



**Assessment of child unfriendly school environment and the effect on primary  
school students in Kolfe area Addis Ababa**

**A thesis submitted in partial fulfillment for requirement of MA Degree in  
Social Work**

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## **Declaration**

I hereby declare that the dissertation entitled **ASSESSMENT OF CHILD UNFRINEDLY SCHOOL ENVIROMENT AND THE EFFECT ON PRIMARY SCHOOL STUDENTS IN KOLFE AREA ADDIS ABABA** submitted by me for the partial fulfillment of the MSW to Indira Gandhi National Open University, (IGNOU) New Delhi is my own original work and has not been submitted earlier either to IGNOU or to any other institution for the fulfillment of the requirement for any other programme of study. I also declare that no chapter of this manuscript in whole or in part is lifted and incorporated in this report from any earlier work done by me or others.

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**CERTIFICATE**

This is to certify that Mrs. MihretSenbetu student of MSW from Indira Gandhi National Open University, New Delhi was working under my supervision and guidance for her project work for the course MSWP-001.Her project work entitled**ASSESSMENT OF CHILD UNFRINEDLY SCHOOL ENVIROMENT AND THE EFFECT ON PRIMARY SCHOOL STUDENTS IN KOLFE AREA ADDIS ABABA**which she is submitting, is her genuine and original work.

**Place : Addis Ababa      Signature:.....**

**Date: May, 2016      Name .....**

**Address of the supervisor .....**

.....

.....

**Phone No: .....**

## **Acknowledgment**

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## Acronyms

<b>A.A.</b> .....	<b>Addis Ababa</b>
<b>CFS</b> .....	<b>Child friendly school</b>
<b>CSA</b> .....	<b>Central statistics authority</b>
<b>ECD</b> .....	<b>Early childhood development</b>
<b>FGD</b> .....	<b>Focus group discussion</b>
<b>IGA</b> .....	<b>Income generating activities</b>
<b>KIG</b> .....	<b>Key informant group</b>
<b>PST</b> .....	<b>Parent student teacher union</b>
<b>UNICEF</b> .....	<b>United Nations Children’s Fund</b>

## **Abstract**

Schools are places for children to learn the knowledge and develop skills, values and beliefs of the society through education and training. What children learn during the early years determines their adulthood personality. The overall objective of the study is to identify and understand the different factors that have negative impact on students learning process in school. The researcher used a cross sectional study design in schools in 2015/16 education year in A.A city administration which provides information on the currently existing situation about the research questions.

The instrument used to identify unfriendly school environment and the effect on students are structured questionnaire, which was specially designed for this study, based on objective of the survey. A face-to-face interview was conducted with the selected individuals (students) in schools. To fill the information gap created by structured questionnaire method the researcher used FGD with a group of 10 students selected from grade 6 to 8. The data was analyzed using the statistical package for social scientists version 20 (SPSS-20) statistical software and descriptive analysis was applied

60% of the respondents were girls. The result shows that the majority of students are living with their parents who obviously contribute for their positive development and safety. The average age of the students in the survey is 14. The study identified the existence of school unfriendly places in Kolfe area. The study shows 51% of respondents replied the existence of child unfriendly environment in their school area. Hence it can be concluded that Kolfe area are exposed to significant unfriendly school environment around the school areas that affect students' behavior and education performances which needs to be addressed by the concerning actors in the sector.



## Chapter One

### 1. Introduction

#### 1.1 Background of the study

Schools are places where children learn the knowledge, skills, values and beliefs of the society through education and training. Simply schools are places for learning. For children especially it is the place where their personality is shaped. This is because what children learn during the early years determines their adulthood personality.

Learning begins at birth and continues throughout our lives. A child who develops well physically, mentally, socially, emotionally and intellectually during the early years is more likely to be a happy and productive member of the society than one who does not. Children whose basic health, nutritional and psycho-social needs are being met will develop and perform better than those less fortunate (Murtaza, 2011).

Children's personality development is shaped by what they learn and experience in and around the school both formally and informally. This is partly because children spend most of their active time in the day around school environment. School is a significant personal and social environment in the lives of its students. A child-friendly school ensures every child an environment that is physically safe, emotionally secure and psychologically enabling (Senaman, n.d). But the personality of children is not only shaped by the formal teaching and learning processes in the classroom but also other informal processes and environmental factors. There are child friendly factors that facilitate the positive behavioral development of children. There are also child unfriendly factors that have negative effect on behavior development and educational performance of children in school. Children are natural learners, but this capacity to

learn can be undermined and sometimes destroyed. 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 learners (Skevington, 2003). Scholars related the effect of these factors to the vulnerability of children by saying that young children can be affected by many social, economic and environmental factors both in positive and negative ways. Because children are so vulnerable, they can be easily affected by things many parents and adults take for granted. There are four main factors affecting a child's development, individual child behavior and health, family life, learning environment and socioeconomic environment (Eitel, 2015). Therefore, according to Eitel learning environments are among the main factors that affect the development of a child.

UNICEF in its frame work for child friendly school environment described that child-friendly schools not only must help children realize their right to a basic education of good quality. They are also needed to do many other things — help children learn what they need to learn to face the challenges of the new century, enhance their health and well-being; guarantee them safe and protective spaces for learning, free from violence and abuse, raise teacher morale and motivation, and mobilize community support for education (UNICEF, 2012).

Although the concept of child friendly school or school environment might be different from society to society, the basic nature is more or less the same. Some of the definitions forwarded by different groups of people include the following: A Child Friendly School is a school that recognizes and nurtures the achievement of children's basic rights (Penh, 2007).

UNICEF defined child friendly school as the following: A child friendly school is child-centered school acting in the best interests of the child, leading to the realization of the child's full

potential, concerned about the “whole” child: her/his health, nutritional status, and well-being concerned about what happens to children before they enter school and after they leave school (UNICEF, 2012).

Kolfe Keranio is one of the 10 sub cities under Addis Ababa city Administration. Kolfe area is characterized by poor social infrastructure, poor facilities like shortage of places for children to play and spend leisure time, relatively economically destitute residents that are densely populated, and places like local drinking, gambling, “khat”, “shisha” and video houses. Most government schools are characterized by poor facilities including inadequate classrooms and furniture, less attractive for children and shortage of learning materials like library facilities (World Vision, 2014).

The objective of this research is to assess the different internal and external school environment and the factors that negatively affect the development of student behavior in Kolfe area. Also the research intends to analyze impact of these child unfriendly environmental factors on the performance of children’s education.

## **1.2 Statement of the problem**

For developing countries like Ethiopia educated human power is crucial for its development and eradication of poverty. Schools are places for creation of a country’s productive human resource responsible for the social and economic development of the society.

But availability of formal education centers is not enough to create the desired human power.

There are also environmental and social factors that limit the contribution of the education system to produce qualified and skilled human resource. In this regard Kolfe area is prone to child unfriendly environmental factors. There are a number of drinking houses, chat bet and local

liquor houses; the many youth spend most of their day time in gambling houses and video houses. These places are also found around school areas where children move around every day. Kolfe area like most places in Addis Ababa is also characterized by congested houses where children have little or no access to play grounds. Therefore the above places are sometimes the only area children find to play and find recreation.

On the other hand any one can just observe many primary schools in Kolfe area and learn that the schools lack many of the facilities to be called child friendly schools. The problems include lack of play grounds, inadequate latrine for girls and boys, poorly furnished and decorated class rooms that do not attract children to school. These factors pool the interest of children away from education and force children to seek enjoyment from child friendly places.

A study conducted by World Vision and its partners in 2008 on education related problems of Kolfe area. According to the findings because of these child unfriendly school environments absence of children from classes, then gradually dropping out of children from school, conflict with family which gradually leads to street life are some of the consequences children faced in that area (World Vision, 2008).

Unless these external factors are treated and managed the negative effect of these social and environmental factors are significant. These and other related problems call for the need to study and understanding the factors. Also it is important to plan for ways to eradicate such child unfriendly places that have a significant effect on children's behavior development and education.

### 1.3 Research questions

#### **The research tries to answer the following questions**

- Are schools in Kolfe area exposed for child unfriendly environments?
- What is the nature of unfriendly school environments existing in Kolfe primary schools?
- What are the causes of unfriendly school environments existing in Kolfe primary schools?
- How is the unfriendly school environments related to students behaviors?
- How does the existing unfriendly school environment affect students' school performance?
- How can the existing conditions be improved?
- What efforts exist to address the issues of unfriendly school environment?

## **2 Objectives of the study**

### **2.1 General Objective**

The overall objective of the study is to identify and understand the different environmental factors that have negative impact on students.

### **2.2 Specific objective**

- To identify child unfriendly school environments in Kolfe area
- To understand the nature of unfriendly school environments existing in Kolfe area.
- To understand the causes of unfriendly school environments in Kolfe area.
- To Understand the impact of unfriendly school environments on the development of students' behavior

- To Assess the effect of child unfriendly school environment on the students' school performance
- To suggest possible solutions for the problems of unfriendly school environments identified both in school and out of school area?

### **3 Significance of the study**

The findings of this study will benefit the wider community by enabling them aware of the child unfriendly school environments where children spend most of their daily activities. Since children are the future of the society their physical, mental and psychological development requires the best learning environment which is the concern of the society as a whole. The study assessed the actual conditions where children are learning in Kolfe area to identify and locate areas of improvement. The findings of the study will contribute for actors like the school administration, the Woreda administration and PST to take appropriate measures to create a child friendly school environment.

### **4 Scope / delimitation of the study**

The study focuses on assessment of the child unfriendly factors in and out of primary school areas of Kolfe Keranio sub city Woreda 01,09,10,11 and 12. The research focuses on the study of early development young children hence the sample population is selected from to the primary school which does not include high school or above students.

### **5Limitation of the study**

The geographical coverage of the study area is relatively large compared to the sample schools and sample children selected for the study. Due to the limitations of time resources and financial resources the study was limited to small sample size of 100 and area of coverage which might not fit with the conventional standard sampling procedures.

## Chapter Two

### Review of Related Literature

UNICEF grounded the child friendly school framework in the 1990 Convention on the Rights of the Child's principles of children's rights, as well as other international human rights instruments and international declarations such as the Declaration of Education for All (1990). These principles emphasize the right of all children to receive free and compulsory education in settings that encourage enrolment and attendance; institute discipline humanely and fairly; develop the personality, talents and abilities of students to their fullest potential; respect children's human rights and fundamental freedoms; respect and encourage the child's own cultural identity, language and values, as well as the national culture and values of the country where the child is living; and prepare the child to live as a free, responsible individual who is respectful of other persons and the natural environment(O'Brien, 2009).

In Ethiopian context Implementation of CFS school models was started with the support of UNICEF in 2007 covering all nine regional states and the two city administrations in the country. The programme started in 51 selected primary schools with the intention of establishing CFS. Accordingly the CFS model is defined a child-seeking, child-centered, gender-sensitive, inclusive school. These schools emphasize teaching effectiveness and community involvement. To this end, the introduction of the CFS model is aimed towards encouraging schools and education systems to move progressively towards quality standards to ensure the development of the whole child. The CFS intervention included renovation or construction of classrooms, pedagogic centers, libraries, ECD centers, water points and teachers' residences; provision of furniture, science kits, mini-media equipment, computers, printers, duplicating machines, supplementary reading materials, indoor and outdoor games, and tutorial classes for girls; support for capacity

building and incentives to encourage best performance; and supply of uniforms and school supplies as appropriate (UNICEF, 2010).

A more inclusive definition of a child friendly school environment is forwarded by Kanamba;

Child friendly school environment refers to an environment which provides quality education to all children by addressing all issues that have an impact on the welfare, the right and friendly environment during learning process for example inclusiveness, safety, protection, health and nutrition equity, equality and community linkage (Kanamba, 2014).

The learning environments of Child Friendly Schools are characterized by equity, balance, freedom, solidarity, non-violence and a concern for physical, mental and emotional health. These lead to the development of knowledge, skills, attitudes, values, morals so that children can live together in a harmonious way (Senamen, n.d).

The importance of early childhood experience is described by different writers differently. Some related the child growing environment to physical development; Poor development during early childhood years affects key aspects of brain development. For example, it affects all body tissues during life including the immune system, and the brain development influences the cognition, imagination, behavior and skills. Children can get all these skills when they have a friendly environment in their school (Murtaza, 2011). Feelings of well-being during childhood provide sound foundations for positive health in later adolescence and adulthood; and students working in a supportive school environment where they feel a sense of attachment are more likely to respect their surroundings (Skevington, 2003).



On the other hand Oluremi described the importance of early education as the development of a nation depends much on the young ones, therefore the education of the children is of utmost importance. The school is often regarded as an institution created by the society to perform important cultural functions associated with the education of the young ones. In order for the school to achieve these goals, there should be a conducive child friendly environment where teaching and learning will take place. A child friendly school is a school where the staffs are friendly to children and the health and safety needs of the children are adequately met (Oluremi, n.d).

There are also social effects of child friendly schools are explained by the international journal of academic research as; those learning environments create on children; the classroom is not simply a place in which students learn academic lessons. It is a social context in which students learn social lessons such as friendship, cooperation and appropriate behavior (Murtaza, 2011).

Understanding social and personality development requires also looking at children from three perspectives that interact to shape development. The first is the social context in which each child lives, especially the relationships that provide security, guidance, and knowledge. The second is biological maturation that supports developing social and emotional competencies and underlies temperamental individuality. The third is children's developing representations of themselves and the social world. Social and personality development is best understood as the continuous interaction between these social, biological, and representational aspects of psychological development (Thompson, 2008).

Therefore the above writers emphasized on the nature of child friendly schools, the importance of childhood development stages on both the physical or mental and social development of an individual.

## **Chapter Three**

### **Research Methodology**

#### **3.1 Study design**

This is a cross sectional study design employed on schools in 2015/16 education year in A.A city administration. The cross sectional method provides information on the currently existing situation about the research questions. The method is selected because it is effective in terms of cost and time compared to other designs. The focus is on the current situation which does not need backdate information and resources to study the past and experimental information that needs prolonged time for results to come out. A structured questionnaire was administered using interview method for sample students. The method is selected because it is found effective with regard to ensuring full understanding of the respondents as all questions are answered in a face to face interview since the samples are primary school children. In support of quantitative method qualitative method focus group discussion and in-depth interview was also applied to have a deeper understanding of some of the research questions.

#### **3.2 Study Area**

Addis Ababa is the capital of Ethiopia and located in the central part of the country. It is the largest as well as the dominant political, economic, cultural and historical city of the country established in 1887 by Emperor Menilik II. It has the status of both a city and a state. It is the capital of federal government and a chartered city. The city is divided in to ten sub-cities which are the second administrative units next to city administration. The sub-cities are also divided in to Woredas, which are the smallest administrative unit in the city. There are 116 Woredas in the city administration. The population of Addis Ababa according to CSA report Urban

Employment Unemployment survey study of 2012, there were a total of 3,061,404 populations in the town.

In A.A there are many public, private and churches schools that provide formal education programs. Kolfe Keranio sub city is one of the ten sub cities in Addis Ababa city

Administration. The sub city is divided in to 15 Woredas. The Sub city shares its boundary with Oromiya Regional state in the West, North West, South and South West. Nifas Silk- Lafto sub city in the south West and Lideta Sub city in the East. A total of 456,000 of which 223,440 female people resides in the sub city (World Vision, 2014).

### **3.3 Study Population**

#### **Universe of the Study**

The universe of the study for this survey is the total number of students in five schools of Kolfe Keranio sub city Woreda 01, Woreda 09, Woreda 10, Woreda 11 and 12. According to the information from the schools the total number of students in Woreda 10 is 1819(909 female).

The total number of students in Woreda 12 is 958(458 female) students. The number of students in Woreda 11 is 1453 with 743 girls. Also the Woreda 01 total number of students is 2413(1303 girls). And Woreda 09 have a total of 1433 students including 720 girl students in the schools

### **3.4 Sample size**

It is not realistic to study the entire population because of the limitations of time and resources.

The researcher used representative sampling method to conclude about the population under study. From the total population or the total number of primary school students in five schools of the selected Woredas the researcher took a sample of 100 students both boys and girls. In

addition 10 students (7 girls) also participated in the focus group discussion other than the survey participants.

### **3.5 Sampling procedures**

Kolfe Keranio sub city have 15 Woredas accordingly the researcher selected a representative sample of five randomly selected Woredas for the study. From the randomly selected five adjacent Woredas five schools from each Woreda were randomly selected for the survey. Accordingly from the five schools a total of 100 students were randomly selected for the interview. To collect proportional number of responses from all schools each school was assigned for 20 students. Therefore 20 students were,selected from the five randomly selected schools for the survey. In addition to the above method of data collection the researcher randomly selected 10 students from the five schools involved in the survey to participate in a focus group discussion. To maintain the homogeneity of the group the participants were boys and girlsfrom grade 6 to 8.

### **3.6 Data collection Instruments**

The instrument used to identify unfriendly school environment and the effect on students are structured questionnaire, which was specially designed for this study, based on objective of this survey. And thenself and face-to-face interviewwas conducted with key Informants of the selected individual who is in study schools. The interviews assessed or carried out by trained data collectors and surveyors in specified time of data collection. Data completeness waschecked after data collection is finished before the respondent left.

With the objective of gathering additional information to fill the information gap created by structured questionnaire method the researcher used FGD with a group of 10 students selected

from grade 6 to 8. The discussion was focused on problems of child friendly school environment in Kolfe area.

### **3.7 Methods of Data Analysis**

The data was analyzed using the statistical package for social scientists version 20 (SPSS-20) statistical software and descriptive analysis was applied. Descriptive statistics in terms of frequency counts and percentages was used for discrete variables like demographic variables. Also the qualitative data were analyzed by summarizing the information gathered based on the objectives of the study.

### **3.8 Data quality management**

Based on the objective of the study a questioner is developed and translated to local language/Amharic keeping local vocabulary then back translated to English to maintain consistency. A data collectors or assistants are from teachers with additional training or orientation. Furthermore supervisor and the principal investigator checked on daily basis for completeness, accuracy, clarity and any miss understanding in the questioner. After data collected it was entered to software carefully by experienced data encoder.

### **3.9 Ethical consideration**

The targeted schools were approached by formal letters and submitted to concerned bodies to get permission. Oral informed consent was taken by informing the purpose of the study from those willing to participate in the study before collecting data. The purpose, methods, and the intended possible uses of the research made clear to all respondents before the start of the interview. Confidentiality of information supplied by research participants and the anonymity of respondents were respected and the same was told for all respondents. The respondents were told they are free to reject the participation without any fear.

## Chapter four

### 4.1 Major findings of survey

Table 1. Demographic information

		<b>Frequency</b>	<b>Percent</b>
<b>Sex of the respondents</b>	Male	40	40
	Female	60	60
	Total	100	100
<b>Marital Status of Parents</b>	Single/Separated	24	24
	Married	63	63
	Widowed	11	11
	Others	2	2
	Total	100	100
<b>Participation on income generating activities</b>	Children engaged in IGA	13	13
	Children not engaged in income generating activity	87	87
	Total	100	100

Table 1 show that the majority or 60% of the respondent are girls. The remaining 40% are boys. From the total students interviewed 63(63%)or of children in the survey are live with married parents while 24% of the children interviewed live with single parent. And 11 students (11% lost one or two parents). Also 13% of the respondents in the survey are engaged in income generating activities.

Table 2. School conducive for learning

		<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
<b>School conducive for teaching and learning</b>	Yes	80	80	80
	No	20	20	100
		100	100	
<b>School prone to traffic hazards</b>	Yes	38	38	38
	No	51	51	89
	Do not know	11	11	100
		100	100	
<b>School accessible for children with disabilities</b>	Yes	44	44	44
	No	42	42	86
	In some part	14	14	100
		100	100	
<b>Peaceful School environment</b>	Yes	72	72	72
	No	28	28	100
	Total	100	100	

The number of students who responded that their school is conducive for teaching and learning is 80%. The remaining 20% responded that their school is not conducive for teaching and learning. On the other hand 38 students or 38% of the respondents replied that their school is prone to traffic accidents. Other 51% replied that their school is not prone to traffic accidents. With respect to school accessibility to children with disabilities 44 students or 44% replied that their

school is accessible for children with disabilities. And 42 children (42%) replied that their school is accessible for children with disabilities. The remaining 14% said that some part of the school is accessible. The majority of the students or 72% believe that their school is a peaceful place for children to learn while the remaining 28% said that their school is not peaceful place for children to learn.



Table 3. Students enjoy school

		Frequency	Percent	Cumulative Percent
<b>Students who enjoy their school</b>	Yes	90	90	90
	No	10	10	100
	Total	100	100	
<b>Reason for enjoying school</b>	Because of learning	49	49	49
	Because of reading	24	24	73
	Because of playing	14	14	87
	Because of feeling safe	3	3	90
	Other reasons	10	10	100
	Total	100	100	
<b>School classrooms attractive for students</b>	Yes	60	60	60
	No	40	40	100
	Total	100	100	
<b>School safe for children</b>	Yes	63	63	63
	No	37	37	100
	Total	100	100	
<b>Threats to children safety in school</b>	Violence	13	13	13
	Poor sanitation	21	21	34
	Prone to traffic accidents	3	3	37
	Total	37	37	
<b>School Safe for girls</b>	Yes	72	72	72
	No	28	28	100
	Total	100	100	
<b>Reasons for school not safe for girls</b>	Exposed for physical abuse	16	16	16
	No separate latrine for girls in the school	8	8	24
	Others	4	4	28
	Total	28	28	
	Total	100	100	

The majority of the students that is 90% replied that they enjoy their time in the school. The remaining 10% said that they are not happy with their time in the school. Out of the 90 students who love to go to school 49(49%) stated their reason is because they love to learn. 24 students replied that they like the reading and other activities in the school. Also 14 students replied they enjoy school because they play in the school. On the other hand 60 students from the total students replied that their school is attractive for learning. From the total number of students interviewed 63 students or 63% believe that their school is a safe place for learning. The remaining 37 students said that their school is not safe place for learning. With regard to explaining the threats for their safety 21 students said poor sanitation and 13 replied violence in the school the remaining 3 students said prone to traffic accidents. On the other hand 72 students or 72 % of the students believe that their school is safe place for girls to learn and 28% said that their school is not a safe place for learning. Explaining the reasons for school not being a safe place for girls the majority 16 students said physical abuse is the main reason and 8 % said absence of separate school latrine for girls is the reason.

Table 4 School facility

		Frequency	Percent	Cumulative Percent
<b>Adequate school classrooms</b>	Yes	78	78	78
	No	22	22	100
	Total	100	100	
<b>Schools who have access to materials</b>	Yes	43	43	43
	No	57	57	100
	Total			
<b>Schools who have playground for children to play</b>	Yes	70	70	70
	No	30	30	100
	Total	100	100	
<b>School Latrine separated for both sexes</b>	Yes	89	89	89
	No	11	11	100
	Total	100	100	

A total of 78 students or 78% of the respondents replied that their school has adequate classroom. The remaining 22 students said that their school is not attractive for learning. While 43 % of the students said that their school has adequate school materials the remaining 57 % replied that their school does not have adequate school materials. With regard to play ground 70 students said that they have play ground in the school compound while the remaining 30% of students said that they do not have adequate play ground in the school. Students also forwarded their responses about the sex segregated school latrine for students. Accordingly 89% said that their school has separate latrine for girls and boys.

Table 5. Child Unfriendly businesses around the school area and their effect on children

		<b>Frequency</b>	<b>Percent</b>
Gambling, chat, shisha near to the school	Yes	51	51
	No	49	49
	Total	100	100
Most commonly practiced	Gambling	18	18
	Chat bet	16	16
	Local drinking houses	12	12
	Total	46	46
Behavior of students affected	Absenteeism	18	18
	Lack of interest for education	25	25
	Addiction	7	7
	Total		
Students' academic performance affected	Yes	44	44
	No	6	6
	Total	50	50
Parent awareness about shisha, chat bet...	Yes	19	19
	No	32	32
	Total	51	51
Whether the students were advised not to go to such places	Yes	77	77
	No	23	23
	Total	100	100
Who advised the students	Parent	44	44
	Teacher	24	24
	friends	5	5
	others	5	5
	Total	78	78

Students were interviewed about the presence of harmful practices around the school area that affect students' school performances. In this regard 51 %of the students replied that there are gambling, shisha, chat houses around their school. And 49% said there are no such places around their school. In explain the most frequent practices around their school 18 students or 18% said gambling is most commonly practiced around their school. Chat bet and local drinking houses are the next most prevalent activities according to 16 and 12 students respectively. From the total 51 students who said that their school area is characterized by the practice of the above mentioned practices 49 students believe that students are attracted to those places. Student absenteeism is the frequently mentioned consequence or effects of the presence of these places around the school area with 18% of the respondents mention it as primary effect. Then low interest to go to school is the other effect mentioned by the majority 25% of the students. The remaining 7% replied addiction as the main consequence of the places on student behavior. On the other hand 44 % of students or 44 students believe that the presence of these places affect students' academic performances. From the total 51 students who replied the presence of chat bet, gambling and shisha houses...19 students replied that their parents are aware of such places. But 32% of students said that their parents are not aware of these places. When they asked about the advice given about these places from the total students 77% replied that they have got advice and the remaining 23% said that they did not get any kind of advice about these places. With regard to who gives the advice for the children the majority or 44% of the students replied their parents are giving them advice not to go to those places. And 24% received advice from their teachers also 5% replied that their friends tell them not to go to these places.

## 4.2 Focus group discussion

With regard to the identification of the child unfriendly school environments the students identified the availability of latrines in their respective schools. But the number of latrines is not adequate compared to the number of students in the school. On the other hand during their discussion they emphasized on the poor sanitation condition of the latrines in the school which makes it difficult particularly for girls to use the latrines. There is inadequate supply of safe water for children in the school. The majority of the pipelines are not functional. Students identified the problems of inadequate books for all children to read. There are few play materials in the school. Although there is adequate play ground in majority of the schools there is only few play materials like footballs, swing or slide.

The girls in the group discussion also described the presence of harassment by older boys in the school. According to the focus group discussion participants there are gambling houses, and play station (game) near to their school. The children also said their school is prone to traffic hazards.

With regard to the identification of the causes of child unfriendly school environments some of the causes identified by the students include, shortage of school latrine, low awareness of students and attitudinal problems of some students which resulted in miss use of sanitation facilities in the school. There is no adequate disciplinary action against the children who commits harassment in the school. The schools do not provide adequate books and learning materials for increasing number of students. Some children come to school crossing long distances covering the main roads and ring roads that exposes them for traffic accidents.

During the discussion of the effects of the child unfriendly environments some of the discussion participants replied that some girls do not want to come to school because the latrines are not convenient especially during their periods. Some girls also replied that they sometimes do not

want to come to school because of the scary boys in the school. The students also discussed children are limited to play only few plays in the school because of shortage of play materials. According to the focus group discussion participants some children miss school to go to gambling houses and play games in such places.

## Chapter 5

### Discussion

The survey finding shows that 60% of the respondents were girls. Although it was a random selection the involvement of more girls helps to identify more areas of vulnerability of children for harmful practices in and around the school. The finding also shows that the majority or 63% of children live with their biological parents. And the remaining 37% of children live with single mother or others. The data shows that the majority of students are living with their parents who obviously contribute for their positive development and safety. The survey report also indicates that 13% of students are engaged in income generating activities. The average age of the students in the survey is 14.5 therefore the result shows that the children engaged income generating activities are underage children who should not involve in income generating activities.

One of the major objectives of the study is to understand the nature of unfriendly school environment in Kolfe area. Accordingly the survey data indicate the existence of school unfriendly places in Kolfe area. The report also identified the nature of such places. In this regard the research findings showed that 51% of respondents replied the existence of child unfriendly environment in their school area. The most frequently mentioned child unfriendly practices around the school include gambling chat bet and drinking houses. The result shows that many students in Kolfe area are exposed to harmful practices like gambling, shisha, chat and drinking. These practices have serious consequences on the development of children and their education and future life.

The survey result shows that the majority of the students that is 80% believe that their school is conducive for teaching and learning. The data also shows that 72% students think their school is peaceful environment for children. The result shows that the teaching and learning process in



these schools is stable. The stable school condition positively contributes for the creation of child friendly school environment. But still there is a significant risk for the safety and health condition of children because according to the report from the survey 28% of the respondents said that their school is not a safe place for girls due to harassment and sanitation problems. Also the girls from the focus group discussion replied that although there is a separate latrine for girls and boys in the school they are poorly managed by the students. Since the latrines are not cleaned it is very difficult to use them and the unsanitary condition exposes children for health problems. The children from the survey and focus group discussion also explained the presence of harassment by boys over girls in the school particularly small girls who easily got scared by them. A girl, 12 from the focus group discussion described that she does not enjoy school because boys hit her and scare her all the time when she is in the school. The above finding shows that there is a significant factor that leads schools to be unfriendly for all children. The UNICEF child friendly school environment frame work states that a child friendly school ensures a healthy, hygienic, and safe learning environment, with adequate water and sanitation facilities for children. In this regard it can be said that the schools lack the standard for being child friendly school.

The survey result indicates 38% children that are vulnerable to traffic accidents. The children from the focus group discussion also explained the reasons as traveling long distance to school and schools closely constructed to main roads. The situation highly affects the safety of children particularly considering the prevalence of traffic accidents in Addis Ababa.

UNICEF in its framework for rights based child friendly school stated that school should be accessible for diverse nature of children including children with disabilities (UNICEF, 2012). In the survey area 42% of students responded that their school is not accessible for children with

disabilities while 44 %said their school is accessible for children with disabilities. This shows a significant gap in making schools friendly for all children by making them inclusive and physically safe.

Considering the efforts being made to help children aware about the negative effects of gambling, shisha houses and drinking houses the survey assessed the family situation of children in the area. Accordingly 32% of children have parents not aware of the existence of such places in the school area. This shows that there is a significant gap in the awareness level among the community which could be a contributing factor for children to go to such places. But when we see the total number of children in the survey 77 % replied that they have got advice mostly from parents and teachers. This show that still parents and teachers are the major actors involved in reducing the effects of unfriendly school environment on children.

## Chapter 6

### 6.1 Conclusion

Based on the findings of the survey the researcher made some conclusions about the child unfriendly school environment in Kolfe area. Accordingly from the data gathered and analyzed we can conclude that the schools in Kolfe area are exposed to significant unfriendly school environment around the school areas that affect students' behavior and education performances.

Based on the research findings the main thing that can be concluded is the serious gap among different responsible groups about the importance of child friendly environment creation which is implied with lack of facilities and management of issues that affect CFS environment in the school. On the other hand the high prevalence of unfriendly businesses and practices around the school area also implies the lack of awareness about the negative consequence of these places on children in school.

We can also conclude that significant number of children particularly girls that are not safe from harassment and abuse. There is also poor disciplinary action on children that commits harassment and abuse against children particularly girls. There are also inadequate efforts to educate these children to avoid such kinds of practices in the school.

There is a prevalence of child unfriendly businesses in the school area. From the findings of the study we can conclude that these places are affecting the behavior of the students by attracting the interests of the students to go to these places and causing absenteeism and lack of interest for education. Although the survey result show certain efforts are being made by parents and teachers to advise children not to go to such places and the importance of education not all parents have the awareness about such places. This shows that there is significant risk for children to be affected by these places and lose their education because of poor performance or

dropping out from school. The survey conducted by World Vision studied the consequence of such unfriendly places on the life of children in 2008. According to the survey report students who go to such place are characterized by poor attendance in school and gradually dropping out from school. These factors usually lead to conflict with the family that finally ends the children to the street life.

On the other hand the survey also identified there is inadequate facilities in the school like print rich classrooms, play grounds and books and library materials that can attract children help them enjoy their time in school and maximize their learning opportunities from the school environment. These shows that adequate efforts are not made to make the schools friendly and enjoyable for children other than implementing the teaching and learning processes in the school.

The survey result shows that the sanitation facilities in the school are not properly functioning. This shows that there is poor management of hygiene and sanitation facilities in the school and sanitation facilities. There is also a gap in providing hygiene and sanitation education for children in the school. From the survey report and the discussion with students in focus group discussion we can conclude that the location of the schools is not safe for children who travel long distances to attend school. This puts significant number of children at risk of traffic accidents.

## 6.2 Recommendation

Based on the research objectives and the finding of the survey the researcher derived some recommendations for action. The researcher believes the recommendations help the actors involved in the provision of quality education for children with areas of intervention to create a child friendly school environment for children in school

- First to create a child friendly environment for children and enable children enjoy their life in school also to help children access maximum opportunities of learning awareness creation is very crucial. It is important that all school communities that are the school administration, teachers, students, parents and PST need to have adequate awareness about the importance of child friendly environment creation. The wider community also has to be aware about the negative consequences created by child unfriendly businesses around the school area.
- Schools need to make sure the safety of their school for all children by taking appropriate action on those students who are involved in violent activities
- The school administration also needs to protect the safety of sanitation facilities in the school. Expanding the provision of sanitary materials for girls like pads and a separate class for those girls for the above purpose also helps girls feel more comfortable in the school.
- It is also crucial to provide counseling services for children who are troubled by different problems.
- Students in schools need to get awareness about hygiene and sanitation practices and the negative health consequence of unhealthy learning environments.

- The school administration also needs to make the schools attractive for children using print rich classroom models and fulfilling playground materials in the school.
- Schools also need to fulfill basic learning materials like books, computers, and laboratory for children increase their knowledge base.
- Continuous education need to be given for students in the school about the negative consequences of child unfriendly places like gambling, shisha houses, play station and video houses on the education and future life of children.
- Rather than expanding schools within the same location schools need to be constructed near to the villages of students to prevent the risks of traffic accidents. Safety education also needs to be given for children in school to make them aware about the safety measures on the road.
- The responsible authorities need to take appropriate action on that business like shisha houses, gambling houses, chat and video houses that function around the school area.
- It is also important to give awareness training for parents and school community to improve their consciousness about such harmful places for children.

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## Appendix

IGNOU Social Work 2016

### Individual survey identification

Complete the information below for each individual approached.

Sub city \_\_\_\_\_ worda \_\_\_\_\_ school name \_\_\_\_\_

Individual code \_\_\_\_\_

Interview visits	1	2	3	4
Date: DD,MM,YYYY				
Result				
Next visit if not completed				

**Result:** 1. complete, 2. partially complete, 3. postponed, 4 Final visits

### Section one: demographic and Socio economic characteristics

S. No	Question	option	Skip
101.	Sex	1. Boy                                      2. Girl	
102.	Age	_____ year	
103.	What is your current parent's status?	1, Single                      2. Married 3. Separated                  4. Widowed 5. Divorced                   6. Others, specify _____	
104.	Your Educational status or grade?	1. _____	
105.	With whom do live?	1. Biological family 2. Caregiver not biological 3. Brother or sisterhood 4. Others _____	
106.	Number of Family members	1. _____	
107.	How many members of your family are employed or have their own income?	1. _____	
108.	Do you participate in income generating activity?	1. Yes 2. No	<b>If 2 skip to 201</b>
109.	If yes how much is your income per month?	1. _____ birr	

### Section two: Assessment of distance

S. No	Question	option	Skip
201.	Is your School environment conducive to teaching and learning	1. Yes 2. no	
202	How far is the school from the your home	1. ----- km	
203	How much do you cost for transport to arrive to school?	1. _____ Birr 2. I walk to the school 3. Other _____	
204	The school is prone to hazard from the traffic	1. Yes 2. No 3. Do not know	
205	The school is accessible to children with disabilities	1. Yes 2. No 3. In some part	
206	The school environment is peaceful for children to learn	1. Yes 2. No	

### Section Three

301.	Do you enjoy your time in the school?	A. yes B. no	
302.	1. If Yes, How?	2. Because I enjoy the learning 3. Because I enjoy reading and other activities in the school 4. Because the school is suitable to play with friends 5. Because I feel safe in the school 6. Other specify _____	
303.	Does your school provide adequate classrooms?	A. yes B. no	
304.	Is your classroom attractive to you to learn? (The furniture, printed materials on the wall etc.)	A. yes B. no	

<b>305.</b>	Do you have access to reading books or others forms of learning materials like laboratory or computers?	A. yes B. no	
<b>306.</b>	Does your school provide playground for all children to play?	A. yes B. no	
<b>307.</b>	Does your school have adequate latrine separated for girls and boys?	A. yes B. no	
<b>308.</b>	Do you believe your school is a safe place for children?	A. yes B. no	
<b>309.</b>	If no what are the threats to your safety?	A. Violence B. Poor sanitation C. Prone to traffic accidents D. Other mention	
<b>310.</b>	Do you think that your school is a safe place for girls to learn?	A. yes B. no	
<b>311</b>	If no why?	A.They are exposed to physical abuse B.There is no separate latrine for girls C.Other _____	
<b>312</b>	Are there places like gambling, khat and shisha houses near to your school? (If your answer for Q312 is no go to Q318)	A. yes B. no	
<b>313</b>	1. If yes which ones are prevalent in your school area?	A. Gambling B. Shisha houses C. khat bet D. Drinking houses E. Other mention _____	
<b>314</b>	Do you think students are attracted to these places?	A. yes B. no	
<b>315</b>	How do such places affect the behavior of students?	A. Absenteeism B. Violent behavior C. Lack of interest to education D. Addiction E. Other mention _____	
<b>316</b>	Do you believe the presence of such places affect student's academic performances?	A. yes B. no	

<b>317</b>	Are your parents aware about such places?	A. yes B. no	
<b>318</b>	Do you get advice not to go to such places?	A. yes B. no	
<b>319</b>	If your answer for Q 318 is yes from whom do you get the advice?	A. Your parents B. Your teachers C. Your friends D. Others_____	

**Performa for submission of Project Proposal**

**Enrollment No:099125664**

**Date of submission December 2, 2015**

**Name of the study center - St. Merry University 8105**

**Name of the guide - AssayeLegesse (PhD)**

**Title of the project:**

**Assessment of child unfriendly school environment and the effect on primary  
school students in Kolfe area Addis Ababa**

**Signature of the student .....**

**Approved/not approved**

**Signature:.....**

**Name and address of the student:**

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**Date: December 17, 2015**

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## **2. Introduction**

### **1.1 Background of the study**

Schools are places where children learn the knowledge, skills, values and beliefs of the society through education and training. Simply schools are places for learning. For children especially it is the place where their personality is shaped. This is because what children learn during the early years determines their adulthood personality.

Learning begins at birth and continues throughout our lives. A child who develops well physically, mentally, socially, emotionally and intellectually during the early years is more likely to be a happy and productive member of the society than one who does not. Children whose basic health, nutritional and psycho-social needs are being met will develop and perform better than those less fortunate (Murtaza, 2011).

Children's personality development is shaped by what they learn and experience in and around the school both formally and informally. This is partly because children spend most of their active time in the day around school environment. School is a significant personal and social environment in the lives of its students. A child-friendly school ensures every child an environment that is physically safe, emotionally secure and psychologically enabling (Senaman, n.d). But the personality of children is not only shaped by the formal teaching and learning processes in the classroom but also other informal processes and environmental factors. There are child friendly factors that facilitate the positive behavioral development of children. There are also child unfriendly factors that have negative effect on behavior development and educational performance of children in school. Children are natural learners, but this capacity to

learn can be undermined and sometimes destroyed. 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 learners (Skevington, 2003). Scholars related the effect of these factors to the vulnerability of children by saying that young children can be affected by many social, economic and environmental factors both in positive and negative ways. Because children are so vulnerable, they can be easily affected by things many parents and adults take for granted. There are four main factors affecting a child's development, individual child behavior and health, family life, learning environment and socioeconomic environment (Eitel, 2015). Therefore, according to Eitel learning environments are among the main factors that affect the development of a child.

UNICEF in its frame work for child friendly school environment described that child-friendly schools not only must help children realize their right to a basic education of good quality. They are also needed to do many other things — help children learn what they need to learn to face the challenges of the new century, enhance their health and well-being; guarantee them safe and protective spaces for learning, free from violence and abuse, raise teacher morale and motivation, and mobilize community support for education (UNICEF, 2012).

Although the concept of child friendly school or school environment might be different from society to society, the basic nature is more or less the same. Some of the definitions forwarded by different groups of people include the following: A Child Friendly School is a school that recognizes and nurtures the achievement of children's basic rights (Penh, 2007).

UNICEF defined child friendly school as the following: A child friendly school is child-centered school acting in the best interests of the child, leading to the realization of the child's full

potential, concerned about the “whole” child: her/his health, nutritional status, and well-being concerned about what happens to children before they enter school and after they leave school (UNICEF, 2012).

Kolfe Keranio is one of the 10 sub cities under Addis Ababa city Administration. Kolfe area is characterized by poor social infrastructure, poor facilities like shortage of places for children to play and spend leisure time, relatively economically destitute residents that are densely populated, and places like local drinking, gambling, “khat”, “shisha” and video houses. Most government schools are characterized by poor facilities including inadequate classrooms and furniture, less attractive for children and shortage of learning materials like library facilities (World Vision, 2014).

The objective of this research is to assess the different internal and external school environment and the factors that negatively affect the development of student behavior in Kolfe area. Also the research intends to analyze impact of these child unfriendly environmental factors on the performance of children’s education.

## **2.2 Statement of the problem**

For developing countries like Ethiopia educated human power is crucial for its development and eradication of poverty. Schools are places for creation of a country’s productive human resource responsible for the social and economic development of the society.

But availability of formal education centers is not enough to create the desired human power.

There are also environmental and social factors that limit the contribution of the education system to produce qualified and skilled human resource. In this regard Kolfe area is prone to child unfriendly environmental factors. There are a number of drinking houses, chat bet and local



liquor houses; the many youth spend most of their day time in gambling houses and video houses. These places are also found around school areas where children move around every day. Kolfe area like most places in Addis Ababa is also characterized by congested houses where children have little or no access to play grounds. Therefore the above places are sometimes the only area children find to play and find recreation.

On the other hand any one can just observe many primary schools in Kolfe area and learn that the schools lack many of the facilities to be called child friendly schools. The problems include lack of play grounds, inadequate latrine for girls and boys, poorly furnished and decorated class rooms that do not attract children to school. These factors pool the interest of children away from education and force children to seek enjoyment from child friendly places.

A study conducted by World Vision and its partners in 2008 on education related problems of Kolfe area. According to the findings because of these child unfriendly school environments absence of children from classes, then gradually dropping out of children from school, conflict with family which gradually leads to street life are some of the consequences children faced in that area (World Vision,2008).

Unless these external factors are treated and managed the negative effect of these social and environmental factors are significant. These and other related problems call for the need to study and understanding the factors. Also it is important to plan for ways to eradicate such child unfriendly places that have a significant effect on children's behavior development and education.

### **1.3 Research questions**

**The research tries to answer the following questions**

- Are schools in Kolfe area exposed for child unfriendly environments?
- What is the nature of unfriendly school environments existing in Kolfe primary schools?
- What are the causes of unfriendly school environments existing in Kolfe primary schools?
- How is the unfriendly school environments related to students behaviors?
- How does the existing unfriendly school environment affect students' school performance?
- How can the existing conditions be improved?
- What efforts exist to address the issues of unfriendly school environment?

### **3 Objectives of the study**

#### **2.1 General Objective**

The overall objective of the study is to identify and understand the different environmental factors that have negative impact on students.

#### **2.2 Specific objective**

- To identify child unfriendly school environments in Kolfe area
- To understand the nature of unfriendly school environments existing in Kolfe area.
- To understand the causes of unfriendly school environments in Kolfe area.
- To Understand the impact of unfriendly school environments on the development of students' behavior
- To Assess the effect of child unfriendly school environment on the students' school performance

- To suggest possible solutions for the problems of unfriendly school environments identified both in school and out of school area?

### **3 Significance of the study**

The findings of this study will benefit the wider community by enabling them aware of the child unfriendly school environments where children spend most of their daily activities. Since children are the future of the society their physical, mental and psychological development requires the best learning environment which is the concern of the society as a whole. The study will assess the actual conditions where children are learning in Kolfe area to identify and locate areas of improvement. The findings of the study will contribute for actors like the school administration, the Woreda administration and PST to take appropriate measures to create a child friendly school environment.

### **4 Scope / delimitation of the study**

The study focuses on assessment of the child unfriendly factors in and out of primary school areas of Kolfe Keranio sub city Woreda 01,09,10,11 and 12. The research focuses on the study of early development young children hence the sample population will be selected from primary schools which does not include high school or above students.

## **Chapter Two**

### **Review of Related Literature**

UNICEF grounded the child friendly school framework in the 1990 Convention on the Rights of the Child's principles of children's rights, as well as other international human rights instruments and international declarations such as the Declaration of Education for All (1990). These principles emphasize the right of all children to receive free and compulsory education in settings that encourage enrolment and attendance; institute discipline humanely and fairly; develop the personality, talents and abilities of students to their fullest potential; respect children's human rights and fundamental freedoms; respect and encourage the child's own cultural identity, language and values, as well as the national culture and values of the country where the child is living; and prepare the child to live as a free, responsible individual who is respectful of other persons and the natural environment(O'Brien, 2009).

In Ethiopian context Implementation of CFS school models was started with the support of UNICEF in 2007 covering all nine regional states and the two city administrations in the country. The programme started in 51 selected primary schools with the intention of establishing CFS. Accordingly the CFS model is defined a child-seeking, child-centered, gender-sensitive, inclusive school. These schools emphasize teaching effectiveness and community involvement. To this end, the introduction of the CFS model is aimed towards encouraging schools and education systems to move progressively towards quality standards to ensure the development of the whole child. The CFS intervention included renovation or construction of classrooms, pedagogic centers, libraries, ECD centers, water points and teachers' residences; provision of furniture, science kits, mini-media equipment, computers, printers, duplicating machines, supplementary reading materials, indoor and outdoor games, and tutorial classes for girls; support for capacity

building and incentives to encourage best performance; and supply of uniforms and school supplies as appropriate (UNICEF, 2010).

A more inclusive definition of a child friendly school environment is forwarded by Kanamba;

Child friendly school environment refers to an environment which provides quality education to all children by addressing all issues that have an impact on the welfare, the right and friendly environment during learning process for example inclusiveness, safety, protection, health and nutrition equity, equality and community linkage (Kanamba, 2014).

The learning environments of Child Friendly Schools are characterized by equity, balance, freedom, solidarity, non-violence and a concern for physical, mental and emotional health. These lead to the development of knowledge, skills, attitudes, values, morals so that children can live together in a harmonious way (Senamen, n.d).

The importance of early childhood experience is described by different writers differently. Some related the child growing environment to physical development; Poor development during early childhood years affects key aspects of brain development. For example, it affects all body tissues during life including the immune system, and the brain development influences the cognition, imagination, behavior and skills. Children can get all these skills when they have a friendly environment in their school (Murtaza, 2011). Feelings of well-being during childhood provide sound foundations for positive health in later adolescence and adulthood; and students working in a supportive school environment where they feel a sense of attachment are more likely to respect their surroundings (Skevington, 2003).

On the other hand Oluremi described the importance of early education as the development of a nation depends much on the young ones, therefore the education of the children is of utmost importance. The school is often regarded as an institution created by the society to perform important cultural functions associated with the education of the young ones. In order for the school to achieve these goals, there should be a conducive child friendly environment where teaching and learning will take place. A child friendly school is a school where the staffs are friendly to children and the health and safety needs of the children are adequately met (Oluremi, n.d).

There are also social effects of child friendly schools are explained by the international journal of academic research as; those learning environments create on children; the classroom is not simply a place in which students learn academic lessons. It is a social context in which students learn social lessons such as friendship, cooperation and appropriate behavior (Murtaza, 2011).

Understanding social and personality development requires also looking at children from three perspectives that interact to shape development. The first is the social context in which each child lives, especially the relationships that provide security, guidance, and knowledge. The second is biological maturation that supports developing social and emotional competencies and underlies temperamental individuality. The third is children's developing representations of themselves and the social world. Social and personality development is best understood as the continuous interaction between these social, biological, and representational aspects of psychological development (Thompson, 2008).

Therefore the above writers emphasized on the nature of child friendly schools, the importance of childhood development stages on both the physical or mental and social development of an individual.

## **Chapter Three**

### **Research Methodology**

#### **3.1 Study design**

The researcher will use cross sectional study design on schools in 2015/16 education year in A.A city administration. The cross sectional method provides information on the currently existing situation about the research questions. The method is selected because it is effective in terms of cost and time compared to other designs. The focus is on the current situation which does not need backdate information and resources to study the past and experimental information that needs prolonged time for results to come out. A structured questionnaire will be administered using interview method for sample students. The method is selected because it is found effective with regard to ensuring full understanding of the respondents as all questions are will be answered in a face to face interview since the samples are primary school children. In support of quantitative method qualitative method focus group discussion and in-depth interview will be applied to have a deeper understanding of some of the research questions.

#### **3.2 Study Area**

Addis Ababa is the capital of Ethiopia and located in the central part of the country. It is the largest as well as the dominant political, economic, cultural and historical city of the country established in 1887 by Emperor Menilik II. It has the status of both a city and a state. It is the capital of federal government and a chartered city. The city is divided in to ten sub-cities which are the second administrative units next to city administration. The sub-cities are also divided in to Woredas, which are the smallest administrative unit in the city. There are 116 Woredas in the city administration. The population of Addis Ababa according to CSA report Urban



Employment Unemployment survey study of 2012, there were a total of 3,061,404 populations in the town.

In A.A there are many public, private and churches schools that provide formal education programs. Kolfe Keranio sub city is one of the ten sub cities in Addis Ababa city Administration. The sub city is divided in to 15 Woredas. The Sub city shares its boundary with OromiyaRigional state in the West, North West, South and South West. Nifas Silk- Lafto sub city in the south West and Lideta Sub city in the East.A total of 456,000 of which 223,440 female people resides in the sub city (World Vision, 2014).

### **3.3 Study Population**

#### **Universe of the Study**

The universe of the study for this survey is the total number of students in five schools of Kolfe Keranio sub city Woreda 01, Woreda 09, Woreda10, Woreda 11 and 12. According to the information from the schools the total number of students in Woreda 10 is 1819(909 female).

The total number of students in Woreda 12 is 958(458 female) students. The number of students in Woreda 11 is 1453 with 743 girls. Also the Woreda 01 total number of students is 2413(1303 girls). And Woreda 09 have a total of 1433 students including 720 girl students in the schools

### **3.4 Sample size**

It is not realistic to study the entire population because of the limitations of time and resources.

The researcher will use representative sampling method to conclude about the population under study. From the total population or the total number of primary school students in five schools of

the selected Woredas the researcher took a sample of 100 students both boys and girls. In addition 10 students will participate in the focus group discussion other than the survey participants.

### **3.5 Sampling procedures**

Kolfe Keranio sub city have 15 Woredas accordingly the researcher will select a representative sample of five randomly selected Woredas for the study. From the randomly selected five adjacent Woredas five schools from each Woreda were randomly selected for the survey. Accordingly from the five schools a total of 100 students will be randomly selected for the interview. To collect proportional number of responses from all schools each school was assigned for 20 students. Therefore 20 students will be selected from the five randomly selected schools for the survey. In addition to the above method of data collection the researcher will randomly select 10 students from the five schools involved in the survey to participate in a focus group discussion. To maintain the homogeneity of the group the participants will be selected from same age groups of grade 6 to 8.

### **3.6 Data collection Instruments**

The instrument selected identify unfriendly school environment and the effect on students are structured questionnaire, which was specially designed for this study, based on objective of this survey. And then self and face-to-face interview will be conducted with key Informants of the selected individual who is in study schools. The interviews will be assessed or carried out by trained data collectors and surveyors in specified time of data collection. Data completeness will be checked after data collection is finished before the respondent left.

With the objective of gathering additional information to fill the information gap created by structured questionnaire method will be used with one FGD group of 10 students selected from grade 6 to 8.

### **3.7 Methods of Data Analysis**

The data will be analyzed using the statistical package for social scientists version 20 (SPSS-20) statistical software and descriptive analysis will be applied. Descriptive statistics in terms of frequency counts and percentages to be used for discrete variables like demographic variables. Also the qualitative data will be analyzed by summarizing the information gathered based on the objectives of the study.

### **3.8 Data quality management**

Based on the objective of the study a questioner will be developed and translated to local language/Amharic keeping local vocabulary then back translated to English to maintain consistency. A data collectors or assistants are from teachers with additional training or orientation. Furthermore supervisor will check on daily basis for completeness, accuracy, clarity and any miss understanding in the questioner. After data collection it will be entered to software carefully by experienced data encoder.

### **3.9 Ethical consideration**

The targeted schools will be approached by formal letters and submitted to concerned bodies to get permission. Oral informed consent will be taken by informing the purpose of the study from those willing to participate in the study before collecting data. The purpose, methods, and the intended possible uses of the research made clear to all respondents before the start of the interview. Confidentiality of information supplied by research participants and the anonymity of

respondents will be respected and the same will be told for all respondents. The respondents will also be informed they are free to reject the participation without any fear.

### 3.10 Dissemination of results

The results of the study will be submitted to IGNOU department of social work as partial fulfillment for Masters of social Work requirement.

### WORK PLAN

#### Expected accomplishments of the research by phase, and the estimated time

Expected accomplishments	December	January	February	March	April
Developing concept paper					
Research proposal preparation					
data collection					
data analysis					
writing report					
research presentation					

## COST OF THE PROJECT

No.	Budget Category	Unit Cost	Multiplying Factors	Total Cost(Birr)
1	<b>Personnel/participants</b>	<b>daily compensation including per diem</b>	<b>(participant x number of working days)</b>	
	data collectors	150.00	10x5=50	7,500.00
	data entry clerk	200.00	2x5=10	2,000.00
	secretarial work	150.00	1x6=6	900.00
	<b>sub total</b>			<b>10,400</b>
2	Transport	cost per day	number	total cost
	car	800 birr	1 car x 8 days	6,400
	<b>sub total</b>			<b>6,400.00</b>
3	Materials	cost per item	number	total cost
	questionnaire duplication	1 birr	5x100=500	500
	Questionnaire translation and	50birr	5x1	250.00
	Pen	4 birr	20	80.00
	pencil	2 birr	20	40.00
	eraser	5 birr	20	100.00
	sharper	5 birr	20	100.00
	marker	12 birr	10	120.00
	Original printing	3 birr	40x5=200	600.00
	binding	15 birr	10	150.00
	Transporting bag	400 birr	1	400.00
	<b>sub total</b>			<b>2340.00</b>
4	Training of data collectors	cost per item	number of days	total cost
	hall rent	1,000 birr	1 days	1,000.00
	tea/coffee	50 birr	13 person x 1 days	650.00
	lunch	200 birr	13 person x 1 days	2600.00
	per diem	210 birr	13 person x 1 days	2730.00
	<b>sub total</b>			<b>6950.00</b>
<b>Grand Total</b>				<b>26,090.00</b>

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