



Teachers' Roles on Creating Child-Friendly Learning Environment in Pre-School

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Abstract

Creating child-friendly schools is an international movement that encourages schools to operate in the best interests of children. Child-friendly schools not only help children realize their right to basic education but also provide quality educational experiences. A child-friendly school is child-focused and child-centered. These schools promote inclusion and help children learn what they need to learn while teaching them *how* to learn. They ensure a healthy and safe learning environment, eliminate gender stereotypes, and encourage child participation. Ministries of education, development agencies, and schools should all understand and support the basic characteristics of a child-friendly school and work toward incorporating these characteristics into all child-learning environments. This study aims at identifying the child-friendly learning environment at preschool by exploring the teachers' roles and perspectives towards it. For this, five teachers were purposively selected from the five Pre-schools schools in Batticaloa Manumai north. Their perspectives about the child-friendly learning environment were recorded through face-to-face semi-structured interviews. The collected data were analyzed by using a qualitative approach. The study found that there is a vast gap between outsiders' views and the reality of schools regarding child-friendly learner-centered learning environments. In such a situation, the teacher's role seems to be dynamic and creative to create a child-friendly learning environment at school.

Key Words: Teachers' roles, Child-friendly learning environment, Pre-school

Introduction

This paper entitled "Teachers' Roles on Creating Child-Friendly Learning Environment in Pre-School" has been prepared aiming at exploring the teachers' roles in creating child-friendly learning environment at school and then identifying the child-friendly learning environment. Here, a school is an academic institution designed to provide learning spaces and learning environments for the teaching of students under the direction of teachers. A school can have the child-friendly learning environment where there is good rapport established between teacher, student, and guardian. A child-friendly school recognizes, encourages, and supports children's growing capacities as learners by providing a school culture, teaching behaviors and curriculum content that are focused on learning and the learner. It is only possible to make the child-friendly teaching-learning environment through the active participation of related stakeholders: teachers, guardians, learners, administrative, and management committee. Moreover, teachers are directly involved personnel in teaching-learning activities.



The term child-friendly has gained popularity in the field of education at present time. It can be seen in the admission advertisement of private to public schools. In the context of Sri Lanka, at present time, most of private schools use various information techniques to attract the attention of parents and students. They claim that their school has child-friendly and child centered learning environment with good school governance. Therefore, here our main concern of this study is to identify whether there is such situation or not; and what roles are playing the teachers involved in the profession. Whether they are really using and exercising it in practice following the different criteria of child-friendly schools as it is mentioned by the National Framework for Child-Friendly School for Quality Education-2067 and WHO (1999) or not.

Children spend about four hours (8:00 am to 12:00 pm) in the Pre-school premises in every five days of the week. Therefore, this is the time for seeking answers to the questions how the children are passing their valuable time, whether the children are feeling learning environment secure or not, how the teachers are leading the language classroom, what the teachers are playing roles for effective child-friendly learning environment at school. Every student has a different ability to learn. Some grasp it easily and develop a sympathy to it; others struggle and have difficulties, which could lead to being demotivated and lack of interest. This leads to the question of what a teacher can and has to do to teach them successfully. Nowadays teachers are supposed not only to educate but also to create a suitable environment for learners. However, this paper might be fruitful, useful, and supportive guidelines for the teachers to identify and deal with the existing problems of the learners in the class and provide appropriate solutions, learners, and researchers to carry out the similar research studies in related field.

This paper is divided into three sections: preliminary, main body, and conclusion. In the first section, I have included the title and abstracts of this paper. In the main body, I have written an introduction, issue, objectives, methodology of study, and literature where I have analyzed different provisions of documents and empirical studies. Furthermore, in the final section, the results and findings are mentioned including the conclusion, reflection, recommendations, references, and appendix.

Objectives of the Study

The major objectives of this study are:

- i) To identify the child-friendly leaning environment.
- ii) To explore teachers' roles in creating a child-friendly environment in Pre-school.

Methods of the Study

The methodology in a research paper, thesis paper, or dissertation is the section in which you describe the actions you took to investigate and research a problem and your rationale for the specific processes and techniques you use within your research to identify, collect, and analyze information that helps you understand the problem. In this study, I have used qualitative method of research to give my study concrete shape and to make it lively. Mainly, the two methods: desk review and interviews as fieldwork were implemented to complete the presented study successfully. In the desk review, the related literatures



including national and international articles and documents were reviewed. Similarly, the required data were collected being involved in face-to-face interview. In this study, both the primary and secondary sources of data were used. Interviewees or the respondents of the interview are taken as source of primary data where the direct interview was conducted and as the source of secondary data, I have studied and analyzed different types of policies and related documents, articles, and textual materials. The main methods used in this study are mentioned as follows:

Desk/Document Review

While carrying out any sort of study, there should be theoretical or content knowledge of the related study because the study cannot be successful in the lack of content and theoretical knowledge. However, the study is based on interviews and observation; I have used this method at first to collect extra knowledge or theoretical ideas and to make the study more systematic and empirical. In the process of reviewing the literature, I have reviewed the related ten documents at the national and international levels. Among them, the National Framework for Child-Friendly School for Quality Education by MoE (2067) is reviewed to provide the clear concept of child friendly learning environment. And other relevant documents for collecting relevant information as secondary data were retrieved from the websites and reviewed by me and to take the gist of those documents, I studied those documents twice silently and note down the key points and finally those points were summarized and presented briefly in my own words.

Interview

To obtain the required data for the study, I have purposively selected four teachers teaching at pre-school Batticaloa Manmunai north district. They were interviewed using the semi-structured questionnaire. In this study, the face-to-face semi-structured interview was used as a research tool as it is useful for obtaining firsthand data, which are more reliable and authentic ones. It is one of the data collection tools, which is used to eliciting or extracting the recurred responses from the participants for the fulfillment of the objectives of the researcher. Before conducting the interview, I have taken the consent from the participants by clarifying the objectives of this study. Then the interview was conducted based on some guiding questions for the exploration of the current practices and issues related to child-friendly environment in school and teachers' roles regarding child friendly learning environment at Pre-school.

For the analysis and interpretation of the collected data, thematic approach was adopted. Thematic approach is a process of analyzing qualitative data. It is the most common form of analysis in qualitative research. In this approach, themes are the topics or main ideas of the research, which are formed on the basis of the categorization and grouping of similar types of information and responses. For this, I have collected and organized the obtained information based on the similarity of the responses. These themes are important for the description of a phenomenon and are associated with a specific research question. The main objective of this research was to explore the current practices and analyze the issues in implementing child-friendly environment in schools regarding teachers' roles. Therefore, the focus was mainly given to the formation of themes based on the information shared by the participants of the respective schools regarding child-friendly environment in school.



Literature Review

The primary aim of the literature review is to identify the real situation of pre-schools regarding child-friendly learning environments. To reach the aim of the study to examine and review the teachers' perspectives and their roles towards child-friendly environment in pre-school, I collected the various literature related to the issue of research studies such as Education Rules-2059, Constitution of Nepal-2072, research articles like Child-Friendly School by UNICEF (2009), Child-Friendly Schooling for Peace-building (2014) by UNICEF and National Framework for Child-Friendly School for Quality Education-2067. Then I reviewed them from critical perspectives. They are briefly reviewed as below:

Theoretical Review

A child-friendly school is essentially a child rights-based school while the larger notion of child-friendly education enshrines the idea of an education system imbued in all aspects with child rights-based principles. (Shaeffer, 2013, as cited in Selby & Kagawa, 2014)

Different communicative approaches to language teaching learning focus on child-oriented cooperative learning. To create such kinds of classroom environments, there can be various aspects playing pivotal roles such as principal, SMC, TPA, teachers, and so on. Regarding the communicative approach, Richards and Rodgers (2010, p.187) have stated three roles of the natural approach teacher: source of comprehensible input, classroom atmosphere creator that is an interesting, friendly, and low affective filter for learning and responsible person for creating materials and managing a variety of group sizes. Likewise, Johnson et al. (1994, as cited in Richards and Rodgers, 2010, p. 199) state that the role of the teacher in the cooperative language learning (CLL) approach has to create a highly structured and well-organized learning environment in the classroom, setting goals, planning, and structuring tasks, establishing the physical arrangements of the classroom, assigning students to groups and roles and selecting materials and time. From the aforementioned theoretical reviews, we can claim that the teachers are highly responsible persons in creating an interesting, child-friendly cooperative learning environment at school.

Empirical Literature Review

Nourin (2017) carried out a research study entitled "To create a positive learning environment, teachers have to come out from their authoritative role: Classroom Management" aiming at exploring how a teacher can create a positive learning environment, and how teachers can play the important roles to make students more communicative. It is noticed that establishing a positive learning environment is more successful than teachers who emphasize their role as authority figures. Nourin (2017, p.16) states that teachers need to be very enthusiastic about their work so they can get a better environment for learning in the classroom. Teachers are like second parent in the classroom at the elementary level and students get the chance to spend a lot of time with their teacher. They are role models for the students. She states that teachers as participants should be friendly. As the organizer, they must manage the sitting arrangement and group work. Their roles are mentoring the class, correcting the error, giving feedback, and motivating the students



According to UNICEF (2009), a child-friendly educational institution is inclusive, protective, and healthy for all children regardless of their social background, ethnic origin, gender, and level of ability. It has all the necessary facilities that make the child's school experience more effective and comfortable. A child-friendly school is respectful of all children, and the families and communities of the students are invested in school life as well as the students themselves. A child-friendly school ensures every child an environment that is physically safe, emotionally secure, and psychologically enabling.

Moreover In the article 'Child-Friendly Schooling for Peace-building', Kagawa and Selby (2014, pp. 2-3) being based on a case study have stated the four main characteristic principles of child-friendly schooling: child-centeredness, inclusiveness, democratic participation, protection (physically and socio-emotionally healthy place).

The document WHO (1999) entitled "Creating an Environment for Emotional and Social Well-being: An Important Responsibility of a Health-Promoting and Child-Friendly School" focuses on the psychosocial environment of the school. WHO developed this document and its accompanying Psychosocial Environment (PSE) Profile to help teachers; students and parents create a positive psychosocial climate in their school as a means to improve school quality and the mental and physical well-being of young people. Regarding the context of teachers' roles, it states that teachers are the single most important factor in creating an effective and inclusive classroom. According to the PSE Profile questionnaire, teachers can create a healthy psycho-social environment at school by providing a friendly, rewarding, and supportive atmosphere; supporting cooperation and active learning; forbidding physical punishment and violence; not tolerating bullying, harassment and discrimination; valuing the development of creative activities; connecting school and home life through involving parents; promoting equal opportunities and participation in decision-making.

After analyzing the aforementioned literature from critical perspective, it can be concluded that the main role of teacher is to create homely environment where every learners could learn in a natural way i.e. learning by doing, learning by experience, learning by sharing. The teachers are the positive and progressive change agents of both the school and society

Policy review

The main aim of the national framework, Child-Friendly Learning Environment in National Framework for Child-Friendly School for Quality Education (2067) is to create an environment of child-friendly teaching learning. To reach the aim, it has mainly focused on the nine aspects of the child-friendly school which are partially similar to the UNO's agency WHO. They are effectiveness; inclusion; gender in education; participation of children, family, and community; health and security; physical environment of school; teaching-learning process; instruction in the mother tongue; and school management. This shows that there are various aspects related to child-friendly learning. Not only the rich physical factors can maintain the well-equipped learner-centered classroom, but also there should be equal balance and interrelationship between other factors too.



This framework has provided some criteria required for a child-friendly learning environment such as there should be adequate availability of teaching learning materials and sport materials; students' attendance should be at least 210 days in a year however it is expected to be 220 days; good rapport between teacher and students; students and students; and teachers, students and parents; community participation in school, teachers should be well trained about inclusion system; guarantee of participatory teaching learning in a diversified classroom; all students should be treated equally so that they could learn as per their pace, interest, capacity; at least 50% girls should have the access of scholarship; focus on gender equality in education; there should be the provision of community assembly in school twice a year; children should have the feeling of healthy and safe learning environment at school; and school environment should be well-equipped with physical facilities.

Regarding the child-friendly classroom-management, MoE (2067) states that there should be at least the following provision: a classroom per 50 students; 0.75 m² space per student; a healthy playground where all student could enjoy playing at a moment altogether; a book corner in each classroom; a garden if possible; a library with 500 reference materials having space of working 20 students at a time; and separate toilets for boys and girls.

This framework describes teachers' roles as messenger, facilitator, motivator, and a person making learners creative. Similarly, it focuses on that the teacher will teach using yearly work plan, unit plan, and lesson plan; and use of computer in teaching and learning. There should be the provision of educational tour at least a year. And it is also expected that all classes will be taken to the educational tour every year. There will be conducted extra-curricular activities at least once each month. From the above review, it can be concluded that a child-friendly learning environment refers to the learning environment where the learners feel physically or psychologically secure and healthy; they can learn from each other being co-operative and interactive in the classroom. To create such situation, the teacher, as the active member of school, has to play the roles of extra-curricular activities manager, facilitator and plan designer for learning.

While defining the term 'teacher', MoE (2075, p.4) states: "Teacher" means a teacher of a School and this term also includes the Headmaster." Similarly, the article No.16 (M) talks about that no child shall be expelled from school and they will not be misbehaved and children shall not be treated and tortured physically and mentally at school. This shows that the teachers have to treat all the students equally respecting their individual differences either in or outside the classroom. Their role is to create punishment free healthy socio-psychological learning environment cooperating with learners and other teachers as well.

The constitution of Nepal (2072) as the fundamental law of Nepal has mainly focused on 31 fundamental rights. Among them, it has also ensured that the healthy environment for learning in themother tongue. It has also talked about providing education for all through the provision of equality, equity and inclusion; and maintaining active participation of all person for the welfare of nation. And to reach the goals of constitution, the teachers have to play the role of good messengers who can spread the actual message through their students at school. So, the learners become ready to take the information well if the learning environment is healthy and learner-fronted i.e. child friendly.



Similarly, the article No.39 has focused on children rights, which states that every child shall have the right to education, health, maintenance, proper care, sports, entertainment and overall personality development from the families and the State. Likewise, in clause (7) of the article No. 39, it is stated that no child shall be subjected to physical, mental or any other form of torture in home, **school** or other place and situation whatsoever. In this sense, we can claim that the school environment should be punishment free and full of physical facilities and instructional materials; and teacher should be democratic and flexible in nature to create child-friendly school.

The main aim of Education Rules (2059) is to bring Education Act into implementation phase providing basic rules and regulations. In the schedule-3 (Related to Rule 4), regarding the infrastructures for establishing a school, it has mainly focused on various physical aspects like height of classrooms, class wise per student area, provision of furniture, library, laboratory, teaching materials and safe drinking water according to the requirement, separate toilets for boys and girls except for pre-primary schools, a spacious school compound, first aid, boarding house for the boarding schools, school premises to be surrounded by compound wall, contract of rent at least for five years to be entered into case of rented school building, etc.

Recently, the news related to punishment system of school has got a space in the front page of almost all newspapers that a fifteen year learner studying at grade nine left the beautiful world for forever due to the teachers' punishment. In the Republica, Chhatyal (2019, July11) published the news entitled 'Ninth grader dies after severe beating by teachers'. Likewise, in the Setopati, Khadka (2019, June 3) reported another news entitled 'Teacher who broke hands of five students to 'maintain discipline' arrested'. These news articles clearly present that there is a vast gap between policy of government and practice or implementation level. The different policies, for example, National Framework for Child Friendly School for Quality Education (2067), UNICEF (2009), Child Right Declaration (1989), and the constitution of Nepal (2072), state that every child has right to have education in a punishment free classroom i.e. child-centered learning environment and every students should be respected and treated equally by the teacher.

However, the government's attention is concerned towards creating punishment free child friendly learning school, the real situation is diverted away. Even in the era of science and computer technology, private as well as public schools are practicing the outdated traditional punishment system of maintaining discipline. Learners are being afraid of teachers in spite of being the friend. So, to overcome from such kinds of issues, the teachers must play the role of creating the healthy psychological environment being far away from the traditional punishment system. There should good rapport between teachers and students in teaching learning.

Results and Discussion

This research entitled Teachers' Roles on Creating Child-Friendly Learning Environment in pre-school has been prepared mainly focusing on the two objectives; where one is to identify the child-friendly environment and the next is to explore teachers' roles on creating child-friendly environment in pre-school. Considering to these two objectives of the study in the center, the data found from the interview are discussed after having themes following thematic approach of qualitative method of research design. After reviewing the related literatures and having the interview with the four teachers from different four schools,



I found what sorts of environment could be called child friendly environment and the different roles of the teachers in creating such environment at school. They are mentioned as below:

Child-friendly environment

There is no debate to say that environment plays a significant role in learning. Everything depends on the environment. Here, the term 'environment' indicates the school or learning field. It is a place and platform for learning i.e. educational lab for having practice to gain knowledge, skills and attitudes and test them. After having the central ideas of the respondents of the interview, the child friendly learning environment can be stated as follows:

The safe and secure school environment

One of the respondents in the interview says, "In child-friendly learning environment, the learners do not have the feeling of fear. They can work freely based on the practical code and conduct of the school". Similarly, another teacher adds that the learning environment should be safe and secure from inequality, biasness, pollution, and so on". In this regard, UNICEF (2009) states that a child-friendly educational institution is inclusive, protective, and healthy for all children regardless of their social background, ethnic origin, gender, and level of ability. Thus, it can be stated that child-friendly learning environment is a safe and secure school environment for teaching and learning purposes.

Child-centered and child-rights-based learning environment

In the context of child-friendly learning environment, one of the teachers says, "The classroom setting and sitting management should be made based on the learners' physical and psychological needs". In the same way, respondent 'B' says that the school could provide learner-centered teaching-learning activities in or outside the classroom addressing/considering their level, need, interests, and rights to make it learner friendly learning environment. Thus, it can be said that the child-friendly learning environment is the child centered and child-rights-based learning environment where the learners could find the school environment child oriented regarding curricular and extra-curricular activities as well.

Punishment Free environment

Most of the respondents focused on that the punishment free environment can be child-friendly learning school. One of the teachers says, "In my understanding, the teacher who gives punishment, s/he does so to hide her/his own weaknesses". He added that it is very inappropriate to provide punishment without understanding learners' psychology and physical problems like health problem, economic factors, etc. Punishment free school should be created providing public awareness to parents and teachers all over the country. Similarly, another teacher says that punishment system should be avoided using other alternative ways i.e. reward as reinforcement. Hence, we can state that there is the avoidance of punishment system; and use of reward rather than punishment in child-friendly learning environment.



Homely environment

In child-friendly learning environment, there is good rapport between the learners and the teachers as there is the relationship between children and their family members. In such environment, the learners can express and share their interests, desires, feelings, ideas, and difficulties freely among the learners and teachers as well. In this regard, respondent “C” says that there is homely environment at child-friendly learning environment where the learning takes place by playing with the teachers and friends, imitating, and observing teachers’ behaviors.

Co-operative, communicative, and interactive classroom

For the effectiveness of classroom teaching learning, there must be co-operation, co-ordination among the teachers; and between the teachers and learners. Interaction and cooperation are the considerable factors in child-friendly learning environment. On the other hand, another teacher states that classroom environment should be communicative and interactive. Thus, it can be stated that interaction and cooperation play the significant roles in creating child-friendly learning environment at school.

Well managed classroom

The respondent of the interview “A” says, “A well-managed classroom can be child friendly environment”. Furthermore, she adds that there should be proper management of linguistic diversity in the classroom. Another teacher states that in the well-managed classroom, both the teachers and learners can work together communicatively being the friend. Similarly, the respondent ‘D’, finally, suggests that it would be better to manage the class size too. In this sense, it can be stated that the classrooms should be well equipped with sufficient physical facilities for learner-centered learning environment.

Teachers’ Roles in Creating Child-friendly Environment in School

After having close eyes on above-mentioned document review and the face-to-face interview, I found the following roles of a teacher in creating child-friendly learning environment:

- **Teacher as Motivator**

Harmer (1991) defines motivation as an internal drive to pursue the course of action. Most of the respondents stated teachers’ role as a motivator in creating child-friendly learning environment. In this context, a teacher working at Batticaloa pre-school, says, “Students’ motivation is required. It is gained having co-operation with learners in or outside the classroom consulting with their problems of teachers and learners”. As a teacher, one of the main roles is to motivate the learners to develop their ability and aspiration to learn. S/he can do this by planning and preparing teaching and learning activities and using reinforcement and reward in it that take account of the needs and well-being of individual learners as well as groups of learners.

- **Psychological treatment provider**

Most of the respondents of my research study has talked about the existing punishment system at school. Regarding the fact, one of the respondent says, “Psychological treatment is required rather than physical



punishment”. Another respondent said that punishment system should be avoided using other alternative ways i.e. using rewards as reinforcement. So, one of the roles of a good teacher at creating child-friendly environment is to provide psychological treatment during teaching learning process understanding the age, level, condition and interests of the learners and letting them to involve in group work. The Lerner centered activities should be focused. Counselling is required rather than giving physical torture as punishment.

- **Creator of gender equality and equity at school**

As mentioned by National Framework for Child-Friendly School for Quality Education (2067), gender equality in education is one of the main indicators of child-friendly school. In this regard, respondent "A" focuses on managing linguistic diversity of the classroom. Similarly, one of the teacher says, “The three days assembly is conducted by the girls and the remaining days by the boys to maintain gender equality”. Another respondent adds that the learners having low height are kept in front of the classroom. Thus, this shows that the teacher has to play the different roles of creating gender equality and equity at school. Every children should get opportunities to participate in every activity of school. Learners cannot learn well in discriminatory environment. They need a psychologically free and fresh environment. Therefore, a good teacher should treat all students equally. Moreover, s/he has to adopt the system of equity being based on the situation as it helps to maintain the access of learners in learning.

- **Learning mediator**

A teacher can play different roles in the classroom. One of the interviewees says, “The teacher has to play the role of mediator during teaching-learning process. S/he has to mediate the content and learners during the teaching learning process.” Similarly, another respondent says, “The teacher has to play the role of bridge between the school and society”. In this sense, we can state that one of the teacher’s roles in creating child-friendly learning environment is to be a mediator of instruction (i.e. content—teacher—learners).

- **Planner**

To run the school in a smooth way and for creating better child centered learning environment, there is the need of different plans such as educational plans, administrative plans, and so on. Among them, educational plans are especially based on teachers’ knowledge and skills. They have to prepare different educational plans: annual operational plan, work plan, unit plan, and daily lesson plans to run the academic programs well to meet the aim and objectives of the curriculum being. Plans are helpful to the teachers for guiding the learners on the right tract supporting to select appropriate teaching learning activities and apply them contextually.

- **Teacher as Controller**

Regarding the role of teacher as controller, one of the respondents says, “Most of the learners love making unnecessary noises and gossip which may bring disturbances to the other learners and classes. Therefore, the teacher has to control such situations by providing them opportunities to study and discuss in groups. But, in the names of controlling, we should not use physical punishment”. Sometimes, the learners’ activities go beyond the content and context. In such situation, the teacher has to provide appropriate treatment for engaging in the classroom activities motivating them extrinsically and leading them on the right path.



- **Teacher as a lifelong learner and a good friend of learners**

“Unless the learners feel a friendly and homely environment for learning, they cannot learn or sustain their learning for a long time”, one of the respondents said. In the same way, the next respondent states, “To be a child-friendly learning environment at any school, there must be a good rapport between the teachers and learners”. Hence, the teacher has to take him/herself as a learner in the classroom and cooperate with the learners in every activity of instruction playing the role of a good friend. S/he should not take her/himself as rich resource person; and has to play the role of an active participant of the classroom.

Conclusion

On the basis of aforementioned discussion, I came to the conclusion that only a well-managed single factor cannot fully support to the whole child-friendly learning environment at any school. For this, there should be good rapport and communication between community and school i.e. parents, politicians, social workers, teachers, and learners. Therefore, the teacher as the member of both community and school has to play the multiple roles such as facilitator, motivator, mediator, messenger, manager, rapport builder, educational critique and social change agent, material designer and so on for creating child-friendly learning environment being flexible and democratic.

In additional, their primary role at school is to create a good socio-psychological learning environment along with the physiological part. They have to take themselves as learners, facilitators, researchers and motivators during teaching learning process. It can also be claimed that every teacher has to play the role of socio-psychologist to address the individual differences, interest, level, etc. of the learners being involved in every activities of learners cooperatively. At the same time, we can state that, there are indeed a number of issues and challenges in the process of the creating child-friendly environment. Teacher as the member of school has to play the active roles to find out and maintain such issues, challenges and problem for the development and betterment of the school being a research practitioner. Finally, as reported by one of the respondents, it can be said that unless the teachers are highly motivated towards their professions with passion, there cannot be child friendly learning environment at any schools. So, their role is inevitable for maintaining socio-psychological to physical equilibrium in and outside the classroom. Finally, it can be stated where there is child friendly learning environment at pre-school, there can be the center for learners’ attraction and effective teaching learning activities. Though it is a challenging task, it is the demand of the day to make every academic institution child friendly. In spite of some issues and challenges of implementing the aspects of child friendly learning environment at pre-school, there could be the establishment of homely and friendly learning environment if it is maintained well by the active roles of teachers. In the present context of our country, it seems to work altogether with the teachers by the related stakeholders for creating and developing child friendly learning environment at pre-school.

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