

**ROLE OF CHILD FRIENDLY LEARNING ENVIRONMENT AND PRIMARY SCHOOL PUPIL'S ATTITUDE TOWARDS LEARNING IN CALABAR SOUTH LOCAL GOVERNMENT AREA OF CROSS RIVER STATE, NIGERIA**

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**ABSTRACT**

*The study focused on examining the influence of child friendly learning environment and primary school pupil's attitude towards learning in Calabar South Local Government Area of Cross River State, Nigeria. To successfully accomplish the aim of the study, three research questions and corresponding hypotheses were utilized in the study and the descriptive survey research design. The population of this study consisted 2,735 primary six pupils in Calabar south LGA of Cross River State, Nigeria (Population Census, 2006). The sampling technique adopted for this study was the simple random sampling. The sample of this study comprised of 274 primary six pupils representing 10% of the population of pupils. The instrument used for this study was questionnaire titled Child Friendly School Environment and Pupil's Attitude towards Learning Questionnaire (CFSPATLQ). The face validation of the instrument was provided by three experts, one in Measurement and Evaluation and the project supervisor in the department of educational foundations and childhood education Cross River University of Technology, To establish the reliability of the instrument (CFSPATLQ), it was administered to thirty (30) pupils' who are not included in the sample and the split-half reliability was used to estimate the internal consistency of the research instrument and the co-efficient ranged from .87 to .91 accordingly. The data was analysed with descriptive(mean and standard deviation) and inferential statistics (independent t-test) using the Statistical Package for Social Sciences (SPSS) and the findings revealed that; there is a significant influence of safety measures, learning facilities and aesthetic nature of the school does significantly influence pupil's attitude towards learning. It was recommended among others that the learning environment across the schools in Calabar south Local Government area should be improved with good facilities and buildings. Also, there is urgent need for refurbishment and replacement of old and dilapidated classroom buildings to make them more attractive and conducive for learning.*

**Keywords:** Child friendly, Learning environment, Attitude and Learning

**Background of the study**

Attitude is regarded as a major construct in education and other aspect of behavioural sciences. This is because improving pupils' attitude towards learning has a lasting role in motivating the teacher and the learned during the learning process. Research has it that, a child with a positive attitude shows enthusiasm, curiosity, or engagement when a learning opportunity occurs. Even when they might not be interested in the subject, a child with positive attitudes displays willingness and preparedness towards learning whereas a child with positive attitude does not see learning as an enthusiastic activities.

In the light of this, Kara in (2010) defines attitudes as a tendency which is attributed to individuals and creates ideas, feelings and behaviors about psychological objects in an orderly manner. According to the author, while positive attitude serve a better comprehension of the nature of learning for the learners. To Kubiak (2013) attitudes towards a subject and school are positive also the achievement of students gets better. The achievement

of students gets better. The achievement of students could be defined as individual progress, improvement in terms of acquired knowledge, skills and competencies. Many teachers, as is apparent from the study of Holubkova and Glasova (2011) associates academic achievement with positive attitudes of a student towards school that may not be necessarily reflecting excellent achievements, although, it will be reflected in producing the best individual performance in relation to a student's attitude toward learning and school as it ensures internal motivation for providing better performance. Attitudes with learning: Attitude can alter every aspect of a person's life, including their education. Students attitude on learning determine their ability and willingness to learn. If negative attitude are not altered, a learner is likely to continue his education beyond what is required changing learners negative attitude towards learning is a process that involves determine the factors driving the attitude and using this information to bring about change in learners.

Attitude is learned behavior and as such, is highly susceptible to change. The behavioral theory requires "positive reinforcement" or reward for good behavior". This theory is consistent with the attitudes towards learning, especially at an elementary level. Krathwohl's Taxonomy theory states that a learning attitude is developed overtime, and that past learning experiences affect future learning experiences. This is evident in adult students considering returning to school to further their education. Once educators uncover student's attitude towards learning the challenge in using this information to shape a positive attitude, Adult students or learners can see the future result of their learning such as a better job and more money. Elementary students however, are too young to see the big picture. To them, the need for drive and reward is instant. At the least, students or learners must want to learn, be receptive and participate in the learning process to ultimately experience satisfaction from learning. A positive learning attitude requires motivation and gratification; the timing of those variables is dependent on the learner or the student's age.

Child's friendly school environment: A child could mean different thing to different people. According to the United Nations Convention on the Right of the Child (CRC, 2007), a child is every human being below the ages of 18 years. It is the right of every child to be educated as education seems to be one of the natural occurrences associated with human development. As a result of its importance, several policies have been made on education including Education For All (EFA) by Year 2015, Nigeria among countries believed education is a veritable means of effecting national development and welcomed active participation by non-government agencies, communities, individuals and government intervention. Consequently, the Federal republic of Nigeria (FRN, 2004) adopted education as instruments par excellence for effecting national development.

The concept of child friendly school environment recognizes and nurtures the realization of children's basic rights through accommodation and inclusiveness. A child friendly school environment is that which is endowed with infrastructures and facilities that promote social, moral and behavioral conducts of the child in an educational setting. It is an environment that is equipped with the basic enabler of the child's adaptation and adjustment away from home. These enablers facilitate emotional, psychological, social, mental and moral transformation and perceptions of the child.

A child friendly school environment is a child centered school acting in the best interest of the child, leading to the realization of all the child's full potentials and concerned both about the whole child (including her

health, nutrition, status and wellbeing). Above all, a right based child friendly school must reflect an environment of good quality characterized by several aspects as it is inclusive of children: it does not exclude, discriminate or stereotype in the basis of differences, provide education that is free and compulsory, affordable and accessible especially to family and children at risk. It is also effective to learning: it promote good quality teaching and learning processes with individualized instructions appropriate to each child's developmental level. It is the school learning environment that imposes a significant influence on the child. It is on the basis of this background that this information was carried out to examine child friendly school environment on primary schools pupil's attitudes towards learning.

### **Statement of the Problem**

There have been outrageous outcry by parents, teachers and stakeholder in the academic environment concerning pupil's attitude towards learning of recent times. This is because most primary school pupils do not see learning as a very important variable in the schooling system. Also most teachers in primary schools complained about pupil's attitudes in terms of indiscipline behavior, truancy, disrespect to constituted authorities and other vices that are not in consonance with the norms and values of the school system. It has also been noticed that most pupils do not even attend classes and in most cases are seen playing during learning periods. This has made parents and other stake holders in the academic environment to wonder the root cause of student's negative attitudes towards learning. It is so worrisome to say that even though the government has put in place the measures to curb pupils learning deficiency by providing libraries, laboratories learning facilities qualified staff and good furniture, they still linger the problems of poor attitudes towards learning. How does child friendly learning environment influence safety measures, learning facilities aesthetics nature and pupils attitudes towards learning in Calabar South Local Government Area of Cross River State, Nigeria.

### **Purpose of the Study**

The main purpose of this study was to examine the influence of child friendly learning environment on primary school pupil's attitude towards learning in Calabar south Local Government area of Cross River state, Nigeria. Specifically the study intends to:

- i. Determine the influence of safety measures on pupil's attitudes towards learning.
- ii. Examine the influence of learning facilities on pupil's attitudes towards learning.
- iii. Ascertain the influence of the aesthetic nature of the school on pupil's attitudes towards learning.

### **Research Questions**

The following research questions were formulated to guide the study;

- i. How does safety measures influence pupils attitude towards learning?
- ii. To what extent does learning facilities influence pupil's attitude towards learning?
- iii. How does the aesthetics nature of the school influence pupil's attitude towards learning?

### **Statement of the Hypotheses**

The following null hypotheses were formulated to guide the study;

- i. There is no significant influence of safety measures on pupil's attitude towards learning.
- ii. There is no significant influence of learning facilities on pupil's attitude towards learning.
- iii. Aesthetic nature of the school does not significantly influence pupil's attitude towards learning.

## **LITERATURE REVIEW**

### **Safety Measures and Pupils Attitude towards Learning**

According to United Nations Educational Scientific and Cultural Organization (UNESCO, 2011), school safety refers to the process of establishing and maintaining a school that is a physically, cognitive and emotionally safe space for students and staff to carryout learning activities. This can include procedure for maintaining a structurally sound building, conducting emergency drills and having an outlet for students and staff to report abuser or concerns. Similarly, a safe school is a foundation of a good education. Studies have shown that when students feel safe, they learn better. Teachers can become effective when they know students are under control and can concentrate on instructing the class. One promising area that schools could invest in to raise their academic scores would be in school safety. While there have been only a few studies that examined the effects of school safety on students' academic abilities in school, these few studies have shown that school safety has a significant impact on academic achievement

Safety is a particularly pressing issue in urban public schools, in part because community factors such as crime and poverty play a strong role in shaping the climate of schools. A number of studies have shown that neighborhood characteristics, including crime and poverty, influence the social and educational development of children and the climate of schools (Bowen and Bowen cited in Matthew, Elaine and David, 2011). Tsavga (2011) maintains that the learning environment plays a vital role in determining how students perform or respond to circumstances and situations around them. This implies that no society is void of environmental influences. The learning environment determines to a large extent how a student behaves and interacts, that is to say that the environment in which we find ourselves tend to mould our behaviour so as to meet the demands of life whether negatively or positively. The United Nations Study on Violence against Children reveals that children worldwide are at risk of violence in and around the school. The threats range from rape, sexual abuse, sexual harassment and physical beatings to verbal abuse, bullying, taunting, stereotyping and other forms of humiliation. At times, teachers, school authorities and peers are the perpetrators of such abuse (United Nations cited in UNICEF, 2009).

School safety is a pressing concern in Nigeria and the nation, and there is a need for more information about the nature of the problem and the factors that mitigate or exacerbate problems. To date, little is known about the nature of the problem across schools, the reasons safety varies in different sites, or the features of schools that lead them to have better climates. This report provides new evidence on these issues (Bowen and Bowen cited in Matthew, Elaine and David, 2011). Children are exposed to many physical and physiological threats that jeopardize their health and safety in school besides poor nutrition. Malaria, waterborne diseases, parasitic infestations (worms are a major cause of under nutrition in school-age children), diarrhea, cholera, dehydration and HIV and AIDS are just some of the physiological risks to children. There are also physical risks that threaten health and safety, such as traffic injuries incurred en route to and from school, lacerations, fractures and other

injuries during play, drowning, physical violence (corporal punishment, assaults, etc.) and sexual violence (UNICEF, 2009).

Empirical review by Duszka (2015) studied the effects of school safety on school performance are analyzed in this study. 359 public schools in the Miami-Dade school district are analyzed over a 3 year time period. School performance is gauged by a school's combined FCAT score provided by the Miami-Dade Public Schools district. A mean school safety score is constructed for each school from the results of an annual school climate survey that assesses students' perceptions of school safety. It was found using a panel random effects model that, in elementary schools, 1 percentage point increase in a school's mean school safety score increases a school's FCAT score by 18 points, on average. No relationship was found in middle schools or high schools. Possible reasons for the discrepancy in findings between elementary schools and middle and high schools are discussed.

Donmez and Guven (2002) found in a study conducted in Malatya, Turkey with high school teachers and students that the most serious safety problems in school stemmed from a lack of control in school corridors and the playground. Isik (2004) conducted a study in Istanbul, Turkey and concluded that the most commonly valued sub-dimension of school safety was physical place. In a similar study, Kisioglu, Dermirel, Ozturk (2005) evaluated school safety in the interior places of 37 primary schools located in the center of Isparta, Turkey and reported that 94% of these schools were not adequately designed, which had an adverse effect on both students and teachers. In the U.S., Klooster (2002) conducted a study to establish school safety perceptions of students in a Los Angeles, California high school, and found that 18.5% did not feel safe at school, and that 13.9% were even scared to go to certain places within the school. A total of 28.7% of these students reported that people other than students and staff could easily enter the school. In a study conducted with primary school teachers from Washington, U.S., Miller (2003) stated that 30% of teachers agreed that violence prevention programs and school safety policies were insufficient in preventing threats to school safety. These studies suggest that school safety is an important factor in academic success. A study conducted by Clarke and Russell (2009) on school safety and student achievement. They we examined GPAs and specifically and concluded that school safety was linked to higher GPAs. The issue of poor academic performance of students in Nigeria has been of much concern to the government, parents, teachers and even student themselves. The quality of education not only depends on the teachers as reflected in the performance of their duties, but also in the effective coordination of the school environment (Ajao, 2001). Education is an essential factor for effective development of any country like Nigeria.

Salahudeen, Abraham and Gebereyohannes (2018) study analyzed the effect of school safety on students' academic performance in Amuwo-Odofin Local Government Area of Lagos State. A total of one hundred (100) teachers including school administrators were randomly selected from public schools. A structured self-developed questionnaire was designed in line with a 5-point Likert scale and the instrument was administered to the respondents in order to ascertain the effect of school safety on student academic performance. The data was analyzed with simple percentage and non-parametric statistics of chia-square using Statistical Packages for Social Sciences (SPSS). Finding shows that public schools in do not have effective safety facilities and equipment to take prompt remedial action and also, the result shows that security and discipline rules perceived by teachers and students were not strictly enforced in most public schools in Lagos State. Therefore, it was recommended that

government should establish and maintain professional relationships with a variety of education stakeholders (including key policymakers and labor leaders) is important in advancing safety schools

### **Learning Facilities and Pupils Attitude Towards Learning**

An effective school learning facility is responsive to the changing programs of educational delivery, and at a minimum should provide a physical environment that is comfortable, safe, secure, accessible, well illuminated, well ventilated, and aesthetically pleasing. The school facility consists of not only the physical structure and the variety of building systems, such as mechanical, plumbing, electrical and power, telecommunications, security, and fire suppression systems. The facility also includes furnishings, materials and supplies, equipment and information technology, as well as various aspects of the building grounds, namely, athletic fields, playgrounds, areas for outdoor learning, and vehicular access and parking. The subject of school facilities had received great attention from the public as well as educators in recent times. According to Building educational success Together (BEST, 2005), it was reported that the responsibility of every administrator is to ensure that every child had access to quality education in school facilities that provide an educational setting that was suited for teaching and learning. Also, implementing educational policies that resulted in high quality, high performance, and well designed and maintained school facilities had a direct and indirect influence on the teaching and learning process (BEST, 2005).

Effective facilities management therefore contributes to the success of every student in any school. School learning facilities are made up of the school land all the physical structure on it. It refers to the school building, the play grounds, the equipment and other material resources provided in the school for effective teaching and learning operations, (Onuorah,2004). School facilities include the fixed and mobile structure and materials in the school such as the classroom buildings, the furniture, the chalkboard, audio and visual aids. School facilities mean all facilities and equipment within the school, which are used by the members of the school community (Abraham, 2003). School facilities are made up of the school land all the physical structure on it. It refers to the school building, the play grounds, the equipment and other material resources provided in the school for effective teaching and learning operations, (Onuorah, 2004).

According to Irmayani (2018) learning facilities and learning infrastructure; these infrastructure include school building; study rooms, sports field, worship rooms, out space and sport equipment. The author informed that learning facilities are those things used to foster learning effectiveness and these include textbooks, reading books, tools and school laboratory facilities and various other learning models. In general, if all this facilities are provided, they will be a significant influence on pupil's attitudes towards learning. A classroom that is technologically outfitted will do a lot to increased pupils efficiency in learning including the appropriate teaching methods with applicable curricula resulting in the effectiveness of the teaching and learning process. Inadequate facilities and infrastructure, uneven distribution of teachers and government is not optional in building quality education.

Ohakamike-Obeka (2016) examined the school learning facilities and students' attitude and achievement in English language. Components of the school learning environment include the infrastructure in the school such as the classroom learning environment, libraries, laboratories, fields and play grounds for games etc. Furniture such

as chairs and desks for students, tables and chairs for teachers and instructional materials such as computers, overhead projectors, audio and audio visual aids. The issue of school learning environment was explored and it was observed that many schools in Nigeria have dilapidated building, cracked walls and leaking roofs, infrastructural facilities are far from being conducive. Attitude and achievement of students to English language were reviewed and it was observed that if the learning environment is not conducive for learning, students are likely to develop negative attitude towards the subject with the resultant poor achievement. It is obvious that the poor state of the buildings and unattractive physical structure would likely generate a negative attitude for students' to perform academically. Based on this, one of the recommendations was that dilapidated and old school buildings across the country should be renovated and repainted to foster a positive attitude among students for better performance in English language.

Studies by Egim, (2003) on the influence of school facilities on students' performances in Cross River University of Technology in Cross River State, Nigeria. The study was conducted with the objectives among others to: determine the Impact of Teaching Facilities, Learning Facilities, Welfare Facilities, health Facilities on Students Performances in Cross River University of Technology in Cross River State. In line with the stated objectives, five research questions and five null hypotheses were formulated for the study. The study adopted the use of descriptive survey research design and out of the total population of 2093, 628 copies of questionnaire were administered, but only 600 were correctly filled and returned, consisting of 24 lecturers and 576 students. The instrument tagged, School Facilities on Students Performance Questionnaire, (SFSPQ) in Cross River University of Technology Questionnaire was used to collect data from respondents. This instrument was validated and pilot tested and a reliability index of 0.85 was obtained. Data gathered were analysed using t-test at 0.05 level of significance. Findings of the study among others revealed that there is no significant difference in the opinions of students and lecturers on the impact of teaching facilities on students' performance in Cross River University of Technology in Cross River State. Also, finding shows that there is no significant difference in the view of respondents on the impact of welfare/health facilities on students' performances in Cross River University of Technology in Cross River State. In view of the findings, it was concluded that school facilities remain one essential factor in the realization of the goals of secondary education. The researcher recommended that: government and school managers should make effort to provide teaching and learning facilities such as chairs, tables, laboratories, computers/ICT, and classrooms in Cross River University of Technology in Cross River State, Nigeria.

Also, Fakeye (2012) study was on the influence of school facilities on students' academic performances in Cross River University of Technology in Cross River State, Nigeria. The study was conducted with the objectives among others to: determine the Influence of Teaching Facilities, Learning Facilities, Welfare Facilities, health Facilities on Students' performances in Cross River University of Technology in Cross River State. In line with the stated objectives, five research questions and five null hypotheses were formulated for the study. The study adopted the use of descriptive survey research design and out of the total population of 2093, 628 copies of questionnaire were administered, but only 600 were correctly filled and returned, consisting of 24 Vice Chancellors and 576 lecturers. The instrument tagged, School Facilities on Students' Academic Performance

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### **Aesthetic Nature of the School and Pupils Attitude Towards Learning**

One of the important goals and tasks of education is to create the conditions for the all-round growth of the individual and to train healthy, efficient and responsible human beings to play a role in individual and social life. Since students, as the basic element of the country's educational system, have a special role and position in achieving the goals of the educational system, paying attention to this section of society in terms of education and training, fertility and prosperity of the educational and training system as much as possible Causes. Undoubtedly, one of the goals and tasks of education is to prepare students to accept and understand the scientific developments of the world to come. Nevertheless, its most important goal is the full flourishing of students' personalities and the cultivation of transcendent values (Kadivar, 2011).

Our aesthetic environment has a big impact on the way that we feel and the way we feel has a great impact on our attitude and mindset towards learning. For pupils, this is no different; in fact pupils are usually more aware and sensitive to their surroundings. This is especially for students with specific sensory needs. This is because their physical environment can calm them and make them feel safe and open to learning, or can make them feel over stimulated and closed to the learning process. The school environment can enrich the curriculum opportunities that you provide. It can also enthuse and motivate pupils to be ready to learn. In short, it's key to prepare pupils with positive attitudes to learning the moment they walk in the door. The school environment can calm and relax, intrigue and excite. So, the possibilities are huge and can be varied in aim from area to area.

Aesthetics nature of the school can affect our decisions, emotional responses and the way we feel about ourselves and other people, therefore, if you provide an aesthetic environment that makes people feel happy to be there, they will be more able to learn. In this way, you can impact the pupil's progress and success, which creates a positive attitude to learning.

In an empirical review by Ahmad, Fathabad, Bakhtiarvand (2020) who investigate the effect of aesthetics based teaching on students' attitudes toward school. This is an all-experimental study of pre-test-post-test design with a control group. The statistical population of sixth grade students in schools Fardis in the academic year of 1997-98 was. The sampling method was simple random and the selected students were divided into experimental and control groups. The sample size was determined using Morgan table and the number of sample people in each group was 16. Experimental science course was taught in the experimental group by aesthetic teaching method and in the control group by traditional teaching method. To assess the attitude towards school, McCoach (2003) school attitude questionnaire (SAAS-R) was used with a reliability of 0.96. The obtained data were analyzed by multivariate analysis of covariance. The results showed that the level of attitude towards school in students who took the sixth grade experimental sciences course with aesthetic methods was different from the students who



learned this course with the usual teaching methods in schools. Therefore, the aesthetic method can play a role as an active and effective method in students' academic achievement in science.

Also, Kiyashñhenko, Plakhova and Rakhimova, (2015) examined the components of aesthetics nature of the school in the formation of vocabulary in the field of art in English language classes. The results of this study showed that aesthetics-based teaching in English language classes using paintings, pictures, stories, elements of popular culture (proverbs, sayings of elders) and its parallel application along with teaching help to develop vocabulary and learn them better, he does. They acknowledged that the results of this study could be used in English language teaching and learning classes; because teaching based on aesthetics improves the performance of learners. Dyganova and Karkina (2015) in a study aimed at teaching the aesthetics of music found that the integration of words with music, as a means of teaching based on an individualistic approach, ensures the success of operations and learning. Innovative art courses by combining words in music as a means of teaching student-centered aesthetics will increase the efficiency of the learning process and will also allow higher education institutions to pursue beauty education as an integrated system.

## **RESEARCH METHOD**

The study adopted the descriptive survey research design. This design is used by the researcher to represent the sample of the population of study, to make inference about the whole population as it will be difficult to study, the entire population. The population of this study consisted of 2,735 primary six pupils in Calabar South Local Government Area of Cross River State, Nigeria (Population Census, 2006). The sampling technique adopted for this study was the simple random sampling. The sample of this study comprised of 274 primary six pupils representing 10% of the population of pupils drawn from 15 schools in Calabar-south LGA of CRS, Nigeria. The instrument used for this study was questionnaire titled Child Friendly School Environment and Pupil's Attitude Towards Learning Questionnaire (CFLPATLQ). The language of the instrument was modified and simplified to the level of understanding of the respondents without necessarily distorting the face validity. The face validation of the instrument was provided by three experts, one in in Measurement and Evaluation and the project supervisor in the department of educational foundations and childhood education Cross River University of Technology, Calabar. These three experts certified the instrument as capable of measuring the variables of the study. To establish the reliability of the instrument titled Child Friendly Learning Environment and Pupil's Attitude towards Learning Questionnaire (CFLPATLQ), it was administered to thirty (30) pupils' who are not included in the sample. The split-half reliability method was used. Data obtained was computed using sub programme of the Statistical Package for Social Science (SPSS version 21). The mean, standard deviation and reliability values of the variable under study are presented in the result of the study.

## **RESULTS AND DISCUSSION**

The results of the data collected are presented hypothesis by hypothesis.

### **Hypothesis One**

There is no significant influence of safety measures on pupil's attitude towards learning. The independent variable in this hypothesis is safety measure categorized as high and low. While the dependent variable is attitude

towards learning. To test this hypothesis independent sample t-test was employed and the result is presented in Table 1.

The result in table 1 shows that the 170 respondent for high level of safety practices in schools record a mean of 16.3941, standard deviation of 5.18566 and a corresponding standard error of .39772, low level of safety practice are 99 with mean standard deviation and standard error of 17.8788, 3.21436 and .32306 respectively. At 267 degrees of freedom using 0.05 alpha level. The p-value is .011 accompanied by a t-calculated value of 2.57. This implies that the null hypothesis is rejected. This implies that there is a significant influence of safety measures on pupil’s attitude towards learning.

**Table 1**  
**Independent Sample t-test Analysis of Safety Measures and Pupil’s Attitude towards Learning**

Levels of safety measures	N	$\bar{X}$	Sd	SEM	df	LS	t-value	p-value
High	170	16.3941	5.18566	.39772	267	.05	2.57	.011
Low	99	17.8788	3.21436	.32306				

\*p<.05

**Hypothesis Two**

There is no significant influence of learning facilities on pupil’s attitude towards learning. The independent variable in this hypothesis is learning facilities categorized as high and low. While the dependent variable is attitude towards learning. To test this hypothesis independent sample t-test was employed and the result is presented in Table 2.

**Table 2**  
**Independent Sample t-test Analysis of Learning Facilities and Pupil’s Attitude towards Learning**

Levels of Learning Facilities	N	$\bar{X}$	Sd	SEM	df	LS	t-value	p-value
High	148	17.3378	4.86212	.39966	267	.05	4.439	.000
Low	121	14.7190	4.75258	.43205				

\*p<.05

The result in table 2 revealed that the 148 respondent for high level of learning facilities in schools record a mean of 17.3378, standard deviation of 4.86212 and a corresponding standard error of .39966, low level of learning facilities are 121 with mean standard deviation and standard error of 14.7190, 4.75258 and .43205 respectively. At 267 degrees of freedom using 0.05 alpha level. The p-value is .000 accompanied by a t-

calculated value of 4.439. This implies that the null hypothesis is rejected. This implies that there is a significant influence of learning facilities on pupil’s attitude towards learning.

**Hypothesis Three**

Aesthetic nature of the school does not significantly influence pupil’s attitude towards learning. The independent variable in this hypothesis is aesthetic nature of the school categorized as high and low. While the dependent variable is attitude towards learning. To test this hypothesis independent sample t-test was employed and the result is presented in Table 3.

**Table 3**  
**Independent Sample t-test Analysis of Aesthetic Nature of the School and Pupil’s Attitude towards Learning**

Aesthetic Nature of the School	the N	$\bar{X}$	Sd	SEM	df	LS	t-value	p-value
High	131	17.6947	4.74243	.41435				
					267	.05	6.024	.000
Low	138	14.0217	5.22971	.44518				

\*p<.05

Table 3 shows that there are 131 respondent for high level of Aesthetic nature of the school in schools record a mean of 17.6947, standard deviation of 4.74243 and a corresponding standard error of .41435, low level of Aesthetic nature of the school are 138 with mean standard deviation and standard error of 14.0217, 5.22971 and .44518 respectively. At 267 degrees of freedom using 0.05 alpha level. The p-value is .000 accompanied by a t-calculated value of 6.024. This implies that the null hypothesis is rejected. This implies that there is a significant influence of Aesthetic nature of the school and pupil’s attitude towards learning.

**Discussions of Findings**

The findings of the study are discussed based on the hypotheses as presented below:

**Safety Nature of the School and Pupils Attitude towards Learning**

The finding revealed that safety nature of the school has a significant influence on pupils’ attitude towards learning. The effect of school safety on school performance will be large. Where the school is located also has profound implications on perceptions of school safety. For instance, found in their study that neighborhood surroundings have a very influential effect on students’ perceptions of safety. Schools that are located in neighborhoods that have high poverty and high crime rates have been shown to have a negative influence on perceptions of school safety. The present finding s agrees with Duszka (2015) It was found using a panel random effects model that, in elementary schools, a 1 percentage point increase in a school’s mean school safety score increases a school’s FCAT score by 18 points, on average. No relationship was found in middle schools or high schools. Possible reasons for the discrepancy in findings between elementary schools and middle and high schools are discussed. In the same vein, Donmez and Guven (2002) found in a study conducted in Malatya, Turkey with high school teachers and students that the most serious safety problems in school stemmed from a lack of control in school corridors and the playground.

The findings of hypothesis two shows that learning facilities has a significant influence on pupils' attitude towards learning. It is glaring that students' achievement depends upon the physical school facility, its age, the design and the condition of the school. School facilities played a significant role in directing the task of teaching and that of shaping students learning process in and out of school. The finding agree with Ohakamike-Obeka (2016) who observed that many schools in Nigeria have dilapidated building, cracked walls and leaking roofs, infrastructural facilities are far from being conducive. In the same light, Egim, (2003) findings of the study among others revealed that there is no significant difference in the opinions of students and lecturers on the impact of teaching facilities on students'.

The finding revealed that aesthetic nature of the school has a significant influence on pupils' attitude towards learning. Explaining this finding, it can be said that the combination of the teaching process based on aesthetics leads to meaningful learning. In this way, the aesthetic activities have an important and fundamental role. The first and most important stage of education is the elementary school, in which children with different abilities and talents are ready to receive general and basic education. In consonance with the present finding is that by Dyganova and Karkina (2015) found that the integration of words with music, as a means of teaching based on an individualistic approach, ensures the success of operations and learning. Innovative art courses by combining words in music as a means of teaching student-centered aesthetics will increase the efficiency of the learning process and will also allow higher education institutions to pursue beauty education as an integrated system.

### **Summary of the Study**

The study was conducted to examine the influence of child friendly school environment on primary school pupil's attitude towards learning in Calabar South Local Government Area of Cross River State, Nigeria. The physical environment of a school or learning space, including its surrounding neighborhood, is crucial to children's safety and security. To increase school safety, fences should be built to protect children from harmful outside influences. For the purpose of this study, three research questions and corresponding hypotheses were utilized in the study and the descriptive survey research design. The population of this study consisted 2,735 primary six pupils in Calabar south LGA of Cross River State, Nigeria (Population Census, 2006). The sampling technique adopted for this study was the simple random sampling. The sample of this study comprised of 274 primary six pupils representing 10% of the population of pupils. The instrument used for this study was questionnaire tilted Child Friendly learning Environment and Pupil's Attitude towards Learning Questionnaire (CFLPATLQ). The face validation of the instrument was provided by three experts, one in Measurement and Evaluation and the project supervisor in the department of educational foundations and childhood education Cross River University of Technology, To establish the reliability of the instrument CFLPATLQ, it was administered to thirty (30) pupils' who are not included in the sample. The split-half method was used. Descriptive statistics and inferential statistics was employed in analysis, the data using the Statistical Package for Social Sciences (SPSS) and the findings revealed that;

1. There is a significant influence of safety measures on pupil's attitude towards learning.
2. There is a significant influence of learning facilities on pupil's attitude towards learning.
3. Aesthetic nature of the school does significantly influence pupil's attitude towards learning.

## **CONCLUSION**

School learning environment is a very important factor in the development of students' attitude to learning and serves as a determinant of their performance in English language. Thus, a conducive learning environment is an imperative if students are to develop positive attitude to learning in order to facilitate better achievement in the subject. No wonder most of the learners have a negative attitude towards the target language. This is made worse by a poor learning environment where provisions are not made for interesting instructional materials (such as newspapers, supplementary texts, audio and visual tapes, computers, language laboratories etc) to aid the lesson. All these factors contribute to negative attitude among the learners and poor achievement of pupils' in schools. Thus, a situation where the school learning environment is not motivating and instructional materials are not utilized to make the language learning interesting clearly suggest that students are likely to have negative attitude towards the target language.

## **RECOMMENDATIONS**

From the findings, the following recommendations were drawn

- i. The learning environment across the schools in Calabar south Local Government area should be improved with good facilities and buildings. Also, there is urgent need for refurbishment and replacement of old and dilapidated classroom buildings to make them more attractive and conducive for learning.
- ii. Considering the central role of attitude in second language acquisition, teachers should create a positive classroom learning environment that will motivate learners to develop a more positive attitude to learning.
- iii. Schools should be located in noiseless areas of the town where students will not be easily distracted from their studies by noise from moving vehicles and trespassers.

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