

Original Paper

Child Friendly Environment of Classroom on Basic Level in Nepal: Education Achievement of Community School

Dr. Uttam Khanal^{1*}

¹ Department of Education and social sciences, Tribhuvan University, Kathmandu, Nepal

* Dr. Uttam Khanal, E-mail: Khanaluttam24@yahoo.com

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Abstract

This study focuses on child-friendly classroom environments and basic level academic achievement and analyzes the role that teachers, parents, students, and school management committees play in school work. Nepal's disadvantaged schools are concentrated in rural areas, but those schools are also trying to make themselves child-friendly schools. The objective was to analyze the problems seen in the construction of child-friendly schools by analyzing the classroom environment, the current condition of the school, the impact of the child-friendly classroom environment on the level of educational achievement. The school management committee, teachers, the interaction between the parents and the stakeholders on various issues has helped in the construction of the child-friendly school and the community has expressed its readiness to help as the school is their own. According to the parents, the school has been punishing the children for one reason or another and the school should be reformed as there are protests from all quarters. In order to achieve the set targets as per the educational policy of the state and for the all-round development of the children-It has become necessary for everyone to pay attention to remove the small weaknesses and analyze the results and engage in classroom management including child-friendly schools.

Keywords

school, child friendly, community, educational achievement, basic level

1. Background of the Study

Education is what a person experiences or learns. But looking at the history of the learning process, from the Stone Age to the present day, the development of education has moved forward in a new way. The development of education has progressed in line with the practice of teaching one's descendants what they have learned and experienced in the life of people from the Stone Age onwards, and their

descendants have refined them over time and sought new knowledge by adding new technologies. Teaching at the basic level has not been done in a child-friendly environment. Minimal use of educational materials required for teaching in a child-friendly environment Teachers are not interested in producing and using educational materials that can be used locally, Teacher-centered teaching methods are used more than student-centered teaching methods in the teaching process, effective classroom management Due to lack of professional facilities and incentives, teaching at basic level has not been possible in a child-friendly environment.

The teachings given in the ancient times were of the Ghokante and discourse type, but the corresponding education cannot and will not bring out the talents of the children of modern times. Bookish knowledge and learning done out of fear in the classroom is not sustainable, reliable and positive. Therefore, in order to have sustainable, positive and voluntary learning, children need a child-friendly classroom environment at least up to the basic level.

It is said that the foundation must be strong to make the house strong. Therefore, from the basic class onwards, the main subject of the primary level is to be able to provide proper education to the walker's reading process by taking care of his psychological condition. Walking, dancing and laughing at the walkers can reveal the innermost buds of knowledge inside them. A child-friendly classroom environment is a child-friendly classroom environment, with a wide range of educational materials tailored to the age and needs of the child, simple songs, stories, jokes, etc., according to their level, and even things to be taught in the classroom. More effective teaching can be done by making stories and poems. At the same time, attention has to be paid to physical management. Water taps and toilets near the classroom. Drinking water as much as possible, first aid kits provided in the classroom. A limited number of students are kept in the classroom. Child-friendly full classroom management and the positive impact it has on teaching and learning is evident.

Come to the world of child-friendly classroom environments-Different practices have started in their own way. In developed countries, kindergarten classroom is the most profitable place for those who have a degree in child psychology. But there is still a perception in our country that many educated people do not teach in the lower classes. Therefore, the main problem of education in our country so far is the lack of basic level and even child-friendly classroom teaching.

2. Statement of the Problem

Education is an indispensable necessity of life and also an integral part. For this, the educational process becomes easier through mutual hard work and diligence between the learner and the educator. A simple educational environment is needed for a smooth educational process. For a smooth educational process, the teaching-learning process at the basic level needs to be child-friendly. The basic foundation of education is the basic level of school.

Therefore, if education can be provided to the students at this level in a proper manner, it will be possible to build an important pillar of tomorrow's nation building. In the classroom, the teacher should

teach in a way that allows for the creative development of the individual in an environment that is conducive to the student's desires, aspirations and tendencies. For which the teacher has an unavoidable need for training. It is considered necessary to provide various types of pre-service, in-service and full-time training. These trainings are currently being provided by the government in community schools. Even so, owning one is still beyond the reach of the average person.

Teachers also received training, the state also trained most community school teachers, and large sums of money were spent. But there has not been much positive change in the school-friendly classroom environment. Instead, what is the status of educational materials? How much teaching material has been used or No? What is the student's approach to learning? What effect does the teacher's activity have on the student? There is a system of punishment and reward or Not? Is there a student friendly physical environment? What is the use of language when teaching in the classroom? What activities have schools and teachers conducted to create an environment? What strategies have been adopted to solve the various problems that have arisen in the students? This research paper will focus on the impact of child-friendly classroom environment on educational achievement in schools while seeking answers to such questions.

In today's changing environment, it is not possible to say what the school environment should be suitable for them without studying the condition of a child-friendly classroom environment at the basic level. It is very pertinent to leave the children to study in a pleasant environment without creating conditions for them, as the individual, society and the nation will have to bear a great educational loss in the future. Therefore, the results obtained after the study are expected to be used for improvement in the education sector.

To strengthen has the educational management of the school, to make the teachers diligent, to motivate the students, to increase the enrollment rate at the basic level and to help in sustainability work. The study of the subject is important and justified in order to provide necessary information to the educational stakeholders and to bring effectiveness in teaching and learning.

A child-friendly classroom environment plays an invisible role in achieving the goals of education by successfully implementing the curriculum at the school level. Although the teachers keep in mind that the textbook is everything, it does not seem that the classroom environment should be child-friendly, but this kind of understanding is hindering the all-round development of the child. In addition, study-focused questions will be included within the scope of who can play what role in creating a child-friendly classroom environment.

- (a) What are the problems seen in present classroom environment?
- (b) What are the gaps of child friendly classroom environment in school?
- (c) What effect does a child-friendly classroom environment have to achieve educational goals?

3. Objectives of the Study

There is a definite purpose behind every activity. It is not known where to run like a horse without a bridle. Therefore, in this study, the following objectives have been set to study the impact of child-friendly classroom environment on teaching and learning activities at the basic level as:

- (a) To identify the problems of child-friendly school environment in classroom.
- (b) To analyze the impact of child-friendly classroom activities in basic level for getting educational achievement.

4. Review of Literature

Various study activities are being carried out regarding the child-friendly environment and teaching activities accordingly, rather than the traditional formal education system teacher-centered teaching-learning process. This section identifies some of the research papers that identify the state of the child-friendly classroom environment at the basic school level and some sections that may be helpful to this study. As mentioned in the situation of child-friendly environment in basic schools, in order to make the teaching-learning activities effective and qualitative, teaching should be done in a child-friendly environment using child-centered teaching methods.

Articles, essays, research papers, various types of education journals, bulletins related to child psychology, books on educational psychology, national and international standards of education, Government of Nepal-The relevant work will be discussed by studying the educational outline, research reports related to education issued in time.

CWIN 2009, in partnership with Save the Children, focuses on basic schools in three districts: Rukum, Rolpa, and Salyan. Children like to go to school independently through various activities including child rights, child protection, child development center, teaching method, parental support and never leave school which has become the key to complete success of child friendly school environment.

According to CERID (2009), UNICEF conducted research on child-friendly school management support programs in 210 schools and 34 VDCs out of a total of 546 basic schools in Kavre district. Students are shown to be eager and motivated to go to school. Pokharel (2009), says that according to the research paper on teaching and learning activities in child-friendly schools, the child-friendly environment and teaching-learning activities in schools are organized according to the interests and desires of the children.

Punishment and punishment basically create an atmosphere of fear and panic in children. Analyzing the findings of Plan International's research in various countries, schools around the world still have different penal procedures. Such physical punishment and mental disturbances should be completely removed by the school. It is necessary to create an environment for education by completely removing corporal punishment and sexual violence from schools. An international campaign has already been launched for this and the Government of Nepal has also expressed its commitment. It is necessary to make all stakeholders aware at the local level so that no child in any school has to face or face any kind

of punishment or unrest, and policy making also needs to be implemented nationally.

According to Plan International (2008), efforts are being made to make the school impunity-free and peaceful by developing an international research network, arranging legal remedies for punishment or disorder in schools, engaging education stakeholders in awareness programs, mobilizing the media and training teachers. Are these efforts help make the school child-friendly? Young children are more attracted to love and affection than to fear. Children can be expected to learn in a loving environment. Physical and mental punishment for children who behave unexpectedly can impede their behavior, thinking, and behavioral development.

Uma Shrestha (2007) believes that the educational activities conducted in child friendly schools should be related to child friendly, beneficial learning achievement and enjoyable. Since songs or stories can easily touch the brains of children, the processes of infant learning and children's learning are considered to be the most effective and successful method of storytelling and song telling. Children between the ages of 4 and 6 enjoy playing with small groups of friends and talking with toys and dolls, while children between the ages of 7 and 9 like to play outside with friends. Likewise, children between the ages of 10 and 12 enjoy jumping, running, and playing with large groups of friends. The age of a child is the age of play, so children who are not allowed to play in this condition have many psychological and emotional problems.

The famous educationist Montessori (1942) has emphasized the need to teach children through play and one of them are the story, have been described as a powerful and effective medium. Happiness of conducting music related activities has maximum participation of students in the school. School is also a sacred place for the development of children, where it is not a home to aggravate the problem. Therefore, if the right kinds of games are managed in the school and the learning is done through games, the learning activities will not be rough but will be juicy and effective.

As mentioned in the Teacher Training Handbook (2005), the environment of every school should be child friendly. But this task is not easy because you have to break the tradition and become a friendly teacher with new thinking and ideas and participate in friendly teaching and learning activities. The teacher should be able to help, not as a teacher, but as a facilitator or as a good and worthy friend of the student. The teacher's job is to motivate students to use active and participatory teaching-learning activities, to treat children according to their interests, to make them regular in the classroom, and to try to complete the class or level within the allotted time.

Teacher-The training booklet (2005) also states that the responsibility of the teacher lies in the all-round development of the children. Teachers should always have a positive attitude towards their children. It is the duty of the teacher to inspire, encourage and motivate the children, to trust them and to understand their problems and difficulties and to work for their solution. Seen in this way, it should also be replaced as a true and dignified parent for the student. Otherwise, students will end up without parents during school hours, which is not a good thing.

According to the Child Friendly School National Draft (2010) for quality education, most of the

schools in Nepal are still operating in the traditional format. The overall learning environment of our schools is still more focused on rooting. Only textbooks and educational materials provided by the central level are being used in schools. Very few teaching and learning materials available at the local level have been used. Due to this, children's learning speed, experience and ability to read according to the reading has not been properly addressed. There are some principles for being a child friendly school which are presented as follows:

Child-centered learning environment, inclusive classroom system, democratic participatory practice and student activism, use of rights-based methods, physical and social environment for child-friendly schools, child health and safety promotion schools, ensuring collaborative activities between families, communities and schools. Theoretical foundations have been laid to test whether any school is child friendly.

In order to be a child-friendly school, attention must be paid to the effectiveness of the school; otherwise, it cannot be called child-friendly. Similarly, inclusiveness, ensuring the importance of gender in education, student participation, management of health safety and protection environment, physical condition of the school, student involvement in teaching and learning activities, teaching and learning in mother tongue, overall management of the school make the appearance of a child friendly school clear. One thing we can easily guess is that every school has the impression that it has conducted classes in a child-friendly environment, but the question of what facilities are called child-friendly in those schools does not seem to have been raised, so it is necessary to raise this question.

It has been found that various educators and researchers have emphasized on the radical change in the basic level educational achievement if teaching in schools can be done keeping in view the above elements. Regarding the child-friendly environment in the teaching-learning process, the quality aspect seems to be the most important aspect in the teaching and learning done in schools in modern formal education system in recent times. From various studies, the focus of formal education system seems to be child-friendly teaching-learning activities. In this context, various study activities are being carried out regarding the child-friendly environment and teaching activities accordingly, rather than the teacher-centered teaching-learning process of the traditional formal education system.

Such suggestions have also been presented in the Education Special Issue (2004) on the future policy and course of action of child-centered teaching and child education for building quality foundation of education and conducting child-centered teaching and child-friendly classes.

A long-term education plan should be formulated by reviewing the educational policy based on the reports of the National Education Commission 1992 and the High Level National Education Commission 1998. The government should make education a priority. At least 18% of the public budget and the poorest 5% of GDP should be spent on education. The school grant system needs to be changed. The curriculum should localize and provide vocational education. For this, parallel education system should be operated by establishing coordination between formal, informal, vocational and technical education. The responsibility of education management should be handed over to the

community and local bodies. The business sector should also be included in the educational investment and participation by bringing the Nini sector within the regular framework of education. Educational investment should be channeled through an integrated system and external resources should also be brought into the system. Secondary management of schools should be made a matter of transparency and public awareness. The process of teaching and learning in a child-friendly classroom environment should also be started by conducting at least one kindergarten in each school.

The research work on the impact of child-friendly classroom environment on basic level academic achievement in the school has been reviewed in the field of research, policy and legal documents, news articles, findings of educational documents and review of educational thinkers/creators and literature.

4.1 Theory of Psychological Constructivism

This theory, formulated by Piaget, focuses on children. Emphasis is placed on cognitive development based on children's interests and needs. Students bring some of their ideas, beliefs or thoughts to the classroom which the facilitator teacher puts forward their needs through research activities and the school's educational environment creates a situation where students can solve a problem. In the solution of the same problem, the activity of the students creates knowledge in them. The uniqueness of the educational practices, the learning activities and the activities of the school conducted in a harmonious environment with mutual interest, etc., help the student's work and faith to reach the goal.

4.1.1 Principles of Social Construction

This theory of social composition, formulated by the Russian psychologist and philosopher Livy Vygotsky, explores the exploratory pattern of learning by emphasizing the effects of cultural and social environments on learning. In this model, the role of the teacher is active, while the development of the student's mental activities through various natural ways of exploration, their child psychology needs to be understood and advanced. It is necessary to create the same sensible environment in the school which is focused on the concept of child friendly school.

Within the framework of these principles, the teacher does not try to teach the student any subject, but he can only play a constructive role in exposing the knowledge by providing a supportive and creative environment to the teacher.

Child Friendly Classroom Environment According to the National Draft (2005), a school is a child friendly school with a fun learning environment for children. Attempts are made to highlight the inherent potential of children in child-friendly schools. A child-friendly school has a learner-friendly learning environment. According to the World Bank 1999, the problem of regular attendance of students in Nepal's schools, especially in basic levels, remains the same major educational issue.

Considering the views of various educators and educational stakeholders at different times, it seems necessary to have a child-friendly environment in the school. As many schools are introducing child friendly classroom environment. It is time to start a child-friendly classroom environment immediately for those schools that have not been strengthened.

5. Research Methodologies

When studying the problem, one has to choose the appropriate method and pattern according to the nature and purpose of the subject. Qualitative research method is the process of analyzing the innumerable data prepared for the purpose of studying the situation and news of a situation in a logical way and reaching a conclusion. Therefore, in this study too, the researcher has interpreted and analyzed the innumerable information obtained as a statistic of human qualities and behaviors such as thoughts, feelings and experiences of students, teachers, parents, and headmaster, school management committee in a descriptive manner.

5.1 Area and Population

Data from primary and secondary sources have been collected from the schools selected for this study. Under the primary resource, the questionnaire has been done through forms, observations, discussions, etc., while the secondary source has consolidated the basis of the records available from the concerned agencies.

In this study, based on ten resource centers in the hilly districts of Nepal, out of the ten community schools within the resource center and each school has a resource center. Chairman each one, head teacher from each one school, teacher from each one school, parents and twenty students. A total of 80 people including number of respondent people have been used as the study population.

Table 1. Population and Sample Selection

S.N	Description	Total population	Selection No	Methods
1	Resource center	10	10	Objective focused
2	School	40	10	Random sampling
3	Head Teacher	40	10	Random sampling
4	SMC President	40	10	Random sampling
5	Student	2560	30	Random sampling
6	Parents	1965	20	Random sampling

5.1.2 Sources of Data

Information is required for each study. Taking information also means getting information on factual issues. That is to say, the act of taking the information of factual matters related to the study as information is called the sources of data. Both primary and secondary data will be included as information in this study.

Primary sources: The primary data sample will be taken on the spot from the selected schools. For this purpose, the questionnaires given in the schedule to the headmaster, teachers, parents, students and the chairperson of the school management committee will be filled. Students, teachers, parents Additional information will be collected through direct observation of school records, student and

teacher details.

Second source: Monthly magazine quarterly, half yearly, annual paper related to education as a secondary resource-magazines, teachers monthly, books and unpublished research papers, materials published on radio, TV, records used by the school, student and teacher details, school improvement plan, educational materials used in child friendly classrooms will be used as secondary data sources.

In order to organize the information and data obtained from the survey, the data will be divided into different categories, groups and subgroups according to its merits and characteristics. The statistician will be presented with the help of a table and the accuracy will be tested on the basis of measurements such as percentage, average and standard differences using the general statistical method.

6. Result and Discussion

In most of the schools in Nepal, it is rare to find a teacher teaching in a child-friendly environment. Considering the condition of most of the schools, in some places it was called a child-friendly school but there was no curriculum. The condition of the experiment was not satisfactory where it was found. Some schools had limited subject curriculum but many subjects did not have curriculum at all. As a result, the overall school environment could not be called child-friendly as many teachers did not even bother to call the book a curriculum. Due to this, the environment created by the school for the students was not conducive to arranging child-friendly classrooms and realizing the vision of a child-friendly school.

6.1 Use of Child Friendly Curriculum and Educational Materials

A developing country was like Nepal, where even literacy seems to be low. In such a place, it was natural that the return on investment for education would not be commensurate. Due to increasing urbanization and modern aspirations of children, it was necessary to have a child-centered classroom environment and implement it to improve the quality of education by adopting the old educational system. The participation of the members of the poor families is the education of the community schools and the education of the affluent families is considered as a private school and it is imperative to give child friendly education at the basic level in the community schools. Failure to do so will definitely reduce the student's attraction to community schools. All the private schools in the private sector have claimed that they have provided quality education by attracting parents in the name of improving the quality of education. Are more attracted to the copy. On the contrary, no one seems to be interested in the style of teaching in private schools. Public schools where the government spends a lot of money to improve the quality of education, but it seems to be in a state of disrepair. By addressing these issues, an attempt has been made to analyze the measures that can be taken to improve the quality of community school reading by making it child-friendly.

Educational activities under community schools are not expected to be qualitative and productive. It was rumored that the quality was deteriorating from all sides, but it was not found that this issue was raised with importance based on the facts. The government's significant investment in private schools

was nil, but it attracted a large number of parents. As a result, it has been said that the quality of the community schools has deteriorated due to the inability to attract the attention of the parents. The quality of education has not improved due to the development of a social belief that educating one's children in community schools is a very poor class. If this were not the case, then why would people from affluent families spend so much money to send their children to private schools? Therefore, in order to reduce the increasing pressure on the private sector, it is necessary to move forward by improving the quality of community schools it seems. In order to improve the quality, child-friendly classroom management, headmaster training, teacher training, creation of child-friendly educational environment, pleasant environment of school hands, student-teacher-parent coordinating conditions should be created.

6.2 Analysis of Work from School Observation

In order to carry out the study work, in a practical way, the sample went to the selected schools and information was obtained about its direct status. The school teachers, the headmaster, the students and their parents shared their views on the child-friendly school. Not only this, the opinions and suggestions of the chairperson and other members of the management committee of those schools were collected. Whatever information was seen or found in the consultation work was taken as a further basis for the study. Apart from that, the classroom taught by the teachers was also observed. During the classroom observation, when the teacher teaches in the classroom, basically how much attention is paid to the child-friendly classroom management? The issue of coming has been given more priority. Similarly, 20% for library use, 38% for playground, 65% for drinking water, 33% for laboratory, 42% for school fencing, 23% for teacher's guide, 23% for construction and management of educational materials, 35% for child participation activities, 35% for reference materials. As 41% of the cases were seen from field studies, it was analyzed and explained.

Additional information and experiences gained during school observation are also presented in an explanatory manner. During the teaching work, the teachers were analyzed about the activities they have done to achieve the goals specified by the curriculum including classroom management. Also, during the study, reactions were seen that making the school child-friendly would not be completely easy. The study showed that the classroom management work including the child-friendly school is challenging in itself and its scope is also wide. According to which 75% are headmasters, 84% teachers, 91% parents, 90% of the school management committee chairpersons and 97% of the students studying in the schools have expressed their need for a child-friendly school.

During the teaching process, by increasing the use of various additional educational materials besides books, it was found that the school environment and the classroom are becoming more children friendly. It was found that 30% of the teachers said that the school could not arrange for the assistance as requested by the teachers. Similarly, 55% of the parents during the meeting said that the teacher did not teach in the school using other materials besides textbooks. Admitting that the quality of the school was not as expected as most of the teachers and parents could not increase their activism as per the opinion

of the school chairperson and other members, 65% expressed their commitment to improve it. While increasing the use of teaching, the school environment and the classroom were found to be child-friendly. It was found that 30% of the teachers said that the school could not arrange for the assistance as requested by the teachers. Similarly, 55% of the parents during the meeting said that the teacher did not teach in the school using other materials besides textbooks. Admitting that the quality of the school was not as expected as most of the teachers and parents could not increase their activism as per the opinion of the school chairperson and other members, 65% expressed their commitment to improve it. While increasing the use of teaching, the school environment and the classroom were found to be child-friendly. It was found that 30% of the teachers said that the school could not arrange for the assistance as requested by the teachers. Similarly, 55% of the parents during the meeting said that the teacher did not teach in the school using other materials besides textbooks. Admitting that the quality of the school was not as expected as most of the teachers and parents could not increase their activism as per the opinion of the school chairperson and other members, 65% expressed their commitment to improve it. Using the material, the teacher said that he did not teach. Admitting that the quality of the school was not as expected as most of the teachers and parents could not increase their activism as per the opinion of the school chairperson and other members, 65% expressed their commitment to improve it. Using the material, the teacher said that he did not teach. Admitting that the quality of the school was not as expected as most of the teachers and parents could not increase their activism as per the opinion of the school chairperson and other members, 65% expressed their commitment to improve it.

There are also different views on the question of what subjects are needed to make the school child-friendly and improve the quality of education. According to the parents, 78% of the respondents said that teaching in a fun environment by using many other reference materials besides books can make the school child-friendly. What have they done? 12% of us know what to say and the rest told us what to do. According to the opinion of the parents, the statements that matched were also seen by their children. As the average student attendance in the school is 67% and the behavior of each teacher is different, 81% of the students think that there is an environment where a teacher has to use educational materials, reference materials; project work to make the class interesting and no teacher uses any material except books.

6.3 The Opinion of School's Head

In order to build a child-friendly school and improve the quality of education, it is necessary for the teacher to have the correct knowledge of classroom management other than the textbook, but the teacher is not aware of this. Even well-informed teachers have a habit of showing it to the school administration or putting it on someone else's head without using it. Nothing stops the teacher from carrying out educational activities as determined by the curriculum, but that does not work

He complained that teachers who do good work and teachers who work with bad intentions could not be rewarded and punished due to lack of legal responsibilities. Although he is a school administrator in terms of policy, he admits that the educational environment of the school is becoming challenging as he

does not have a very effective role in solving the problems of the teachers working under him. As he is also a teacher, he understands the problems of the teachers but even if he takes them to the concerned body for solution, there is no hearing. It was found that 90% of the headmasters accepted the fact that the expected result could not be achieved by improving the quality of education by constructing child-friendly schools due to the compulsion to spend more time in teaching. There was no shortage of principals expressing work experience in practical terms, with 20% having less than 10 years of experience. Similarly, 40% had more than 10 years of experience and the rest of the principals had more than 18 years of work experience. Seen in this way, most of the headmasters seemed to be experienced and proficient in the profession.

The headmaster helped most of the teachers to demonstrate the model class in the school, but 60% of the respondents said that they were saddened by the teacher's move to cover it. When the teacher himself does not feel the need for model classroom teaching, it is found that it is difficult to teach child-friendly classroom because of the focus on adding it. If there is a problem with the teacher, if there is a complication in the teaching, if there is unorganized classroom operation, he will help only, otherwise telling the teacher about the child-friendly model classroom will not have a positive effect. If a school with a child-friendly model class could be built even at the basic level, the educational quality of public schools would increase as the attraction of parents and students towards the school would increase.

The answer given by the participating School Head Teachers to the question of who can play a role in the construction of a child-friendly school is presented in the Table as follows.

Table 2. Role to Play in the Construction of Child-Friendly Schools

S.N	Details	No Respondent	Percent
1	By Teachers	4	40
2	By Parents	1	10
3	By Society	1	10
4	By School	2	20
5	By Stakeholders	2	20
6	Total	10	100

As can be seen from the Table above, 40% of the participants were of the opinion that the teacher can make the school child friendly. Similarly, 20% of the respondents believed that the school and the concerned body can make the school environment including the classroom child friendly while the remaining 10% of the respondents said that the parents and the community can make the school environment child friendly by making the school environment child friendly. As the role of the teacher has become more visible, there is no doubt that the teacher can easily perform the task if he wants to.

The following is the answer given by the participating respondents to the question of what role you have played in building a child-friendly classroom by discussing and interacting with teachers and parents on your initiative to improve the school environment.

Table 3. Interaction on the Initiative of the Chairman

S.N	Participants Details	Number	percent	Remarks
1	Student enrollment and sustainability	8	80	
2	Reading and co-activities	7	70	
3	Curriculum and reference materials	9	90	
4	Student penalties and fines	5	50	
5	Project work construction	6	60	
6	Teacher-parent coordination	8	80	
7	Child Friendly School Campaign	4	40	

From the above Table, on the initiative of the chairperson, the interactions with the teachers, parents and stakeholders in the school on child friendly classroom management and other issues have been analyzed and the answers given by them have been organized. Student enrollment and sustainability during the interaction, all the participants had the same opinion on the issue of teacher-parent coordination with 80% of the votes. Similarly, 70% of the participants in the meeting had the same opinion on the topic focused on reading and co-activities. It was felt that this topic got more space as 90% of the participants tried their best to answer the question which focused on the creation of curriculum and reference material and its implementation. The number of chairpersons asking for their opinion on whether the school should punish and fine the students was 50%. About 60% of the participants interacted with the construction of the project, while the remaining 40% of the respondents said that they interacted with the parents about the child-friendly school campaign.

The concept of child-friendly classroom teaching is being introduced to improve the educational quality of the school, as the head of a school; inquiries have been made as to what policies have been adopted including the improvement plan. The answer to that, as the chairperson of the school management committee, is the facilitation of material aspects, participatory control, provision of rewards and punishments, school society coordination; Stakeholders were seen raising important issues such as increased attendance and school support programs. According to the participants, 80% said that there is an action plan to increase the attendance of stakeholders and control participatory. Similarly, 70% of the participants informed that the school support program and school social coordination program are required in the school and the activities are conducted accordingly. Out of the remaining 60%, the participants emphasized on the improvement of the physical aspect of the school and at least 40% of the participants were of the view that the teachers and students could benefit from the plan of

rewards and punishments.

The answer given by the participating respondent teacher to the question of what kind of infrastructure your school has can be placed in the status of a suitable school teacher with a child-friendly class is presented in this Table.

Table 4. Child Friendly School Facilities

S.N	Details	Numbers	Percent
1	Provision of clean drinking water	15	75
2	Adequate science laboratory	11	55
3	Enough computer room	18	90
4	Proper playground	13	65
5	Toilet with disability	19	95
6	Arrangement of kindergarten	17	85
7	Self study room	12	60

Child-friendly schools need infrastructure. Without physical infrastructure, schools cannot be made child-friendly. Even then, proper management of child-friendly classroom becomes a more difficult subject. Therefore, the answer of the participating teachers on this subject was as follows. 90% of the participants were of the opinion that adequate computer room was needed. There were 95% votes for toilets for the disabled, 85% for kindergartens, 75% for clean drinking water, 65% for proper playgrounds and 60% for self-study rooms. In this way, according to the results expressed by the total number of respondents, the computer room was the highest priority of all and the self-study room was the lowest priority.

6.4 Parents Are the Constructive of Child Friendly Schools

It is necessary to focus on the issue of child-centered classroom through frequent interactions, discussions, meetings and deliberations between teachers, parents and stakeholders. In the opinion of the parents, it was said that a child-friendly school could be built through the coordinated collaboration of schools, teachers and students to improve the quality of education. Teachers teach, but if the teaching work is focused on the psychology of the students as they wish, the quality of education will improve and the child-friendly school will automatically become. It was learned that it was a practical subject as it should not be called a child-friendly school class.

The answer to the questions of what role you can play in making a parent-friendly school for the parents of the children teaching in the selected school is given below in the table for analysis.

Table 5. The Role of Parents

S.N	Descriptions	Number	percent
1	Resource search function	3	30
2	Facilitation in classroom management	1	10
3	Teacher administration coordination	2	20
4	Conduct construction and cradling	1	10
5	Assistance in workshop management	3	30

The Table mentions that the role and support parents can play in building a child-friendly school. With the construction of the child-friendly school, the educational quality of the students has also improved. According to the child psychology, there is an expectation that the goals set in the curriculum will be easily fulfilled. Analyzing the role of parents in making the school child-friendly, the school received 30% of the votes in the search for additional resources that the school needed, which was equivalent to the idea of assisting in the management of the workshop. Similarly, the opinion that the school can play a supportive role in facilitating classroom management and conduct building and adherence was equally 10%. 20% of the parents' votes were found in the management and operation of the child-friendly class by coordinating the teacher administration. In this way, it became clear that the parents can also help the school in the construction of child-friendly schools.

The answering by the participating parents to the question of what you expect from the school of child-friendly learning as analyzing the opinion of the parents, 90% of the activities from the school were in favor of not punishing the children under any circumstances. This means that according to the thinking of the parents, so far children have been punished in school under one pretext or another. It was the opinion of the parents that this work should be discouraged to make the school child friendly. Similarly, 70% of the participants demanded that reading should be done according to the wishes of the child. He said that the school is called child-friendly, but if it is not taught in the classroom according to the child's wishes, then who is child-friendly? Similarly, 60% of the participants have access to education and playgrounds with technical knowledge; He said that library and medicine room should be provided in the school. The lowest opinion was 40% on the production and use of educational materials, which seemed to be much lower than others.

6.5 Professional Experience of Teachers for Child Friendly Schools

The professional experience of the teacher also helps to make the school child friendly. The more experienced and dedicated teachers teach, the more the school environment becomes child-friendly. Considering this fact, the teacher was asked how long it took you to start teaching. The answers given by the participating teachers based on that question are presented in the table below for analysis.

Table 6. In the Years of Professional Experience of the Teacher

S.N	Professional experience	Population		Gender			
		No	%	Female	%	Male	%
1	0-5 years	3	60	3	20	6	30
2	6-10 years	1	20	5	33.3	6	30
3	11-15 years	1	20	5	33.3	6	30
4	15 above	0	0	2	13.3	2	10
5	Total	5	100	15	100	20	100

The answer to the question of how long the teaching profession of the teacher has been given is as shown in the table above. The number of female teachers with 4 years of professional experience is 60% which is the highest number of participants. The number of male teachers participating in the same subject was the lowest at 20%. In the answer to the same question, out of the total participating teachers with 10 years of work experience, 30% were respondents out of which 20% were female teachers and 33.3% were male teachers. Out of the total number of participants, 30% were teachers with 15 years of experience. The number of teachers serving in the school for more than 15 years was 10% and In terms of gender, 60% of women have 5 years of experience and 20% of women teachers have up to 15 years of work experience. During the study, there was no presence of female teachers with more than 15 years of service, but the number of males was 13.3%. 11-The number of male teachers who served for 15 years was found to be 33.3% while the number of female teachers was only 20%. Thus, a comparative study between men and women shows that the service period of men is longer than that of female teachers.

Analyzing the state of the classroom environment in a child-friendly school, the Russian psychologist Vygotski said that in order to manage the environment in the classroom, the teacher needs to pay attention to the role of the teacher in the classroom. However, not all of these activities were completed in the school involved in the study. Therefore, the concept of a child-friendly school will be completed if the school continues to carry out additional works for the creation of such an environment.

6.6 Impact of Child Friendly Environment on Educational Achievement Level

A child-friendly school environment plays an important role in improving the quality of education. If the school environment for the students, then the overall educational process will start to improve as the student's reading progresses in a very encouraging manner. Such reforms will increase the level of educational achievement and PRA will play a more important role in that endeavor. As the headmaster of the school is also an administrator, he has a role in the overall development of the school. His contribution is invaluable in creating a conducted classroom environment, including the construction of child-friendly schools, and as a source of support for other teachers.

6.6.1 Role of Head Teacher in Quality Improvement

Head teacher play an important role in improving the quality and effectively advancing the educational process. As the headmaster of the school is also an administrator, he has a role in the overall development of the school. His contribution is invaluable in creating a conducted classroom environment, including the construction of child-friendly schools, and as a source of support for other teachers. For that reason, the head teacher has also helped in carrying out activities such as teacher training, dissemination of information, demonstration of new model classrooms, assistance in the production and selection of educational materials, timely improvement in the evaluation system, etc. The role of head teacher according to the perceptions of teachers, parents and students involved in the study is expressed in the table below for analysis.

The development of the school as well as the construction of a child-friendly school has sought to clarify the role of the headmaster at the school level in the implementation of the plan. In this context, out of the questions asked to the participants, 25% of the participants were of the view that head teacher has a role to play in the search and collection of resources. Similarly, 16.7% of the participants said that they would play an equal role in the implementation of the plan of Teacher Administration Coordination School. His contribution to the qualitative development of the school by demonstrating the sample class was seen to be 21.7%. In the dissemination of new knowledge, 11.7% of the votes were cast, while in other subjects, 8.3% of the votes were cast. Thus, the role of head teacher was seen to be important in class management as well as various other tasks. The effect of which was to further contribute to the improvement of the quality of education.

The head teacher should demonstrate at least one sample lesson, interact with the teacher concerned, and provide support. From this, it is possible to take care of what kind of teaching methods are needed in the classroom and whether there is a child-friendly classroom when the teacher teaches. It can take the initiative to create an environment conducive to the implementation of the professional development training of teachers by conducting additional managerial work for the demand collection, enlightenment and production and purchase of training materials.

Thus, in general, it seems that head teacher has been given the role of school supervision in terms of policy. Her role is to focus on the practice of using the curriculum, including the use of a variety of teaching methods, including the use of child-friendly classroom management.

6.6.2 Condition of Use of Reference Material in Quality Improvement

Answers given by the participants to the question of what steps your school has taken to solve the educational problem by using reference materials to improve the educational achievement level and quality of the school.

As the participants expressed the need for continuous discussion and interaction to solve the educational problem using the reference material, it was analyzed keeping in mind the opinion. In response to the question of how much teacher-parent discussion and interaction is needed, 80% of the participants expressed their participation. Similarly, 90% of respondents said that sample class with

specialist services should be taught which is the highest. The number of children-friendly class building seminars and child-centered inclusive learning was 75%. The remaining 50% of respondents expressed their views on the need for teacher counseling services and meetings.

Teaching reform is a state of overall educational change. For this, by improving one aspect, positive results will not come. Changes in the entire educational process are needed to achieve positive school results. That is, how are the students inside and outside the school premises? What kind of practical exercises has the teacher done? How much do parents care about school? Stakeholders have contributed to the improvement of education by contributing to the school.

In order to improve the learning environment, 16% of the respondents said that they would organize an educational exhibition fair and run an inter-school tour program. Of the total participants, 24% pledged to help with teacher training, while 6% said they would support physical development. Similarly, the remaining 20% of the participants expressed the view that the quality of the school would be improved if the financial management and support of the school was improved.

According to Piaget, a proponent of psychological constructivism, in order for a child to be motivated to learn, an external environment is needed to unleash the possibilities of knowledge that comes from his inner soul. The school plays an important role in creating that environment because every child goes to school for knowledge. A child-friendly environment in the school has a positive effect on learning when it is student friendly. If the educational environment of the school is not in the interest of the students then the level of educational achievement of the students goes down.

6.6.3 Problems Seen in Child Friendly Schools

The study has shown that there are various problems in the child-friendly schools and the school is constantly working to solve those problems. These problems seemed to be different but also of a different nature. The study also found schools that could not address basic and important needs such as drinking water, toilets, playgrounds, laboratories, science rooms, dispensaries, libraries, computer classes and some schools lacked trained teachers.

According to the teachers, the problems seen in the construction of child-friendly schools are presented. The teacher was asked to share her thoughts on the problems in your school. Analyzing the answer to the question, a large number of 60% of the participants said that they do not have the environment to do extracurricular activities in the school. Similarly, 40% of the participants said that there was a shortage of teachers in the school and the parents could not attend the school. An average of 50% of the total participants believed that it was difficult to make the school child-friendly due to the lack of physical condition and playground of the school. Thirty percent of the respondents said that there is not enough drinking water in this school which is necessary for the welfare and development of the students.

The answer to the question asked by parents to have their own opinions about the problems in your school is that when analyzing the answers, a large number of participants said that there is no good relationship between them and the school administration. Similarly, 40% of the participants expressed the opinion that the issue of not publishing the results in the presence of the training teachers and

parents is very bad. Participants' average answer was 50% physical condition and the nearest school. He said that he liked this school as it was close to his house despite his poor physical condition. About 60% of the respondents said that regular extracurricular activities were not conducted in the school for the benefit and development of the students, while the remaining 30% of the respondents said that the drinking water system in the school was not good.

6.7 Problems of Child Friendly Schools

It is not just that every school is child friendly. For that, all the necessary infrastructures should have been developed. Without development of all kinds of infrastructures for schools, schools cannot be child friendly. Creating a student-friendly environment, both inside and outside the school grounds, is not an easy task.

The school principal and the chairperson of the school management committee were asked to share their views on the problems in your school. Analyzing the answer, 20% of the participants thought that they could not arouse the interest of the parents towards the school. Similarly, 15% of the respondents said that the lack of adequate infrastructure in the school, the problem of inter-school student competition and the lack of teachers were the reasons for the problem of how to make a child-friendly school.

The school does not have a playground, the school does not even have the resources to buy, but in their day, the school should be made child-friendly, they say, how to make it, can someone help? The number of participants was 25%. From this point of view, the school principal himself and the principal of the same school have to admit that the school has not been able to build as many child-friendly schools as it wanted.

Looking at the above analysis of the problems seen in the child-friendly school, the psychologist Vigotse said that the child enjoys openly in the physical environment of the school and likes to read with laughter. However, the chairperson of the school management committee, the headmaster, teachers, parents and students themselves said that there was no such environment in the schools involved in the study. In particular, the provision of drinking water, library, child-friendly toilet, reading room, medicine room, playground, laboratory, quiet school environment, pleasant classroom, adequate furniture in the child-friendly school were all incomplete. Since the common problem of almost all the schools involved in the study was seen in these essential items, there were no indicators in the practical side as stated in the principle of parent-friendly schools, so it was seen that every school should work with more interest for its completion.

7. Conclusions

The school management committee plays its own role in implementing child-friendly classes. It serves as a guide for teachers and identifies the teacher as an important part of a child-friendly classroom implementation. The school management committee also has a hand in carrying out educational reform and qualitative development. When a teacher enters a classroom, motivated by positive emotions, he

has to take the lead in establishing a close relationship with the student. If the educational activities are not carried out according to the student's mood, then the objectives of the child-friendly class will not be fulfilled and it will continue to decline. The fact that the teacher has sent textbooks to the classroom does not mean that the educational aspect has improved. For that, instead of coordinating the new method and process, the committee will support the development of the belief of what is needed and what happens.

When the question submitted who could play a role in the construction of a child-friendly school? The 40% of the participants said that the teacher could make the school child-friendly. Similarly, 20% of the respondents said that the school and the concerned body can make the school environment including the classroom child friendly and the remaining 10% of the participants showed the role of the teacher to teach the class even at the basic level by operating the school in a child friendly environment. As the chairperson of the school management committee, he raised important issues such as physical empowerment, participatory control, provision of rewards and punishments, school society coordination, increase in stakeholder attendance and school support program. Of these, 80% said that there is a participatory control action plan to increase attendance. Similarly, 70% of the participating chairpersons informed that school support programs and school social coordination programs are needed in schools. Out of the remaining 60%, the participants emphasized on the improvement of the physical aspect of the school and 40% of the participants said that the teachers and students have been benefiting from the rewards and punishments.

From a practical point of view, it is not easy for Head teacher alone to make the school child-friendly, but the study has shown that a lot of work can be done if one considers his activism. He has a policy responsibility to monitor the school, including school inspection, but since he stays in the school frequently, he should inform the school management committee about what can be done to create a child-friendly class and improve the results of the school.

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