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Influences of Re-designing of Learning Environment on Child-Friendly School Environment among ECDE Centers in Uasin Gishu County

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Abstract: *In an ideal Child Friendly School environment, the schools are expected to enhance learning through provision of safe and protective school environment, promoting equity and equality in school, promoting health and nutrition in school and enhancing school-community linkage and partnership. The study sought to establish the influence of re-designing of learning environment on child friendly school environment among ECDE centres in Uasin-Gishu County, Kenya. The study was informed by Constructivism instructional theory and Reggio Emilia philosophy of educating young children. The study targeted 2151 Early Child Development Education (ECDE) teachers and heads in the 576 public ECDE centers in Uasin-Gishu County, Kenya, comprising of 1728 ECDE teachers, 422 head teachers and one County Quality Assurance and Standards officer. A sample size of 271 respondents was used for the study. A Multistage sampling technique was used to select the respondent. Multistage sampling technique was used to select the respondents. A questionnaire was used to collect data. Data analysis was performed with the SPSS 25.0 program. The findings reveled that re-designing of learning environment had a positively and significant effect on Child-Friendly Learning Environment ($r=.73$, $n=271$, $p<0.01$), meaning that it has a 53% impact on Child-Friendly Learning Environment. Therefore Teachers should often redesign student learning environment such as the classrooms so as to enable a conducive child-friendly learning environment. The finding informs the best practices that could be employed so as to enhance the child friendly learning environment.*

Keywords*: Re-designing, Learning environment, Inclusive Education, Child Friendly, Child Friendly Learning*

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1. Introduction

According to Katz (2011), a Child-Friendly School Environment (CFSE) exist a school that supply quality instruction to all very young person by write directions for delivery all issues that impact the prosperity, right, and companionable environment for each very young person all the while the education process. However, a child-friendly school environment should provide a complete quality framework for school regulations, instructional facilities, and the community environment to promote children's right to health, protection, and development to their maximum potential (Alina, 2010). Furthermore, Alina (2010) described a child-friendly school environment as a child-seeking, child-centered, gender-sensitive, inclusive, and healthy approach to schooling and out-of-school education throughout the world. As a result, it is a community-based environment that recognizes children's rights regardless of gender, religious and ethnic affiliation, physical and mental ability, or any other preconceptions. Education is universally acknowledged as a human right whose significance cannot be overstated many governments, organizations, and other groups are trying to improve access to education in their own countries or regions of operation States have enacted and enforced legislation; they have devised strategies to improve the delivery of education to their populations (Cheng, 2008).

Despite the efforts, several barriers lie in the way of all world citizens participating in education. A global assessment of the idea of the child-friendly school and its application within UNICEF programs indicates a flaw in approach, with a tendency to underemphasize the determinants of a child-friendly school in education. Despite the approach gap, the method has progressively grown throughout the world, from an estimated 33 nations in 2004 to 56 countries in 2007 (UNICEF, 2010). The major setting for learning and exploration for a kid has become his or her school, implying that early childhood school environments demand specific care. Therefore the type of the educational environment to which the child is exposed throughout the formative years impacts pre-school children's intellectual achievement (Bowman, Donovan and Burns 2010).

Furthermore, Early Childhood Education is an important component of a child's formal education Children in their pre-school years require a great deal of cognitive stimulation (Bowman et al (2001) This exposure includes what kids finally learn from experience This implies that the preschooler must engage with his surroundings in methods to develop his cognitive talents and abilities Teaching and learning in affluent nations such as the United Kingdom and the United States of America may not face the same problems as in poor ones While developing nations discuss awareness and waste as a result of parental illiteracy, affluent countries have focused on supporting their education without regard for waste or low enrollment (MOEST, 2003). All public primary schools in New York must have the necessary physical facilities, instructional materials, and other factors to guarantee an efficient teaching-learning process have been put in place by the government.

Therefore without appropriate physical facilities and instructional resources in schools, students may not receive an acceptable education. Class size has also been a problem in developing nations, affecting the teaching-learning process Since the introduction of Free Primary Education (FPE), there has been a rise in enrolment in Kenya, resulting in overcrowding in classrooms, making the teacher's job harder because he/she cannot simply move around in the classroom (Wabuoba, 2011), as mentioned in Chuma (2012)The challenge for Kenya is to provide children with a child-friendly learning environment that ensures child-centered and right-based teaching techniques and quality education capable of producing productive citizens while also striving to unify fundamental quality primary education in the country According to UNICEF (2010), the Kenyan ministry of education and UNICEF together introduced the child-friendly school concept in 2002.

In Mandera, Marsabit, Turkana, West Pokot, Ijara, Isiolo, Moyale, Kwale, and Nairobi were among eleven UNICEF-supported areas where the child-friendly school was tested since it's been implemented in all schools, it's made a big difference for some communities (KESSP 2005). There hasn't been much of an influence on Uasin-Gishu County since the mainstreaming of the child-friendly school method. A study from Uasin-Gishu County's Quality Assurance and Standards Office (DQASO) in June 2014 shows that students in ECDE centers in the county are uneasy. Despite the importance of pre-school, child care has traditionally been viewed as primarily a family responsibility. Concerns have been expressed about the study's lack of classroom design and planning, as well as its influence on children's development (Olds, 2001).

In Kenya, poor school facilities are a key obstacle to basic education, according to KESSP (2005).The infrastructural conditions and learning mode must be well-set and suited for the learner inmethods for students to access an excellent education and stay in school (MOE, 2001). The Quality and Standards Assurance Division of Kenya's Ministry of Education has attempted to modernize the previous Inspectorate Division over the years.Since the implementation of FPE in 2003, school quality and standard assurance visits by Ministry of Education Quality and Standard Assurance Officers have increased by 8% (MOE, KESSP, 2005). Because of this, it was critical to look at the operational dynamics of ECDE centers in Kenya's Uasin-Gishu County, which promote a child-friendly learning environment. The objective of the study was to establish the influence of re-designing of learning environment on child friendly school environment among ECDE centres in Uasin-Gishu County, Kenya.

2. Literature Review

2.1 Redesigning of School Learning Environment

Redesign is a plan for making changes to the structure and functions of an artifact, building or system so as to better serve the purpose of the original design, or to serve purposes different from those set forth in the original design. The redesigning of classroom provide students access to a wide range of content that is engaging and interactive. However, the principles of the redesigning classroom are based on rethinking the teaching and learning environment as well as approaches that would allow students to develop 21st century learning skills such as collaboration, cooperation, problem solving, critical thinking, evaluation and presentation skills. According to Washor (2003) flexible arrangement of tables and chairs, ample space for teachers to move about as well as the use of internet in learning and teaching in class classroom design is no longer suited for current pedagogical needs and has to be modified. The traditional classrooms are unidirectional designed with a teacher-student dichotomy where rows of tables are oriented toward the teacher, who is the sole authority of knowledge (Brooks, 2012).

In contrast, redesigned classrooms are modified physically to include flexible arrangement of tables and chairs, ample space for teachers to move about as well

as the use of internet in learning and teaching in class. Vibrant colours which make up the classroom walls are stimulating and conducive to studying. Classrooms are also air conditioned and well lit. The Social disparities between students are reduced as they are encouraged to work in groups, sharing knowledge and discussing to complete a task given. These new designing learning spaces foster intentional as well as independent learning which focus on taking responsibility for learning, setting personally meaningful learning goals and self-assessing students' own success in learning (Bennet, 2011; Bereiter & Scardamalia, 2014). However, Underwood (2009) stresses the importance of continuous training to new approaches to teaching and learning. If teachers are willing to experiment and apply these new approaches, then they are prepared to transform existing practices to support innovative pedagogies.

Learning environment refers to the diverse physical locations, contexts, and cultures in which students learn. Since learners must do the learning, the aim is to create a total environment for learning that optimizes the ability of students to learn. However, there are four types of learning environments, each with unique elements. In addition, Learning environments can be student-or learner-centred, knowledge-centred, assessment-centred, and community-centred. Therefore, the learning environment encompasses what happens in classrooms, from the layout of the classroom to the disciplinary climate and instructional practices (Fraser, 2015); what happens in schools, from the design of the school building to violence inside the school (Gislason, 2010). The general consensus is that the learning environment influences student engagement and performance, and teachers' desire to continue working at the school (Engeström, 2009). There are a number of factors that influence classroom behavior, including the design of the classroom, the disciplinary environment, and instructional methods (Fraser, 2015). Schools also have a role, including the design of the school building and violence inside the school (Gislason, 2010); and the wider socio-cultural backdrop of the school also plays a role (OECD, 2013). The learning environment includes factors such as school atmosphere, parental engagement, and school leadership. The aspects of the learning environment are summarized in Figure 1 below.

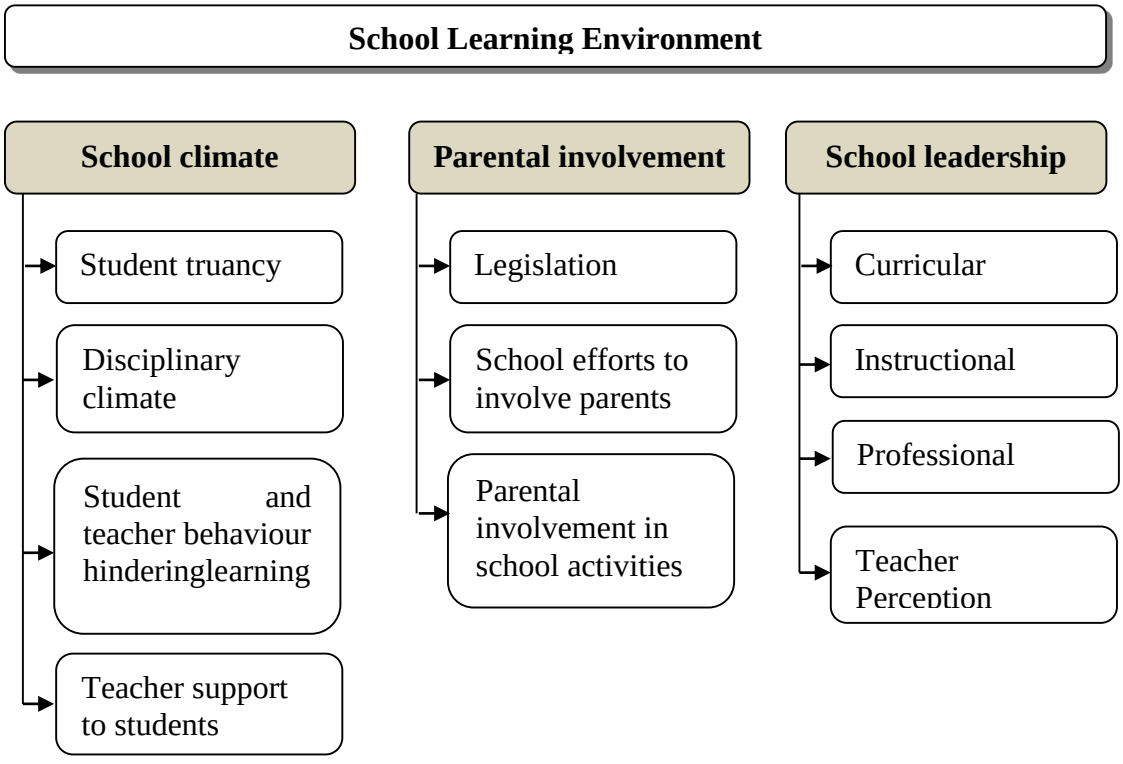

Figure 1: The learning environment as covered in PISA 2015

Research into what makes schools effective finds that learning requires an orderly, supportive and positive environment both in and outside the classroom (Jennings and Greenberg, 2009). In effective schools, academic activities and student performance are valued by both students and teachers, and students rarely miss learning opportunities (Cooper, 2002; Sammons, 1999; Scheerens and Bosker, 1997; Taylor, Pressley and Pearson, 2002). Students, particularly disadvantaged students, engage in learning activities and have fewer disciplinary problems when they feel that their teachers care about their learning, treat them fairly and give them opportunities to express their opinions (Klem and Connell, 2004). The school climate, as measured in

PISA 2015, encompasses student truancy, disciplinary climate, student and teacher behaviours hindering learning, and teacher support to students.

School leaders not only manage administrative tasks, such as budgeting, staffing and planning the maintenance of school buildings, but also play a key role in education by actively shaping the school culture (Barber, Whelan and Clark, 2010; Hallinger and Heck, 1998; Leithwood and Jantzi, 2006; Pont, Nusche and Moorman, 2008). The most effective schools are led by principals who define, communicate and build consensus around the school's education goals, ensure that the curriculum and instructional practices are aligned with these goals, and foster healthy social relationships within the school community (Branch, Hanushek and Rivkin, 2013; Grissom, Loeb and Master, 2013; Heck, Larsen and Marcoulides, 1990; Murphy, 1990). Have the changes in teaching and learning over the past two hundred years changed school design and school culture? Most of the research in this field postulates changes in teaching and learning which have influenced school buildings and classroom design (Gislason 2011). Therefore, learners are assumed to adjust their cognitive strategies in accordance with their perceptions of how the classroom environment is structured toward different goals and depending on what the learning environment require (Lyke& Young, 2006). In addition, the learners' perception of the performance versus task (or mastery) structures of their classroom and its impact on learners' use of cognitive and self-regulatory strategies (Lyke& Young, 2006; Wolters, 2004). Lyke and Young (2006) analyzed the correlations between learners' goal orientation and the levels of cognitive engagement, between the goal orientation and classroom goal structure, and between classroom structure and the levels of cognitive engagement.

The effects of learning environmental factors on learners' engagement are often discussed in the context of course re-design or improvement of traditional instructor-led course through integrating approaches such as action learning (Wilson & Fowler, 2005), problem-based learning (Ahlfeldt, Mehta, & Sellnow, 2005; Nijhuis, Segers, &Gijselaers, 2005; Rotgans& Schmidt, 2011), and constructivist learning (Nie& Lau, 2010). Wilson and Fowler (2005) classified approximately fifty university learners as typical deep or typical surface learners based on a baseline measurement in the beginning of the course. The learning environment included two concurrent courses: a conventional course (lectures and tutorial) and an action learning based course (which included project work and group work). The authors measured the learners' learning strategies used again at the end of the course and compared the differences observed in typical deep or typical surface learners' learning strategies used across the two courses. In the action learning course, the learners in the typical surface learning groups reported increased use of deep learning strategies. However, the learners in the typical deep learning group were not influenced by either learning environment in their use of learning strategies.

2.2 Classroom Re-design to Facilitate Student Learning

For a student, the ideal classroom is a welcoming environment where they may focus on achieving the course objectives. The instructor should be upbeat, organized, outgoing, self-assured, and caring. The classroom community allows students to meet and get to know their classmates. Flexible classroom designs allow students to make choices, try out different learning approaches, and eventually find how they learn best. A flexible classroom arrangement also allows teachers to adapt more effectively to diverse kids' learning requirements. Displays of their work can help students feel a greater sense of responsibility for their learning and boost their memory of course content. For a number of years there has been an on-going pedagogical shift in higher education away from a traditional content delivery model of instruction to more active models of learning in which students play more involved and interactive roles within the classroom (Cornell, 2002; Brown, 2006). This movement has been coupled with the recognition that the traditional university classroom, with its unidirectional design and tiered, fixed theatre-like seating, is insufficient to accommodate what have increasingly become more varied teaching and learning practices.This growing realization that as the nature of teaching and learning evolves, so too must teaching and learning spaces, has, in recent years, resulted in a heightened interest among scholars in the examination of classroom space and, more specifically, the inquiry into the connection between classroom design and pedagogy and learning (Brooks, 2011).

Child-Friendly Schools (CFS) embraces a multi-dimensional concept of quality and addresses the total needs of the child as a learner (MOEST, 2010). However, the biggest challenge in education is not simply to get children into school, but also to improve the overall design of school setup and addressing threats of participation, hence increasing retention rates, completion rates and achievement of learning outcomes (UNICEF, 2009). Conditions need to be established to make the school more flexible, more welcoming, more child centered, more engaged with the community, and more holistic where all children are equally respected and valued. According to UNICEF (2009), physical plant issues remain a challenge in some schools in South Africa and Nicaragua. Interviews and focus groups with school heads, teachers and parents in both countries indicated that many schools struggle with the maintenance of the school buildings. A finding that converged with the observations of the physical conditions of the school buildings was that only 45% met the standards. A second focus has been whether changes in classroom architecture (Buddensiek 2008; Rittelmeyer 2010) affect the level of classroom activity

(Steele 1973; Weinstein 2007; Weinstein et al. 2011). The following discussion examines whether teachers change their teaching in school or classroom spaces that have been changed according to their wishes, on the basis that the classroom, as a constructed environment, influences both well-being and classroom activities (Forster 1997; Rittelmeyer 2010).

However, most European and American classrooms are planned in the same way. As a consequence of the fact that most of our schools are planned and built in the nineteenth century (Buddensiek 2008; Tanner and Lackney 2006), the governmental guidelines for school architecture are still often based on these traditions (Rittelmeyer 2010). According to Tanner and Lackney (2006)'s History of Education Architecture, there has been and continues to be a relevant discussion and critique on school building and classroom design.The progressive movement of the late nineteenth century has had a strong influence on school architecture, with new forms of school buildings being designed. These schools are often private schools, for example, the Laboratory School of John Dewey, the Waldorf School of Rudolf Steiner, and the schools in the tradition of Maria Montessori.

The progressive movement can also be found in public schools (Tanner and Lackney 2006). In general, though, traditional classrooms and traditional furniture still prevail in the learning environment, in that most of these traditional classrooms were planned as rooms for teaching in front of the class and for teacher-centered instruction (Buddensiek 2008; Montag Stiftung 2011). The shift towards a more student-centred pedagogy in higher education has been the result of serious challenges offered by numerous scholars to long-held assumptions about learning processes and the adequacy of lecture-based instruction as an effective pedagogical approach. Of course, these challenges to traditional pedagogical practices in higher education are not new. There are many ardent and loud supporters of reconsidering how students are usually supposed to study in higher education (Kember, 2009; Bergtrom, 2011). Among the many proponents for educational reform, Paulo Freire is widely regarded as a major intellectual voice advocating for a more critical pedagogical approach to education. Of course, individuals who have taught in higher education are often aware of the pedagogy indicated by the physical layout of most classrooms, as well as the influence this structure has on their approaches to teaching and, by extension, student learning (Lizzio, Wilson, & Simons, 2002).

Although the implicit limitations of traditional classroom design and its orientation towards a traditional instructional model are not necessarily insurmountable, the design of most higher education classrooms is, to many educators, far from ideal. While the question "what are ideal practices for learning?" is clearly a pedagogical one, it is increasingly being seen, too, as a question of classroom design (Hill & Epps, 2010; Muthyala& Wei, 2013). As a result, there has been an increase in the number of scholarly works advocating for a greater understanding of the relationship between classroom design and teaching and learning experiences. The necessity to move to designs that are closer to what Freire (1970/2004) has referred to as "humanist" or "libertarian" models – those based on a more democratic relationship between teacher and student – in which students are far more active in their learning and in the construction of content and knowledge (Jamieson, 2003; Armbruster, et al, 2009; Ross, 2013). The trend toward more flexible and collaborative classrooms, colloquially known as "active learning classrooms," is based, at least implicitly, on the belief that these improvements will at the very least support, if not improve, student learning outcomes. Despite the importance of classroom design and its relationship to learning (Boddington & Boys, 2011; Boys, 2011; Clark, 2002; Harrison & Hutton, 2014; Oblinger, 2006), there have been relatively few systematic, empirical studies examining the classroom as a physical space and its relationship to teaching and learning (Temple, 2008). In particular, while there is a reasonably large body of research on the redesign of classrooms where the redesign has been coupled with changes to how courses in that classroom are delivered – studies on active learning spaces, such as "SCALE-UP" (Beichner et al., 2007).

3. Methodology

3.1 Research Design

The study used a hybrid of descriptive and explanatory research designs. According to Sekaran and Bougie (2009), a researcher should employ several designs in order to improve the study and get the best findings, as advocated by Saunders, Lewis, and Thornhill (2009). The descriptive research design was used in the study, which entails obtaining data that describes occurrences. Descriptive techniques are frequently used to collect data that may be utilized to evaluate current practices and make decisions. This technique was suitable because it provides a thorough account of the teacher operation dynamics affecting a child-friendly school environment that may be adapted to different regions of Kenya.

3.2. Population and sample

A population, according to Copper and Schindler (2014), is the complete collection of elements from which the researcher intends to draw conclusions. According to Saunders et al. (2014), the target population is a comprehensive group of people or things with homogenous features that the researcher is investigating. The study's target population was 2151 people, with one County Quality Assurance and Standards Officer (CEO, 2018). The intended audience

included 1728 ECDE teachers, 422 school heads, and one County Quality Assurance and Standards Officer.

The larger the samples size the lower the likely error in generalizing the population (Saunders, Lewis and Thornhill, 2003; Creswell, 2009). The study used Yamane (1967:886) and modified by Saunders *et al*. (2003) formula $\frac{N}{1+N(e)^2}$ to calculate sample sizes.

n =

Where;

n = the sample size,

N = the population size,

ε= the acceptance sampling error

= 337

The total sample size for the study was 337. QASO respondent was included purposively to make a sample size of 338. A total of 337 ECDE teachers were selected using a simple random sampling technique. This procedure ensured that all the members of the population were given an equal chance of being included in the sample. The purposive sampling technique was used to select head-teachers and QASO. This is because head-teachers of the selected schools were automatically included in the study.

3.3. Variable and measurement

The variables involved in this study consisted of the various redesigning methods utilized by teachers in public Early Childhood Education Centers in Uasin-Gishu County. In addition the frequency of the level of use of the redesigning methods such as flexible arrangement of tables and chairs, ample space for teachers to move about as well as the use of internet in learning and teaching in class.

3.4. Data collection method

The study adopted a mixed method approach to collect data from the respondents. In this case, data collection was done using a combination of questionnaires, interviews and checklists. The data collection process was carried out from January to April 2017. The questionnaire answers were in the form of a Likert scale. The data collected were coded and entered in SPSS V20 for data analysis. Descriptive statistics was done to identify characteristics of demographic data of respondents. Face validity was assessed by getting friends and students in the department of early childhood education to test-run the instrument to see if the questions were relevant, clear and unambiguous in line with the recommendation of Rubin and Rubin, (2011). Further content validity was done by the help of panel of experts (lecturers in the department of early childhood education) to evaluate the content validity of questionnaire and the questionnaires conformed to the theoretical expectations which have been indicated in the theoretical framework.

4. Results and Discussion

The objective was to establishthe influence of re-designing of learning environment on Child-Friendly School Environmentin ECDE in Uasin-Gishu County, Kenya. Table 1 below summarizes the study finding on the response rate of the study. The study finding revealed that out of 338 questionnaires distributed to the respondents; Only 271 questionnaires were filled and completed accurately and were used for analysis with a response rate of approximately 84.95%. The response rate was, therefore, accepted as adequately sufficient for the intended purpose (Oso & Onen, 2005).

Table1: Study Response Rate

	Count	**Percent**
Returned	271	80.18%
Non Returned	067	19.82%
Total	**338**	**100%**

4.1Descriptive Statistics on Re-Designing Learning Environment

Descriptive statistics such as frequency, percentage, mean and standard deviation were used to summarize ECDE teacher's responses in regards to **r**e-designing of learning environment as presented in Table 2. The study findings showed that most of the teachers (n=238, 87.9%) agreed that re-designing of learning activities is essential in learning environments, while (n=11, 4.1%) of the teachers disagreed with the sentiments and (n=22, 8.1%) were undecided. This finding showed that re-designing of learning activities is essential in enhancing child friendly learning environments. In addition, it was also establish that the majority of the ECD teachers (n=205, 75.7%) agreed that learners' perceptions influence how they engage in their learning, while (n=55, 20.3%) were undecided. This finding indicates that learners 'perceptions on learning activities influence how they engage in their learning.

The study findings also revealed that majority of the ECD teachers (n=205, 75.7%) agreed that teacher perceptions were related to learners' cognitive strategy used, while (n=55, 20.3%) of the teachers were undecided and (n=11, 4.1%) disagreed This finding showed that teacher's perception was related to learners' cognitive strategy used. In addition, majority of the ECD teachers (n=209, 79.7%) agreed that learning activities should have adequate sitting and working surface, however, (n=22, 8.1%) of the teachers were undecided and (n=33, 12.2%) disagreed. This indicates that learning activities have adequate sitting and working surface. Lastly, majority of the respondents (n=249, 91.8%) agreed that school activity areas should have sufficient display and storage space, while (n=11, 4.1%) of the respondent were undecided and (n=11, 4.1%) disagreed. This showed that school learning activity areas should have adequate display and storage space.

Table 2: Descriptive Statistics Re-Designing Of Learning Environment

	SA	A	U	D	SD
The design of learning activities is essential in learning environments	140(51.7)	98(36.2)	22(8.1)	0(0)	11(4.1)
Learners' perceptions on learning activities influence how they engage in their learning	97(35.8)	108(39.9)	55(20.3)	0(0)	11(4.1)
The teacher perceptions are related to learners' cognitive and self-regulatory strategy used.	75(27.7)	130(48.0)	55(20.3)	0(0)	11(4.1)
Children understand the activities they are expected to do based on the type of teaching arrangement	66(24.4)	117(43.2)	66(24.4)	22(8.1)	0(0)
The learning areas should be in a location that is adequate for each activity	76(28.0)	85(31.4)	88(32.5)	11(4.1)	11(4.1)
The learning activities should have adequate sitting and working surface	87(32.1)	129(47.6)	22(8.1)	22(8.1)	11(4.1)
The activity areas should have sufficient display and storage space.	119(43.9)	130(48.0)	11(4.1)	11(4.1)	0(0)

SA = Strongly Agree, A = Agree, U = Undecided, D = Disagree, SD= Strongly Disagree, All frequency percentages are reported in parentheses.

The findings indicated that re-designing of learning activities essential in learning environments and learners' perceptions on learning activities influenced how they engage in their learning. Teacher perceptions were related to learners' cognitive and self-regulatory strategies used. Therefore the school going children understood the various activities essential in learning.

During the interview, of the head teachers concerning the re-designing of the learning environment it was noted that:

"Re-designing of learning environment displays valid and appropriate learning materials to the learners"(Source: Head teacher H 7; H 20; H 35)

"Re-designing of learning environment involves changing of sitting arrangement to accommodate all the learners in the class"(Source: Head teacher H 10; H 55)

During the interview, with the Quality Assurance and Standards Officers concerning the importance of re-designing the learning environment in ECDE centres; we noted that:

"Teachers are required to the re-designing learning environment to reduce 'talk' and make the learner speak more to encourage learners to participate more during learning" (Source: Quality Assurance and Standards Officers QASO1)

From the Quality Assurance and Standards Officers interview, it was established that teachers re-designing the learning environment on ECDE centres through reducing teachers 'talk' and make the learner speak more so that they can discern what they know and do There should be a stimulating teaching-learning environment The school should be better than a home for learners to enjoy the school. The results were the same as for Nie and Lau (2010) that emphasized the practice of basic skills and knowledge relying mainly on the textbook, while constructivist instruction frequently used classroom discussion and extended writing, and teachers emphasize in-depth understanding and application of learners' learning to everyday life The results showed a relationship between didactic instruction and surface strategy use, and between constructivist instruction and deep strategy use Those studies support the claim that re-designed courses have an impact on learners' increased engagement or the use of deeper cognitive strategies.

4.2 Correlation on the Influence of re-designing class room on Child-Friendly School Environment

The study's objective was to find out the impact of redesigning the learning environment at ECDE centers in Uasin-Gishu County on child-friendly school environment. Table 3 summarizes the results of an investigation into the effect of Re-Designing of Learning Setting on a child-friendly school environment using Pearson product-moment correlation. As a result of these data, re-designing the learning environment was shown to be positively and substantially linked with Child-Friendly Learning Environment (r=.73, n=271, p0.01), meaning that it has a 53% impact on the school learning environment. Based on the coefficient of determination, it is predicted that redesigning the learning environment will affect Child-Friendly Learning Environment by 53%, making it acceptable for forecasting Child-Friendly Learning Environment.

Table 3: Correlation on the Influence of re-designing class on Child-Friendly School Environment

N=271	Child Friendly Learning Environment	Re-designing of learning
School learning environment	1	.73**
Re-designing of learning	.73**	1

** Correlation is significant at the 0.01 level (2-tailed).

This implies that re-designing of classroom leads to a better child learning environment. As a result, the more schools redesign the learning environment, the better the learning environment becomes. This agrees with Marzano and Marzano (2003) that the manner of conducting oneself and running an organization are the two variables that bear preeminent support that affect student knowledge. Teachers must cultivate classroom rules to correspond with anticipation. It agrees with Stewart and others (1997) that people who educate bear use more interventions that meet the person's actively learning needs. They are responsible for the appropriate manner of conduct and offering individual, frequent, distinguishing, and corrective responses in contact performance, in addition to designing and implementing various inducement or reward plans. Furthermore, written material can be molded and ready for use. To develop in mind or physically more space, the atmosphere for appropriate traffic patterns, tables may be arranged in fashionable groups. This makes it more welcoming and beneficent to people actively learning about accompanying disabilities because they can move or exist to a different residence more easily situated on either side of the range (Landau, 2004). With desks make plans in groups. The person who teaches can, in addition to moving more easily through the room where learning takes place, monitor the person actively learning a manner of conducting themselves. Arranging student desks camp also creates a mental or physical environment in which people actively learn to feel wealthy by cooperating with their peers and asking for assistance if necessary.

5. Conclusion and Recommendations

5.1 Conclusion

The objective of the study was to establish the influence of re-designing the learning environment in ECDE centres in Uasin-Gishu County. The designing of learning activities is essential in learning environments and learners' perceptions of learning activities influenced how they engage in their learning. The study concludes that the redesigning of learning activities is essential in child friendly learning environments and learners' perceptions of learning activities, which influence how they engage in their learning. The learning environment affected children learning and excitement to the pupils. The learning environment was attractive to pupils and used suitable resources as they interact with their environment. An important aspect of the learning process is that learners reflect on, and talk about, their activities. Therefore, schools should therefore consider reevaluating their current classrooms and plan for the development of rooms that contribute to student success. As each school or institution is influenced by various elements such as number of students and classrooms, type of modifications needed and teachers' commitment.

5.2 Recommendations

The teachers should redesign the learning environments that have adequate sitting and working surfaces and activity areas should have sufficient display and storage space. Finally, the teachers must be encouraged to use learning methods following the conditions of the

students and the material that will be taught. The study proposes further research in the following areas; this study needs to be replicated in other conflict-affected counties and throughout the country to compare the results, further study should also be carried out on instructional strategies used by teachers in enhancing child-friendly school environment, a study should be carried out to investigate the impact of government policy on the child-friendly school environment. The study also revealed a gap in studies on the other factors that influence a child-friendly school environment not only in a learning environment but also in learning outcomes.

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