Child-Friendly School as a Predictor of Pupils Socio-Personal Lives in Oyo Metropolis, Nigeria

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Abstract
The study investigated child-friendly schools as a predictor of pupils' socio-personal lives in Oyo metropolis. Two questions were tested in the study. The researchers employed a descriptive survey design for the study while the population comprises all primary school teachers in Oyo metropolis. 100 public primary school teachers were sampled using the simple random sampling technique while a self-constructed questionnaire that contains twenty items was used to elicit responses from the respondents. The reliability coefficient of 0.87 was obtained using the test-retest method. The data collected were analyzed using regression analysis. The findings of the research showed that a child-friendly school is a very good predictor of pupils' socio-personal lives in Oyo metropolis. It also indicated that a significant relationship exists between the school's physical infrastructural facilities and pupils' socio-personal lives in Oyo Metropolis. It was therefore recommended that the government, school heads and all the stakeholders should provide adequate materials that will enhance and promote a well conducive environment for pupils' socio-personal development which will help them to achieve the three domains of learning. Also, parents should be encouraged to participate in the school activities to enable their children to have a sense of belonging and learn positively through their socio-personal lives.

Keywords: Child friendly, School, Education, Socio-Personal, Child Rights and Pupils.

Introduction

In the lives of children, school is a significant personal and social setting. It is often regarded as an institution created by society to perform intellectual functions associated with the education of the young ones. For the school to achieve these goals, there should be a conducive child-friendly environment where teaching and learning will take place (Oluremi, 2012).A child-friendly school provides a physically safe, emotionally comfortable, and psychologically enabling environment for all students. It also recognizes, encourages, and supports children's emerging capacity as learners by creating a learning-focused school culture, teaching methods, and school curriculum material (UNICEF, 2019).

Institutions are self-contained communities, and child-friendly schools, in particular, foster a strong sense of belonging. But schools do not exist in isolation. They reside within the communities they serve and must cultivate relationships with them. A community-based child-friendly school acknowledges and promotes the rights of all children, regardless of gender, religious and ethnic differences, family status, physical and mental abilities/disabilities (UNESCO 2001). According to Chowdhury and Choudhury (2002) cited by Owojori and Ojedokun (2013), it is believed that a child-friendly school is a school that meets the needs of the students and has all of the necessary resources to help them acclimatize to the school environment. They went on to say that the school is a child-friendly school because it creates an environment that makes teaching and learning enjoyable and appealing to children while also reducing tension and worry.

The school has a significant impact on the formation of a child's personality since schools mould children to a large extent. Their school environment and exposure have a direct impact on their future. They learn to work together and adjust to different groupings of individuals. A child-friendly school (CFS) provides a means of transporting the concepts of Child Right into classroom practice and school management, (Owojori and Ojedokun (2013), citing UNICEF, 2001), and its framework is made up of proactive inclusiveness, academic effectiveness and relevance; health, safety, and protectiveness; gender responsiveness; active engagement; and participatory enabling news, all of which are necessary and mutually reinforcing the conditions of success of a child-friendly school.

Since the primary goal of every school is to make their pupils academically strong, CFS will enable the pupils to know about the things around them and brings a certain level of confidence in them. But the actual impact on pupils' socio-personality lives comes from the ways this excellence is achieved. For instance, when the child is called out to read a paragraph or a section, he/she learns how to speak without hesitation or feel shy; when they are called to answer a question, they learn how to overcome the fear of being wrong and their reflexes develop. During this process, their confidence grows. Interaction in school brings a new skill to children. In a child-friendly school, pupils' social-personal skill is a vital part of their development. When they interact with their age group, they learn basic etiquette. When they complete a group task in class/school, they learn cooperation. When they eat their midday meal or snacks together, they learn to share among their peers. When they talk to their friends, their vocabulary and fluency develop. All of these are the effects of education on a child's personality development (Janvi, 2021).

Learning does not begin when children walk through the school doors nor does it ends when they exit for the day. It happens all of the time and in all places. The connections between schools, homes, and communities have a pedagogical component. Children bring to school their family and community beliefs, practices, knowledge, expectations, and behaviors. Similarly, when they return from school they bring back to their homes and communities new forms of knowledge, practices, behaviors, attitudes, and socio-personal skills. Children are constantly bridging the gap between the world of school and the world of home and community. Teachers, family members, neighbors, and others help them learn from both worlds (UNICEF, 2009).

A number of scholars have looked into related issues on child-friendly schools. The level of child-

friendliness of nursery schools in Osun State, Nigeria, was investigated by Owojori and Ojedokun (2013). The study was conducted in the form of a survey. The study selected 435 pupils and 435 parents of nursery school children from seven Local Government Areas in Osun State, Nigeria, using the stratified sample technique. Data was collected via questionnaires and evaluated using frequency counts and percentages, as well as the Kruskal Wallis (H) Test and Pearson Product Moment correlation statistics. According to their findings, nursery schools in Osun State met child-friendliness characteristics such as proactive inclusivity (76.5%), academic effectiveness and relevance (81.38%), health, safety, and protectiveness (80.73%), and participatory enablement (80.73%). (82.78 percent). The survey found that nursery school owners in Osun State were aware of the fundamental standards for their establishments.

Oluremi (2012) researched how to create a welcoming school learning environment for Nigerian youngsters. A questionnaire linked with the descriptive research design of the survey type was utilized (CFV). The tool utilized to extract information from the respondents was a child-friendly setting. The study's participants were all of the teachers in Osun State, Nigeria's public primary schools. A total of 250 instructors from various secondary schools around the state were included in the sample. Frequency counts, means, and percentages were used to collect data. The findings found that 25% of the schools chosen were not child-friendly. They were unable to do so because they lacked basic amenities such as toilets, chairs, desks, and tables. The majority of classes were not accessible to students with impairments.

The mixed-method technique was selected for another study undertaken by Cobanoglu, Ayvaz-Tuncel, and Ordu (2018), titled "Child-friendly School: An Assessment of Secondary Schools." The researchers devised the 'Child-Friendly School Scale (CFSS)' to collect quantitative data. The sample included 54 schools and 4007 children, with the scale being deployed in one class from each grade level chosen at random. The qualitative information was gathered from volunteer teachers. The CFS features of the schools varied depending on the school's socioeconomic status, the gender of the students, and the grade level.

Statement of the Problem

Though a number of scholars have looked into related studies on child-friendly school, no research has been conducted on pupils' socio-personal lives in Oyo metropolis. A gap of knowledge therefore exists, which this study will attempt to cover by examining the child-friendly school as a predictor of pupils' socio-personal lives in Oyo metropolis.

Purpose of the Study

The main purpose of this study is to examine the child-friendly school as a predictor of pupils' socio-personal lives in Oyo metropolis. The specific objective of this study is to:

1. Examine the extent to which child-friendly school predicts pupils' socio-personal lives in Oyo metropolis.
2. Determine the extent to which infrastructural facilities in the schools influence pupils' socio-personal lives in Oyo metropolis.

Research Questions

Given this, two research questions were formulated to guide the study.

i. Does child-friendly school predict pupils' socio-personal lives in Oyo metropolis?
ii. Is there any significant relationship between school physical infrastructural facilities and pupils' socio-personal lives in Oyo Metropolis?

Methodology

The study was conducted using a descriptive survey research approach. All primary school teachers in Oyo metropolis were included in the studies demographic, whereas public primary school teachers in Oyo metropolis were the target population. To pick 100 instructors from the city, a simple random sample procedure was applied. The researchers created a 4-point Likert type Child-Friendly School Questionnaire (CFSQ). The questionnaire has a total of 20 questions. Two Primary Educators checked the content validity of the questionnaire. To assess the instrument's reliability, it was given to 25 primary school teachers outside of Oyo who shared the same characteristics as the main respondents, and the results were examined using the test-retest reliability method, which yielded a reliability coefficient of 0.87. At the 0.05 level of significance, the two research questions were examined using linear regression analysis.

Results

Research Question 1: *Does child-friendly school predict pupils' socio-personal lives in Oyo metropolis?*

Table 1: Regression table on child-friendly school as a predictor to pupils' socio-personal lives in Oyo metropolis.

Model		Sum of Square	df	Mean Square	F	Sig.
1	Regression	1051.136	1	1051.136	1671.880	.000[b]
	Residual	61.614	98	.629		
	Total	1112.750	99			

Model Summary	
Model	1
R	.972[a]
R Square	.945
Adjusted R Square	.944
Std Error of the Estimate	.793

$Y = a + bx + e$

$(Y = 2.117 + 0.972x + e)$

Table 1 show that the regression outputs reveal that child-friendly school is a very good predictor on pupils socio-personal lives in Oyo metropolis. This could be seen that the calculated sig. (0.000) is less than the level of significance (0.05) while the F = 1671.880. The contributions of the independent variable (child-friendly school) reveal R Square of 0.945 representing 94.5%. The research question which stated that does child-friendly school predict pupils' socio-personal lives in Oyo metropolis is hereby affirmed that its predicts their socio-personal lives.

Research Question 2: *Is there any significant relationship between school physical infrastructural facilities and pupils' socio-personal lives in Oyo Metropolis?*

Table 2: Regression table on the significant relationship that exists between the school physical infrastructural facilities and pupils' socio-personal lives in Oyo Metropolis.

Model		Sum of Square	df	Mean Square	F	Sig.
1	Regression	997.613	1	997.613	849.131	.000[b]
	Residual	115.137	98	1.175		
	Total	1112.750	99			
Model Summary						
Model		1				
R		.947[a]				
R Square		.897				
Adjusted R Square		.895				
Std Error of the Estimate		1.084				

$Y = a + bx + e$
$(Y = 1.144 + 0.947x + e)$

As revealed in Table 2, a significant relationship exists between the school physical infrastructural facilities and pupils' socio-personal lives in Oyo Metropolis. In the same vein, the obtained p value of 0.000 on physical infrastructural facilities was tested significant at 0.05 alpha level (Sig. value = 0.000; $p<0.05$, F = 849.131). The contributions of the independent variable reveal R Square of 0.897 representing 89.7%.

Discussion of the Findings

The result obtained from the first research question revealed that child-friendly school is a predictor of pupils' socio-personal lives in Oyo metropolis. In line with the findings of this study is the result of Safari, Baranovich, and Jafary (2014) which revealed that education has focused on two factors that are considered very important and show the high demand for improving emotional skills. The first factor involves being attentive to the youth's problematic behaviors such as aggression, social stress, dropping out of school, depression, and loneliness. The second factor is insufficient training required for students to improve the awareness levels of their responsibilities within society. By implication, the above findings have conformed to UNICEF (2009) that a child-friendly school is a family-friendly school that develops ties with parents and caregivers whose primary responsibility in every step of their growth is to ensure the well-being of children. Taiwo (2018) opinion that a child-friendly school has a positive effect on pupils metacognitive thinking skills.

The second research question showed that a significant relationship exists between the school's physical infrastructural facilities and pupils' socio-personal lives in Oyo Metropolis. This research corroborated UNICEF's (2009) findings that child-friendly schools are not constructing new schools, but conditions a school to be comfortable for children and ensures that the school fulfills the rights of children and protects it, because the school becomes a second home for children, after their own home. Similarly, Chang and Finkbeiner (2016) found out from their study that the final target of child-friendly schools is to make children happy, healthy, and in good condition. This result also agreed with the work of Malone and Tranter (2003) revealing that a child-friendly school that had a large yard enough for sports activities, student learning activities, and enough physical infrastructural facilities promote student health better. Vermeulen (2015) agreed that attractive learning environment makes pupils more motivated to learning, which, in turn, increases their socio-personal lives among their peers and improves their learning outcomes.

Conclusion

Based on the results obtained from the research questions, the study concluded that a child-friendly school environment must facilitate children's development regardless of their tribes, race, religion, or culture. More effort must be put in place to make the school environments look more attractive and friendly; it must create more room for pupils' development and increase their enrolment in school which will enable them to contribute meaningfully to their socio-personal lives. It also noted that infrastructural facilities within

the school premises such as school buildings, classrooms, desks, toilets, playground, instructional materials, laboratories, electricity, and other supporting facilities should promote pupils socio-personal lives through a friendly school environment and should not endanger the safety of pupils'.

Recommendations

Based on the results of the findings, the following recommendations are made:

1. The government, school heads and all the stakeholders should provide adequate materials that will enhance and promote a well conducive environment for pupils' socio-personal development which will help them to achieve the three domains of learning.
2. The parents should be encouraged to participate in the school activities to enable their children to have a sense of belonging and learn positively through there socio-personal lives.

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