below. The results show that the majority of respondents (n = 119, 43.9 %) agreed that they should give parents with an explanation of their children's learning activities at school. Furthermore, the majority of ECDE instructors (n = 194, 71.6 %) felt that the teacher's teaching techniques were co-learner and collaborator

instructional approaches. However, (n = 11, 4.1%) of instructors were unsure if they employed co-learner and collaborator educational approaches, while (n = 22, 8.1%) disagreed. As a result, the majority of instructors (M = 3. 95, SD = 1. 01) were familiar with the various teaching approaches utilized in the ECDE. The study findings agreed with Efe and Ulutas (2022) who noted that there are various teaching approaches utilized in Early Childhood Development and Education (ECDE). This is a step-by-step, lesson-by-lesson approach to teaching which is scripted and follows a pre-determined skill acquisition sequence. Elements from more than one approach are combined in response to the teaching and learning intent within and across learning contexts. Cooperative learning structures approach involves teaching multiple subjects simultaneously to help children make connections between different areas of learning. Integrated technology approach involves incorporating technology into learning experiences to enhance student engagement and learning.

Furthermore, the majority of ECDE instructors (n = 238, 87.8 %) believed that they served as guides and facilitators for the learners. However, some instructors (n = 22, or 8.1 %) were unsure if they should function as guides and facilitators, while others (n = 11, or 4.1.1 %) disagreed. As a result, the majority of instructors were aware of their critical role in providing direction and facilitation in ECDE centres (M = 4. 15, STD = 0. 84).

However, the majority of ECDE instructors (n = 216, 79.7 %) believed that teachers form a relationship with their learners as they assist them through the learning process. However, (n = 22, 8.1%) were unsure, while (n = 11, 4.1%) disagreed. As a result, instructors played an important role in ensuring that they bonded with the learners. This implies that one of the educational approaches employed by the instructor as they

directed learners was forming a relationship with the student. On the function of instructors in asking questions during learning, it was discovered that the majority of respondents (n = 205, 75.7%) agreed that the teachers' duty during learning was to ask questions, listen, and make ideas. However, (n = 22, 8. 1%) of the instructors were unsure, while (n = 44, 16. 3%) disagreed. Jørgensen, Schrøder and Skovbjerg (2022) indicated that in early childhood development and education (ECDE) centers, teachers play a critical role in providing direction and facilitation. They are responsible for creating a stimulating environment that supports children's learning and development. By providing direction and facilitation, teachers can help children develop the skills and knowledge they need to succeed in school and in life.

The result also showed that the majority of the ECDE teachers (n = 194, M = 3. 83, 71.6%) agreed that the teacher's role was to encourage parents to participate in the educational work. However, (n = 55, 20.3%) were undecided if that was the role of teachers, and (n = 22, 8.2%) disagreed that the teacher's role was to encourage parents to participate in the educational work. Therefore, from the findings, it is evident that the role of the teachers was to encourage parents to participate in the educational work. Further, the majority of the ECDE teachers (n = 238, M = 4, 2, 87.9%) agreed that the teachers were interested in learning and classroom activities. However, n = 22, 8.1%) of the teachers were undecided, while n = 11, 4.1%) disagreed. Therefore, from the findings, the teachers were interested in learning and classroom activities since they considered them an instructional method to enhance a child-friendly environment. Most of the ECDE teachers (n = 216, M = 4. 04, 79.7%) agreed that the teachers underwent pre-service and in-service training on child-friendly schools, with (n = 44, 16.2%) being undecided and (n = 11, 4.1%) disagreeing. This indicates that teachers have undergone pre-service and in-service training in child-friendly schools.

The study findings concurred with Arasomwan and Mashiya (2021) who indicated both pre-service and in-service training are important for teachers to effectively implement child-friendly schools. Pre-service training can prepare teachers for their role, while in-service training can help them continue to develop their skills and knowledge throughout their careers.

Table 4.7 Descriptive Results on Instructional Methods used by Teacher

N= 271	SA	A	U	D	SD	M	StD
1. Their central role is communication	97(35.8)	141(52.0)	33(12.2)	0(0.0)	0(0.0)	4.24	0.65
2. A co-learner and collaborator with the child	85(31.4)	109(40.2)	66(24.4)	11(4.1)	0(0.0)	3.99	0.85
3. Act as a guide and facilitator	96(35.4)	142(52.4)	11(4.1)	22(8.1)	0(0.0)	4.15	0.84
4. Create partnership with the learner as they guide,	98(36.2)	140(51.7)	22(8.1)	11(4.1)	0(0.0)	4.20	0.75
5. Ask questions, listen and offer suggestions during learning	108(39.9)	97(35.8)	22(8.1)	33(12.2)	11(4.1)	3.95	1.16
6. Provide parents with an account of their children's learning	86(31.7)	119(43.9)	44(16.2)	11(4.1)	11(4.1	3.95	1.00
7. Encourage parents to participate in the educational work.	64(23.6)	130(48.0)	55(20.3)	11(4.1)	11(4.1)	3.83	0.97
8. Interested in learner and classroom activities	98(36.2)	140(51.7)	22(8.1)	11(4.1)	0(0.0)	4.20	0.75
9. Have undergone pre-service and in-service training on child friendly school	87(32.1)	129(47.6)	44(16.2)	0(0.0)	11(4.1)	4.04	0.92
Instructional Methods Used by Teachers						**4.061**	**0.877**

M = Mean, StD = Standard deviation, SA = Strongly Agree, A = Agree, U = Undecided, D = Disagree, SD= Strongly Disagree, All frequency percentages are reported in parentheses.

Source: ***Survey Data (2019)***

The teaching method used by the teacher is communication, co-workers with the child, the guide, and the facilitator. The teacher forms a partnership with the learners when guiding, and the teacher asks questions, listens, and offers advice while learning. The teacher provides parents with something to take into account. He or she Encourages Parents to participate in their children's learning. Educational work and be interested in learning and classroom activities. Teachers have undergone in-service and in-service training in child-friendly schools. This agrees with McNeil and Popham (2008) that a teacher is someone who engages in behavior interactively with one or more learners to bring about change in those learners. Landau (2004) agrees, noting that "visual learners, for example, do their best at any level if the class has interesting and attractive objects on display." Teachers can render and space their class to make it visually appealing thanks to the display being bright and colourful. Bulletin boards in all classes, Bulletin boards, for example, can enhance the concepts taught by visually representing the content in the study (Landau, 2004).

4.4.3 Descriptive statistics on Teacher's Instructional methods

Descriptive statistics such as frequency, percentages, mean, and standard deviation were used to summarize the teacher's instructional methods responses as presented in Table 4.8. The study findings showed that most of the teachers (n = 260, M = 4.61, 96%) agreed that the teacher's instruction method played a role in learners' learning processes and that (n = 11, 4%) were undecided. This finding indicates that the teacher's instruction method plays a major role in learners' learning processes. The study findings agreed with Martin, Ritzhaupt, Kumar and Budhrani (2019) teacher's instruction method is crucial in helping students achieve learning outcomes. Teachers should use effective teaching methods and activities to facilitate student learning and comprehension, and to measure student learning through formal and informal forms of

assessment. Teachers should also customize the delivery of content to ensure student achievement and use differentiated or adaptive instruction to maximize each student's potential.

Table 4.8 Descriptive statistics on Teacher's instructional methods

N=271	SA	A	U	D	SD	M	StD
1. The teacher's instruction method plays a role in learners' learning processes	175(64.6)	85(31.4)	11(4.1)	0(0.0)	0(0.0)	4.61	0.57
2. The learners' perceptions is influenced by the teaching style	97(35.8)	141(52.0)	33(12. 2)	0(0.0)	0(0.0)	4.24	0.65
3. The teacher effectiveness in classroom is positively related to learners' cognitive learning	85(31. 4)	131(48.3)	44(16.2)	11(4.1)	0(0.0)	4.07	0.80
4. Teachers provide autonomy support towards collective engagement	86(31.7)	153(56.5)	32(11.8)	0(0.0)	0(0.0)	4.20	0.63
5. Classroom structure account for learners' cognitive engagement	97(35.8)	87(32.1)	54(19.9)	33(12.2)	0(0.0)	3.92	1.02
6. Instruction emphasizes on basic skills and knowledge relying mainly on textbook,	82(30.3)	90(33.2)	66(24.4)	22(8.1)	11(4.1)	3.77	1.09
Teacher's Instructional methods						**4.061**	**0.877**

M = Mean, StD = Standard deviation, SA = Strongly Agree, A = Agree, U = Undecided, D = Disagree, SD= Strongly Disagree, All frequency percentages are reported in parentheses.

Source: ***Survey Data (2019)***

In addition, it was established that the majority of the ECDE teachers (n = 238, M = 4. 24, 87. 8%) agreed that learners' perceptions were influenced by the teaching style, while (n = 33, 12.2%) of the teachers were undecided if the learners' perceptions were influenced by their teaching style. This finding indicates that the learners' perceptions were influenced by the various instructional methods of teaching. It was further established that the majority of the ECDE teachers (n = 216, M = 4. 07, 79.7%) agreed that the various instructional methods utilized by the teacher in teaching were positively related to learners' cognitive learning. However, (n = 44, 16.2%) of the teachers were undecided and (n = 11, 4. 1%) disagreed that the various instructional methods utilised by the teacher in teaching were positively related to learners' cognitive learning. This showed that the teacher's instructional methods effectiveness in the classroom was positively related to learners' cognitive learning. Chew and Cerbin (2021) revealed that effective instructional methods used by teachers can have a positive impact on learners' cognitive learning. Teachers need to instruct students about how to strategically approach academic tasks to gain and use information effectively. These cognitive processing strategies can address deficits in memory, self-regulation, and attribution.

Moreover, the result provides evidence that the majority of the ECD teachers agreed that they provided autonomy support towards collective engagement (n = 239, M = 4. 20, 88.2%). However, (n = 32, 11.8%) of the teachers were undecided. This finding indicates that teachers provide autonomy support towards collective engagement in the ECDE Centres to create a conducive learning environment. However, regarding the classroom structure and learners' cognitive engagement, the majority of the respondents (n = 184, M = 3. 92, 67.9%) agreed that classroom structure accounts for

learners’ cognitive engagement, while (n = 54, 19.9%) of the teachers were undecided and (n = 33, 12.2%) disagreed that classroom structure accounts for the learners’ cognitive engagement. This showed that classroom structure accounted for learners’ cognitive engagement. The study findings agreed Kassymova et al. (2020) these findings suggest that classroom structure and teaching practices can play a crucial role in promoting learners' cognitive engagement. Teachers can create a supportive learning environment that encourages active participation, interaction, and collaboration among students. Additionally, instructors can use various teaching strategies and technologies to enhance learners' motivation, interest, and understanding of the material.

Further, the findings showed most of the respondents (n = 172, M = 3. 95, 63. 5%) agreed that teachers' instruction emphasizes basic skills and knowledge, often relying on the textbook. The findings indicated that the teacher’s instruction method played a role in learners’ learning processes and that learners’ perceptions were influenced by the teaching style. The teacher's effectiveness in the classroom was positively related to learners’ cognitive learning and teachers provided autonomy support towards collective engagement. The classroom structure accounts for learners’ cognitive engagement, and the teacher’s instruction emphasizes basic skills and knowledge, relying mainly on the textbook. The study findings agreed with Barlow and Brown (2020) the classroom structure and teacher's instruction are important factors that can impact learners' cognitive engagement. Teachers can promote cognitive engagement by using effective teaching practices and creating a classroom environment that supports student engagement.

However, during the interview, one of the head teachers noted in regards to the Teacher's instructional methods:

"*Described that the instructional methods used by the teachers were learner-centreed*"

……. .

(Source: Head teacher H 44)

The use of learner-centred methods encourages the learner to learn more, enables learners to exploit their full potential, and brings out the learners' abilities. Talents can improve the self-esteem of the learners, make learners understand the content, bring out the best in children, and make learners love school by making school and learning enjoyable for children. Also, it makes learners understand the content, and it enables them to exploit their full potential. However, the use of a teacher-centred method such as lectures is considered to make the learning boring and not interesting. Therefore, from the sentiments of the head teacher, it is considered that the use of the learner-centred method normally motivates the learners.

During the interview with the Quality Assurance and Standards Officers concerning the instructional methods teachers need to use in ECDE Centres, he noted that:

"*Teachers are required to use learner-friendly instructional methods such as discussion where there is active learner participation*."

……. .

(Source: Quality Assurance and Standards Officers QASO1)

Based on the interviews with Quality Assurance and Standards Officers, it was determined that the teaching techniques utilized by instructors in ECDE centres are learner-friendly and incorporate discussion with active learner engagement and reinforcement from the teacher. The teaching and learning materials must also be learner-friendly, with a decent language included. The study findings agreed with Jaramillo-Ponton, Vargas-Saritama, Cabrera-Solano, Rios and Ojeda (2019) who noted that learner-friendly teaching and learning materials are essential for effective education. Textbooks should be non-discriminatory, learning conducive, learner-friendly, context-specific, cost-effective, and available to all learners. Supplementary materials, such as books, newspapers, and informational pamphlets, printed in mother tongue and instructional languages reflecting local customs and concerns, enrich teaching, engage students in multi-dimensional learning, build students' abilities to apply their knowledge, and are critical for literacy outcomes. Teachers can adapt materials to teach new language aspects and fit learners' levels while focusing on a different skill. Classroom texts and other materials, such as science investigations and primary source documents, are good sources to consult when preparing a lesson. Teachers can ensure that their language objectives are measurable and student-friendly by using appropriate verbs.

4.4.4 Descriptive Statistics on Teachers Perception

As shown in Table 4.9, descriptive statistics such as frequency, percentages, mean, and standard deviation were utilized to describe the instructors' perceptions of the answers. According to the survey findings, the majority of instructors (n = 260, M = 4.61, 95.9 %) believed that teachers had a favourable attitude towards teaching. However, (n = 11, 4.1%) of those polled disagreed. Furthermore, it was shown that the majority of ECDE instructors (n = 194, or 71.6%) believed that teachers had a

favourable attitude toward learners. On the other hand, their perceptions of the children in the ECDE centres revealed that (n = 77, 28.4%) were unsure. This finding suggests that the teacher had a favorable attitude toward the ECDE learners. The study findings agreed with Kim and Connelly (2019) that teacher attitudes can have a significant impact on student outcomes. A positive attitude towards teaching and a supportive teacher-pupil relationship can contribute to students' emotional and behavioral development. Additionally, teachers who adopt individualized instruction and have a positive attitude towards teacher aides may be better equipped to meet the needs of diverse learners.

Furthermore, the majority of ECD teachers (n = 205, 75.7 %) agreed that a teacher's attitude influences the learning environment of pre-school children. However, 16.3 % of ECDE instructors disputed that a teacher's attitude influences pre-school children's learning environments, while (n = 22, 8.1%) were uncertain. This research suggests that a teacher's attitude influences the learning environment of pre-school children and is thus a crucial factor in establishing a child-friendly atmosphere. Furthermore, the majority of ECDE teachers (n = 249, 91.9 %) believed that teacher classroom activities impact children's learning, whereas (n = 22, 8.1 %) were unsure. As a result, learning activities carried out by teachers during the learning process help to improve the child-friendly atmosphere. Furthermore, the majority of ECD instructors (n = 205, 75.6%) agreed that a motivated teacher is one who is happy with his or her job. However, (n = 44, 16.2%) of the instructors were unsure, while (n = 22, 8.2%) disagreed. This shows that a motivated instructor was happy with his or her work. The study findings concurred with Karakose, Polat and Papadakis (2021) who noted that motivating instructors is important for their job satisfaction and performance. One of

the most effective ways to motivate teachers is to praise them. Complimenting someone on their work makes them feel valued.

The data revealed that the majority of respondents (n = 205, 79.7%) agreed that instructors are empowered to strive for excellence and improvement in instructional practice, while (n = 55, 20.3%) of teachers were unsure and (n = 11, 4.1%) disagreed. This demonstrated that instructors were encouraged to strive for quality and improvement in their teaching. Finally, the majority of ECD teachers (n = 194, or 71.6 %) felt that instructors needed to have a positive attitude toward a new idea in order to build a new teaching model that would increase a child-friendly atmosphere. However, (n = 55, 20.3%) of instructors were hesitant, and (n = 22, 8.1%) disagreed that innovative teaching approaches improve the child-friendly atmosphere. This research implies that teachers must have a favorable attitude toward new ideas while teaching with this method. Emmers, Baeyens and Petry (2020) indicated that it is important to consider the teacher's beliefs and attitudes towards the teaching method and provide professional development opportunities that can help them develop positive attitudes towards new ideas and approaches. Teachers should also be encouraged to adopt innovative approaches that Favor a positive attitude towards research and scientific training.

Table 4.9 Descriptive Statistics on Teachers Perception

N=271	SA	A	U	D	SD	M	StD
A teacher has a positive attitude towards teaching	118(43.5)	142(52.4)	11(4.1)	0(0.0)	0(0.0)	4.39	0.57
A teacher has a positive attitude towards pupils	87(32.1)	107(39.5)	77(28.4)	0(0.0)	0(0.0)	4.04	0.78
Some teachers have negative attitudes towards their learners	54(19.9)	129(47.6)	33(12.2)	22(8.1)	33(12.2)	3.55	1.24
Teacher's attitude affects the learning environment of pre-school children	97(35.8)	108(39.9)	22(8.1)	33(12.2)	11(4.1)	3.91	1.14
Teacher classroom activities influence children learning	76(28.0)	173(63. 8)	22(8. 1)	0(0.0)	0(0.0)	4.20	0.57
A motivated teacher is one who not only feels satisfied with the job	87(32.1)	118(43. 5)	44(16. 2)	11(4.1)	11(4.1)	3.96	1.01
Teachers are empowered to strive excellence and growth in instructional practice	98(36.2)	107(39.5)	55(20.3)	11(4.1)	0(0.0)	4.08	0.85
Teachers need to have positive attitude towards a new idea to create a new mode of teaching	129(47.6)	65(24.0)	55(20.3)	22(8.1)	0(0.0)	4.11	1.00
Large class sizes affect the implementation of child friendly school	43(15.9)	151(55.7)	66(24.4)	0(0.0)	11(4.1)	3.79	0.85
The implementation of child friendly school is attributed to out-dated teaching methods.	43(15.9)	107(39.5)	55(20.3)	33(12.2)	33(12.2)	3.35	1.23
Child friendly school approach will be successful if teacher are part of the team driving this process	65(24.0)	86(31.7)	76(28.0)	44(16.2)	0(0.0)	3.63	1.02
Teacher's Perception						**4.061**	**0.877**

M = Mean, StD = Standard deviation, SA = Strongly Agree, A = Agree, U = Undecided, D = Disagree, SD= Strongly Disagree, **All frequency percentages are reported in parentheses. Source:** ***Survey Data (2019)***

In a nutshell, some teachers had a favorable attitude toward their learners, while others had a negative attitude toward their learners. The attitude of the teacher influences the learning environment of pre-school children. The teacher's classroom activities affected their children's learning, and a motivated teacher is one who is not only content with his or her profession but also enjoys it.

During the interview, of the head teachers it was noted that:

"I understand that positive perception makes learning enjoyable and negative perception makes learning boring"

……. .

(Source: Head teacher H 37; H 51; H64)

"But it's positive perception makes the teacher motivate the learners to love the school"

……. .

(Source: Head teacher H 27; H 31)

As a result of the interview with the head teacher, it was determined that positive perception makes learning fun and negative perception makes learning monotonous. Furthermore, the favorable view motivates the teachers to urge the learners to enjoy school by establishing a child-friendly environment. A welcoming school encourages high enrollment and creates a favorable learning atmosphere, making learners eager to be in or out of school. Children should study in child-friendly settings where learning becomes engaging.

During the interview with the quality assurance and standards officers concerning the teacher's perceptions, we noted that:

"Teachers' perceptions of child-friendly school environments among the ECDE Centres varied."

……. .

(Source: Quality Assurance and Standards Officers QASO1)

The interviews with the Quality Assurance and Standards Officers found that teachers' impressions of the child-friendly school environment in ECDE differed. Some teachers have welcomed learner-friendly situations, while others have reacted adversely. Some teachers were just engaged in teaching and left the atmosphere to management. Some ECDE centres are welcoming from the outside to the inside of the classroom since it is advised that the classroom be attractive in order to attract learners. The findings were consistent with Callahan's findings (2006).

According to Callahan (2006), teachers' personalities contribute to the creation and maintenance of a classroom or learning environment in which learners feel at ease and motivated to study. They are thought to have an appealing learning personality. Each person has distinct personality traits that impact both how they behave and how they respond to others. A teacher with pervasive authoritarian qualities, for example, is likely to reflect them in his or her interaction with the learners as well as in the instructional methods utilized (Morrison & McIntyre, 2005).

4.4.5 Descriptive Statistics on Re-Designing of Learning Environment

Descriptive statistics such as frequency, percentages, mean, and standard deviation were used to summarize ECDE teachers' responses in regards to the re-designing of the learning environment as presented in Table 4.10. The study findings showed that most of the teachers (n = 238, 87.9%) agreed that re-designing of learning activities is essential in learning environments, while (n = 11, 4.1%) of the teachers disagreed with the sentiments and (n = 22, 8.1%) were undecided. This finding showed that re-designing learning activities is essential in enhancing child-friendly learning environments. In addition, it was also established that the majority of the ECD teachers (n = 205, 75.7%) agreed that learners' perceptions influence how they engage in their learning, while (n = 55, 20.3%) were undecided. This finding indicates that learner' perceptions of learning activities influence how they engage in their learning. The study findings agreed with Cho, Melloch and Levesque-Bristol (2021) who noted that teachers should take into consideration a nonconventional model for enhancing academic achievement and adaptive attitudes toward learning by putting effort into increasing students' engagement in their learning processes and making connections

The study findings also revealed that the majority of the ECD teachers (n = 205, 75.7%) agreed that teacher perceptions were related to the learners' cognitive strategies used, while (n = 55, 20.3%) of the teachers were undecided and (n = 11, 4.1%) disagreed. This finding showed that a teacher's perception was related to the learners' cognitive strategy used. In addition, the majority of the ECD teachers (n = 209, 79.7%) agreed that learning activities should have adequate sitting and working surfaces. However, (n = 22, 8.1%) of the teachers were undecided and (n = 33, 12.2%) disagreed. This indicates that learning activities have an adequate sitting and working surface. Lastly, the majority of the respondents (n = 249, 91.8%) agreed that school

activity areas should have sufficient display and storage space, while (n = 11, 4.1%) of the respondents were undecided and (n = 11, 4.1%) disagreed. This showed that school learning activity areas should have adequate display and storage space.

The study findings concurred with Bocken and Geradts (2020) who noted that design the indoor environment for group activities, privacy, storage, and display, with attention to all learners. Simply covering the shelves with sheets, flipping around shelves on wheels, or adding a stop sign can help minimize distractions and support children's successful engagement with the group. In other classrooms, the library or music and movement area is a natural home for large group activities. Just make sure there is enough space for everybody to sit comfortably.

Table 4.10 Descriptive Statistics R**e-Designing of Learning Environment**

N=271	SA	A	U	D	SD	M	StD
1. The design of learning activities is essential in learning environments	140(51.7)	98(36.2)	22(8.1)	0(0)	11(4.1)	4.31	0.93
2. Learners' perceptions on learning activities influence how they engage in their learning	97(35.8)	108(39.9)	55(20.3)	0(0)	11(4.1)	4.03	0.96
3. The teacher perceptions are related to learners' cognitive and self-regulatory strategy used.	75(27.7)	130(48.0)	55(20.3)	0(0)	11(4.1)	3.95	0.92
4. Children understand the activities they are expected to do based on the type of teaching arrangement	66(24.4)	117(43.2)	66(24.4)	22(8.1)	0(0)	3.84	0.89
5. The learning areas should be in a location that is adequate for each activity	76(28.0)	85(31.4)	88(32.5)	11(4.1)	11(4.1)	3.75	1.04
6. The learning activities should have adequate sitting and working surface	87(32.1)	129(47.6)	22(8.1)	22(8.1)	11(4.1)	3.96	1.05
7. The activity areas should have sufficient display and storage space.	119(43.9)	130(48.0)	11(4.1)	11(4.1)	0(0)	4.32	0.74
Re-Designing of Learning Environment						4.023	0.9329

M = Mean, StD = Standard deviation, SA = Strongly Agree, A = Agree, U = Undecided, D = Disagree, SD= Strongly Disagree, All frequency percentages are reported in parentheses.

Source: ***Survey Data (2019)***

The findings indicate that re-designing of learning activities is essential in learning environments, and learners' perceptions of learning activities influence how they engage in their learning. Teacher perceptions were related to learners' cognitive and self-regulatory strategies used. Therefore, the school-going children understand the activities expected based on the type of teaching and learning that was in a location that was adequate for each activity. The learning activities should have an adequate sitting and working surface, and the activity areas should have sufficient display and storage space. Moorhouse and Walsh (2023) noted that to ensure that learning activities have an adequate sitting and working surface, and that activity areas have sufficient display and storage space.

During an interview one of the head teachers concerning the re-designing of the learning environment it was noted that:

"Re-designing of learning environment displays valid and appropriate learning materials to the learners"

……. .

(Source: Head teacher H 7; H 20; H 35)

"Re-designing of learning environment involves changing of sitting arrangement to accommodate all the learners in the class"

……. .

(Source: Head teacher H 10; H 55)

During the interview, with the Quality Assurance and Standards Officers concerning the importance of re-designing the learning environment in ECDE Centres; he noted that:

"Teachers are required to the re-designing learning environment to reduce 'talk' and make the learner speak more to encourage learners to participate more during learning"

……. .

(Source: Quality Assurance and Standards Officers QASO1)

From the Quality Assurance and Standards Officers interview, it was established that teachers to re-design the learning environment in ECDE Centres by reducing teachers' "talk" and making the learners speak more so that they can discern what they know and do. There should be a stimulating teaching-learning environment. School should be better than a home for learners to enjoy school. The results were the same as for Nie and Lau (2010), who emphasized the practice of basic skills and knowledge, relying mainly on the textbook, while constructivist instruction frequently used classroom discussion and extended writing, and teachers emphasized in-depth understanding and application of learners' learning to everyday life. The results showed a relationship between didactic instruction and surface strategy use and between constructivist instruction and deep strategy use. Those studies support the claim that redesigned courses have an impact on learners' increased engagement or the use of deeper cognitive strategies.

4.4.6 Descriptive Statistics on Modification of Learning Activities

As shown in Table 4.11, descriptive statistics such as frequency, percentages, mean, and standard deviation were utilized to characterize ECDE teachers' responses to the adjustment of learning activities. The study findings revealed that the majority of instructors (n = 225, M = 4.1, 83.1 %) agreed that the learning environment influences children's learning, whereas (n = 11, 4.1%) disagreed. However, (n = 35, 12.9%) remained undecided. These findings establish that children's learning is influenced by their learning environment. Furthermore, the majority of ECD instructors (n = 227, M = 4, 19, 83.7%) felt that the learning environment is stimulating and that the learners may study and play. However, (n = 33, 12.2 %) of the instructors were unsure, and (n = 11, 4.1 %) agreed that the learning environment is dynamic and that learners can study and play. This research demonstrates that the learning environment is exciting and that learners are able to learn while still having fun.

Schlesselman (2020) indicated that creating an exciting learning environment where learners can have fun while learning is important. Play-based learning centers can be created to encourage students to learn while having fun. When students are playing, teachers can join in to build bonds with their students and create a classroom community of shared learning and fun. By incorporating these ideas, teachers can create an exciting learning environment where learners can have fun while still learning.

Furthermore, the majority of ECD instructors (n = 161, M = 3.81, 59.4%) agreed that the learning environment is appealing to learners, while (n = 99, 36.5%) were unsure and (n = 11, 4.1%) disagreed. This result indicated that the learning environment was appealing to learners. Furthermore, it was discovered that the majority of ECD

instructors (n = 210, M = 3.92, 77.5%) agreed that the learning environment generally employs appropriate resources, while (n = 45, 16.6%) disagreed and (n = 16, 6.9%) were unsure. This finding suggests that the learning environment made use of appropriate resources to create a child-friendly setting. It was also discovered that the majority of ECD instructors (n = 155, M = 3. 63, 57.2 %) believed that children engage with their surroundings and affect how items and activities are arranged in the area. The study agreed with Geng, Law and Niu (2019) who noted that children engage with their surroundings and affect how items and activities are arranged in the area. Interest areas or learning centers: In environments for young children, we use the terms “interest areas” or “learning centers” to describe spaces designed for certain purposes or that hold materials with similar uses. When a child enters a well-designed interest area, the space should convey the materials that can be found there, the type of play that might happen there, and the expectations for how to behave there.

Table 4.11 Descriptive Statistics on Modification of Learning Activities

N=271	SA	A	U	D	SD	M	StD
1. The learning environment affects children learning	95(35. 1)	130(48.0)	35(12.9)	0(0)	11(4.1)	4.10	0.92
2. Learning environment is exciting and the pupils can learn and play	106(39.1)	121(44.6)	33(12.2)	11(4.1)	0	4.19	0.80
3. Learning environment is attractive to pupils	80(29.5)	81(29.9)	99(36.5)	0(0)	11(4. 1)	3.81	1.00
4. Learning environment use suitable resources	66(24.4)	144(53.1)	45(16.6)	5(1.8)	11(4. 1)	3.92	0.92
5. The children interact with their environment and influence the arrangement of objects and activities in the space.	69(25.5)	86(31.7)	73(26.9)	32(11.8)	11(4.1)	3.63	1.11
6. The effects of learning environmental are often geared towards improvement of traditional instructor-led course.	58(21.4)	125(46.1)	66(24. 4)	22(8. 1)	0(0)	3.81	0.87
7. Constructive instruction frequently uses classroom discussion and extended writing,	71(26.2)	90(33.2)	99(36.5)	11(4.1)	0(0)	3.82	0.87
8. Teachers emphasizes on in-depth understanding and application of learners' learning to everyday life.	85(31.4)	120(44.3)	55(20.3)	11(4.1)	0(0)	4.03	0.82
9. There are changes in learners' use of a learning strategy	55(20.3)	101(37.3)	61(22.5)	43(15.9)	11(4.1)	3.54	1.10
Child-friendly all school environment						**4.114**	**0.823**

M = Mean, StD = Standard deviation, SA = Strongly Agree, A = Agree, U = Undecided, D = Disagree, SD= Strongly Disagree, All frequency percentages are reported in parentheses.

Source: ***Survey Data (2019)***

However, 26.9% of ECD teachers were unclear about whether children engage with their surroundings and impact the layout of items and activities in the area, while 15.9% disagreed (n = 44). This suggests that children engage with their surroundings and have an impact on how items and activities are arranged in the area. When it came to the conclusion that learning environments are typically focused towards the enhancement of conventional instructor-led courses, the majority of ECD teachers (n = 183, M = 3.81, 67.5 %) agreed, while (n = 66, 24.4 %) were unsure and (n = 22, 8.1 %) disagreed. This suggests that learning environment impacts are frequently targeted toward improving traditional teacher courses. In addition, the majority of the respondents (n = 161, M = 3.82, 59.4%) agreed that the instruction method used frequently is classroom discussion and extended writing, while (n = 99, 36.5%) of the teachers were undecided and (n = 11, 4.1%) disagreed. This showed that constructive as an instruction method was frequently used in classroom discussion and extended writing. Badilla-Quintana, Sepulveda-Valenzuela and Salazar Arias (2020) noted that in a constructivist classroom, learners formulate concepts through dialogues, and group work is organized to facilitate dialogue. The teacher's role is to facilitate discussion and provide feedback, rather than monopolize the talking. By engaging in experiences that might engender contradictions to their initial hypotheses, learners are encouraged to reflect on their learning and modify their existing knowledge. Constructivist teaching has been found to enhance academic outcomes of students with special needs.

However, the majority of the ECD teachers (n = 205, M = 4. 03, 75. 7%) agreed that teachers emphasize in-depth understanding and application of learners' everyday life learning, while (n = 55, 20.3%) of the teachers were undecided and (n = 11, 4.1%) disagreed. This is an indication that teachers emphasize in-depth understanding and

application of learners' learning to everyday life. Lastly, the majority of the respondents (n = 156, 57.6%) agreed that there are changes in learners' use of a learning strategy. However, (n = 61, M = 3.54, 22.4%) of the teachers were undecided, while (n = 54, 20%) disagreed. This shows that there is a change in the use of student learning strategies to improve a child-friendly learning environment. The study concurred with Lian (2020) who noted that creating a child-friendly learning environment requires a combination of strategies that promote emotional, physical, and academic wellness. By implementing these strategies, teachers can create a productive and positive learning environment that fosters academic success and emotional and social well-being.

The learning environment has influenced children's learning and has been interesting, and learners can learn and play using different criteria of what constitutes an "improved" class. Hence one of the main difficulties of class modification: that is, for some learners, some changes are seen as beneficial to their learning, while other changes may be seen as detrimental. No doubt, this is also true for instructors. Teachers emphasize in-depth understanding and application of student learning in real life, and there are changes in learners' use of learning strategies. This agrees with Sanders' (2013) study that student engagement and classroom design cannot be studied without considering the format of the classroom learning strategy and learning objectives. Our interpretation is that course content and delivery are a consequence of reported perceptions as an effective learning space.

During the interview, of the head teachers concerning modification of learning activities it was noted that:

"Modification of learning activities by the teacher in a child-friendly school environment was through the use of learner-centred methods"

……. .

(Source: Head teacher H 5; H 10; H 18)

The use of role-playing, singing, reading poetry, via verbal expression, group activities, singing, question and answer, explanation, discussion, role-playing, use of resources, people, debate, storytelling, and oral quizzes are all examples of how learning activities may be modified.

It was noticed during the interview with the Quality Assurance and Standards Officers about the alteration of the learning environment in ECDE centres:

"Modification of learning activities by a teacher is a daily skill that should ensure that children should read, speak, speak frequently and listen well"

……. .

(Source: Quality Assurance and Standards Officers QASO1)

According to the interview with the Quality Assurance and Standards Officers, the teacher's modification of learning activities in the child-friendly school environment in ECDE centres is that teaching skills are examined in every class, that is, children should read, talk often, and listen well. Every activity should be based on teaching abilities. "It is not the job of management, but rather of all stakeholders (teachers, learners, educational institution, and community) to guarantee that the learning environment is favorable," one responder claims. The study findings agreed with Nzarirwehi and Atuhumuze (2019) who indicated that every activity should be based

on teaching abilities, and that teachers should be dedicated to the learning process, motivated to improve their teaching abilities, and able to create a favorable learning environment. By working together, all stakeholders can ensure that the learning environment is conducive to learning and that teaching abilities are maximized.

4.5 Correlation Analysis

Correlation analysis is the basis for regression analysis and determination, and it is therefore essential to the process of establishing a relationship in research. The concept has been described as the unit of measurement of connection between two locations in speech (Mukaka, 2012; Asuero, 2006). It also calculates the size of the linear friendship midpoint based on two locations and a few of factors (Bewick et al., 2003). The Pearson result, also known as the goods created-importance equivalence coefficient (r), is a tool for determining the equating midpoint between two points, such as research variables (Mukaka, 2012).

Correlation analysis is carried out to assess the relationship between two variables. The study variables: have a connection with teacher functional movement (instructional form, educator's perception, having to do with-crafty of the education environment, and qualification of education activities) as a support to the very young person-companionable school environment fashionable ECDE centres fashionable Kenya's Uasin-Gishu County The findings are shown in the section below. The research looked on the friendship that grew between the independent and dependent variables. Statistically, the equating cooperative typically classifies the middle from two points as -1.0 and + 1.0, because if the correlation (r) exists, it indicates a strong relationship, but if the equivalence (r) is negative, the union middle from two points is

negative, and the association middle from two points is negative (Samuel & Okey, 2015; Rebekic et al., 2015).

4.5.1 Correlation on the Influence of Instructional Method on Child-friendly school environment

The findings revealed that instructional methods were positively and significantly associated with the child-friendly school environment (r = 0.709, *n* = 271, p 0. 01), indicating that instruction methods influence the child-friendly school environment by 70.9%. It is expected that instructional methods will influence the child-friendly school environment by 70.9% based on the coefficient of determination, so they will be suitable in predicting the child-friendly school environment.

Table 4.12 Correlation Between instruction method on Child-friendly school environment

N=271	**Child-Friendly School/ Learning Environment**	**Instructional Method**
Child-Friendly School/ Learning Environment	1	.709**
Instructional methods	.709**	1

** Correlation is significant at the 0. 01 level (2-tailed).

Source: *Survey Data (2019)*

The findings indicated that an increase in instructional methods and style led to an improved child-friendly school environment. This agrees with Ahlfeldt *et al.* (2005), who examined the relationship between the levels of problem-based learning methods that instructors reported and learners' self-reported learning engagement. The results showed that the reported engagement was higher in the classrooms where more instruction methods were employed. This agrees with Williamson and Watson (2007)

that teaching style is the expression of the totality of one's philosophy, beliefs, values, and behaviour.

Knowles (1980) noted that it is important factor in determining the extent of learners' learning because teachers provide the critical human connection between the content and the environment and the learners (Heimlich and Norland, 2004). This concurs with Cano's (2001) findings that the effects of teacher interactions with learners found that the degree and frequency of praise, use of classroom time, and the amount of attention given to groups or individuals have significant positive correlations to a learner's ability to learn. The variables of the teacher's teaching methods and the learning environment affect the student's learning environment. Because these two variables simultaneously influence a student's learning achievement. The results mentioned show that teaching methods and learning styles have a positive effect on learners' achievement, which means that good teaching and a good learning environment are expected to improve learners' learning. The results of this research are suitable with the opinion of Utu Rahim (2009), who said that teaching methods that do not vary can make learners indifferent to learning materials that are given, and finally, learners can be passive. So, it is necessary to use various methods to improve learners' learning achievement. The use of various teaching methods must be adapted to the learning goal that will be implemented. This research creates many indicators of variable aspects, namely learning atmosphere, interaction, infrastructure, and facilities. Being expected with a conducive learning atmosphere can improve learners 'learning achievement and activeness.

4.5.2 Influence of Teachers Perception on Child-Friendly school environment

The second objective of the study sought to determine the perceptions of teachers towards child-friendly school environments in ECDE Centres in Uasin-Gishu County.

The influence of the perception of teachers on a child-friendly school environment was investigated using Pearson product-moment correlation as summarized in Table 4.13. The findings revealed that teachers' perceptions were positively and significantly associated with a child-friendly learning environment (r = 459, *n* = 271, p 0.00), indicating that teachers' perceptions influenced the child-friendly school environment by 45.9%. It is expected that teachers' perceptions will influence child-friendly learning environments by 45.9% based on the coefficient of determination, hence it is suitable for predicting child-friendly learning environments.

Table 4.13 Correlation on Perception of Teachers on Child Friendly School Environment

N=271	**Child Friendly Learning Environment**	**Perception Of Teachers**
Child-friendly school environment	1	.459**
Perception of Teachers	.459**	1

** Correlation is significant at the 0. 01 level (2-tailed).

Source: ***Survey Data (2019)***

Increased teacher perceptions lead to a better child-friendly school environment. This agrees with McCobs and Miller (2006) that the nature of interaction and influence in schools is an important factor in determining learners' perceptions of the school and themselves. attitudes toward people and school-related activities. This factor involves the interaction between the teacher and student personality. According to the Interpersonal Perception Theory by Stevenson and Kritsonis (2009), learners' attitudes towards teachers will affect their attitudes towards the subjects taught by the teacher. Against school Furthermore, it can be postulated that learners' attitudes toward

teachers are a function of the teacher's personality. The study also agrees with Ryan (2010) that teachers must be the embodiment of good character and virtue, be sincere in word and deed, and have a personal life that sets a good example for their learners.

The study findings revealed that teachers' perceptions of learning environment conditions differ significantly. The interpretation of this study is inconsonant with the findings of other studies on the need for a healthy learning environment, learners' perceptions of the learning environment, and the effect of the physical learning environment on teaching and learning. Dike (2003) reported that it is difficult for learners to perform well in an unhealthy learning environment. This suggests that if the learning environment is furnished with the necessary infrastructure, learners will perform well in their academic work. The findings of Abraham, Ramnarayan, Vinod, and Tork (2008) revealed that the educational environment is one of the most important factors determining the success of an effective curriculum. This suggests that if teachers are provided with the necessary and enough instructional materials and infrastructure, and if their welfare is assured, they will be more effective in performing their duties and the output will be high. Therefore, it is imperative to provide such an ideal learning environment for Nigerian learners to face and withstand their counterparts globally.

4.5.3 Re-Designing of Learning Environment and Child-Friendly Learning Environment

The study third objective was to determine the impact of redesigning the learning environment at ECDE centres in Uasin-Gishu County on child-friendly school environments. Table 4.14 summarizes the results of an investigation into the effect of the re-designing of the learning setting on a child-friendly school environment using Pearson product-moment correlation. As a result of these findings, it was discovered

that re-designing the learning environment is positively and significantly associated with a child-friendly learning environment (r =.173, n = 271, p 0. 01), implying that it has a 17.3% impact on the child-friendly school environment. Based on the coefficient of determination, it is predicted that redesigning the learning environment will affect the child-friendly learning environment by 17.3%, making it acceptable for forecasting the child-friendly learning environment.

Table 4.14 Correlation on the Influence of re-designing class on learning environment

N=271	Child Friendly Learning Environment	Re-designing of learning
Child-friendly school environment	1	.173**
Re-designing of learning	.173**	1

** Correlation is significant at the 0.01 level (2-tailed).

Source: ***Survey Data (2019)***

This implies that raised classroom renovation leads to a better knowledge of the surroundings. As a result, the more schools that adopt a learning environment, the better the learning environment become. This agrees with Marzano and Marzano (2003) that the manner of conducting oneself and running an organization, the two variables that bear the preeminent support, affect student knowledge. Teachers cultivate classroom rules to correspond with this anticipation. It agrees with Stewart and others (1997) that a person who educates bears more interventions that meet a person's actively learning needs. They do this in addition to designing and implementing different inducement or reward plans.

In contact performance, individual, frequent, distinguishing, and corrective responses are required. Furniture allows for the possibility of existence, if it is organized in such

a way that appropriate traffic patterns exist. In addition, written matter may be molded without a doubt, ready for use. To develop in mind or physically more space, the atmosphere for appropriate traffic patterns, tables may be arranged in fashionable groups. This makes it more welcoming and beneficent to people actively learning about accompanying disabilities because they can move or exist to a different residence more easily situated on either side of the range (Landau, 2004). In addition, with desks arranged in groups, the person who teaches can, in addition to moving more easily through the room where learning takes place, keep an eye on someone who is actively learning how to conduct themselves. Arrange student desks. Camps can also be creating a mental or physical environment in which a person actively learns to feel wealthy by cooperating with their peers and asking for their assistance when necessary.

4.5.4 Modification of Learning Activities and Child-Friendly School Environment

The fourth objective of the study sought to establish the influence of modification of learning activities on child-friendly school environments in ECDE Centres in Uasin-Gishu County. 14. The influence of learning activities on a child-friendly school environment was investigated using Pearson product-moment correlation as summarized in Table 4.15. The findings revealed that modification of learning activities was positively and significantly associated with a child-friendly learning environment (r =.530, n = 271, p 0.001), indicating that modification of learning activities influences the child-friendly school environment by 53.0%. It is expected that modification of learning activities will influence a child-friendly learning environment by 53.0% based on the coefficient of determination, hence it is suitable for predicting a child-friendly learning environment.

Table 4.15 Correlation on the Influence of modification of learning activities on child-friendly school environment

N=271	Child Friendly Learning Environment	modification of learning
Child-friendly school environment	1	.530**
modification of learning activities	.530**	1

** Correlation is significant at the 0.01 level (2-tailed).

Source: ***Survey Data (2019)***

This indicates that modification of learning activities in school leads to a more conducive learning environment. Thus, the more the school adopts learning activity measures, the more the learning environment becomes child-friendly. This concurs with Kember (2000), that the workload and accompanying feelings of pressure or stress in terms of tasks and learning activities is one of the factors affecting learners' different levels of engagement.

This finding agrees with Good and Brophy (2003) that teachers with a strong sense of efficacy take more risks, set higher standards for themselves and their learners, and provide the potential for the highest academic gains among learners. According to Marzano and Marzano (2003), teachers' actions in their classrooms have twice the impact on student achievement as do school policies regarding curriculum, assessment, staff collegiality, and community involvement. It also concurs with Cano (2001) that there are already known factors that are recognized as having effects on learner success as related to teacher effectiveness.

A large factor in teacher effectiveness is being able to establish positive relationships with learners. A teacher who cannot communicate with his or her learners will not be effective.

In the classroom, teachers aren't simply teaching one student with twenty different faces; they are teaching twenty different learners, each with distinctive needs and talents and different levels of motivation, attention, knowledge, time to devote to the class, and maturity. Understanding learner differences is a must for teachers to create and implement flexible and differentiated instruction that would meet the needs of all kinds of learners. If not approached correctly, a classroom can be set up in a way that stifles creativity or does not promote a positive learning environment. This agrees with Reggio Emilia that the standards of practice for teachers are set within a philosophical framework that views the child as a knowledgeable and competent learner (Goodfellow, 2015). This view of the child encourages teachers to consider their rights rather than their needs (Hendrick, 2004).

This view leads to a supportive and collaborative environment where reciprocal relationships are important. The findings agree with Hewett (2001) that teachers are bound by a sense of trustworthiness rather than accountability. This sense of trustworthiness is also viewed as a collective responsibility of the school community rather than an individual teacher's responsibility if expectations are not met. The physical environment of Reggio Emilia Centres and pre-schools is important in promoting the strong image of the child. Many things can affect this environment. There are physical elements such as wall art, the arrangement of desks, or resources. Also, there are intangible elements, such as the energy of the classroom, the rules, or the sounds within the room. Each of these can impact a student's focus and achievement in the class.

If a teacher is unmotivated or negative, it will have a direct impact on the learners within the classroom. Similarly, if a teacher is motivated and positive, they will likely have a beneficial impact on their learners as well. A teacher needs to understand this cause and

effect to understand how to organize their classroom to create a better learning environment. The theoretical approach presents the constructs representing the teacher's operational dynamics in a learning environment. This provides a suitable environment within which children can choose among options and explore a provocation or idea as they research together with their teacher. These agree with Barozzi (2011) that teachers have the right to make decisions for them and sometimes work on different projects and share their ideas with others.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATION

5.1 Introduction

This chapter presents a summary of research guided by specific objectives and recommendations for conclusions, as well as directions for further research according to the results. They are also presented for the dynamics of teacher operations (teaching methods, teacher perceptions, redesign of learning environments, and modification of learning activities) to support a child-friendly school environment at the ECDE Centres in Uasin-Gishu District, Kenya.

5.2 Summary of Findings

Out of 271 respondents, the majority of the respondents were female teachers (n = 205, 75.6%), while the male teacher counterparts were (n = 66, 24.4%). This indicated that the majority of teachers in ECDE centres in Uasin-Gishu County were females, and gender representation as required by the law was not met. There was gender disparity in the distribution of ECDE teachers and, therefore, there was a need to advocate for the male counterpart to take up the initiative of becoming an ECDE teacher. The majority of the respondents were aged above 46 years (n = 117, 43.2%) and 25–31 years (n = 77, 28.4%) in both cases of the total respondents.

However, those under 25 years accounted for (n = 44, 16.2%) Therefore, the majority of the respondents were aged over 32 years, a clear indication that most ECDE teachers are more likely to understand the concept of teacher operational dynamics in supporting child-friendly school environments in public ECDE Centres in Uasin-Gishu County, Kenya. From the findings, the majority of the ECD teachers (n =117, 43.2%) had masters qualifications in education, while n =66, 24.4%) had bachelor's

degrees, and the teachers who had diplomas as well as certificates in education (n =44, 16.2%) had masters qualifications in the highest level of education of teachers is assumed to affect the implementation of the child-friendly school concept in the learning environment in primary schools. Further, the majority of the ECD teachers (n = 107, 39.5%) had over 25 years of teaching experience, while n = 33, 12.2%) had teaching experience of between 5 and 9 years as well as below 5 years in teaching (n = 33, 12.2%).

Lastly, the teachers who had teaching experience of 20–24 years (n = 10, 3.7%) This indicates that they are likely to be in a good position to provide information on the influence of the Child-Friendly Schools Concept on the learning environment in ECD Centres. The correlation result revealed that instructional methods, teacher's perceptions, re-designing of the learning environment, and modification of learning activities had a significant effect on the child-friendly school environment in ECDE Centres in Uasin-Gishu County, Kenya. Instructional methods, perception of teaching, redesigning the learning environment, and modification of learning activities positively influenced the child-friendly school environment. The child-friendly the school environment had inclusive classrooms, quality teaching and learning in child-friendly schools, and had safe and protective schools.

The learning environment was adequately designed to meet the needs of all children, and the physical facilities in the school were designed to accommodate all learners. The learning environment includes four components: enabling context, resources, a set of tools, and scaffolding. Creating and implementing a learning environment means careful planning by the teacher. With increasing interest in preschool and early childhood environments, it is important to consider the users and their needs for these

environments to avoid unwanted negative behavior and optimize children's learning experiences. These spaces are not only for entertainment, but also where children learn and have their first life experiences.

5.2.1 Instructional Methods and Child-Friendly School Environment

The findings revealed that instructional methods were positively and significantly associated with a child-friendly learning environment (r =.709, *n* = 271, p 0.00), indicating that instructional methods influence the child-friendly school environment by 70.9%. In the child-friendly school environment, there was a positive relationship between the instructional methods and the instructional methods. An increase in instructional methods leads to an improved child-friendly school environment. Teaching style was a very influential factor in learners' learning experiences and is a critical component in determining the extent of learners' learning since teachers provide the vital human connection between the content and the environment and the learners.

5.2.2 Teachers Perception and Child-Friendly School Environment

The findings revealed that teachers' perceptions were positively and significantly associated with a child-friendly learning environment (r =.459, *n* = 271, p 0.00), indicating that teachers' perceptions influenced the child-friendly school environment by 45.9%. The findings of this study showed that learners and teachers perceived the learning environment conditions in schools differently, but their perception of the learning environment conditions did not differ significantly. Therefore, there is a need to rethink the quality of learning environment conditions to enable learners to compete with their global counterparts in its ramifications. Teachers, on the other hand, will be able to implement the content of the curriculum effectively. This invariably increases learners'

motivation and achievement. Also, the classroom environment was not friendly to children with disabilities. The classroom is a critical focus in the total school environment and has a powerful influence on how well a child develops and learns. The classroom environment should be attractive to the children. Based on the findings, it was recommended that school administrators should sustain schools to enhance better teaching and learning activities.

5.2.3 Re-designing Learning Environment and Child-Friendly School Environment

The findings revealed that a child-friendly learning environment absolutely and significantly guided the educational environment (r =. 173, n = 271, p. 01), indicating that concerning-crafty the learning environment influences the school's knowledge environment by 17.3%. There was a definite influence on the middle from two points: the having to do with-designing class and the knowledge surroundings.

This pointed out that an increase in the dependent-plotting room where learning takes place leads to an improved knowledge of the surroundings. The standard for many classrooms today is to search out bear desks joined in rows inside the room where learning takes place. This scheme of arrangement gives the impression that a person actively learning will lose focus and develop in mind or physically a higher number of disruptions than usual in the classroom (Grubaugh and Houston 1990). This makeup act does not help the interaction between the two points. This focuses more on the person actively learning as an individual as they carry out their work. Humans are social beasts who crave for attention, and if they aren't accustomed to being able to run very fast for a short distance from their classmates, they will usually act out in order to gain attention from the person who educates them.

5.2.4 Modification of Learning Activities and Child-Friendly School Environment

The findings revealed that modification of learning activities was positively and significantly associated with a child-friendly learning environment (r =.530, *n* = 271, p 0.001), indicating that modification of learning activities influences the child-friendly school environment by 53.0%. The teachers emphasized in-depth understanding and application of learners' learning to everyday life, and there were changes in learners' use of a learning strategy. Learning activities require the learners' full participation. An important aspect of the learning process is that learners reflect on, and talk about, their activities. There was a positive relationship between the modifications of learning activities and the child-friendly school environment. Teachers with a strong sense of efficacy take more risks, set higher standards for themselves and their learners, and provide the potential for the highest academic gains among learners. Teacher efficacy is related to the teacher's adoption of innovation and classroom management strategies that sustain student motivation and self-esteem.

5.3 Conclusion

According to the findings, the child-friendly school environment had a safe and protective school. The learning environment was adequately designed to meet the needs of all children, and the physical facilities in the school were designed to accommodate all learners.

The instructional methods of teachers were communication, co-learner and collaborator with the child, and being a guide and facilitator. The teachers create a partnership with the learners as they guide and the teachers ask questions, listen and offer suggestions during learning. Teachers provide parents with an account of their children's learning, encourage parents to participate in the educational work, and show

interest in learner and classroom activities. The teachers had undergone pre-service and in-service training in child-friendly schools. The essential task of the teacher is to arrange the conditions of the learner's environment so that the processes of learning are activated, supported, enhanced, and maintained. The teacher's instruction method played a role in learners' learning processes, and learners' perceptions were influenced by the teaching style.

The teacher's effectiveness in the classroom was positively related to learners' cognitive learning, and teachers provided autonomy-support towards collective engagement. The classroom structure accounts for learners' cognitive engagement, and the teacher's instruction emphasizes basic skills and knowledge, relying mainly on the textbook. The teacher's instruction method played a role in learners' learning processes, and learners' perceptions were influenced by the teaching style. Learning styles adopted by the teacher must be learner-centred to encourage inquiry and discovery. The study concludes that instructional methods and instructional methods positively influenced the child-friendly school environment. The teaching style is important in the learner's learning experiences. The study concludes that the instructional role of the teacher was communication, co-learner, and collaborator with the child, as well as a guide and facilitator. The teachers create a partnership with the learners as they guide and the teachers ask questions, listen and offer suggestions during learning. The essential task of the teacher is to arrange the conditions of the learner's environment so that the processes of learning are activated, supported, enhanced, and maintained.

The study concluded that the teacher had a positive attitude towards teaching and pupils. Some teachers had negative attitudes towards their learners. The teacher's

attitude affects the learning environment of pre-school children. A teacher's classroom activities influence their children's learning, and a motivated teacher is one who feels satisfied with his or her job.

Furthermore, teachers need to be empowered to strive for excellence and growth in instructional practice, and teachers needed to have a positive attitude towards a new idea to create a new model of teaching. A large class size affected the implementation of child-friendly environments, and its implementation is attributed to outdated teaching methods. The child-friendly environment approach will be successful if the teacher is part of the team driving this process. A teacher whose personality helps create and maintain a classroom or learning environment in which learners feel comfortable and in which they are motivated to learn is said to have a desirable learning personality. A teacher with pervasive authoritarian characteristics, for example, is likely to reflect them in his/her relationship with the learners and the teaching techniques used.

There was a positive relationship between the perceptions of teachers of a child-friendly environment and the data collected. This indicates an increase in the perception of teachers lead to an improved child-friendly school environment. The nature of interactions and influences in the school is an important factor in determining the learner’s perceptions of the school and his/her attitudes towards school-related people and activities. This factor involves the interplay between the personality of the teacher and that of the learner. The learner’s attitude toward a teacher is a function of the teacher's personality. Since the school environment is significantly related to children's learning, everything possible must be done to make the school child-friendly. This, therefore, calls for a collaborative effort among all

education stakeholders to not relent in providing the necessary infrastructure and personnel that will make the ECDE Centre learner-friendly.

The study concluded that the designing of learning activities is essential in learning environments, and learners' perceptions of learning activities influence how they engage in their learning. The study concludes that the designing of learning activities is essential in learning environments and that learners' perceptions of learning activities influence how they engage in their learning. Children understand the activities expected based on the type of teaching arrangement and the learning areas used. Re-designing classes positively influences the learning environment. The learning environment affects children's learning and excitement for the pupils. The learning environment was attractive to pupils and they used suitable resources as they interacted with their environment. An important aspect of the learning process is that learners reflect on, and talk about, their activities.

The study concluded that the modifications of learning activities positively influenced the child-friendly school environment. Teachers with a strong sense of efficacy set higher standards for themselves and their learners. The learning environment affected children's learning and was exciting, and the pupils could learn and play. The learning environment was attractive to pupils, used suitable resources, and children interacted with their environment by influencing the arrangement of objects and activities in the space.

The effects of the learning environment were often geared towards the improvement of traditional instructor-led courses; constructive instruction frequently used classroom discussion and extended writing. The teachers emphasized in-depth understanding and application of learners' learning to everyday life, and there were

changes in learners' use of a learning strategy. Learning activities require the learners' full participation. An important aspect of the learning process is that learners reflect on, and talk about, their activities. There was a positive relationship between the modifications of learning activities and the child-friendly school environment. Teachers with a strong sense of efficacy take more risks, set higher standards for themselves and their learners, and provide the potential for the highest academic gains among learners. Teacher efficacy is related to the teacher's adoption of innovation and classroom management strategies that sustain student motivation and self-esteem.

5.4 Recommendations of the Study

This section proposes specific actions that ought to be undertaken to resolve problems identified in the current study. The recommendations were drawn and aligned to the conclusions discussed in the previous section of this thesis. Based on these conclusions, the following recommendations are suggested:

5.4.1 Managerial and Policy Implication

The study made the following recommendations based on the study objective

The study recommends the following to be carried out by the ECDE centres on improving instructional methods for child-friendly school environment in public ECDE Centres in Uasin-Gishu County.

The short-term recommendations;

- The ECDE centres to provide training for ECDE teachers on child-centered learning approaches.
- Create more opportunities for hands-on learning and exploration.
- Make sure that classrooms are well-organized and inviting.
- Encourage positive interactions between learners and teachers.

Medium-term recommendations

- Develop a school-wide culture of collaboration and support.
- Provide more resources for ECDE teachers, such as materials and professional development opportunities.
- Create a system for monitoring and evaluating the effectiveness of instructional methods.

Long-term recommendations

- Advocate for changes to the national curriculum to make it more child-centered.
- Create a network of ECDE centers that can share best practices.
- Conduct research on the impact of different instructional methods on child development.

Training for ECDE teachers: This is essential for ensuring that teachers have the skills and knowledge they need to implement child-centered learning approaches. Training should cover topics such as child development, active learning, and assessment.

More opportunities for hands-on learning and exploration: Children learn best by doing, so it is important to provide them with plenty of opportunities to explore and learn through hands-on activities. This can be done through a variety of means, such as providing access to manipulatives, taking field trips, and conducting experiments.

Well-organized and inviting classrooms: The physical environment of the classroom can have a big impact on learning. Classrooms should be well-organized and inviting, with plenty of space for children to move around and explore. They should also be decorated in a way that is stimulating and interesting for children.

Positive interactions between learners and teachers: A positive relationship between learners and teachers is essential for creating a supportive and nurturing learning

environment. Teachers should create a climate of respect and trust, and they should be responsive to the needs of all children.

The recommendations on teacher's perception on child-friendly school environment in public ECDE Centres, including short, medium and long term recommendations:

Short-term recommendations:

- Provide teachers with training on child-friendly pedagogy and practices. This training should cover topics such as creating a positive and supportive learning environment, using child-centered methods, and promoting respect for diversity.
- Provide teachers with resources to support their implementation of child-friendly practices. This could include materials such as books, games, and activities that are appropriate for young children.
- Create opportunities for teachers to collaborate with each other and share ideas about how to create a child-friendly school environment. This could be done through professional development workshops, peer mentoring, or other forms of collaboration.

Medium-term recommendations:

- Develop a system for monitoring and evaluating the implementation of child-friendly practices in public ECDE Centres. This system should collect data on factors such as teacher attitudes, student behavior, and the quality of the learning environment.
- Use the data collected from the monitoring and evaluation system to make improvements to the implementation of child-friendly practices. This could involve providing additional training to teachers, providing more resources, or making changes to the school environment.

- Create a culture of continuous improvement in public ECDE Centres. This culture should be based on the belief that the quality of education can always be improved, and that teachers and administrators should always be looking for ways to make their schools better.

Long-term recommendations:

- Ensure that all teachers who work in public ECDE Centres are qualified to do so. This could be done by requiring all teachers to have a Diploma in early childhood education.
- Provide teachers with ongoing professional development opportunities. This professional development should focus on keeping teachers up-to-date on the latest research in early childhood education, as well as providing them with opportunities to learn new skills and strategies.
- Create a system of rewards and recognition for teachers who are effective in creating child-friendly school environments. This system should be designed to motivate teachers to continue to improve their practice.

Recommendations on whether re-designing of learning environment influences child-friendly school environment in public ECDE Centres

Short-term recommendations:

- Create a welcoming and inviting space. This could include things like painting the walls in bright colors, adding comfortable seating, and displaying children's artwork.
- Provide plenty of natural light. This will help to create a bright and airy space that is conducive to learning.

- Organize the space in a way that is conducive to learning and play. This could include things like creating designated areas for different activities, such as reading, writing, and playing.
- Provide a variety of materials and resources for children to explore. This could include books, toys, games, and manipulatives.
- Create a positive and supportive environment. This could include things like being patient, understanding, and encouraging.

Medium-term recommendations:

- Work with parents and caregivers to create a shared vision for the learning environment. This will help to ensure that everyone is on the same page and working towards the same goals.
- Provide professional development for teachers on how to create and maintain a child-friendly learning environment. This will help teachers to develop the skills and knowledge they need to create a space where all children can thrive.
- Make changes to the curriculum to reflect the needs of the children in the learning environment. This could include things like incorporating more hands-on activities, project-based learning, and experiential learning.
- Create opportunities for children to connect with the community. This could include things like field trips, guest speakers, and community service projects.

Long-term recommendations:

- Invest in the physical environment of the learning center. This could include things like renovating the building, adding new furniture, and purchasing new materials and resources.

- Create a culture of continuous improvement. This means being open to feedback and suggestions, and always looking for ways to make the learning environment better.
- Measure the impact of the learning environment on children's learning and development. This will help to ensure that the learning environment is having a positive impact on children.

Recommendations on how to modify learning activities to create more child-friendly school environments in public ECDE Centers:

Short-term recommendations:

- Provide more hands-on learning experiences. Children learn best by doing, so provide them with opportunities to explore their environment and learn through play. This could include providing them with blocks, toys, and other materials to play with, or taking them on field trips to learn about different places and things.
- Make the environment more welcoming and inviting. Children should feel comfortable and safe in their learning environment. This means making sure the space is clean, well-organized, and decorated in a way that is appealing to children. It also means creating a positive and supportive atmosphere where children feel free to explore and learn without fear of judgment.
- Encourage collaboration and cooperation. Children learn best when they are able to work together with others. Encourage them to collaborate on projects, share ideas, and help each other. This will help them develop important social skills that they will need throughout their lives.

Medium-term recommendations:

- Provide professional development for ECDE teachers. Teachers play a vital role in creating a child-friendly learning environment. Provide them with professional development opportunities that will help them learn about child development, effective teaching methods, and how to create a positive and supportive learning environment.
- Partner with parents and the community. Children learn best when their families and community are involved in their education. Partner with parents and the community to create a network of support for children and their families. This could include providing opportunities for parents to volunteer at the ECDE Center, or partnering with local businesses and organizations to provide resources and support for children and their families.

Long-term recommendations:

- Advocate for policies that support child-friendly learning environments. There are many policies that can be implemented to support child-friendly learning environments. These policies could include funding for ECDE Centers, teacher training, and parent involvement programs. Advocate for policies that will make it possible for all children to have access to high-quality early childhood education.
- Continue to research and develop new ways to create child-friendly learning environments. The field of early childhood education is constantly evolving. As we learn more about child development and effective teaching methods, we can continue to develop new ways to create child-friendly learning environments that will best meet the needs of all children.

5.4.2 Suggestions for Further Research

The study proposes further research in the following areas: this study needs to be replicated in other conflict-affected counties and throughout the country to compare the results; further study should also be carried out on instructional strategies used by teachers in enhancing the child-friendly school environment; and a study should be carried out to investigate the impact of government policy on the child-friendly school environment. The study also revealed a gap in studies on the other factors that influence a child-friendly school environment, not only in the learning environment but also in learning outcomes.

Research analyzing the effect of teacher operational dynamics on service delivery in ECDE Centres can be pursued to determine options in the counties as well as the country. This study mainly looked at the teacher's operational dynamics as support to the child-friendly school environment. Therefore, further exploration should be commenced in the private sectors and other counties outside the North Rift Economic Block counties to examine the devolved governance effects. Finally, further study needs to be conducted on the influence of political dynamics on teacher operational dynamics as support to the child-friendly school environment in ECDE Centres among county governments.

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APPENDICES

APPENDIX I: QUESTIONNAIRES FOR ECDE TEACHERS

I am a student undertaking a doctor of philosophy in Early Childhood Development and Primary Education, at Kisii University, Eldoret. In order to complete this program, I am required to research on "**Teacher Operational Dynamics as A Support to Child Friendly School Environment in ECDE Centres in Uasin-Gishu County, Kenya".** Therefore, do not indicate the name. The honest response will be very useful for the success of this study. Please kindly answer all questions in all the sections by filling in the blank spaces at the end of each question or statement or simply put a tick (√) where appropriate.

Part A: Background information

1. Gender: Male [ ] Female [ ]

2. What is the age bracket in years?

18- 24 years [ ]

25- 31 years [ ]

32- 38 years [ ]

39- 45 years [ ]

46 years and above [ ]

3. What is the highest academic level reached?

Certificate [ ]

Diploma [ ]

1st Degree [ ]

Masters [ ]

PhD [ ]

Other (specify) ……

4. For how many years have you taught since training?

Below 5 years [ ]

5-9 years [ ]

10-14 years [ ]

15-19 years [ ]

20-24 years [ ]

Above 25 years [ ]

Section B: Child-friendly School environment

The following statements are about the child friendly school environment. Please tick the response which matches the opinion. *Key: 1=(SD)- Strongly disagree, 2=(D)- Disagree, 3=(UD)-Undecided, 4=(A)- Agree, 5=(SA)- Strongly agree).*

A child friendly school…….	**SA**	**A**	**UD**	**D**	**SD**
1. Has inclusive classrooms					
2. There is quality teaching and learning,					
3. Has safe and protective school,					
4. There is equity and equality in school					
5. Enhances community linkage and partnership					
6. Environment is adequately designed to meet the needs of all children.					

Section C: Method of Instruction

The following statements are about the role of the teacher in classroom instruction. Please tick the response which matches the opinion. *Key: 1=(SD)- Strongly disagree, 2=(D)- Disagree, 3=(UD)-Undecided, 4=(A)- Agree, 5=(SA)- Strongly agree).*

The role of a teacher ……..	**SA**	**A**	**UD**	**D**	**SD**
1. Their central role is communication					
2. A co-learner and collaborator with the child					
3. Act as a guide and facilitator					
4. Create partnership with the learner as they guide,					
5. Ask questions, listen and offer suggestions during learning					
6. Provide parents with an account of their children's learning					
7. Encourage parents to participate in the educational work.					
8. Interested in learner and classroom activities.					
9. Have undergone pre-service and in-service training on child friendly school					
	SA	**A**	**UD**	**D**	**SD**
The teacher's instruction method plays a role in learners' learning processes.					
The learners' perceptions is influenced by the teaching style					
The teacher effectiveness in classroom is positively related to learners' cognitive learning					
Teachers provide autonomy support towards collective					

engagement					
Classroom structure account for learners' cognitive engagement					
Instruction emphasizes on basic skills and knowledge relying mainly on textbook,					

Section D: Perception of Teachers on Teaching

The following statements are about Perception of teachers on teaching. Please tick the response which matches the opinion. *Key: 1=(SD)- Strongly disagree, 2= D)- Disagree, 3=(UD)-Undecided, 4=(A)- Agree, 5=(SA)- Strongly agree).*

	SA	A	UD	D	SD
1. A teacher has a positive attitude towards teaching					
2. A teacher has a positive attitude towards pupils					
3. Some teachers have negative attitudes towards the learners					
4. Teacher's attitude affects the learning environment of pre-school children.					
5. Teacher classroom activities influence children learning					
6. A motivated teacher is one who not only feels satisfied with his or her job					
7. Teachers are empowered to strive excellence and growth in instructional practice					
8. Teachers need to have positive attitude towards a new idea to create a new mode of teaching.					
9. Large class sizes affect the implementation of child friendly school					
10. The implementation of child friendly school is attributed to out-dated teaching methods.					
11. Child friendly school approach will be successful if teacher are part of the team driving this process					

Section E: Redesign of Learning Environment

The following statements are about the redesign of learning environment. Please tick the response which matches the opinion. *Key: 1=(SD)- Strongly disagree, 2=(D)- Disagree, 3=(UD)-Undecided, 4=(A)- Agree, 5=(SA)- Strongly agree).*

	SA	**A**	**UD**	**D**	**SD**
1. The learning environment affects children learning					
2. Learning environment is exciting and the pupils can learn and play					
3. Learning environment is attractive to pupils					
4. Learning environment use suitable resources					
5. The children interact with their environment and influence the arrangement of objects and activities in the space					
6. The effects of learning environmental are often geared towards improvement of traditional instructor-led course					
7. Constructive instruction frequently uses classroom discussion and extended writing,					
8. Teachers emphasizes on in-depth understanding and application of learners' learning to everyday life.					
9. There are changes in learners' use of a learning strategy					

Section F: Learning Activities Supporting Child Friendly Schools

The following statements are about the learning activities supporting child friendly schools. Please tick the response which matches the opinion. *Key: 1=(SD)- Strongly disagree, 2=(D)- Disagree, 3=(UD)-Undecided, 4=(A)- Agree, 5=(SA)- Strongly agree).*

	SA	A	UD	D	SD
1. The design of learning activities is essential in learning environments.					
2. Learners' perceptions on learning activities influence how they engage in their learning					
3. The teacher perceptions are related to learners' cognitive and self-regulatory strategy used.					
4. Children understand the activities they are expected to do based on the type of teaching arrangement.					
5. The learning areas should be in a location that is adequate for each activity.					
6. The learning activities should have adequate sitting and working surface.					
7. The activity areas should have sufficient display and storage space.					

APPENDIX II: INTERVIEW SCHEDULE FOR HEAD TEACHERS

1. What do you understand by child friendly school environment?

   ……
   ……

2. How do you support child friendly school environment?

   ……
   ……

3. What role do teachers play in supporting child friendly school environment?

   ……
   ……

4. How do teachers instructional method affect child friendly school environment in ECDE Centres in Uasin-Gishu County?

   ……
   ……

5. What is the effect of perception of teachers on child friendly school environment in ECDE Centres in Uasin-Gishu County?

   ……
   ……

6. How do teachers re-designing learning environment on ECDE Centres in Uasin-Gishu County?

   ……
   ……

7. What are the learning activities used by teacher in child friendly school environment in ECDE Centres in Uasin-Gishu County.

   ……
   ……
   ……..

APPENDIX III: INTERVIEW SCHEDULE FOR QUALITY ASSURANCE AND STANDARDS OFFICERS

1. How often do you assess child friendly classroom environment?

   ……
   ……

2. What is the role in supporting child friendly school environment?

   ……
   ……
   ……..

3. What instructional methods are teachers required to use in ECDE Centres in Uasin-Gishu County?

   ……
   ……
   ……..

4. How do perception of teacher's influence learning environment in ECDE Centres in Uasin-Gishu County?

   ……
   ……
   ……..

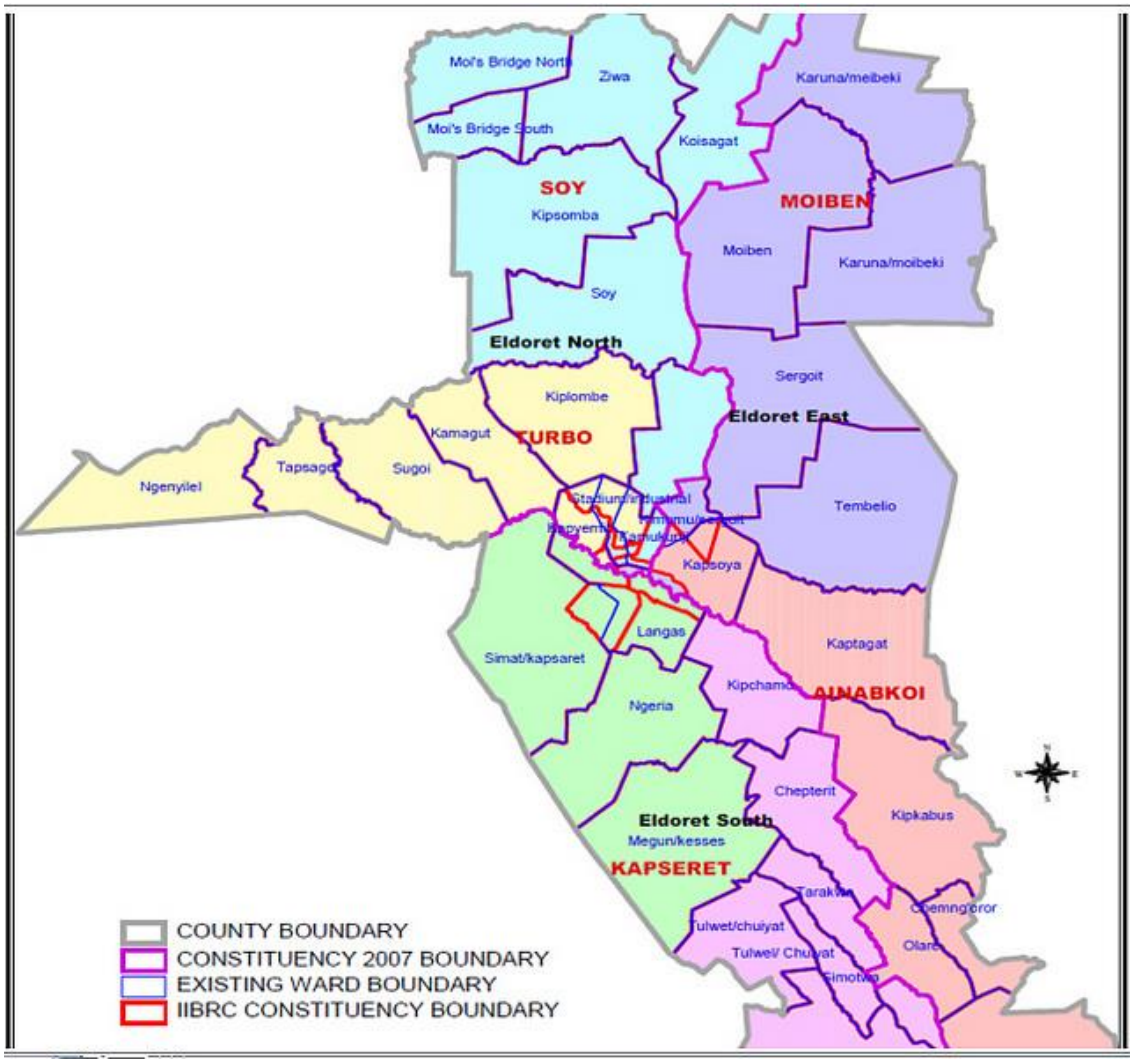
5. How do teachers re-design learning environment on ECDE Centres in Uasin-Gishu County?

   ……
   ……

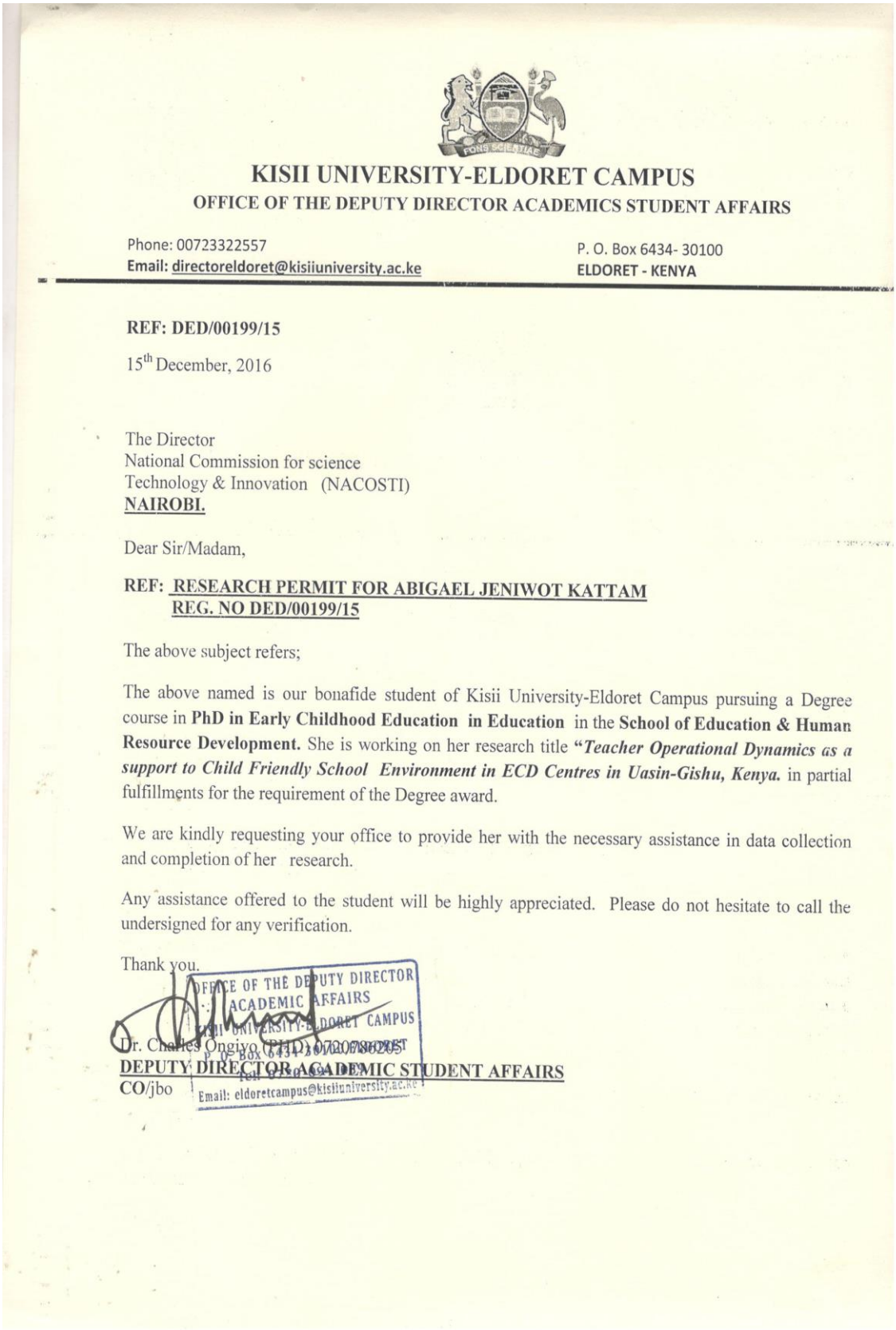
6. What learning activities are modified by teacher in child friendly school environment in ECDE Centres in Uasin-Gishu County?

7. ……
   ……

APPENDIX IV: MAP OF UASIN GISHU COUNTY



APPENDIX V: PERMIT APPLICATION LETTER FROM KISII UNIVERSITY



KISII UNIVERSITY-ELDORET CAMPUS
OFFICE OF THE DEPUTY DIRECTOR ACADEMICS STUDENT AFFAIRS

Phone: 00723322557
Email: directoreldoret@kisiiuniversity.ac.ke

P. O. Box 6434- 30100
ELDORET - KENYA

REF: DED/00199/15

15th December, 2016

The Director
National Commission for science
Technology & Innovation (NACOSTI)
NAIROBI.

Dear Sir/Madam,

REF: RESEARCH PERMIT FOR ABIGAEL JENIWOT KATTAM
REG. NO DED/00199/15

The above subject refers;

The above named is our bonafide student of Kisii University-Eldoret Campus pursuing a Degree course in **PhD in Early Childhood Education in Education** in the **School of Education & Human Resource Development.** She is working on her research title ***"Teacher Operational Dynamics as a support to Child Friendly School Environment in ECD Centres in Uasin-Gishu, Kenya.*** in partial fulfillments for the requirement of the Degree award.

We are kindly requesting your office to provide her with the necessary assistance in data collection and completion of her research.

Any assistance offered to the student will be highly appreciated. Please do not hesitate to call the undersigned for any verification.

Thank you.

OFFICE OF THE DEPUTY DIRECTOR ACADEMIC AFFAIRS KISII UNIVERSITY-ELDORET CAMPUS P. O. Box 6434-30100 ELDORET Email: eldoretcampus@kisiiuniversity.ac.ke

Dr. Charles Ongiyo (PhD) 0720780205
DEPUTY DIRECTOR ACADEMIC STUDENT AFFAIRS
CO/jbo

APPENDIX VI: RESEARCH AUTHORIZATION LETTERS

THIS IS TO CERTIFY THAT:
MISS. ABIGAEL JEBIWOT KATTAM
of KISII UNIVERSITY, 408-40200
Eldoret,has been permitted to conduct
research in *Uasin-Gishu County*
on the topic: *TEACHER OPERATIONAL DYNAMICS AS A SUPPORT TO CHILD FRIENDLY SCHOOL ENVIRONMENT IN ECDE CENTRES IN UASIN GISHU COUNTY,KENYA*
for the period ending:
17th January,2018

Permit No : NACOSTI/P/17/48227/15137
Date Of Issue : 18th January,2017
Fee Recieved :ksh2000

.....
Applicant's Signature

.....
Director General
National Commission for Science, Technology & Innovation

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officer will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice

HARAMBEE

REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

RESEACH CLEARANCE PERMIT

Serial No.A 12487

CONDITIONS: see back page

NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION

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2241349,3310571,2219420
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when replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. NACOSTI/P/17/48227/15137

Date: 18th January, 2017

Abigael Jebiwot Kattam
Kisii University
P.O. Box 402-40800
KISII.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Teacher operational dynamics as a support to child friendly school environment in ECDE centres in Uasin Gishu County,Kenya,"*** I am pleased to inform you that you have been authorized to undertake research in **Uasin Gishu County** for the period ending **17th January, 2018.**

You are advised to report **the County Commissioner and the County Director of Education, Uasin Gishu County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

DR. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Uasin Gishu County.

The County Director of Education
Uasin Gishu County.

APPENDIX VII: MINISTRY OF EDUCATION AUTHORIZATION LETTER

REPUBLIC OF KENYA

MINISTRY OF EDUCATION

State Department for Early Learning and Basic Education

Email: cdeuasingishucounthy@gmail.com
: edausingishucounty@yahoo.com
When replying please quote.

County Director of Education
Uasin Gishu County
P.O. Box 9843-30100
ELDORET.
22TH January, 2017

Ref: No. MOE/UGC/ACT/9/VOLL./190
ABIGAEL JEBIWOT KATTAM
Kisii University
P.O Box 1125 – 30100

ELDORET

RE: RESEARCH AUTHORIZATION

In reference to your Licence Re no. **NACOSTI/P/17/48227/15137** DATED 18TH January, 2017 from National Commission for Science, Technology and Innovation and hereby granted the authority to carry out research on ***"Teacher Operational Dynamics as Support to Child Friendly School Environment in Early Childhood Development Education Centres in Uasin Gishu County, Kenya, Period Ending 18th January, 2018,"*** Within Uasin Gishu County.

We take this opportunity to wish you well during this data collection

FOR: COUNTY DIRECTOR OF EDUCATION
UASIN GISHU
22 JAN 2017
P.O. Box 9843-30100, ELDORET
TEL: 053 2916000

Mibei Andre
For: County Director of Education
UASIN GISHU.

APPENDIX VIII: PLAGIARISM REPORT

TEACHER OPERATIONAL DYNAMICS AS SUPPORT TO CHILD FRIENDLY SCHOOL ENVIRONMENT IN EARLY CHILDHOOD DEVELOPMENT EDUCATION CENTRES IN UASIN GISHU COUNTY, KENYA

ORIGINALITY REPORT

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