

**TOPIC: CHILD FRIENDLY SCHOOL ENVIRONMENT AND SOCIAL
RELATIONSHIP AS A CORRELATE OF ACADEMIC ACHIEVEMENT OF
PUBLIC PRIMARY SCHOOL CHILDREN IN SOUTH EAST NIGERIA**

CHAPTER ONE

INTRODUCTION

Background to the Study

A child could mean different things to different people. According to the United Nations convention on the Rights of the child (CRC 2007), a child is every human being below the age of 18 years. It is the right of every child to be educated, as education seems to be one of the natural occurrences associated with human development. This is in line with the United Nations convention on the Rights of the child (1989) declaration “that education is the fundamental human right” (UNICEF, 2013).

The welfare of children should be top concern of every nation since they are the leaders of tomorrow. Hence a nation’s development depends so much on the young ones. It is one of the certain necessities without which a man cannot live a life of his own. In the words of Kofi Annan in Rattansingh (2011), “... for everyone, education is finally the road to human progress and the means through which every man, woman and child can realize his or her full potentials”. Furthermore, Umo (2013) noted that education is the bedrock for any meaningful and sustainable development hence the need for continuous emphasis on its attainment. It is equally a tool through which countries socio-economic, scientific and technological development is achieved.

As a result of its importance, several policies have been made in education including Education for All (EFA) by year 2015. The world conference on Education for

All (EFA) was held in Jomtien, Thailand, Sponsored by UNDP, UNESCO, UNICEF and World Bank. This marked a significant shift in the world's collective approach to education, broadening notions of equality in basic education and understanding its delivery, focusing special attention on the world's poorest citizens. Therefore, resolutions were made to provide education for all children to reduce massively adult illiteracy (UNICEF, 2000). As a follow-up, one hundred and sixty-four (164) countries, Nigeria inclusive, pledged at an education forum in Dakar, Senegal to achieve Education for All by 2015 (Abayomi, 2014).

Nigeria, among many countries believe that education is a veritable means of effecting national development and welcomed active participation by non-government, agencies, communities, individuals and government intervention. Consequently, the Federal Republic of Nigeria (FRN, 2004) adopted education as instrument par excellence for effecting national development. To this end, government, private individuals and organizations have established educational institution at all levels in order to satisfy the educational needs and aspirations of the people. As a follow-up, much has been done globally to provide quality basic education for children, which is an obligation for the convention of the Rights of the child, as was stressed by UNICEF (2000).

However, educational researchers such as Essa (2003) and Okoye (2008) observed that the achievement of universal participation in education will be fundamentally dependent on the quality of education available. According to Essa (2003), this participation helps to improve the lives of children and families involved and also results on substantial economic benefit of the society. Okoye (2008) equally observed that for government to actualize these initiatives, fulfill the rights of citizens and to

provide them with education of good quality, a framework of the rights- based, child-friendly schools can be a powerful tool. The author further posits that such frameworks could possibly serve both as a goal and a tool for quality improvement in basic education in Nigeria.

Basic education, according to the National Policy on Education (NPE), shall be nine (9) years comprising 6 years of primary education and three (3) years of junior secondary education which shall be free and compulsory. Primary education as explained by FRN (2004) is the education given in institution for children aged 6 to 11 plus. The document added that since the rest of the education system is built upon it, the primary level is the key to the success or failure of the whole system. The FRN goals for the primary education include: permanent literacy and numeracy; ability to communicate effectively; lay a sound basis for scientific and reflective thinking; give citizenship education as a basis for effective participation in and contribution to the life of the society; mould the character and develop sound attitude and morals in the child's changing environment; give the child opportunities for developing manipulative skills that will enable the child function effectively in the society within the limits of the child's capability; and provide the child with basic tools for further educational advancement including preparation for trades and crafts of the locality (FRN, 2004). The goal of primary education therefore is to enable children to learn, realize their full potentials and participate meaningfully in the society.

Primary education is prime and must therefore be given the prime position (Aminu, 2009). This level of education plays an important role in the life of an individual and the nation as a whole. Jaiyeoba (2011) opined that education is life and it is for the

development of the whole man, soul body, intellect, will, emotion and physical well-being. Unfortunately, the products from our primary education especially public primary schools still leave members of the public in doubt as to whether any learning has taken place in the course of schooling. Again, Jaiyeoba (2011) expressed worries that reading, writing and numeracy skills that are expected to be acquired at the primary school level are even disappearing and this is giving a lot of concern to stakeholders in education.

However, some factors are identified to be responsible which include: conflict in management, inadequacy of essential working materials and infrastructure, skeletal implementation of policy, lack of qualified teachers for skill acquisition, problem of monitoring, ignorance by the teacher and in fact, lack of adequate child friendly school environment (Basszy, Ekpo and Edet, 2008). Furthermore, Jaiyeoba (2011) noted that since the products from this level of education are the entrants into secondary level, there could be multiplier effects not only at the secondary level but also at the higher education. The author therefore advised that this blind spot in the Nigerian educational system be healed by academics and policy makers right from the foundation, which is the primary school level.

Corroborating with this idea, Etor, Mbon and Ekanem (2013) said that primary education should be a foundation for qualitative higher education in Nigeria. In the view of Maduewesi (2005), a child needs a sound primary education as much as a house needs a solid foundation. Any mistake in primary education may lead to a collapse of the whole system. It should be a place where children's view and needs are addressed with commitment. Nwagu (1989) in his view postulated that no national education system would rise above the quality of its primary education because no house can be stronger

than the foundation on which the house rests. Ajayi and Adeniyi (2006) also noted that primary education is the foundation of the nation's education system and the functionality at the primary level of education is directly related to functionality at the higher level of education and even to working life and sustainable development. Unfortunately, despite the increasing enrollment rates, many children are learning far less than what they ought to learn in school as a result of a combination of factors which may include inadequate learning environment, inappropriate teaching methods and frequently unmotivated teachers and the malnourishment and ill-health of children themselves. Hence UNICEF (2011) proposed that since there is a correlation between environment and learning achievement, schools have to be made welcoming and conducive for learning to bolster the achievement profiles of pupils and ensure their sound all round development, which child friendly school environment provides.

The concept of child friendly school environment recognizes and nurtures the realization of children's basic rights through accommodation and inclusiveness (Okoye, 2008). Following the recommendation of UNICEF (2000) that early child care education should be given a child-friendly status in 2000, Nigeria took steps to launch child friendly school initiative (CFSI) in 2000. Thus many schools across Nigeria adopted it. Dada (2001) in Ismaila (2013) observed that 71,040 pupils and 1776 class teachers in 26 states were recruited in 2001 for the CFSI. The author further noted that by the year 2001, there were 163 schools designated as child-friendly schools in Nigeria. UNICEF(2004) further noted that 286 primary schools nationwide had been accorded child friendly status. A school with child friendly status operates in a child-friendly school environment.

A child friendly school environment is that which is endowed with infrastructure and facilities that promote social, moral and behavioural conduct of the child in an educational setting. It is an environment that is equipped with the basic enabler of the child's adaption and adjustment away from home. These enablers facilitate emotional, psychological, social, mental and moral transformation and perception of the child (Morrison and Nwokobia (2015). According to Khan (2015), a rights- based, child-friendly school has two basic characteristics:

- It is child-seeking school: activities identifying excluded children to get them enrolled in school and included in learning, treating to get them enrolled in school and included in learning, treating children as subjects with rights and helping to monitor the rights and well-being of all children in the community.
- It is a child centered school: acting in the best interests of the child, leading to the realization of all the child's full potentials, and concerned both about the whole child (including her health, nutritional status and well being) and about what happens to children in their families and communities. Above all, a rights-based, child friendly school must reflect an environment of good quality characterized by several aspects:

It is inclusive of children: It

- does not exclude, discriminate or stereotype on the basis of differences.
- provides education that is free and compulsory, affordable and accessible, especially to families and children at risk.

- respects diversity and ensures equality of learning for all children (e.g girls, working children, children of ethnic minorities and affected by HIV/AIDS children with disabilities, victims of exploitation and violence).
- responds to diversity by meeting the differing circumstances and needs of children (e.g based on gender, social class, ethnicity and ability level).

It is effective to learning: It

- promotes good quality teaching and learning processes with individualized instruction appropriate to each child's developmental level, abilities and learning style and with active, cooperative and democratic learning method.
- provides structured content and good quality materials and resources
- enhances teacher capacity, morale, commitment, status and income
- promotes quality learning outcome by defining and helping children learn what they need to learn and teaching them how to learn.

It is healthy and protective of children: It

- ensures a healthy, hygienic and safe learning environment, with adequate water and sanitation facilities and healthy classroom, healthy policies and practices (e.g a school free of drugs, corporal punishment and harassment) and the provision of health services such as nutritional supplementation and counselling.
- provides life skills – based health education
- promotes both the physical and psycho- socio-emotional health of teachers and learners
- helps to defend and protect all children from abuse and harm
- promotes positive experiences for children.

It is gender-sensitive: It

- promotes gender equality in enrollment and achievement
- eliminates gender stereotype
- guarantees girls friendly facilities, curricula, textbooks, teaching – learning processes.
- socialize, girls and boys in a non-violent environment
- encourages respect for each other's rights, dignity and equality.

It is involved with children, families, and communities: It is

- child centered (promoting child participation in all aspects of school life)
- Family focused (working to strengthen families as the child's primary caregivers and educators and helping children, parents and teachers establish harmonious relationships)
- Community based (encouraging local partnership in education, acting in the community for the sake of children and working with other actors to ensure the fulfillment of children's right.

According to UNESCO (2001), a child-friendly school environment ensures quality education and positive learning for the child, a situation where this outcome is absent then the school is not child-friendly. As observed by Njoku, Ebizie, Ikuelogbon and Nwankwo (2017), a Nigerian child belongs to several environments such as home, the school, the community and the larger society. All these contribute significantly to the child's right to live, develop and learn. The authors further asserted that as far as acquisition of academic knowledge is concerned, it is the school environment that imposes a significant influence on the child. A school is therefore, considered child

friendly when there are adequate infrastructural facilities such as toilet facilities, chairs, suitable desks, tables and adequate classroom environment, which include the physical emotional and aesthetic characteristics of the classroom which tend to enhance pupils' attitude towards learning Goodlard in Njoku, Ebizie, Ikuelogbon and Nwankwo (2017). Hence, Asiabaka (2008) talks about the need for quality facilities aimed at facilitating quality teaching and learning.

Unfortunately, Njoku, Ebizie, and Ikuelogbon and Nwankwo (2017) observed that many public primary schools in Nigeria are still functioning below standard. Most of them are characterized among other things: Inadequate classroom space, furniture, equipment for teaching and learning; lack of easy access to safe drinking water, hygienic sanitation and health facilities; poorly motivated teachers; use of sub-standard teaching mythologies.

Researchers such as Okpala (2006), Ndukwe (2002) and Okebukola (2000) reported on the gloomy state of the Nigerian school environment. Okpala (2006) observed that many school children in Nigeria learn under the shade of trees while many sit on the floor of the classroom to learn. Similarly, Ndukwe (2002) found out that many schools have no adequate games and recreational facilities, while Akinbote (2001) asserted that many of the primary school teachers are not sufficiently equipped both in the pedagogical and content knowledge of what they are to teach in the school. Okebukola (2007) in Njoku, Ebizie, Ikuelogbon and Nwankwo (2017) provided a statistical analysis of the deficiencies on the Nigerian public primary school as: 12% of pupils sit on the floor; 87% have overcrowded classrooms; 3% of the schools have no chalkboards; 38% of the classrooms have no ceiling; 77% of the pupils lack textbooks;

36% of the pupils have no writing materials. Furthermore, there are inadequacies in classroom space, furniture, equipment and learning/teaching materials, poorly motivated teachers, use of poor teaching methodologies, inadequate of water and sanitation facilities in schools and limited community participation in education.

The authors therefore stated that from the afore going, many Nigerian public primary schools cannot be considered as child friendly as the environment seems not conducive enough for the development of appropriate skills, knowledge, interests and attitude in the pupils to become responsible citizens. It is stressed that children cannot learn if they are sick and crammed into classroom, if they are passive recipients of lessons delivered by teachers who may be ill equipped, do not apply their learning in supportive homes and community environments, without resources and the simultaneous attention on how and what educational programming is developed and delivered. Hence in a child friendly school environment quality education is of essence.

Quality education is the system of education that through programming, process structure and content enable learners who are healthy, and well nourished to participate and learn. They are supported in learning by their families and communities; environments that are healthy, safe, protective and gender sensitive, and provide adequate resources and facilities (UNICEF 2000). Quality education further involves processes through which trained teachers use child centered teaching approaches in well managed classroom or schools and skillful assessment to facilitate learning and reduce disparities. It gives outcomes that encompass knowledge, skills and attitudes which are linked to national goals for education and positive participation in society. Mandiudza (2012) observed that the search for quality is at the very heart of human endeavour from time in

memorial. In education systems world wide, it is as old as education itself. UNICEF (2009) observed that quality education is lacking in some many public primary schools in Nigeria. This is as a result of inadequate classroom space, furniture, equipment and teaching/learning materials, inadequate water provision, inadequate health and sanitation facilities and very limited community involvement in education. Teachers are poorly motivated and they use ineffective teaching methodologies. UNICEF further pointed out that in some parts of Nigeria, there are cases of absenteeism and school dropout among primary school children because of teacher's attitude. Such attitude includes the use of corporal punishment. It was further noted that when children feel unsafe at school there is a possibility that absenteeism and dropout rate from school will increase.

The situation described above may not be different from what happens in the public primary schools in the South East Nigeria. Primary schools are meant to prepare and enhance the social and intellectual development of children for a lifelong education. They are meant to encourage children to enroll in school and complete the primary education. Enemu, Obidike and Aleke (2015) observed that when children perceive that they receive emotional support and encouragement from their teachers and academic support from their peers, they are more likely to be on-task in the classroom and use self-regulated strategies. But in this part of the country children are seen roaming the streets, hawking, begging, involved in paltering among others, at the time they should be engaged in the school. Hence, positive social relationships seem to be lacking in the schools.

Furthermore, Federal Ministry of Education in collaboration with UNICEF (2007) have reported negative social relationships at this level of education. These include

violence such as verbal bullying, name calling, labeling, corporal punishment, sexual harassment, torture among others. In their contribution, Ogundipe and Obonga (2007) stated that sexual abuse of pupils often takes place behind closed doors and is usually unreported. All these amount to physical and psychological violence. However, United Nation (2006) reported that these negative attitudes could be perpetrated by teachers or school administrators on the pupils or the fellow pupils (mostly males) against female pupils. Ogundipe and Obinna (2007) observed that violence against pupils can result to other things such as poor interpersonal relationship, learning problems, emotional or psychological problems like loss of self confidence, self-esteem, anxiety, depression, aggression or attempted suicide, use of drugs, sexual indulgence, health problem such as HIV/AIDS and other sexually transmitted infections which will definitely affect academic interest or performance. No wonder the Federal Ministry of Education in collaboration with UNICEF (2007) said that thousands of primary school age children are found living in major cities of the country neglected, abandoned and exposed to so many hazards and threats.

As noted by virtual Medical Centre (2017), all children have the right to feel safe and to be safe all the time. A child has the right to be protected from physical, sexual, emotional, psychological and cultural abuse and neglect. Maduewesi (2005) also supported this view that primary school environment has to be secured, free from violence and abuse. Most unfortunately, most public primary schools in Nigeria especially in the rural areas lack adequate and appropriate interaction of teachers with pupils most times. Consequently, name calling, abusive words from teachers and corporal punishment exist in such schools. Even among pupils, some bully, intimidate and

maltreat others. All these create unsafe environment for the pupils and of course amount to bad school for the child. Bad school according to Silver in Mandiudza (2013) gives rise to laziness, indifference, gross incompetence, unkindness, among others. As further observed by Scott in Mandiudza (2013), the consequent effect is little developmental value, increased failure rate, absenteeism, discipline problems and all manner of delinquent behaviours in both pupils and teachers, these definitely affect academic achievement.

On the other hand, when a good – positive relationship exists in schools it affects pupils positively. There ought to be positive relationship existing between teachers and pupils. The teacher is the one who teaches, hence is very important in the process of teaching and learning. The Federal Government of Nigeria (FRN, 2013) posits that no education system can rise above the quality its teachers. Furthermore Chukwu (2007) noted that the primary school teacher is the most important teacher in the Nigeria education system because he lays the foundation. The child care is his hands while in school, hence the teacher needs to be democratic to draw the child close to himself. A positive teacher – pupil relationship as observed by Webster- Stratton in Joseph and strain (2003), builds trust, understanding and care. It fosters pupils' cooperation and motivation and of course, increases positive outcome at school. Corroborating this view, Huffman, Mehlinger and Kerivan (2000) posit that having a positive young children experience and a warm and open relationship with the teacher, caregivers and among children are very important protective factors for young children. With positive social relationships, children will be easier to teach, more compliant and less likely to engage in challenging behaviour. Furthermore, teachers will feel more positive about their efforts

and may even like their job more. Teachers will begin to see the “ripple effects” of positive relationships building as pupils will even become more skilled at building positive relationship with other pupils. As noted by Joseph and Strain (2000), this eventually provides the child with the opportunity to have a warm responsive relationship. Hence good and positive social relationship promotes academic achievement.

Academic achievement is a construct which refers to the level of measurable and observable behaviour in learners. It is the extent to which a pupil, teacher or institution has achieved their short or long term educational goals. According to Meenu (2016) pupils academic achievement especially at the primary school level is not only a pointer to the effectiveness of the schools but a major determinant of the future of the pupils in particular and the nation at large. Virtually, all stakeholders in education place premium on academic achievement, hence Osiki (2001) posits that excellent academic achievement of pupils is often the expectation of parents. In the same vein, Adeyemo (2001) observed that the major goal of the school is to work towards attainment of academic excellence by pupils. In a school system, the teacher is the person who is important in the teaching and learning. The teachers need to be motivated in order to assist the pupils achieve academically.

Teacher motivation refers to those variables and factors that influence teachers to do things. In fact, it is a psychological concept. It is a process of stimulating, channeling and sustaining behaviour. According to Asemah (2010), teacher motivation is a general term applying to the entire class of drives, desires, needs, wishes and similar forces initiated for teachers, in order to induce them to act in desirable academically productive

manner. It involves both internal and external forces. According to Hicks (2011), the internal teacher motivation comprises of the need and desires which exist within an individual. This helps to influence the teachers to thought what in turn leads to a positive change in behaviour towards improving academic achievement for learning. Externally, the teachers need to satisfy the life supporting elements of his physical body such as food, water, shelter, insurance, medical allowance, among others, in order to impact positively on the learner. Where this motivation is lacking, teacher's commitment to teaching is adversely affected. Consequently, pupil's academic achievement is affected. Supporting this view, Oko (2014) explained the ways teacher's motivation influences student's academic achievement. For the author, a teacher who is motivated will put more efforts in the classroom to pass adequate knowledge to his pupils in order to affect the behaviour of the learner in the most desirable and positive manner. Hence, if a teacher shows hunger to teach well, the pupils will invariably demonstrate zeal to learn. This is because learners are encouraged to learn, to express themselves through answering questions, taking part in both individual and group assignments, in fact, get involved or committed to the learning process by requiring ideas, skills and concepts for total development. Most unfortunately, in many public primary schools in Nigeria, teachers are poorly motivated in terms of incentives, remuneration and innovations that most of them take up part time employment or private business enterprise in order to make ends meet (Adeyomo, Oladipupo & Omisore, 2013). This greatly reduces their commitment to teaching which demands sacrifice. Hence the authors posit that lack of teacher motivation influences their dedication to teaching work and results in poor academic performance of their

pupils. Academic achievement of primary school pupils in the public primary school may also be influenced by parents and community involvement.

A parent is one who begets, looks after, raises or nurtures an offspring. In humans, a parent is the care taker of a child. Martinez (2015) noted that parents are important assets to improving academic achievement and should be given the tools necessary to be active in their children's school. Parents are often scape goats when trying to find the blame to pupils achievements. For instance, some educators blame parents for their children's academic failure with such comments as "if only the parents helped at homes or parents just don't care about school". Despite these remarks, researchers such as Gonzalez- Dehass, William and Holbein (2005) continue to credit parental involvement in the academic activities of the pupils as a way to increase academic achievement effectively. Parent involvement in children's education includes several forms of participation in education and with the school. Such involvement includes attending Parent Teacher conference; open day; PTA activities – being part of decision making in the school; monitoring pupils grades, helping at homework, providing intrinsic and extrinsic motivation; volunteering at school, communicating with teachers, among others. According to Gonzalez- Dehass et al. (2005), when parents are involved in the children's school academic, motivation and achievement increase. Again, as a popular proverb gives, it takes a village to raise a child". It means that the whole community has an essential role to play in the growth and development of the child. In addition to the vital role of the parents and family members play in a child's education, the broader community also has a responsibility to assure high quality education for its young children. According to Tondeur (2013), school- community partnership enables the

school and the community to share the responsibility of running the school and helping the child to achieve the aim of education. Community involvement could be in terms of fund raising for the school, decision/policy making, provision of infrastructural development, among others, which invariably contribute to academic performance of the learners. However, to achieve the desired academic excellence, a good environment is very essential.

Environment is anything that is external to an organism which affects the organism and to which the organism reacts. Chukwu (2015) observed that environment is the surrounding or condition in which a person, animal or plant lives and operates. Nnachi (2007) also observed that human environment is the environment of man, his resources and activities which is made up the home environment, physical environment, psychological environment, the learning environment, the social environment, among others. The home environment has a significant impact on learning. Hence, the circumstances of the home influence the individual's learning attainment.

The learning environment can be the home or school, where learning takes place. Chukwu (2015) stated that the official formal learning environment is the school when pupils assemble and teachers teach them in different classroom according to children's categories. Maduewesi and Okobia in Chukwu (2015) described learning environment as the setting, physical and conceptual in which teaching and learning are carried out as deliberately planned; with classroom surrounding, physical facilities in the class and involves teacher- pupil relations. The author further categorized the factors that constitute learning environment as physical environment such as school building, space/class size/play ground, furniture and instructional materials; psychological and social

environment include relationships; instructional process environment which refers to teaching process involving the roles and methods of the teacher in the classroom.

The school building ought to be strong and accommodating, warm, airy and adequately maintained. These afford some level of comfort to both the teachers and pupils. Leaky and dilapidated building constitute negative environment to learning, physical environment ought to be spacious enough to allow pupils play and work freely, since primary schools pupils are active and play even within and outside the classroom. According to FRN (2013), a class ratio of 1:35 should be maintained. A classroom environment which is well airy and lit encourages positive academic achievement. Again, furniture are one of the most important facilities need for meaningful teaching and learning. Good, comfortable seats, tables and child size seats encourage and promote good teaching and learning process.

Furthermore, instructional materials as part of the physical environment are very vital at this level of education. Since, the pupils at this level are at piaget's concrete operational stage of cognitive development, they can only think logically in relation to objects and materials. Hence, they require a lot of instructional materials such as real objects, textbooks, chalkboards, projected aids, pictures among others, to achieve learning Chukwu (2015). Both psychological and social environments are also very important physical learning environments which a pupil lives and learns while the social environment consists of human beings among whom the pupil lives and learns from. At this primary school level, the young inexperienced pupils look on the elder(s) or teachers, the custodians for guidance and learn from them. Hence the effectiveness of the learning depends on the attitude, capability and overall behaviour of the custodian. However,

government involvement may influence academic achievement of pupils in the public primary schools.

Government influence in the primary school is through the Universal Basic Education (UBE) programmes. The programme started in 1999 and the UBE ACT was signed into law in 2004 at the Federal level. It was domesticated in all states of the federation for effective ownership and service delivery. According to Federal Republic of Nigeria (FRN 2004), the UBE ACT provides for the utilization of 2% of the Consolidated Revenue Fund (CRF) for basic education delivery, 60% for primary education and these funds are utilized as follows: 70% for infrastructural development, 15% for supply of instructional materials, 15% for care giver/teacher professional development. The author further posits that Universal Basic Education Commission (UBEC) target is to provide each pupil with textbooks in at least the core subjects, and that about 9,189, 592 assorted textbooks have been procured and distributed to pupils since 2005. According to Anwukah in Idoko (2016), the roles of the commission are effective and correct implementation of approved school curriculum, effective monitoring, supervision and strategic inspection of school activities and increased efforts in monitoring teaching and learning in schools, which give a boost to academic performance.

Despite the activities of Government and the fact that many primary schools ought to be child-friendly, most public primary schools in the sought East Nigeria seem to be run in convention way in terms of management and teaching. The school environment is focused on encouraging children to get text by heart. Furthermore, United Nations Children Education Funds (UNICEF 2011) postulates that a child-friendly school environment must be inclusive, effective for learning, healthy and protective, gender

sensitive, involving the children, families and communities. These features promote learning outcome as the child relates with both human and materials around him with relative freedom and liberty to learn what he wants to learn. The welfare of the children should be the concern of every nation as they are leaders of tomorrow. The schools are institutions established to help them to be useful to themselves and the nation as a whole. While the teachers are powerful mediators in all education matters, the child is the centre of educational system and requires a child friendly classroom environment for adequate teaching and learning to take place Olaleye (2012). What is observed in some schools is that instead of relating to each child as an individual, children are placed on cognition competition in the classroom as: the ‘stars’, the “average”, the “below average and the ‘failures’. The diminishing effect of such labeling is devastating on children. Many schools go to absurd length to make children internalize these labels, through verbal name calling such as ‘dullard’, segregating them in seating arrangements, and even creating markers that usually divide children into achievers and those who are unable to perform. The fear of not having the right answer keep many children silent in the classroom, thus denying them an equal opportunity to participate and learn (NCF 2005). The challenge South East Nigeria faces will not only be to plan for new child friendly school but to make the existing ones more child friendly in order to boost education quality and achievement throughout the zone.

It is against this background that this study becomes imperative in order to determine the extent the child friendly school environment and social relationship correlate with the academic achievement of public primary school children in South East Nigeria, hence the topic “child friendly school environment and social relationship as a

correlate to academic achievement of public primary school children in South East Nigeria”.

Statement of Problem

The problem of poor academic performance of public primary school children in Nigeria has been worrisome both to parents, teachers, government and students themselves. Good quality basic primary school education is the fundamental determinant of a country's future well being. However, several research studies have indicated that many Nigeria schools are still functioning below standard, where there are inadequate classroom space, furniture, equipment for teaching and learning, poor motivated teachers, use of sub-standard teaching methodologies, among others. Some schools have pupils learning under shade of trees while some sit on the floor to learn in the classroom, no adequate games or recreational facilities, limited community participation in education among others.

It is speculated that most Nigerian public school cannot be regarded as child friendly. Hence not conducive enough for the development of appropriate skills, knowledge, interest and attitude needed for becoming responsible citizens. Therefore, child friendly school environment is highly needed to provide a drastic solution to the problem. Consequently, the researcher intends to provide a more dependable evidence as to the functionality of child friendly school in the South East of Nigeria, which of course involves social relationship and how it affects academic achievement of pupils in the public primary schools in this part of the country, hence the need for this study.

Purpose of the Study

The main purpose of the study is to investigate child friendly school environment and social relationship as correlate of academic achievement of public primary school children in South East Nigeria. Specifically, the study seeks to:

1. To ascertain the extent to which the public primary schools in South East Nigeria respond to diversity to ensure equal opportunity for all children.
2. To examine the extent the public primary schools in South East Nigeria create environment that promote quality learning outcome.
3. To find out the functionality of the available facilities used for child friendly teaching learning in public primary school in the South East Nigeria.
4. To examine the relationship between teacher motivation and academic achievement of pupils in the public primary schools in South East Nigeria.
5. To ascertain the relationship between parent/community involvement and academic achievement of pupils in the public primary schools in South East Nigeria.
6. To determine the relationship between government involvement and academic achievement of pupils in public primary schools in South East Nigeria.
7. To find out the correlation between teacher- pupil social relationship and academic achievement of pupils in public primary schools in South East Nigeria.
8. To determine the correlation between pupil-pupil social relationship and academic achievement of pupils in public primary schools in South East Nigeria.

Significance of the Study

This study has both theoretical and practical significance. From theoretical viewpoint, the study will be anchored on systems theory (Bronfenbrenner's Ecological Systems Theory). This is because the entire education set up, of which primary school is among, is a system. The theory has recently been renamed biological system theory" and emphasizes that a child's own biology is primary environment fuelling her development and achievement. The interaction between factors in the child's maturing biology, his immediate family or community environment, and the societal landscape fuel and steer his development and achievement. Proper management of primary schools as a social system requires adequate provision of qualitative and conducive learning environment. Thus primary schools ought to be provided with adequate human and material resources in order to achieve its objectives and also for the attainment of the children's overall development. Therefore, this study will add to the existing knowledge of Bronfenbrenner's theory.

Practically, the results of this study will be beneficial to the government, researchers, parents, guardians, children themselves, among others. Results of this study will help the government by providing empirical evidence on framework of intervention that can boost achievement at the public primary schools. The findings will provide a framework to government's ministry of education, UBE and other bodies with the aim of improving education that promotes child development in an inclusive participation and responsive approach.

The findings of this study will help parents and guardians as it will create more awareness on the need for a sound and quality education which is the bedrock for

effective human development, so that they participate adequately in school funding and adequate participation in the decision-making exercise through the parent-Teacher Association (PTA).

The findings of the present study will provide the knowledge base for conferences and workshop planners for organizing capacity building conferences, workshops and seminars for teachers, head teachers for professional development. It is hoped that when implemented, it will equip teachers with different skills and methodologies on how to create conducive learning environment where children/pupils feel comfortable to learn meaningfully for great academic achievement.

Teachers and pupils will benefit from the findings because if the recommendations are implemented, the seeming poor conditions and dilapidated facilities found in public primary schools will greatly improve. Teachers will be highly motivated, hence there will be increased effectiveness and efficient performance. The pupils will set quality learning in a blissful environment which will enhance excellence in learning and character. Teachers will enjoy teaching and learning through adequate provision of instructional materials, enriched library facilities, good recreational facilities, enough spacious classroom accommodation and good laboratory environment.

Finally, when placed in the University Library, it will be beneficial to researchers by contributing to the pool of data for them whenever they are carrying out studies in related areas. It will provide guideline for the studies.

Scope of the Study

This study is delimited to investigate child friendly school environment and social relationship as correlate of academic achievement of public primary school children in

South East Nigeria. South East Nigeria is made up of Abia, Anambra, Ebonyi, Enugu and Imo States. The geographical scope of the study will cover all the states that make up the South Eastern Zone of Nigeria. The content scope will focus on child friendly school environment with respect to rights of the child; and social relationship how they relate to academic achievement. It will be restricted to public primary school in the South East Nigeria.

Research Questions

In line with the purpose, the following research questions will guide the study:

1. To what extent does the public primary school in South East Nigeria show diversity to ensure equal opportunities for all children?
2. To what extent does the public primary school in South East Nigeria create environment that promote quality learning outcome?
3. What is the functionality of available facilities for child friendly teaching and learning in the public primary school the South East Nigeria?
4. What is the relationship between teacher motivation and academic achievement of pupils in public primary schools in South East Nigeria?
5. What is the relationship between parent/community involvement and the academic achievement of pupils in public primary schools in South East Nigeria?
6. What is the relationship between government involvement and the academic achievement of pupils in public primary schools in South East Nigeria?
7. What is the correlation between teacher – pupil social relationship and academic achievement of pupils in public primary school in South East Nigeria?

8. What is the correlation between pupil – pupil social relationship and academic achievement of pupils in public primary school in South East Nigeria?

Research Hypotheses

The following hypotheses will be formulated to guide the study and they will be tested at 0.05 level of significance.

HO₁: There is no significant relationship between teacher motivation and academic achievement of pupils in public primary school in South East Nigeria

HO₂: There is no significant relationship between parents/community involvement and academic achievement of pupils in public primary school in South East Nigeria.

HO₃: There is no significant relationship between government involvement and academic achievement of pupils in public primary school in South East Nigeria.

HO₄: There is no significant correlation between teacher-pupil social relationship and academic achievement of pupils in public primary school in South East Nigeria.

HO₅: There is no significant correlation between pupil – pupil social relationship and academic achievement of pupils in public primary school in South East Nigeria.

CHAPTER TWO

REVIEW OF LITERATURE

This chapter deals with review of relevant literature. It is organized under the following sub-headings: Conceptual framework; theoretical framework, related empirical studies carried out by other researchers.

Conceptual Framework

- Concept of Primary School Education
- Challenges of Public Primary Schools in Nigeria
- Concept of Environment/Conducive Learning Environment
- Concept of Social Relationship
- Influence of Physical Facilities on Academic Achievement of Primary School Pupils.
- Concept of Academic Achievement
- Concept of Child Friendly School Environment
- Characteristics of Rights-Based, Child Friendly School
- Need for Child Friendly School in Nigeria.

Theoretical Framework

- Bronfenbrenner's Ecological System of Theory of Development
- Jean Jacques Rousseau Learning Theory
- John Watson Learning Theory
- Albert Bandura Social cognitive Theory

Review of Relevant Empirical Studies

- Studies on child Friendly School

- Studies on the Effects of School Facility on Academic Achievement
- Studies on Teacher – Student Relationship and Academic Achievement

Summary of Literature Review

Concept of Primary School Education

Primary means first and primary school education means the first stage of formal education. The term “primary school” is derived from the French *ecole primaire*, which was first used in 1802. Primary education studies as a field of studies has attracted much attention and concern from the government, educationists and parents because this level is most crucial and fundamental to schools.

It is the important component in the echelon of educational system of every nation. Hence, Asodike and Ikpitibo (2014) noted that one must first pass through primary school in order to qualify for other levels of education. The level prepares the mind and trains the child for higher and tougher academic pursuits. It is this level that young learners are provided with fundamentals of reading, writing, skill acquisition, information and attitude necessary for proper societal adjustments. It is the first stage of formal education, coming after preschool and before secondary education.

Federal Republic of Nigeria (2004) states that primary education refers to education given to children aged 6 to 11 plus in primary schools and that this level is the key to the success or failure of the whole system since the rest of the education system is built upon it. Hence, this level is very crucial to the success of other levels, and calls for all stakeholders to do everything possible to lay a solid foundation for its sustainability. Corroborating with this view, Umo (2006) states that primary education strengthens the learner’s feet to climb the educational ladder to the zenith of academic attainment if good

foundation is laid. Okpala (2007) sees it as the foundation stone of other educational levels and in fact, the corner stone of national development.

Asodike and Ikpitibo (2014) observed further that primary education is a panacea for solving problems such as ignorance, illiteracy, religious violence, insecurity and political servitude. The authors further observed that the first six years (primary education) form the foundation on which the whole building stands. Of course, the strength and security of the building depends on how strong the foundation is... if the foundation is weak, it will not be able to support the elevating floors. Hence, children who have problems at this level of education have hard times with education tasks at other levels of education. Fafunwa in Asodike and Ikpitibo (2014) further said that the aims of primary education in all the states of the federation were to enable the child to master the three Rs – Reading, writing and Arithmetic – this is to develop permanent literacy; develop sound standards of individual's conduct, behavior, acquire some skills and appreciate the value of manual work. Emphasizing on the importance of primary education, Quadri in Adesina (2011) observed that primary education in Nigeria has, among others, the following intents: To help the child to develop intellectually, physically, morally, socially and emotional; to produce well-qualified citizens that are capable of going to secondary and tertiary institutions to be trained as professionals in various services that are essential for the development of the country, and to assist primary school learners who cannot further their education to become useful citizens to themselves and the community at large. Hence, any investment in primary education pays off (Adesina, 2011).

Recognizing the importance of primary education, all governments in Nigeria have placed so much importance on primary education, both colonial and independent government in Nigeria have instituted one form of educational reform or the other. One of such is the Universal Primary Education.

Universal primary Education was introduced in January 1955 at the western Region of Nigeria, followed by Eastern Region in 1956. In 1957, the UPE was introduced which was free, universal and compulsory in the Eastern Region of Nigeria, but it eventually collapsed due to pressure and lack of time for proper preparation, the schools were staffed with untrained teachers, hence it was low quality (Oni, 2008) and this later gave way to universal Basic Education.

Challenges of Public Primary Schools in Nigeria

Public primary school is a school that is maintained at public expense for education of the children of community or district and that constitutes a part of a system of free public education commonly including primary and secondary schools (British Dictionary, 2014). It is called a government school. Odia and Omofonmwan (2007) observed that though education is the bedrock of development, quite unfortunately public primary education in Nigeria is bisected with myriads of problems. These range from poor funding hence poor education infrastructure, inadequate classrooms, teaching aids (projectors, computers, laboratories, and libraries), paucity of quality teachers and poor or polluted learning environment, among others. Asodike and Ikpitibo (2014) observed that the primary level of education has the largest enrolment, followed by the secondary and tertiary level, but unfortunately there are always infrastructural issues. Physical facilities play important role in teaching and learning especially at this level of education when the

sense of imagination is still premature. The availability of adequate facilities such as school building, classrooms, chairs, teacher and learning instructional materials are imperative in the attainment of educational objectives. The authors express worries that the increase in public primary school enrolment does not have corresponding increase in infrastructural development. There are still cases of half completed or dilapidated and over-crowded classrooms that lack basic equipment and facilities with unsightly and unhygienic toilet.

Public primary schools are located both in the rural and urban areas. They are subsidized through Parent Teacher Association (PTA), School council and community based organization. The funds from these are used for infrastructural development, maintenance and supply of basic equipment (Moja 2000). The author further observed that the infrastructure and facilities remain inadequate for coping with a system that is growing at a rapid pace. Hence, the school environment is generally not conducive to learning due to the physical conditions of such schools and lack of teaching and learning resources. Supporting this view, Edokpolo (2011) posits that Nigeria education system is rather quantitative than qualitative oriented. There are cases of rape on pupils by some teachers who are supposed to uphold the thrust of integrity and cultural values orientation, violent initiation of unsuspecting pupils into various cult groups, bribery and corruption allegation against teachers, bullying, use of corporal punishment among others, exist in some of these schools.

Reiterating on these challenges Domike and Odey (2013) assert that most public primary schools in Nigeria are really experiencing acute shortage of infrastructures, non-payment of teachers' salaries, security problems (either physically, socially or

psychologically). Some of the schools lack enough classrooms and furniture to the extent that classes are held under shades of trees, some pupils carry - home their branches and desks and bring them to school every morning. The author further observed that the infrastructural materials needed to aid teaching and learning activities are not available. Hence, teachers are no longer committed to their jobs because they are not well paid. Bruns, Mingart and Rakotomalal (2003) state that if these teachers are denied the drive that would energize them or the tools needed, their best could not be tapped and the academic achievement of the pupils will definitely be affected. Supporting this view, Nigerian Finder (2017) posits that the problem with Nigerian public primary schools is no longer unavailability of teachers but that of instability. This is as a result of the poor earnings which make people see teaching profession as a stepping stone to more attractive jobs. This has made teaching profession a profession of fresh graduates of universities and colleges of education, who are ready to quit the job as soon as they get better offer. Therefore, because of the meager payment, most Nigerian teachers have other jobs which give them money such as tax driving, farming, trading, among others, hence effective teaching is affected which invariably affects pupils academic performance.

Concept of Environment/Conducive Learning Environment

Environment is the surrounding and everything which affects an organism during its lifetime. It involves the physical, psychological and emotional settings an individual operates in and these are very vital for appropriate academic achievement. Shalaway (2005) observed that physical classroom environment is a critical variable affecting pupils morale and learning. The author further observed that warm, well-run classroom

begins with the classroom's physical layout, which involves the arrangement of desks and working space, the attractiveness and appeal of bulletin boards, the storage, arrangement and supply of materials. Reggio Emilia educators emphasize the need for a classroom environment that informs and engages the pupil. They consider the physical environment to be another "teacher" in the sense that it can motivate children, enhance learning and reduce behaviour problems, in fact, that environment is really an extra teacher.

The classroom should also be seen to have social environment, classroom social environment involves how pupils are encouraged to interact with and relate to others. According to Patrick & Ryan (2003), the classroom social environment is an important educational context that is related to a wide range of adaptive student learning - related beliefs and behaviours, which involve teacher support, promoting mutual respect, promoting student task - related interaction and promoting performance goals. To achieve this kind of conducive classroom environment, teachers need to establish an atmosphere of mutual trust and respect where pupils understand that it is acceptable to struggle with ideas, to make mistakes and to be unsure. This attitude, of course, encourages them to participate actively in trying to understand what they are asked to learn since they know they will not be criticized personally.

Hence in promoting mutual respect, teachers expect pupils to value one another and the contributions they make to classroom life and will not make fun of others. As observed by Cohen 1994; Lisi & Golbeck, 1999 as cited by Patrick and Ryan (2005), respectful environments are conducive to pupil problem solving, cognitive risk- taking, conceptual understanding and contribute to pupils feeling of psychological safety and

comfort. It helps them to have low anxiety and low threat regarding making mistakes. Turner, Thorpe and Meyer 1998 as referenced by Patrick and Ryan (2003) observed that when pupils are anxious or worried about making mistakes they are less likely to engage in their academic work in an effortful and strategic manner, therefore, academic efficacy and more self-regulated learning is affected.

Conducive learning environment involves promoting task-related interaction. Teachers vary in the extent to which they allow or even encourage pupils to interact with one another during academic activities. It may involve pupils sharing ideas and approaches during whole-class lessons, working together in small group activities or informal help seeking and help giving during individual seatwork. Of course, interaction among pupils is a critical component of pupil centered instructional approaches. When pupils are encouraged to interact and exchange ideas with each other during academic tasks they have opportunities to ask or answer questions, make suggestions, give explanations, justify their reasoning and participate in discussions. These interactions are related to student learning and achievement which is consistent with expectations from both Piagetian and Vygotskian theories of learning and development. As further observed by the authors, pupils perceptions that they are given opportunities to participate actively during lessons and encouraged to interact with classmates in pursuit of understanding are likely to be associated with their motivation. Such interaction opportunities may foster feelings of confidence or efficacy, sustain interest and support a willingness to persevere with the task when experiencing difficulty or frustration, such attitude is related to pupils liking and having interest of school and specific subject area. Chukwu (2015) emphasized on the need for good home environment, physical environment, learning environment

psychological and social environment in the school setting. For the author, a child who is born into the home environment where education begins and expands in the school learning environment deserves a conducive environment for his education. Through conducive learning environment, a daughter of a peasant can become a doctor, the son of a miner can become the head of the mine, and the child of a farm worker can become a president of a great nation (Mandela, 2005).

Furthermore, National Curriculum Framework (2015) emphasized the need for a good school environment that is colourful, friendly, peaceful, with a lot of open space offering with small nooks and corners, animals, plants, flowers, trees and toys. Many school or learning environments function in dilapidated, unstimulating physical setting. They lack play ground for outdoor learning activities, invest in long desks which can only be placed in rows, and which encourage the teacher and blackboard-centered system of learning. Worst still, many of these desks do not have adequate place for children to keep their books and belongings, nor are they wide enough or with back support suitable for the physical comfort of the child. NCF (2005) further emphasized that such furniture should be banned from school environment.

Concept of Social Relationship

All children grow and thrive in the context of close and dependable relationships that provide love and nurturance, security and responsive interactions. Adults need to invest time and attention with children as a precedent to the optimum use of sound behaviour change strategies. This is because the protective factors promoted during relationship building can and of course, function to reduce many challenging behaviours. Hence taking time to build relationship may save time that would be spent implementing

more elaborate and time consuming assessment and intervention strategies. Again, as adults build positive relationship with children, their potential influence on children's behaviour grows exponentially. That is, children cue in on the presence of meaningful and caring adults, they attend differentially and selectively to what adults say and do, and they seek ways to ensure even more position attention from adults (Joseph & Strain, 2000). In the view of Allodi (2010), the social climate in educational setting is shaped by relationships between teachers and pupils and among pupils. The quality, quantity and direction of these relationships further affect pupils' self-concept, motivation and performance. The author further observed that a responsive and respectful social climate at school can motivate pupils from diverse or disadvantaged backgrounds to participate actively in the educative process to achieve good results. School learning is a social as well as a cognitive process, one that is influenced by the relationship between pupils and teachers and among pupils. Furthermore, what children learn at school is not exclusively academic content, schools are also designed to make children productive citizens who are respectful of the diversity of their society.

Hence, Barnes (2018) reported that children interact with their peers and teachers on a regular basis making those relationships important to understand. Hamre and Pianta 2005; Spira & Fischel 2005, supported this by saying that emotionally supportive teachers can make children feel that there is an adult who cares about them, listens to them, and provide encouragement. A trusting, warm relationship with an adult is an important part of the development of a pupil's self perception and hence have classroom commitment (Harmre & Pianta 2005; Spira & Fischel 2005). Other authors, Spira and Fischel, 2005, Stuhlman & Pianta 2009, observed that if a pupil and a teacher have a

positive relationship, the pupil will likely feel confident and comfortable exploring the classroom. Furthermore, Hamre and Pianta (2005) observed that emotionally supportive relationships aid in emotional adjustment and create protective factors that defend children against psychological stressors. They observed that teachers can help students regulate their behavior and advance academically. In fact, children who have better relationships with their teachers tend to do better in school and feel more engaged overall (Wooley & Grogan- Kaytor, 2006). In the teacher pupil relationship, if a pupil feels connected to a teacher and perceives their relationship to be emotionally supportive, they are likely to feel more engaged than the pupil who does not perceive their relationship with their teacher to be emotionally supportive. In addition, if a teacher holds high expectation of a pupil, the pupil will likely perceive that the teacher believes in him and this increases his school engagement and desire to succeed (Stuhlma &Pianta, 2009).

As observed by Joseph and Strain (2010), in addition to children's benefits, adults equally benefit from the positive meaningful relationship in that the children will be easier to teach, more compliant, less likely to engage in challenging behaviours, teachers will feel more positive about their skills and may like their job even more; the child that is provided with the opportunity to have a warm and responsive relationship with the adult means that the adult will have the pleasure of knowing the child well; the adult will eventually see the ripple effect of relationship building as the child learns in the context of caring relationship with adult also becomes more skilled at building positive relation with other children.

Peer relationships serve as protective factors that shape a child's school experience. As observed by Balotsky- shearer, Bell, Romeo and Carter, 2011, Sehanc,

2003; Stuhlman & Pianta, 2009, classroom relationships, especially those experienced between peers can help children develop the social skills necessary for school adjustment and long-term academic success. Partaking in a classroom community or classroom group encourages participation, idea sharing, and gives children a sense of belonging, helps them understand the way a group functions, internalize social norms and develop more comprehensive social skills. Peer relationship formed within this classroom group encourages peer play which can help children develop communication and problem solving skills that will even have long-term benefits for the children. Stuhlman & Pianta (2009) also observed that children who are engaged in mutual friendships are more likely to think positively about school and the learning process.

As observed by Ezoem (2015), the mere fact the pupils are in school does not guarantee they are learning. A school may have excellent and qualified teachers but quality learning may be absent in such school due to the type of social relationship which exist between teacher – pupils or pupils – pupils.

Influence of Physical Facilities on Academic Achievement of Primary School Pupils

School physical facilities are the platform on which most learning take place. They affect the quantitative growth and provision of qualitative education (Patrinos, 2002). In the South East Nigeria, primary schools that have been established in rural areas are faced with challenges of poor infrastructure, lack of material impute, inadequate logistics and lack of qualified personnel, this eventually lead to poor academic achievement and of course, in some cases low enrolment of learners because most learners end up dropping out of school (George 2004). Gay (1981) in Kanamba (2014) posits that retention and learning are seriously affected when pupils attend school in

dilapidated, overcrowded, noisy & unsafe environment and more importantly in classrooms that are not adequately supplied with infrastructural materials.

Physical facilities in the schools have a way of motivating pupils to learn, such facilities include school plant, that is, the school building, classroom with electricity, library, laboratories computer room, projectors, toilet facilities, learning materials, offices, clinical room, craft room, staff room, suitable desks, school buses, recreational equipment, among others. Researchers such as Kanamba (2014) have observed that the physical facilities, especially in public primary schools today, appear to be adequately insufficient. The available ones seem not to be of standard quality, some seem to lack maintenance culture, while others are in dilapidated conditions. Adesua and Okomolafe (2016) also noted that a close observation of the performance of primary school pupils could be traced to lack of physical facilities and a motivating learning environment. Most public primary schools in Nigeria seem to lack the necessary facilities that could enhance effective teaching and learning, and consequently little is seen in the academic performance. Physical facilities therefore are germane to effective learning and academic performance of pupils.

Supporting this view, Ajayi (2000) emphasized the need for the availability of physical materials in the school system in order to boost teacher's job performance which invariably enhance academic performance of pupils. Recent studies carried out by Okunamiri (2003) on the provision and utilization of school facilities in some selected secondary schools in Nigeria revealed that although facilities are adequately provided in some schools, they were not effectively utilized. Hence, availability of physical facilities alone does not enhance learning rather it is the adequate utilization of these facilities that

can only motivate pupils to learn and enhance academic performance. This is supported by Adesua and Okomolafe (2016) who observed that if the physical facilities are available, adequate and effectively utilized it could captivate and sustain pupils' interest to learn, thereby contributing to high level of achievement of pupils in the primary schools. The saying that "teaching is inseparable from learning but learning is not separable from teaching" is that teachers do the teaching to make the pupils learn, but pupils can learn without the teachers. As reported by Owoeye and Yara (2011), learning can occur through one's interaction with one's environment. Environment here refers to facilities that are able to facilitate pupils learning outcome. It includes books, audio-visual, software and hardware of educational technology, size of classroom sitting position and arrangement, availability of tables, chairs, chalkboard, shelves, among others. The authors further observed that facilities constitute a strategic factor which promotes organizational functioning because they determine to a very large extent the smooth running of any organization or system including education. Oni in Owoeye & Yara (2011) pointed that their availability, adequacy and relevance influence efficiency and high productivity.

The status of physical facilities especially in our public schools today appears to be of great concern to educators. It seems that the provision of these school facilities have dwindled over the years, perhaps due to increase enrolment rate which had led to population explosion in public schools. It has been observed that school physical facilities are essential tools to facilitate and stimulate learning programmes. Teachers need them in an ideal working environment. Experience shows that if physical facilities are available, pupils tend to have interest in learning, and this will invariably lead to high

performance. This view has the support of Ademilua (2002) who observed that inadequate provision of school facilities has been a major factor for poor pupils' academic performance in some part of the country. The author equally remarked that without adequate physical facilities there would be continuous decline in pupils' academic performance. Ajayi (2000) equally stressed on the need for availability of physical materials in the school system in order to boost teachers' job performance, which invariably enhances academic performance of pupils. For instance, Evaluation & Education policy Analysis (2015) noted that overcrowded classrooms or schools have been consistently linked with increased level of aggression in pupils. They are also associated with decreased level of pupils engagement and therefore decreased levels of learning.

Concept of Academic Achievement

Achievement as defined by Ukah (2008) is a progressive realization of a predetermined and worthwhile goal. It is the level of performance attained by a learner in a particular task (karima, 2009). For instance, if at the end of a term a student is able to pass all the subjects very well, the student has made an achievement. Academic achievement of students especially at the elementary school level is not only a pointer to the effectiveness or otherwise of schools but a major determinant of the future of youths in particular and the nation in general. Learning outcomes have become a phenomenon of interest to all and these account for the reason why scholars have been working hard to untangle factors that militate against good academic performance Aremu & Soka cited in MeenuDev (2016). Academic achievement of learners has attracted attention of scholars, parents, policy makers and planners. According to MeenuDev (2006), gender is one of

the variables that has been related to the differences found in motivational functioning of academic achievement.

Consequently, different researchers have demonstrated the existence of different attribution patterns in boys and girls, such that girls tend to give more emphasis to effort when explaining their performance, while boys appeal more to reasoning ability as cause of their academic achievement. Klein (2004) pointed out that the differences in the scholastic achievement of boys and girls are generally attributed to biological causes and or to cultural stereotypes. However, Ibiam, Ake & Uroko (2015) recommended that emphasis should be given to educating pupils on the importance of emotional intelligence as the predictor of academic achievement motivation and that the conflicting signals from the societal system that are causing confusion of interpretation for young persons should be checked. The authors emphasized the need for a paradigm shift in handling gender issues, gender issues and that gender discrimination should be avoided.

Generally, Obeta (2014) sees academic performance as the outcome of education, and it is the extent to which a student, teacher or institution has achievement the educational goals. According to Bossaert, Doumen, Bugse & Verschuerene (2011), academic achievement is commonly measured by examination or continuous assessment. In Nigeria, it is measured majorly by the student's performance in external examination like WAEC, NECO, JAMB, among others. For Chukwudi (2013), early academic achievement enhances later academic achievement. However, a number of factors can either influence or hinder academic performance of students at any level of education which include school environment, curriculum planning and implementation, siblings/peer group influence, home environment, location of home, among others.

Concept of Child Friendly School Environment

A child friendly school is a school where the staff are friendly to children and the health and safety needs of the children are adequately met (Oluremi, 2012). This school is community based, recognizes and promotes the rights of all children irrespective of gender, religious and ethnic differences, family status, physical and mental abilities or disabilities (UNESCO 2001). Hence the school ensures quality education and positive learning for the child. The Nigerian child belongs to several environments such as the home, the school, the community and the large society, they all contribute to the child's right to live, develop and learn. As far as acquisition of academic knowledge is concerned, the school environment is very important. This imposes a significant influence on the child. Brookover (1982) as cited by Oluremi (2012) observed that school environment is the total learning environment where the child finds himself. These include the physical characteristics of the school environment, staff relations, leadership styles, morale, cooperation among the members, among others.

Morrison and Nwokobia (2015) state that a child friendly school environment is one that is endowed with infrastructure and facilities that promote social, moral and behavioural conduct of the child in an educational setting. It is an environment that is equipped with the basic enablers of the child's adaptation and adjustment away from home. These enablers facilitate emotional, psychological, social, mental and moral transformation and perception of the child. United Nation Education Scientific and cultural organization (UNESCO 1999) as cited by Morrison and Nwokobia sees child friendly Environment as "well established conditions and characteristics of effective, child-focused teaching and learning, and the goals of sustainable human and child

development, including health, protection from harm and peaceful participation”. For Child friendly schools to be safe and protective learning environments, they need to deal with more than the obvious issues of physical danger and health risks. Child-friendly schools must be effective with children. They must promote good quality teaching and learning, provide good quality materials and resources, enhance teachers’ capacity, moral, commitment, status, income and promote quality learning outcomes (Mandiudza, 2013). In the child-friendly school environment and even outside of it basic rights of children are protected, these basic rights of children include:

- Every child has the right to life and to be allowed to survive and develop
- Every child is entitled to a name, family and nationality.
- Every child is free to belong to any association or assembly according to the law
- Every child has the right to express opinion and freely communicate them on any issue subject to restriction under the law.
- Every child is entitled to protection from any act that interferes with his or her privacy hinder reputation.
- Every child is entitled to adequate rest, recreation, according to his/her age and culture
- Every child (male or female) is entitled to receive compulsory basic education and equal opportunity to higher education depending in individual ability.
- Every child is entitled to good health, protection from illness and proper medical attention for survival, personal growth and development.
- Every child must be protected from indecent and inhuman treatment through sexual exploitation, drug abuse, child labour, torture, maltreatment and neglect.

- No child should suffer any discrimination irrespective of ethnic origin, birth, colour, sex, language, religion, political and social beliefs, status or disability (Ishaila, 2013).

Child friendly schools are actually means of transporting the concept of child Rights into classroom practice and school management (UNICEF 2006). From the above, it is evident that the role of the teacher is very paramount in the child friendly schools. They provide a protective environment where children are free of corporal punishment, violence, gender stereotypes, bullying, stigma, among others. Hence, they promote very strong learning – teaching processes that facilitate educational achievement for all children, among others (UNICEF 2009a). This view was earlier emphasized by Tovika, Kabekabe and Buia (2004) in their view that a school is considered “child friendly” when it provides a safe, clean, healthy protective environment for children in which the rights of the children are respected, including those who are poor, disabled, living with HIV or from ethnic and religious minorities - all are treated equally. Hence, the child friendly school is the environment to “serves the whole child”(UNICEF 2009). The principles of child friendly schools therefore include:

Child-centeredness: Child centered pedagogy in which children are active participants, provided by reflective practioners.

- Healthy, safe and protective learning environment provided through appropriate architecture, services, policies and action.

Democratic Participation: Children, families and communities are active participants in school decision making.

- Strong links among home, school and community

- Policies and services support fairness, non-discrimination and participation

Inclusiveness: Child seeking

- Inclusive and welcoming for all students
- Gender sensitive and girl friendly
- Policies and services encourage attendance and retention. (UNICEF 2009b).

Therefore in this study the correlation between child friendly school environment and academic achievement would be investigated.

Characteristics of Rights Based, Child Friendly School

A rights – based, child-friendly school has two basic characteristic:

It is:

- a child seeking school – actively identifying excluded children to get them enrolled in school and included in learning, treating children as subjects with rights and state as duty- bearers with obligations to fulfill these rights, and demonstrating, promoting and helping to monitor the rights and well-being of all children in the community.
- a child – centered school – acting in the best interest of the child, leading to the realization of the child’s full potential and concerned both about the ‘whole’ child (including her health, nutritional status and well being and about what happens to children – in their families and communities – before they enter school and after they leave (Khan, 2015).

According to www.lasteka.tslit.ae (2012), characteristics of a rights- based, child-friendly school include:

- It Reflects and realizes the rights of every child. Cooperates with other partners to promote and monitor the well being and rights of all children; defends and protects all children from abuse and harm both inside and outside the school.
- It sees and understands the whole child and is concerned with what happens to the children before they enter the system (e.g their readiness for school in terms of health and nutritional status), social and linguistic skills and once they have left the classroom – back in their homes, the community and the workplace.
- It is child centered... encourages participation, creativity, self-esteem and psycho-social well being; promotes a structured, child-centered curriculum and teaching learning methods appropriate to the child's developmental level, abilities and learning style; and considers the needs of children over the needs of the other actors on the system.
- It is gender – sensitive and girl-friendly... promotes parity in the enrolment and achievement of girls and boys; reduces constraints to gender equity and eliminates gender stereotypes; provides facilities, curricula and learning processes welcoming to girls.
- It promotes quality learning outcomes... encourages children to think critically, ask questions, express their opinions – and learn how to learn; helps children master the eventual enabling skills of writing, reading, speaking, listening and mathematics and the general knowledge and skills required for living in the new century.... including useful traditional knowledge and the values of peace, democracy and the acceptance of diversity.

- It provides education based on the reality of children's lives... ensures that curricular content responds to the learning needs of individual children as well as to the general objectives of the education system and the local context and traditional knowledge of families and the community.
- It is flexible and responds to diversity.... Meets differing circumstances and needs of children e.g as determined by gender, culture, social class, and ability level.
- It acts to ensure inclusion, respect and equality of opportunity for all children... does not stereotype, exclude or discriminate on the basis of difference.
- It promotes mental and physical health... provides emotional support, encourages healthy behaviours and practices and guarantees a hygienic, safe, secure and joyful environment.
- It provides education that is affordable and accessible... especially to children and families most-at-risk.
- It enhances teacher capacity, morale, commitment and status... ensures that its teachers have sufficient pre-service training, in-service support and professional development, status and income.
- It is family focused... attempts to work with and strengthen families and help children, parents and teachers establish harmonious, collaborative partnerships.
- It is community – based.... Strengthens school governance through a decentralized, community – based approach; encourages parents, local government, community organizations and other institutions of civil society to participate in the management as well as the financing of education; promotes community partnerships and networks focused on the rights and the well-being of

children. According to UNICEF (2012), a rights – based, child friendly school has two basic characteristics: it is a child-seeking and a child – centered school, and must reflect an environment of good quality.

Need for Child Friendly School in Nigeria

As observed by Chinapah (2003), lack of suitable school environment was a major challenge to effective teaching and learning at the basic educational level in Africa, Nigeria inclusive. The education situation was considered dismal with less than 80 percent of school – age children in school, nearly a quarter of learners repeating grades, about a third not completing primary school and two-thirds not achieving literacy and numeric proficiency. It was further observed that schools had inadequate classroom space, inadequate furniture, equipment and teaching/learning materials, poorly motivated teachers who used ineffective teaching methodologies, inadequate water, health and sanitation facilities and very limited community involvement in education.

Fortunately, UNICEF recognizes that in increasing interdependent world, the major role of education in equipping learners with the skills and knowledge they need to cope effectively with the speed of change cannot be overemphasized. Hence, laying strong foundation for overall economic, social and human development in Nigeria through support in primary education becomes her priority (Okoye 2008). According to UNICEF (2009a), the education section of UNICEF's programme Division introduced the child friendly school (CFS) framework in Nigeria in 1999 to serve the whole child. Consequently, in the 1990s, the child friendly school initiative in Nigeria was developed as a partnership between Ministry of Education, UNICEF and other national and international organizations in response to the dire state of education in Nigeria (American

Institute for Research 2009). Though there are still minor challenges, AIR 2009, reported that Nigeria has made a substantial progress towards the provision of schools that are child friendly. Most schools made effort to reach out to enroll all students, including students with disabilities, and there seemed to be a positive attitude toward the provision of education for all. However, very few schools had teachers with training in special education, and most schools lacked resources to meet the special needs of students with disabilities once enrolled.

Conceptual Relationship of the Variables

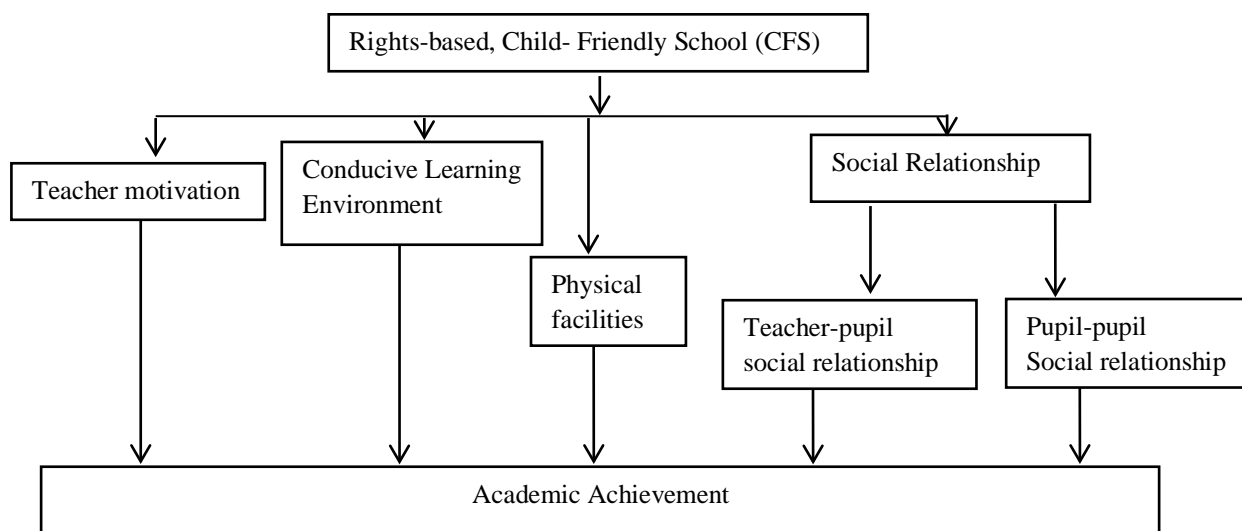


Fig 1: Schematic Representation of Rights-based Child- Friendly School, teacher motivation, conducive learning environment and social relationship on Academic Achievement of pupils.

The diagram illustrates the network of conceptual relationship of the variables. The independent variables, such as conducive learning environment, physical facilities, teacher motivation and social relationships are all factors employed to determine their correlation with academic achievement of primary school pupils.

Theoretical Framework

Theories have general function which is the provision of general explanation of phenomena. The theories under review will be appropriate for application if the objectives of CFS are to be achieved in the primary schools. The theories to be considered relevant to this study include:

1. Bronfenbrenner's Ecological System theory
2. Jean Jacques Rousseau learning theory
3. John Watson's learning theory
4. Jean Piaget learning theory

Urie Bronfenbrenner's Ecological System of Theory (1917 – 2005)

Urie Bronfenbrenner was an American psychologist who postulated the Ecological systems theory to explain how the inherent qualities of a child and his environment interact to influence how he will grow and develop. The theorist posits that children's interaction with physical and social resources in and outside the classrooms are the direct mechanisms through which children learns. This theory emphasized the importance of the environment in which children are raised. It defines five (5) types of systems that shape development. The systems include the microsystem, the mesosystem, the exosystem, macrosystem and the chronosystem. The microsystem is the smallest and the most immediate environment in which the child lives. It comprises the daily home (family), school, peer group or community environment of the child. Interaction within the microsystem typically involves relationships with family members, classmates, teachers, and caregivers. The groups or individuals' interaction with the child will affect how the child grows.

The mesosystem involves the interaction of the different Microsystems in which the developing child finds himself. It involves linkage between home and school, between peer group and family or between family and church.

The exosystem pertains to the linkages that may exist between one or more settings, one of which may not contain the developing child but affects him indirectly nonetheless. These include parents' workplace, the larger neighbourhood and extended family members.

The macrosystem is the largest and most distant collection of people and places to the child that still exercises significant influence on the child such as the child's cultural patterns and values, the child's dominant beliefs and ideas, as well as political and economic systems.

The chronosystem adds the useful dimension of time, which demonstrates the influence of both change and constancy in the child's environment. This system includes change in family structure, address, parent's employment status, immense society changes such as economic cycles and wars.

The theory is relevant to the study in that this study will be used to better understand the findings of Bronfenbrenner as it relates to child development. By studying the different systems that simultaneously influence a child, the Bronfenbrenner's ecological theory is able to demonstrate the diversity of interacted influences, such as the family, school, community etc, on the child's development. The awareness of the context can sensitize stakeholders to variations in the way the child may act in different settings. For instance, a child who frequently bullies smaller children at school may portray the role of a terrified victim at home. With this awareness, adults concerned with the case of a

particular child need to pay close attention to behavior in different settings or contexts and to the quality and type of connection in these settings. The study will also look at the environmental influences on the whole child's development and how they relate to academic achievement. This theory indeed is an aspect of child friendly school which emphasizes the involvement of family, teacher/school/poor groups and the community in the development of the whole child. Hence, Epstein, Sanders, Simon, Salinas, Jansorn & Voorhis (2002) emphasized that the degree of synergies or agreement among relationships is important for children's development and that conflicting message or demands are detrimental to their healthy growth.

Jean Jacques Rousseau Learning Theory (1712 – 1778)

He was a French philosopher, a writer and a composer. His novel "Emile" is a treatise on the education of the whole child for citizenship. His ideas about education are mainly expounded in Emile. In Emile, he challenged the emphasis given to literacy in primary schooling, arguing forcefully that direct experience in nature is by far the better teacher until children adolescence. He contended that skills for reading should be developed only when the child is ready and interested in developing them as he declared:

“Reading is the greatest plague of childhood, Emile at the age of 12 will scarcely know what a book is. But at least, I will be told, he must be able to read I agree. He must be able to read when he needs to read. Before that, it will only be a bother to him”.
(Rousseau, 1762, trans. Bloom, 1979, p. 219)

According to Rousseau, the role of the teacher is to guide children through the phases of natural development using games and reflections on their interactions with the natural environment rather than to drill them in skills for decoding books and memorizing facts. In this way, and only in this way, would they be able to reach their full potential as

autonomous adults capable of participating in Rousseau's vision of 'the good society'. His main goal was to shield the child from the corruption of society or environment, because for him, the man is naturally good but becomes corrupted by the society. His ideal is the "solitary natural man" who should be allowed to grow up as naturally as possible. He wanted the child to learn from experience. His own mistake and triumphs were to lead him rather than a universal moral code implemented by a teacher or parent. The teacher should not be an authority figure. In addition, he advocated for the environment of the child to be prepared for the child learning from what he/she sees. He advanced the idea of 'Negative education' which is a form of 'child centered-education'. His essential idea is that education should be possibly in harmony with the development of the child's natural capacities by process of apparently autonomous discovery. This supports the child- friendly school recommendations that the child's curriculum should follow the developmental needs, ability and learning style of the child. It also supports the recommendation of the CFS, that the child should be at the centre of learning while the teacher is merely a facilitator, not an authority figure who conveys knowledge and skills according to a pre-determined curriculum. For him, the child should be protected from physical harm and be made comfortable and be good to the child. It is only through these conditions that the child can learn.

UNESCO (2012) supports this idea as child friendly school recommendation adopts Rousseau's view on promoting quality learning outcome, encouraging the child to ask questions, express their opinions and learn how to learn. The theorist equally advocated total freedom for the child to learn what he wants to learn and at his or her pace. The teacher, according to him, should not be a figure of authority who gives

knowledge and impacts skills. He should rather be a facilitator who listens to the learners, especially to their feelings, apt to accept feedback, both positive and negative, and to use it as constructive insight into themselves and their behaviour. Rousseau also advocated that the education of the child should be based on the reality of the children's lives, and must ensure that curricular content responds to the learning needs of the individual child as well as the general objectives of the educational system and the community. This is in line with the objective of the child- friendly school.

John Watson Learning Theory (1878 – 1958)

John Watson was an American psychologist who was considered the father of the psychological school of behaviourism. He hailed from South Carolina. He made many contributions to psychology. He believes that a child's environment shapes his learning behaviour. In other words, he believes that a child can be exposed to a certain environmental force and over time and condition, the child would become any type of person you want. In fact, that human behaviour, development and learning are thought of as reactions to the environment. This theory also agrees with the recommendations on Child-friendly school which emphasizes conducive environment for the child's learning.

Albert Bandura Social Cognitive Theory (1925 – 1977)

The social learning theory was postulated by Albert Bandura. This theory believes that children learn by observing, watching and imitating other people. This process is called modeling or observational learning. Individuals that are observed are called models. In the society, children are surrounded by many influential models, such as parents within the family, characters on children's TV, friends within their peer group and teacher at school. These models provide examples of behaviour to observe and

imitate. Children pay attention to some of these people (models) and encode their behaviour. At a later time they may imitate (copy) the behaviour they have observed, regardless of whether the behaviour is 'gender appropriate' or not. As observed by Thom (2010), observational learning is very common and very powerful in shaping behaviour within the formal and informal setting. The four stages involved in the observational learning are: Attention, Retention, Reproduction and motivation. Hence, SCT provides a more comprehensive explanation of human learning by recognizing the role of mediational processes.

However, although it can explain some quite complex behaviour, it cannot adequately account for how one develops a whole range of behaviour including thoughts and feelings. In other words, one has a lot of cognitive control over his behaviour and just because one has had experiences of violence does not mean he has to reproduce such behaviour. It is for this reason that Bandura modified his theory and in 1986 renamed his social learning theory, social cognitive theory as a better description of how one learns his social experience (McLeod 2016).

Social Cognitive Theory is about the process of learning behaviour through observation, modeling and repetition for positive and negative reinforcement. Bandura believed that human beings shaped and improved their behaviour by being involved in social context. To strengthen this claim, Bandura came up with two methodologies; observational learning and vicarious reinforcement. Human, especially children learn new behaviour by modeling others' behaviours and strengthen their behaviour by observing the effect of others' behaviours and copy it through vicarious reinforcement process.

Bandura's presentation in 2002 emphasized on behaviour, environment and cognitive as the key factors in development. A child's assurance that he/she can manage success is an example of person while thinking is a cognitive factor. Behaviour can influence personal factor and otherwise. The person's cognitive activities can influence environment, the environment can also change the person's cognitive and so on. Hence, behaviour, environment and personal factors interact to influence learning. They influence and are influenced by each other. For example, a teacher's feedback (environment) can lead students to set higher goals (person/cognitive) and these goals will motivate students to put more efforts (behaviour) in their studies.

This theory is relevant to the CFS study in that the theory tends to prepare the teachers on regulating and modeling good behaviour to the children. From observing others one forms an idea of how certain behaviour is performed, and on later occasion, the observed behaviour serves as a guide to action. Invariably, if students are educated in a rich friendly school environment and are loved, cared for and treated with respect, they will definitely learn to love and respect others.

SCT posits that learning occurs in a social context with a dynamic and reciprocal interaction of the person, environment and behaviour. Kabiru and Njenga (2009) point out that children learn in their environment as they interact and observe those living in that environment. The unique feature of SCT is the emphasis on social influence and its emphasis on external and internal social reinforcement. SCT considers the unique way in which individuals acquire and maintain behaviour while also considering the social environment in which individuals perform the behaviour.

The theory presents four factors that affect observation learning which are attention, retention, production and motivation. If past reinforcements have led someone to pay attention to a conception, then future reinforcements will selectively engage in a behaviour that was observed and finally repeat it over and over.

Social Cognitive Theory is significant to this study because if learners are presented with any social environment which in this study is friendly learning environment, they will analyze it then emulate by paying attention to those aspects that provide the friendliness. When the schools which form the learning environment are safe, caters for all categories of learners, are health providing and have a community that support their activities, the learners will therefore view them as conducive aspects for their learning. The mentioned aspects will make the children to be motivated and therefore like school and all other service providers in it hence encouraging regular school attendance. This will in turn lead towards the achievement of the third millennium goal which advocates for Education for All (EFA) (Koskey, 2017).

The theory uses the term modeling to describe response acquisition (observation of another's response and modeling), and claims that modeling can have much impact on direct experience. According to UNICEF (2006) a CFS is one where the learning environment is conducive and welcoming. In such school, the staff are friendly to children and the health and safety needs of the pupils are adequately met. In such atmosphere, the school is community based, recognizes and promotes the rights of all children irrespective of gender, religious and ethnic differences, family status, physical and mental abilities and inabilities. Since all these are positive behaviours and are attainable in the environment of a CFS, every opportunity should be seized to model them to the

pupils. The CFS model should therefore, use vicarious reinforcement in inculcating them in students, that is emphasize and ensure that student see and observe those positive behaviours others do and are demonstrated to them in a CFS which lead to positive consequence.

Finally, Bandura talks about reciprocal determination model which states that behaviour, environment person factors interact to influence learning. The UNICEF CFS programme is rights – based, emphasis should therefore be in exposing children to positive rights observation so that they can reciprocal them. This can be possible if the CFS environment makes conscious effort to support children in going through the four processes in observational learning; attention, retention, production and motivation. As observed by Okoye (2012), to motivate learning using this approach, a teacher may: use high achieving and successful peers as models; demonstrate and teach good behaviours, model positive behaviours by being friendly to students, parents and the community; model positive behaviours through the fulfillment of children’s rights, and making use of student centered instructional approaches like play way method, when appropriate.

Related Empirical Studies

Many empirical studies have been conducted in the area of study. This section therefore attempts a review some of them as follow:

Studies on Child Friendly School

Ishaila (2013) carried out a study on an appraisal of the child-friendly status of early childhood care and education (ECCE) schools in Gombe State. The study was on ECCE child friendly schools. It was conducted to ascertain the extent to which the status of ECCE is child friendly in Gombe State since its inception in 2000, being one of the

states in the Federal Republic of Nigeria where child-friendly schools initiative (CFSI) was introduced. The study was based on five research questions and five null hypotheses. It adopted a descriptive survey design. The population of the study comprised 132 ECE/CFS teachers in all the eleven (11) Local Government of the State. Child -Friendly Schools Appraisal Questionnaire (CFSAQ) was designed by the researcher and was validated by three experts while a trial test was conducted outside the study area using Cronbach's Alpha method of reliability to establish internal consistency of the instrument. Data collected was analyzed using descriptive statistics (mean and standard deviation) and t-test. The findings of this study showed that child-centered learning is to a low extent encouraged by teachers in urban and rural primary schools, that gender equity is to a low extent ensured in ECCE/CFS in Gombe State, that inclusive education is in low extent ensured in ECCE/CFS in the state, among others. The study therefore recommended that the government should venture to provide teachers with training, guidance and professional support to enable them adopt these child-friendly practices recommended by UNICEF, among others. CFS is a constituent of public primary schools in the South East Nigeria, hence the present study will determine to what extent they are implemented in these zone and how they affect the academic achievement of the children. Therefore, the study is related to the present study because both are concerned with the whole child.

Okoye (2012) evaluated the United Nations Children's Education Fund child friendly-school initiative programme in Enugu state. Evaluative design was used in carrying out the study. Five research questions and two hypotheses guided the study. The hypotheses were tested at 0.05 level of significance. The population used was the six

UNICEF designated child friendly primary schools in the state. Quota sampling technique was used to choose 10 teachers and 10 parents from each of the 6 primary schools. Purposive sampling was also used to sample 10 SUBEB staff that are directly involved in primary education (N = 130). Two questionnaire, a checklist and a common entrance pro forma were used to collect data to answer the research questions. These include: CFS input facility checklist (CFSIFC); Utilization of Student Centered – Pedagogies Questionnaire (USCPQ) and the National Common Entrance Examination Achievement Scores Pro forma (NCEEASP). The two questionnaire, the Cronbach's Alpha method was used to establish the internal consistency. Using SPSS version 16.0, a coefficient value of 0.897 was obtained. Data were arranged and analyzed according to the research questions and the formulated hypotheses.

Data collected with CFSPOEAQ and USCPQ were analyzed using mean and standard deviation scores. CFSIFC was interpreted with reference to the minimum standard in primary education.

Enueme and Oju (2005) carried out a study to determine the impact of CFSI on pupils' performance. The area of study was Delta State. It was a causal comparative research design. 18 head teachers, 96 primary school teachers and 108 pupils were selected using a multistage stratified sampling technique. A checklist adapted from Basic Education Programme in Nigeria, structured questions was used by UNICEF and the Federal Ministry of Education and a structured questionnaire on impact of child-friendly schools designed by the researcher were used for data collection, seven research questions and one hypothesis guided the study. The results of the study showed that CFS are better than non-CFS in school facilities, teacher's qualifications, children's

performance, family community involvement, curriculum delivery, and pupils' enrolment. Significance difference was observed in pupils' performance in support of the CFS. In the present study, questionnaire and checklist will also be used for data collection as in the reported study.

Madu & Okoye (2013) carried out an assessment of the implementation of the United Nations Children's Education Fund child friendly school initiative programme in Enugu State, Nigeria. The study was guided by three research questions. Multi-stage sampling procedure was adopted. Two questionnaire and a checklist were used in data collection. Data was arranged and analyzed according to the research questions. The findings of the study show that: the UNICEF designated child friendly schools in Enugu State have made substantial efforts to realize the CFS objectives but most basic facilities or the schools are inadequate with respect to their child friendly status. The educational implications of the findings of the study were discussed and recommendations were also made. The present study will also make use of questionnaire and checklist to collect data for the study.

Another researcher, Kanamba (2014) carried out an investigation on the school factors influencing provision of child friendly school environment in public primary schools in Igembe North District, Meru County, Kenya. The study was guided by 5 research questions and employed a description survey design. The sample for the study comprised of 8 head teachers, 34 teachers and 361 pupils. Data were collected by use of questionnaire, interview schedule and observation schedule. Pre-testing was done to gauge the clarity and relevance of the instrument items. The instruments were also validated and tested for reliability. The data were analyzed using descriptive statistics

where frequency and percentage were used to summarize the data. Qualitative data obtained from personal interview, and questions were analyzed qualitatively through thematic analysis. Findings and recommendations were made. Descriptive survey design will also be employed in the present study and descriptive statistics considers in analyzing the data.

Studies on the Effects of School Facility in Academic Achievement

This study was carried out by Njue, Nyaga and Jagero (2017). The study examined and compared the effect of school physical environment on academic achievement between pupils in public and primary schools. The study was conducted in Kiamba country and targeted a school population of 260, 459 comprising of head teachers, teachers and pupils. A survey method was used in the collection of data. Causal comparative was employed as an appropriate research design. A sample size of 384 was drawn from accessible population using stratified, simple random and purposive procedures.

The computer program – the Statistical Package for Social Sciences (SPSS) version 21.0 was used to analyze the data, independent sample t-test was used to test the null hypothesis that established differences between public and private schools in terms of availability of adequate and quality physical facilities. The findings of the study revealed that there was a significant difference between primary and public primary schools. Private schools had superior school environment that impacted positively on academic achievement of pupils. Private schools performed comparatively better than public schools in Kenya Certificate of Education examination. The study recommended that the Ministry of Education and the Public Primary Boards of Management need to

invest heavily on infrastructural development in public schools to ensure material standardization with private primary schools.

O' Neil (2000) investigated the relationship between pupils achievement, school facilities, attendance behaviour and teacher turnover rate in a high school located at North East Texas. The research design used was a descriptive survey. A population of 48 districts in the region which contained a total of 76 middle schools was used. The population was made up of teachers, heads of basic schools, school management Committees, PTA executive and chiefs. The high school principals and high school assistant principals were asked to evaluate the school climate and the school culture using a research instrument developed by the researcher. Students achievement was compared to the independent school facilities. The study supported the research that the school facilities that were well designed and maintained would enhance the learning environment for teachers and the pupils and improve school attendance, and invariably academic achievement.

Alimi, Ehinola and Alabi (2012) carried out an investigation on influence of school types and facilities on students' academic performance in Ondo State. It was designed to find out whether facilities and students' academic performance are related in private and public secondary schools respectively. Descriptive survey design was used. Proportionate random sampling technique was used to select 50 schools in Ondo State. Two sets of research instrument named School Facility Descriptive and Students Academic Performance Questionnaire (SFDAPQ) for principals, and School Facility Descriptive Questionnaire (SFDQ) for the teachers were used for the study. T-test was used to analyze the data. All hypotheses were tested at was used to analyze the data. All

hypotheses were tested at a significant level of 0.05. The study revealed a significant difference in facilities available in public and private schools in Ondo State. It however, revealed no significant difference in academic performance of students in the two types of secondary schools. Recommendations for the procurement of more facilities in public secondary schools were made in order to enhance students' academic performance.

Studies on Teacher- Student Relationship and their Academic Achievement

Fan (2012) carried out a study to identify the relationship between teacher-students' interpersonal relationships and students' academic achievements in social studies. The study used the ex- post facto design and a sample of 1954 Junior secondary School JSS III randomly drawn from 50 Government Secondary School in Calabar Educational zone of Cross River State, Nigeria. Two instruments were used: The Teacher - Students' Relationship Questionnaire and a 50 – item multiple choice questions in social studies set using the JSS social studies syllabus and validated by text experts. The data were analyzed using the Pearson product moment correlation analysis (r). Product moment correlation analysis (r) is used in finding the relationship between two variables X any Y, if these variables are continuous and are obtained from the same sample. The findings show that there was a significant relationship between teacher-students interpersonal relationship and students' academic achievements in social studies. In conclusion, there was a significant relationship between the teacher-students' interpersonal relationship and students' academic performances in social studies. Hence good relationship is one of the lubricants of high productivity. The researcher therefore recommended that teachers should therefore galvanize cordial relationship between themselves and students. And that all teachers, including the researcher should bear in

mind that a healthy interpersonal relationship is one indispensable instrument of high productivity and achievement in all fields of human endeavour including the education industry.

Gablinske (2014) carried out a study to explore the affective domain of teacher – student relationships using a single case study design. The study produced a synthesis of information that guides a classroom teacher in the development maintenance of her relationships with her students. The resulting analysis and interpretation provided a description of major themes that developed regarding strong teacher-students relationships, as well as, specific components to the interactions considered essential for the student's learning environment. The outcome of this study is an account of experiences and procedures that guide the development and maintenance of relationships between a teacher and her students. Based on the findings, four primary categories emerged with supporting elements that were critical components of each category. These four primary categories represent an interpersonal framework for the learning environment. The qualitative method in this study is derived from a constructivist viewpoint with a focus on deeply understanding this specific case of teacher-student relationship. The aim of the study was to provide more specific examples of and empirical findings of how teacher-student relationships are created. Furthermore, identifying specific factors associated with teacher- student interactions could provide valuable information to an educational learning community implications for how these findings could impact the learning environment were discussed.

Summary of Related Literature

From the literature reviewed, the views of scholars and researchers have been well noted. The literature reviewed was generally based on conceptual and theoretical frameworks as well as empirical studies in earlier works carried out by scholars. Under conceptual framework, concept of primary school education; challenges of public primary schools in Nigeria; concept of environment/conducive learning environment; concept of social relationship; influence of physical facilities on academic achievement of primary school pupils; concept of academic achievement; concept of child friendly school environment; characteristics of Rights based, child friendly school and the need for child friendly school in Nigeria were reviewed.

Under the theoretical framework, the researcher looked at the theories by Bronfenbrenner, Jean Jacques Rousseau, John Watson and Albert Bandura. These theories stress on the need for a good/conducive learning environment where the child will learn adequately. They emphasize that the environment where the child will learn should be prepared both physically, socially and emotionally for the child to explore the environment and benefit optimally.

Under the empirical studies, empirical studies from researchers were carried out under the study of child-friendly school; effect of school facilities on academic achievement of primary school pupils; effect of teacher-pupil relation on the academic achievement of the pupils. These studies all point out to the need of a conducive learning environment for maximum academic achievement.

The researcher observed from the summary of literature reviewed, that the problem facing education especially at the primary school level has been global and a

long standing one. Hence, in a bid to proffer solutions to these problems, various researchers have carried out different studies on learning environment. From observation also most of these studies were foreign based and none has really studied the correlation of the learning environment and social relationship with the academic achievement of the children in the South East of Nigeria. It is therefore, this educational gap that this present study intends to fill.

CHAPTER THREE

RESEARCH METHOD

In this chapter, the design of the study, area of study, population of the study, sample and sampling technique, instrument for data collection, validation of the instrument, reliability of the instrument, method of data collection and method of data analysis will be used.

Design of the Study

The design that will be used in this study is descriptive survey. A descriptive study seeks or uses the sample data of investigation to document, describe and explain what is existent or non-existent, or the present status of a phenomenon being investigated. It is also used to measure public opinions on major burning social, political and educational issues. Nworgu (2006) defined a descriptive survey research as one in which a group of people or items is studied by collecting and analyzing data from only a few

people or item considered to be representative of the entire group. The reason for the choice of this design is because it is one in which information is collected without manipulating the environment. Therefore, information that will be collected will actually measure or describe the problem as it is.

Area of the Study

This study will be carried out in the South East Nigeria. South-Eastern Nigeria was one of the initial 12 states created during Nigerian civil war, which later broke into the present Akwa Ibom State and Cross River State. South East became the name of one of the six geo-political zones in the country in the 1990s consisting of Abia State, Anambra state, Ebonyi State, Enugu State and Imo State. The local language in this region is Igbo. The number of public primary schools in the zone will be ascertained from SUBEB of each state, and equally the number of the schools which have child- friendly status.

Population of the Study

The population of the study will consist of all the child- friendly primary schools and the South East Nigeria, with their classroom teachers and head teachers. The information will equally be got from the Research and statistics department of their various State Universal Education Board (SUBEB) as respondents. All the population might be use in order to eliminate the internal probability of sampling error and associated thread to internal validity of the findings.

Sample/Sampling Techniques

The total population of the child- friendly schools in the South East Zone Nigeria, their teachers and school heads will be used for the study. Hence, there will be no need

for sampling and sampling Technique since the population size is manageable. The use of the whole population will not give room for probability.

Instrument for Data Collection

Questionnaire and checklist will be used as research instruments. The questionnaire will be designed by the researcher and will be titled “Child Friendly School Environment And Social Relationships Correlation Questionnaire (CFSEASCQ) designed for both classroom teachers, Head of SUBEB, and pupils in the child-friendly schools. The items of the questionnaire and the checklist will be drawn using the UNICEF child-friendly manual which contains the UNICEF recommendation for child-friendly schools.

The checklist will be used to answer the 3rd research question on the functionality of available facilities for child-friendly teaching and learning in the public primary schools in the South East Nigeria. It will be arranged as “Available/not available, functional/not functional. The questionnaire will be used to answer other research questions and would be arranged in clusters of 5 e.g A-E. The questions will be constructed on the 4 point scale of Strongly Agree (SA) 4 points, Agree (A) 3 point, Disagree (D) 2 points, Strongly disagreed (SD) 1 point. Each respondent will be required to tick (✓) on the options most appropriate to him or her. Cluster A will seek information on the extent the public primary school in South East Nigeria show diversity to ensure equal opportunity for all children; cluster B will seek information on the extent the public primary school in South East Nigeria create environment that promotes quality learning outcome; cluster C will seek information on relationship between teacher motivation and academic achievement of pupils in public primary schools in South East Nigeria; cluster

D will seek information on the relationship between parent/community involvement and the academic achievement of pupils in public primary schools in South East Nigeria. Cluster E will seek information on the relationship between government and the academic achievement of pupils in public primary schools in South East Nigeria. Cluster F will seek information on the correlation between teacher-pupil social relationship and academic achievement of pupils in the public primary schools in the South East Nigeria. Cluster G will seek information on the correlation between pupil-pupil social relationships and academic achievement of pupils in public primary schools in the zone.

Validation of Instrument

The instrument will be given to three experts for face validation. One of the validates will be from Childhood Education, one from measurement and evaluation and one from library and information science all in the University of Nigeria, Nsukka. These validates will be required to scrutinize the items of the instrument in terms of relevance to the study and adequacy of the items in collecting data to address the purpose of the study. They will also examine the level and appropriateness of language of the items of the instrument. They will examine the clusters and match them with the research questions and hypotheses. The items which contents are not clearly started will be restructured and rewritten in line with the directive of the expert(s). Corrections emanating from the validation will be used for the final draft of the instrument.

Reliability of the Instrument

Twenty (20) copies of the questionnaire and checklist will be trial tested on a sample of the 4 available child-friendly schools in Delta State. The instrument will be randomly given to randomly selected respondents. The result of the trial test will be used

to determine the internal consistency or reliability of the instrument using Cronbach Alpha method. According to Nworgu (2006), Cronbach's Alpha is used when the instrument is polytomously scored and this applies to the present study. The reliability coefficients for the various clusters will be determined as well as the overall reliability coefficient of the instrument. High reliability coefficient of the clusters will imply that the instrument is highly reliable for the achievement of the purpose of the study.

Method of Data Collection

Direct delivery and retrieval method will be employed to administer the instrument. An introductory letter bearing the title of the work will be attached to the questionnaire, and with the help of two (2) trained research assistants the questionnaire will be administered. These research assistants will aid in the distribution of the questionnaire to the respondents. The respondents who will be able to complete the instrument will be allowed to do that while assistance will be given to those who cannot do that on their own, and this will also increase the rate of return the questionnaire. The responses will therefore be scored and used for data analysis.

Method of Data Analysis

The checklist on the availability and functionality of the facilities for the child-friendly school teaching and learning in the public primary schools in the South East Nigeria will be analyzed using frequency and simple percentage while the other research questions will be answered using mean and standard deviation. T-test of independent variables will be used to test the hypotheses.

The cut off mark for each item of the instrument will be a mean of 2.50, while any item whose mean is less than 2.50 is to be considered unacceptable. The null hypotheses

will be tested at 0.05 level of significance. Also Software Package for Social Science (SPSS) will be used for the analysis. Decision rule: If the exact probability value is less than the level of significance, reject the null hypothesis and if otherwise accept the null hypothesis.

QUESTIONNAIRE

CHILD FRIENDLY SCHOOL ENVIRONMENT AND SOCIAL RELATIONSHIPS CORRELATION QUESTIONNAIRE (CFSEASCQ)

Part A:

Demographic Information

1. What is your gender Male () Female ()
2. How old are you? (a) 25 – 35 years (b) 36 – 45 years (c) 46 – above ()
3. What is your profession/Academic qualification? Ph.D () Masters ()
Graduate () Diploma ()
4. How many years of teaching experience do you have? (a) 1 – 5 years (b) 6 – 10
years (c) 11 – 15 years (d) 16yrs and above ()
5. For how long have you become promoted? (a) once () (b) twice () (c) more
than twice () (d) None ()
6. How many years of experience did you have as a teacher before attaining your
current position? (a) 1 – 5 years (b) more than 5 years ()
7. What position do you aspire for in your long-term career plans? (a) HOD (b)
Head teacher (c) None
8. Indicate the level of agreement or disagreement with respect to the statement
provided below using the following abbreviations: Strongly Agree SA (4). Agree
A (3). Strongly Disagree SD (2). Disagree D (1)

Cluster A: Seeking Information on the Extent the Public Primary School in South East Nigeria Show Diversity to Ensure Equal Opportunity for all Children.

- i. There is tolerance, inclusiveness and fairness to all who drop out of school
children regardless of their background
- ii. The school does not accommodates children with disability
- iii. Boys and girls receive equal attention in class from the teacher
- iv. Girls have separate toilets from the boys
- v. Sitting arrangements which segregates boys from girls are done
- vi. Children with disabilities are given special attention by teachers

vii. Names in the class register are arranged according to sex using coloured pen to differentiate boys from girls.

viii. Teachers reach out to the community to encourage enrolment of children.

Cluster B: Seeking Information on the Extent the Public Primary Schools in the South East Nigeria Create Environment that Promotes Quality Learning Outcome

		SA	A	SD	D
i.	Clean and hygienic wash room is very important for academic achievement of pupil.				
ii.	Physical arrangement of the classroom may not contribute much to academic performance of both teacher and pupil.				
iii.	Adequate air ventilation during class work might improve pupils' academic achievement.				
iv	Poor ventilation makes class lesson/work very boring				
v	The class rooms have enough seats and desk for every pupil				
vi	Pupils cannot do well in school work because the classroom is overcrowded				
vii	The classrooms have adequate electricity light supply				
viii	Dull classroom painting affect both teaching and learning in the class				
ix	No pupil obstructs another's view due to seats' construct				

Cluster C: Information on Relationship between Teacher Motivation and Academic Achievement of Pupils in Public Primary Schools in South East Nigeria

		SA	A	SD	D
i.	Improvement of teacher's condition of service contribute to job satisfaction				
ii.	Payment of teacher's fringe benefit promotes interest of teachers to quality output.				
iii.	The employer offers assistance to enable teachers participate in service courses, seminars and workshops				
iv	The annual salary is adequate and assured				
v	The amount of salary teachers receive is commensurate with their workload.				
vi	The school provides teaching and learning resources				
vii	The school does not provide adequate infrastructural facilities				
viii	The employer offers opportunities and incentives for further studies				
ix	The society recognizes my role as a teacher.				

Cluster D: Information on the Relationship between Parents/Community Involvement and the Academic Achievement of Pupils in Public Primary Schools in the South East Nigeria

		SA	A	SD	D
i.	There is adequate representation for parents on school governing bodies				
ii.	The community identifies with and is very supportive to the school.				
iii.	The school has a strong relationship with families and communities				
iv	The school does not have effective school- to- home and home-to-school communication.				

v	Teachers make personal contacts with families through e-mail, phone calls or home visits.				
vi	Community partners to share resources and involves in maintenance of the school buildings.				
vii	There is no forum for leadership of the community to come in and advise the school to achieve progress.				
viii	The school informs the community about what happens in the school.				

Cluster E: Information on the Relationship between Government Involvement and Academic Achievement of Pupils in Public Primary Schools in South East Nigeria

		SA	A	SD	D
i.	Pupils in my school enjoy compulsory and free education at all grades.				
ii.	Government ensures that all services at this level of education are free and penalty prescribed for those who do not comply.				
iii.	Government ensures that parents enroll their children in schools with attendant penalties for those who do not comply.				
iv	Government finances adequately education at this level				
v	Government supervises and monitors the activities at the primary schools.				

Cluster F: Correlation between Teacher – Pupil Social Relationship and Academic Achievement of Pupils in Public Primary Schools in South East Nigeria

		SA	A	SD	D
i.	Teachers really understand how pupils feel about things.				
ii.	Teachers try to help pupils when they are sad and upset.				
iii.	My teacher does not respects my opinion.				
iv	I can count on my teacher for help when I need it.				
v	My teacher makes fun of me when I give a wrong answer				
vi	My teacher uses corporal punishment on me while in school				

Cluster G: Information on the Correlation between Pupil-pupil Social Relationships and Academic Achievement of Pupils in Primary Schools in South East Nigeria

		SA	A	SD	D
i.	The pupils in my class respect each other's opinion.				
ii.	Pupils do not make fun of any pupil's idea in class.				
iii.	Pupils do not use negative words on each other.				
iv	Pupils make fun of mates who give wrong answers in class.				
v	Pupils do not bully their classmates.				
vi	Pupils share ideas with one another in class.				