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ASSESSMENT OF CHILD - FRIENDLY ENVIRONMENT IN PUBLIC SCHOOLS

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ABSTRACT:

A Child-Friendly School is a school that recognizes and nurtures the achievements of children's basic rights. A school is considered "Child Friendly" when it provides a safe, clean, healthy, and protective environment for children. This study was mainly aimed to assess the basic needs of the children in the public school, to analyze the behavior of the staff with parents and children, and to analyze the availability of child-friendly facilities in the public schools. The study was descriptive and it was conducted to an analysis of facilities provided by the government for Child-Friendly Schools. For this study, the target population was public sector schools of the Multan district. A convenient sampling technique was utilized for the selection of the sample which comprises 81 respondents (male 40 and female 41). For the collection of data, a questionnaire was utilized in this study. With the help of the survey technique, data had been collected from participants. Collected data were analyzed in terms of descriptive statistics (frequency distribution, mean, and percentage). Significant findings exposed that schools are providing maximum of the facilities such as clean drinking water, security system for the school, enough classroom with proper lights, attendance register for students, refer children to get treatment for their health problem, parent-teacher meeting, etc. Major recommendations for this study were; schools should introduce committees to stop bullying and corporal punishment in their schools and coordinate with a local organization to survey so that all children can come to schools.

INTRODUCTION:

In the system of education it is very essential to note and observe the environment around the students such as the classroom space, management of the classroom, teacher behavior, teacher-student relationship, classroom setup, chair arrangement, study material, sources used to deliver the lessons, health

and security issues of both teacher and students, administration, etc. are the variables used to make the process of teaching and learning more effective and better. For a better understanding of the schools, UNICEF introduces the concept of child-friendly schools for the very first time to make the school environment happy healthy, and safe for the students. Child-friendly schools include all of the above-mentioned factors and the variables for both teachers and the students (Çobanoğlu, Ayvaz-Tuncel & Ordu, 2018).

UNICEF launched this concept of child-friendly schools in some areas of education at first but then later this concept was applied to the whole setup of the schools. Initially, the whole school was focused but then the primary schools become the main target of child-friendly school setups. Politicians, government bodies accept the idea of child-friendly schools and focused on it to make their education systems better and effective for all the students at the same time. Targets and achievements were focused on the child-friendly school setup and UNICEF child-friendly school manual was introduced (UNICEF, 2009).

However, child-friendly schools are working on the basis that they nourish the minds of all the students to make reasonable and valuable changes in the attitude and behavior of the students toward the school and towards their education. The main purpose of the child-friendly school environment is to provide education to all the students and maximizes their interest in education and schools and seeking a large number of students towards the schools for making the education system more valuable (Vine, 2006).

It develops a better learning environment for the students and diagnoses their current and future needs and expectations towards their education. Quality of education is enhanced due to the active response from the learners and teachers. Quality of education directly depends on the mental and physical health of the students and teachers if they are not comfortable in the school environment then the rate and quality of education minimized gradually. For enhancing the interest level of the students a friendly school environment is necessary for the students. A friendly school environment helps to increase the knowledge, skills, values, norms, and the Morales and make the students harmonious towards others and their own life (Çobanoğlu, Ayvaz-Tuncel & Ordu, 2018).

Primarily, in a child-friendly school, all the students are treated equally rather they are from the minorities or the majorities irrespective of their religion or family background. The focus is on the education and the moral, social, and emotional development of the students equally. The child-centered learning approach is used in this setup and the main focus is on the development of skills, character building, and moral values. Additionally, the child-friendly school focuses on the healthy relationship between the school and the community and makes some efforts for the betterment of the system of education (Karite, 2013). Child-friendly schools not only provide the education to the students but if they have faced issues that are the barriers in the way of seeking education such as shortage of money and food etc. they provide food with the help of school community food programmer and solve the issue and help that child to start their education freely. These schools provide the way of relationship and link between the school and the community and quality of education is also assessed by the community members to make improvements (UNICEF, 2010).

Moreover, the child-friendly school environment increases the interest level of the students by giving them a chance to experience real-life practices

with all the best-given resources. These schools also engage their students in co-curricular activities too for the better development of their mind and body. Learning by playing is also another way to improve the mental and physical health conditions of the students and it is used to enhance the interest level of the students and developing the sense of participation and harmony among the students and let them learn how to follow the rules and regulations even in strict conditions (Shakya, 2017). Child-friendly schools give chances and opportunities to all the students to select their way of learning in a setup and resources given to them. Shy students who cannot share their ideas in front of the whole class can select the group where they feel comfortable and active and give their views too as their other classmates are doing so (Karite, 2013).

However, learning by doing and learning with playing are the features of the child-friendly school problems (Roche, 2017). environment. All the students have an equal chance to participate in the curricular and the co-curricular activities and it makes the minds and the bodies of the students healthier and stronger (Strong-Wilson & Ellis, 2016). Co-curricular activities are promoted to make the students more responsible and active who practice the role of a responsible citizen and learn various rules and understands their responsibilities and make their own decisions for solving their Boy scouts and the girls' guide are practical examples of the co-curricular activities which are designed for the students for making them more responsible and hardworking who understand and feel the issues of daily life that they may face during their daily routine (Vine, 2006).

Primarily, many co-curricular activities performed in the child-friendly schools are used to strengthen the mind and body of the students and directly affect the academic achievements of the students positively rather they are related to their studies and academic roles or not (Shakya, 2017). It is observed in many cases that the students have a high achievement rate when they are actively participating in all the activities held by the school activities because it freshens up the minds and activates their reasoning and problem-solving abilities and the skills and make them successful. Through games and various activities, the students learn a sense of harmony, responsibility, and care (UNICEF, 2006).

Moreover, teachers play a role of guidance and the facilitator who provides help when the students need it and facilitate them during their learning process, and helps the children or the students to follow the rules while doing or performing any activity or the task given to them. Teachers ensure that every student has an equal chance of participation in the activities and other classroom roles assigned to them (Bernard, 1999). Child-friendly schools develop the interest of the students and decrease the rate of absentees and drop out from schools which happened due to various corporal punishments given to the students and in traditional classrooms, the way of teaching and learning was teacher-centered where the students play a passive role and they do not have interest in their learning and so that at that time the drop- out rate and the rate of absenteeism was high (Abdullahi, 2017). But nowadays due to the concept of child-friendly schools, the issue of the traditional education system is resolved and the students feel free to join the schools and improve their learning and achievements in the schools (UNICEF, 2010).

Sometimes, the concept of inclusive education is also added to the child-friendly school setups and in this system, all the students irrespective of their backgrounds, some disabilities, and cultural norms are not focused and they are treated as the active and useful learner of the school and responsible

member of the society (Vine, 2006). The concept of inclusive education in the child-friendly schools provide a new dimension to the policymakers for making some extra activities and curricular areas and the fields where the inclusive children are not ignored and they also have the chance to learn with the other normal children without any restrictions and the gaps (UNICEF, 2010).

As teachers and the parents of the students work together, coordinate, and cooperate to make improvements in the learning abilities and the learning skills of the students. Gender discriminations are not entitled and roles and duties are not assigned according to the gender of the students but the sense of responsibility is developed in all of the students to the same extent (Bernard, 1999). Child-friendly schools develop the interest of the students and decrease the rate of absentees and drop out from schools which happened due to various corporal punishments given to the students and in traditional classrooms, the way of teaching and learning was teacher-centered where the students play a passive role and they do not have interest in their learning and so that at that time the drop- out rate and the rate of absenteeism was high (UNICEF, 2009).

In short, the child-friendly schools provide the best learning experiences to the learners under the guidance of well- trained teachers. Parents' and teachers' collaboration has occurred regularly so that the parents got informed about the performance of their children. Students have increased self-confidence and positive self-esteem. Physical, social, emotional, and psychological development is occurred and is the main focus of the child-friendly schools. Corporal punishments and psychological stress and mental torcher are avoided (Karite, 2013).

But unfortunately in Pakistan, not enough research work has been done on a child-friendly environment in public sector schools. The reason behind it is that, in general, most of the developing countries and particularly, in Pakistan people are not aware of the importance of this significant concept. Even at the ministry level they give more attention to primary education rather than giving importance to this concept. Realizing the role and significance of child-friendly schools especially their impact on learning achievement, this research was conducted. This research was conducted in the specific social and cultural context of Pakistan to seek answers to the following research objectives.

- To assess the basic needs of the children in public school.
- To analyze the child-friendly facilities in public schools.

LITERATURE REVIEW:

A child-friendly school is the one where the students are grown up and nourishes the minds and bodies of the learners. Child-friendly schools work with all of the community members and the commitment holders such as the parents or the guardians of the learner's policymakers and the political members of the society for providing every possible resource and help to the students and the schools for successfully continuing the process of education in a safe and free and friendly environment (Vine, 2006).

Accordingly, schools are the place where students feel a sense of prosperity and harmony (Abduklahi, 2017). Child-friendly schools provide the opportunity to all of its learners equally to participate in all the curricular and co-curricular activities which ensure the physical development, social and emotional security, and behavioral modification of all the students equally. Teachers ensure an inclusive classroom setting for all of the students which fulfills the needs and standard demands of every student (UNICEF, 2006).

However, in a child-friendly school system, all the students have an equal chance and the opportunity to grow physically, socially, and emotionally. Opportunities are equally provided to all the learners irrespective of their gender, background, and religion (Roche, 2017). Boys and girls are treated as the same entity and provide them equal chances to cooperate and coordinate with each other freely. Gender discriminations are not entitled and roles and duties are not assigned according to the gender of the students but the sense of responsibility is developed in all of the students to the same extent (Human Rights Council, 2010).

Accordingly, improvement in the quality of primary education can lead to the better development of the nation because at the primary level the students made a base where they have to walk throughout their life. Improvement in the system of education is necessary to complete the modern world (Orkodashvili, 2013). A child-friendly school environment includes the proper and adequate level of classroom settings and the school building in which all the basic facilities must be provided to the students equally. All the students are treated equally irrespective of their social and cultural differences. The physical classroom environment enhances student achievement directly (Vine, 2006).

It provides a way for the students to make changes on their own with the help of all the facilities available at one place in the classroom. Child-friendly schools are working on the child-centered approach and the students are encouraged to solve their problems and make some prior judgments based on their first-hand experiences (Roche, 2017). For better learning and improved results physical environment matters more than anything else such as poor lighting, noisy classroom un-airry spaces, in-adequate sitting arrangements hinders the learning pace of the students, and increases the absence rate and school dropout rate (Shkaya, 2017).

Characteristics of Child-friendly school:

Strong-Wilson and Ellis (2016) stated some characteristics of child-friendly schools. The child-friendly school has various characteristics too such as:

Learning with playing:

Students enjoy the opportunity to take part in various activities and know how to express their interest and their opinions based on the experience that they have during activities. Learning with playing is the most common way in which the students may feel happy and mostly the shy students participate freely in games according to their interests. Students experience new things by using available resources. It is learning by doing. Students learn better by exercising and keeps them healthy and active. Both mental and physical health is important for students to make their learning beneficial. Teachers play the role of facilitator in the child-friendly school environment.

Equality:

In a child-friendly school system, the basic thing is equality. In the setup of child-friendly schools, the children are treated equally and the teachers provide equal opportunities to the students to participate in the classroom activities irrespective of their social or cultural background and gender discrimination. No one is denied and restricted to attend classes for any of the reasons. These schools are open for every child on the same standards and bases.

Role of the Teacher:

In a child-friendly school, the teachers are considered as a significant entity that supports the learning process effectively and interestingly. Following roles, a teacher plays in a child-friendly classroom environment as:

- Teachers play the role of facilitator and they tried to develop the interest of the students towards learning.
- The adjustment of curriculum according to the learning needs of the students is done by the teachers.
- Teachers apply various teaching methods in the classroom where every student can feel comfortable and understands the lessons and activities which are performed in the classroom.
- Various teaching approaches are used by the teachers to motivate and reinforce the students to think better with reasoning and logic.
- All the students are encouraged to think critically and solve their problems while experiencing real-life situations.
- Teachers conduct activities to make learning, writing, and reading skills better.
- Students are encouraged by the teachers to share their feelings and ideas with the help of art and painting and other forms of activities.
- Teachers ensure the health and physical and mental safety of the learners and the parents of the learners.
- Critical thinking and problem-solving techniques are applied and encouraged in the learner(Roche,2017).

Care and protection of learners:

In a child-friendly classroom, health and security are ensured to the learners, and children are protected from any harm and abuse. Students are encouraged and motivated to care for and help each other. Any type of physical and mental punishment is avoided in the child-friendly school system (UNICEF, 2009). Guidelines and the standard rules are clear to every student so that they do not use any harmful activity and the object which physically or mentally harm them (Orkodashvili, 2013).

Involvement of parents and community members:

Child-friendly schools involve parents and community members in the education and training of their children. Support from the community and the parents make the learning process more effective and beneficial. Teachers and the parents of the students work together, coordinate, and cooperate to make improvements in the learning abilities and the learning skills of the students (Vine, 2006).

Benefits of child-friendly schools:

It is a reality that the child-friendly schools are more effective than the traditional education systems because they ensure the safety and emotional and psychological protection of the learners and coordinate with parents to solve the problems faced by their children side by side (Karite, 2013).

Child-friendly schools possess several benefits such as:

- The child-friendly school provides the learners with various opportunities so that they can polish their inner skills, talents, and abilities.
- In the child-friendly school environment, the learners possess the efforts and shape their perceptions in the guidance of the teachers.
- Child-friendly schools are working on the standards that every child has the right to learn at the same base as others learn irrespective of their social or cultural background.

- Gender discrimination is not entertained in child-friendly schools, boys and girls have the same opportunities and chances to participate in activities and perform their duties with each other.
- Child-friendly schools taught all the learners to give respect to each other and rather the learner is a boy or a girl. Dignity, honesty, and respect are the main features of every task and activity.
- Child-friendly schools motivate and encourage the learners to follow the rules and the standards the school set for them and apply those rules and standards while performing any task or activity.
- Love and harmony are the basic features that promote in these schools. Patriotism is taught and indulged in the minds of the learners.
- Learners become more self-confident, and more protective towards their self-esteem, and know their value.
- Learners learn new concepts at their own pace.
- All of the learners feel free to participate in the activities and freely share their ideas and views with the other fellows and other people.

Child-friendly school framework:

Alice, Joan, and Cheruto (2016) stated that Child-friendly schools are working on the standards of quality of education that is always ensured for the students. Community members and the political parties, parents are part of child-friendly school policies. Standards are made according to the needs and the interest of the students. The infrastructure of the school including, building, furniture, science and computer labs, playgrounds, resource rooms, activity rooms, and libraries, etc. other than this the framework of the child-friendly schools include:

Right based systems:

In child-friendly schools, the rights of the learners are protected and equal opportunities are provided to all of the learners irrespective of their social and cultural background, their abilities and disabilities, their religious duties, etc. Child-friendly schools ensure the physical, emotional, and psychological protection of the learners and their rights are also protected. All boys and girls have the same chance of participation in the classroom and outside of the classroom activities. Students have the right to choose how they want to learn and in this way the shy students can also easily communicate with their peers.

Effective education:

The system of education is more effective and the quality of education is ensured. New techniques and strategies are applied and adopted by the teachers for making their lessons more effective and interesting. Teachers plan lessons based on new demands, needs, and the level of interest of the students.

Promotion of health:

In child-friendly schools, health is ensured to the students. Activities are planned for the students which are healthy for the physical and mental health of the students. The active participation of students is always ensured by the teachers. Norms and standards are set by the school administration for the protection of a child's health.

Protective place:

Child-friendly schools are the protective place for the students where they can freely experience the real-life experience in the protection of the teachers and other school staff.

Advanced technology:

Instead of using traditional teaching strategies, teachers use advanced technology for making interesting and effective lessons.

Operational features of the child-friendly school environment:

Child-friendly schools are operational in developed countries but due to the need for the modern world, these schools are also established in other countries. Operational of implemented features of the child-friendly schools include; the child-friendly schools offer the pathways to the learners instead of only providing the blueprints; concrete rules and standards are applied for the implementation and provision of quality education; a large number of students are tried to admit in these schools and train them to complete the modern demands and the standards of the modern and advanced world; administration of the school include the presence of all of the five dimensions of the quality such as teachers, parents, students, community, members and the politicians.

RESEARCH METHODOLOGY:

The study was descriptive and it was conducted to an analysis of facilities provided by the government for Child-Friendly Schools. For the conduction of the study, a survey design was used.

Population and sample:

For this study, the target population was public sector schools of Multan city. A convenient sampling technique was utilized for the selection of the sample which comprises 81 respondents (Male 40 and Female 41 schools).

Instrument Development:

For the collection of data, a questionnaire was utilized in this study. After an extensive literature review, researchers developed a questionnaire by employing a 5 point Likert scale. The validation of instruments was analyzed by the panel of experts. Researchers modify items of scale according to feedback given by the expert. For the reliability of instrument testing, Cronbach alpha was estimated and its value was 0.87.

Data collection and Data analysis:

With the help of the survey technique, data had been collected from participants. Collected data were analyzed in terms of descriptive statistics (frequency distribution, mean, and percentage). SPSS was utilized for the analysis of the collected data.

EMPIRICAL FINDINGS AND DATA ANALYSIS:

Table No 01: School holds a regular assembly

Responses	SA	A	U	DA	SDA	Total	Mean
Frequency	40	22	9	3	7	81	4.04
Percentage	49	27	12	4	8	100	

76% of respondents were agreed that the school holds regular assembly for students while 12% have disagreed. The mean score also shows an agreement because it was more than 3.00.

Table No 02: School provides enough clean drinking water.

Responses	SA	A	U	DA	SDA	Total	Mean
Frequency	40	24	3	3	7	81	4.02
Percentage	49	30	6	6	9	100	

79% of respondents were agreed that the school provides enough clean drinking water while 15% have disagreed. The mean score also shows an agreement because it was more than 3.00.

Table No 03: The school has toilets.

Responses	SA	A	U	DA	SDA	Total	Mean
Frequency	30	28	6	6	11	81	3.7
Percentage	37	35	7	7	14	100	

72% of respondents were agreed that the school has toilets While 21% disagreed. The mean score also shows an agreement because it was more than 3.00.

Table No 04: The School provides soap for hand wash.

Responses	SA	A	U	DA	SDA	Total	Mean
Frequency	42	26	3	9	1	81	4.22
Percentage	52	32	4	10	2	100	

84% of respondents were agreed that the school provides soap for hand wash while 12% disagreed. The mean score also shows an agreement because it was more than 3.00.

Table No 05: The School has enough light in classrooms.

Responses	SA	A	U	DA	SDA	Total	Mean
Frequency	32	30	3	7	9	81	3.85
Percentage	39	38	4	8	11	100	

77% of respondents were agreed that the school has classrooms with enough light while 19% disagreed. The mean score also shows an agreement because it was more than 3.00.

Table No 06: The School has classrooms with enough light.

Responses	SA	A	U	DA	SDA	Total	Total	Mean
Frequency	37	22	3	4	15	81	81	3.76
Percentage	45	27	3	5	20	100	100	

72% of respondents were agreed that the school has classrooms with enough light while 25% disagreed. The mean score also shows an agreement because it was more than 3.00.

Table No 07: The school has a system for the security of the school.

Responses	SA	A	U	DA	SDA	Total	Mean
Frequency	38	27	4	3	9	81	4.01
Percentage	47	33	5	4	11	100	

80% of respondents were agreed that school has a system for security of school while 15% disagreed. The mean score also shows agreement because it was more than 3.00.

Table No 08: The School has a plantation system.

Responses	SA	A	U	DA	SDA	Total	Mean
Frequency	26	36	5	6	8	81	3.81
Percentage	32	44	6	8	10	100	

76% of respondents were agreed that school has a plantation system while 18% disagreed. The mean score also shows agreement because it was more than 3.00.

Table No 09: The School has grounds in good and clean condition.

Responses	SA	A	U	DA	SDA	Total	Mean
Frequency	33	36	4	5	3	81	4.12
Percentage	40	45	5	6	4	100	

85% of respondents were agreed that the school has grounds in good and clean conditions while 10% disagreed. The mean score also shows agreement because it was more than 3.00.

Table No 10: School assures that there is no bullying and corporal punishment.

Responses	SA	A	U	DA	SDA	Total	Mean
Frequency	7	24	10	14	26	81	2.65
Percentage	9	28	12	17	34	100	

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37% of respondents were agreed that school assures that there is no bullying and corporal punishment while 51% disagreed. The mean score also shows disagreement because it was less than 3.00.

Table No 11: The school allows students to set up their mutual agreement to comply with the disciplinary rules and regulations.

Responses	SA	A	U	DA	SDA	Total	Mean
Frequency	26	32	3	6	14	81	3.61
Percentage	34	39	4	8	15	100	

73% of respondents were agreed that school allows students to set up their mutual agreement to comply with the disciplinary rules and regulations while 23% disagreed. The mean score also shows an agreement because it was more than 3.00.

Table No 12: The School has theme-based wall painting.

Responses	SA	A	U	DA	SDA	Total	Mean
Frequency	7	24	10	14	26	81	2.65
Percentage	9	28	12	17	34	100	

37% of respondents were agreed that the school has theme-based wall painting while 51% disagreed. The mean score also shows disagreement because it was less than 3.00.

Table No 13: The school coordinates with the parents to inform them regularly about school activities.

Responses	SA	A	U	DA	SDA	Total	Mean
Frequency	34	27	9	4	7	81	3.95
Percentage	42	34	11	5	8	100	

76% of respondents were agreed that the school coordinates with the parents to inform them regularly about school activities while 13% disagreed. The mean score also shows an agreement because it was more than 3.00.

Table No 14: The school assures that all students have enough textbooks.

Responses	SA	A	U	DA	SDA	Total	Mean
Frequency	29	36	5	4	7	81	3.93
Percentage	36	44	7	5	8	100	

80% of respondents were agreed that school assures that all students have enough textbooks while 13% of respondents disagreed. The mean score also shows an agreement because it was more than 3.00.

Table No 15: The school requires the teacher to prepare their lesson plan

Responses	SA	A	U	DA	SDA	Total	Mean
Frequency	30	26	8	9	8	81	3.75
Percentage	37	32	10	11	10	100	

69% of respondents were agreed that school requires the teacher to prepare their lesson plan while 21% disagreed. The mean score also shows an agreement because it was more than 3.00.

Table No 16: The school organizes various learning activities for learners to choose from according to their needs.

Responses	SA	A	U	DA	SDA	Mean
Frequency	25	21	11	10	14	3.40
Percentage	31	26	13	12	18	

57% of respondents were agreed that school organizes various learning activities for learners to choose according to their needs while 30% disagreed. The mean score also shows an agreement because it was more than 3.00.

Table No 17: The school encourages teachers to use different assessment tools.

Responses	SA	A	U	DA	SDA	Mean
Frequency	18	27	6	11	19	3.17
Percentage	22	33	7	14	24	

55% of respondents were agreed that the school encourages the teachers to use different assessment tools while 38% disagreed. The mean score also shows an agreement because it was more than 3.00.

Table No 18: The school encourages teachers to use different teaching methods and techniques to motivate students.

Responses	SA	A	U	DA	SDA	Mean
Frequency	17	23	14	12	15	3.18
Percentage	21	28	17	15	19	

49% of respondents were agreed that the school encourages teachers to use different teaching methods and techniques to motivate students while 34% disagreed. The mean score also shows an agreement because it was more than 3.00.

Table No 19: The school gives opportunities to all students to share ideas and ask questions.

Responses	SA	A	U	DA	SDA	Total	Mean
Frequency	23	20	14	11	13	81	3.35
Percentage	29	25	17	13	16	100	

54% of respondents were agreed that school gives opportunities to all students to share ideas and ask questions while 29% disagreed. The mean score also shows an agreement because it was more than 3.00.

Table No 20: The school refers children to get treatment for health problems.

Responses	SA	A	U	DA	SDA	Total	Mean
Frequency	24	16	14	14	13	81	3.29
Percentage	29	19	18	18	16	100	

48% of respondents were agreed that school refers children to get treatment for health problems while 34% disagreed. The mean score also shows an agreement because it was more than 3.00.

Table No 21: The school has enough clean garbage cans (dustbins).

Responses	SA	A	U	DA	SDA	Total	Mean
Frequency	18	17	3	21	22	81	2.85
Percentage	22	21	4	26	27	100	

43% of respondents were agreed that the school has enough clean garbage cans (dustbins) while 53% disagreed. The mean score also shows disagreement because it was less than 3.00.

Table No 22: The school coordinates with local organizations to survey so that all children**can come to school.**

Responses	SA	A	U	DA	SDA	Total	Mean
Frequency	17	15	9	18	22	81	2.83
Percentage	21	18	11	22	28	100	

39% of respondents were agreed that school coordinates with local organizations to survey so that all children can come to school while 50% disagreed. The mean score also shows disagreement because it was less than 3.00.

Table No 23: The school has a mission statement displayed on the school wall.

Responses	SA	A	U	DA	SDA	Total	Mean
Frequency	35	38	3	3	2	81	4.2
Percentage	43	47	4	4	2	100	

90% of respondents were agreed that the school has a mission statement displayed on the school wall while 6% disagreed. The mean score also shows an agreement because it was more than 3.00.

Table No 24: The school organizes supportive and learning activities to improve school conditions such as livelihood skills.

Responses	SA	A	U	DA	SDA	Total	Mean
Frequency	24	21	4	30	2	81	3.4
Percentage	29	26	5	37	3	100	

55% of respondents were agreed that school organizes supportive and learning activities to improve school conditions such as livelihood skills while 40% disagreed. The mean score also shows an agreement because it was more than 3.00.

Table No 25: The school has an attendance register and follow up system for students with regular absences.

Responses	SA	A	U	DA	SDA	total	Mean
Frequency	35	37	4	3	2	81	4.2
Percentage	43	46	5	4	2	100	

89% of respondents were agreed that the school has an attendance register and a follow-up system for students with regular absences while 6% of respondents disagreed. The mean score also shows an agreement because it was more than 3.00.

Table No 26: School organizes meetings to listen to children's opinions and include them in a school action plan.

Responses	SA	A	U	DA	SDA	Total	Mean
Frequency	23	27	11	11	9	81	3.5
Percentage	28	34	13	13	12	100	

62% of respondents were agreed that the school organizes meetings to listen to children's opinions and include them in a school action plan while 25% disagreed. The mean score also shows an agreement because it was more than 3.00.

Table No 27: The school conducts health screening at least once a year.

Responses	SA	A	U	DA	SDA	Total	Mean
Frequency	23	17	8	14	19	81	3.13
Percentage	28	22	10	17	23	100	

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50% of respondents were agreed that the school conducts health screening at least once a year while 40% disagreed. The mean score also shows an agreement because it was more than 3.00.

Table No 28: The school arranges a parent-teacher meeting.

Responses	SA	A	U	DA	SDA	Mean
Frequency	27	24	09	03	18	3.48
Percentage	33	29	11	4	23	

62% of respondents were agreed that the school arranges parent-teacher meetings while 27% disagreed. The mean score also shows an agreement because it was more than 3.00.

Table No 29: The school arranges a classroom time table.

Responses	SA	A	U	DA	SDA	Total	Mean
Frequency	26	22	7	12	14	81	3.41
Percentage	32	27	8	15	18	100	

59% of respondents were agreed that the school arranges a classroom timetable while 33% disagreed. The mean score also shows an agreement because it was more than 3.00.

Table No 30: The school has a mechanism encouraging child participation such as opinion boxes.

Responses	SA	A	U	DA	SDA	Total	Mean
Frequency	23	13	3	6	36	81	

							2.7
Percentage	30	16	3	7	44	100	

46% of respondents were agreed that school has a mechanism encouraging child participation such as opinion boxes while 51% disagreed. The mean score also shows disagreement because it was less than 3.00.

CONCLUSION:

These conclusions are drawn based on findings of the conducted study,

- Facilities like a security system and clean water for drinking for students were provided in most of the schools. Schools provide enough space for students and organize parent-teacher meetings for the betterment of their future.
- School assures that all students have textbooks, enough classrooms with proper light, allow students to set up their mutual agreement to comply with the disciplinary rules and regulations.
- A mission statement was displayed on the school notice board and the school manages to register for students' attendance.
- The findings of the study exposed, the majority of the public school teachers showed a positive attitude towards an assessment of a child-friendly environment in public schools.

DISCUSSION:

The concept of child-friendly schools is advanced in the field of education. In the present study, I have examined various variables (such as availability of toilets, clean and healthy classroom environment, parent-teacher coordination, encouraging child participation in various activities, providing chances to students that they can freely ask questions, etc.) those were not assessed and analyzed completely and collectively before in previous researches. In the previous researches, some of the above-mentioned variables were analyzed about child-friendly schools. The study of Çobanoğlu, Ayvaz-Tuncel, Ordu, (2018) supported the results of my study in a way that the child-friendly schools encourage students to think deeply and ask questions to teachers to explore the world and teachers are free from any biases. It is also researched in the previous researches such as research study of Vine, (2006) that the motivation level of students also varied from traditional schools to child-friendly schools.

Accordingly, the findings of the study show that in Multan city the educational system is going to be changed. Most of the schools provide essential facilities to their students including their cleanliness, health, and security, and encourage them to actively participate in classroom activities as Shakya (2017) discussed in his study. But findings also indicate that the schools were not coordinated with local organizations to survey so that all children can come to school and schools were also not assured that there was no bullying and corporal punishment and there is no system to stop the bullying. For implementing the child-friendly school system long term planning and goals are needed. In comparison to traditional schools, more resources and strategies are also needed. This system cannot be developed suddenly, but proper coordination between, school administrations, teachers, parents, society, and government also has significant importance in this respect.

RECOMMENDATIONS:

Recommendations related to the problem of the study were,

- Schools should introduce committees to stop bullying and corporal punishment in schools.
- Schools should coordinate with a local organization to survey so that all children can come to school.
- Schools should encourage child participation such as opinion boxes for the betterment of them.

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