Extent of Caregivers' Awareness of Child-Friendly Indoor Learning Environment on Pupils' Social Development in Anambra State

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ABSTRACT

This study investigated the extent of caregivers' awareness of child-friendly indoor learning environment on pupils' social development in Anambra State. Two research questions guided the study while two null hypotheses were tested at 0.05 level of significance. The descriptive survey design was used for this study. The population of the study consisted of 1628 caregivers (ECE teachers) in the 21 LGEAs in Anambra State. The sample size consisted of 500 caregivers. Multi-stage sampling technique was used in selection of the sample size. An instrument titled: Questionnaire on Caregivers' Awareness of Child-friendly Learning Environment on Social Development (QCACFLESD), was used to collect data for this study after being face validated by three experts. Cronbach Alpha was used to check the internal consistency of the instruments and reliability coefficient values of 0.81 and 0.70 were found for QCACFLESD, it yielded an overall co-efficient of 0.75. Mean and standard deviation was used to answer the research questions while Analysis of Variance (ANOVA) was used to test the null hypotheses at 0.05 alpha level. The finding revealed that caregivers to a great extent are aware of child-friendly indoor learning environment on pupils' social interaction skills and pupils' emotional regulation in Anambra State. The corresponding hypothesis revealed that there is no significant difference in the mean ratings of caregivers' awareness level of child-friendly indoor learning environment on pupils' social interaction skills in Anambra State based on their years of experience. Finding also revealed that caregivers to a great extent are aware of child-friendly indoor learning environment on pupils' emotional regulation in Anambra State. The corresponding hypothesis revealed that there is no significant difference in the mean ratings of caregivers' awareness level of child-friendly indoor learning environment on pupils' emotional regulation in Anambra State based on their years of experience.

Keywords: child-friendly environment, social development, learning environment, caregivers,

INTRODUCTION

Education is the instruction and training given to individuals to adjust behaviorally to their environment. It aims to improve an individual's knowledge and intellectual capacity, making them useful to themselves and others in society. Education exists at several levels, including early childhood. Education levels include early childhood/pre-primary, primary, secondary, and tertiary education. For the purpose of this study, Early Childhood will be discussed. Early Childhood is crucial for the formation of intelligence, personality, and social behavior. Modern societies prioritize education by providing support to prepare children for school success. Most societies offer early childhood education programs for children below the official school-going age (usually 6 years), preparing them for primary school education. The Federal Government of Nigeria (FGN) in her National Policy on Education document (2013) recognizes the importance of early childhood education and has given it prominence.

Early Childhood Education is given to children earlier in their lives. Accordingly, Holst (2020) see early childhood education as the education for children ranging from birth to five years of life. Holst observes that in some cases, early childhood education start from nursery education or pre-primary as the case may be. Operationally, early childhood education is the type of education that is provided for children between the ages of 2 to 5 years initiated to protect children development before the actual formal primary school learning age in

order for such a child to adapt to the learning situation. The National Policy on Education clearly outlines the objectives of pre-primary level to include: effecting a smooth transition from home to the school; preparing the child for the primary level of education; providing adequate care and supervision for the children while their parents are at work; inculcating social, moral norms and values; inculcating in the child the spirit of enquiry and creativity through the exploration of nature and the environment, arts, music, and use of toys etc.; teaching numbers, letters, colours, shapes, forms, etc.; and; teaching habits especially good habits.

These objectives reveal that early childhood education is multifaceted, aiming to foster holistic development in children, including cognitive, social, emotional, and physical growth. These objectives can be achieved through a child-friendly learning environment because learning environment broadly takes into consideration the physical, social and emotional context in which learning takes place. According to Okudo and Omotuyole (2018), a learning environment encompasses the context for the course, the pedagogical approach, the level of challenge and support, the culture of the group, space, and resources as well as the overall ethos. It encompasses the physical space, resources, instructional methods, interpersonal relationships, and overall atmosphere in which learning activities occur (Ogunsanwo, 2018). In the context of this study, a learning environment refers to the physical, social, and emotional conditions in which learning takes place. The learning environment needs to be child-friendly for learning to take place.

A child-friendly learning environment specifically focuses on creating a setting that is designed to meet the unique needs and capabilities of children. It is characterized by being safe, inclusive, nurturing, engaging, and responsive to children's developmental stages and interests (Wardle, 2019). As highlighted by the United Nations Children's Fund (UNICEF, 2022), a child-friendly learning environment is one that promotes the well-being and holistic development of children, providing opportunities for them to grow, learn, and thrive. In the context of early childhood education, a child-friendly learning environment plays a crucial role in supporting the developmental needs of young children. Operationally, a child-friendly learning environment is one that is specifically designed to cater to the needs and developmental stage of children. It takes into consideration their physical, emotional, social, and cognitive development, creating a safe and nurturing space where children can learn and thrive. The goal of a child-friendly learning environment is to create a supportive and engaging space that promotes holistic development and fosters children's growth and well-being.

Child-friendly environment can be indoor or outdoor learning environment. According to Ahtisham, Hwang and Kim (2021), an outdoor learning environment refers to any educational space that takes place outside traditional classroom settings, providing children with a direct connection to nature and facilitating experiential learning. Davis (2020) and Fjørtoft (2018) explained that outdoor learning environments consist of natural features like trees, water bodies, and varied terrain, which encourage exploration and physical activity, fostering children's connection to nature. Designed spaces like gardens, play areas, and performance spaces enhance the learning experience by facilitating diverse activities and supporting social interaction.

For the purpose of this study, the indoor environment will be discussed. A child-friendly indoor space is described as an environment that invites children to explore, create, experiment, and communicate. They emphasize the importance of providing children with opportunities for active engagement and self-expression within the indoor setting. According to Okebukola (2020), child-friendly indoor spaces are environments that are designed to be safe, nurturing, and stimulating for young children. The researchers define a child-friendly indoor learning environment as a carefully designed space within a school or educational setting that is specifically tailored to meet the needs of children and promote their holistic development.

A child-friendly indoor learning environment need to have vibrant colours, comfortable furniture, interactive materials, accessible resources, and a child-centered design. Olaleye (2019) explained that vibrant colours stimulate children's senses and encourage exploration, while chairs, cushions, and rugs can accommodate different learning styles. Hands-on materials, educational toys, and learning aids encourage curiosity and creativity and accessible resources promote independence and self-directed learning. An important benefit of a child-friendly indoor learning environment is that it can enhance social, emotional and cognitive development. It can also increase engagement and motivation of learners. Aiwuyo and Omoera (2019) reiterated that a child-friendly indoor learning environment fosters positive interactions, collaboration, and communication, fostering social skills and relationships. Children feel comfortable, supported, and inspired, leading to active

participation in learning activities. Aiwuyo and Omoera further underscores the significance of creating a positive and stimulating learning environment for young children, stating that the indoor environment that surrounds children, the conditions that define it, and the people who share it help to create the foundations for what will become their knowledge and cognitive skills. Therefore, it is important to note that children are highly receptive to their surroundings and experiences, making it essential for caregivers to provide a nurturing and stimulating environment for optimal growth.

Caregivers who understand the impact of the physical environment on children's development, learning, and well-being are more likely to prioritize the design, organization, and resources within indoor spaces. In the opinion of Aiywuyo and Omoera (2019), awareness also includes understanding the principles of child development, the role of the environment in fostering learning, and the significance of providing stimulating and safe indoor settings for children. Hafsatu, Igbaji and Sadiyya (2017) and Bernard (2015) emphasize the significant role of caregivers in creating environments that promote exploration, creativity, and communication for children. However, the extent to which caregivers in Anambra State are aware of these principles in their educational practices remains to be determined.

A child-friendly indoor learning environment plays a crucial role in supporting children's social development. Creating a welcoming, stimulating, and supportive ambiance can enhance children's sense of belonging and engagement, ultimately leading to positive social outcomes. Research has shown that children who learn in child-friendly environments are more likely to exhibit positive social behaviors, such as cooperation, communication, and empathy (Huang, Sung, Hung, Huang and Tsai, 2019). A well-designed learning space with age-appropriate materials, comfortable seating, and accessible resources can encourage children to explore, experiment, and engage in cooperative play, which are essential for social development. Furthermore, a child-friendly indoor learning environment can foster a sense of community and belonging among children, leading to stronger peer relationships and a supportive social network (Ducan, Riga and Kontogeorgou, 2016). When children feel safe, respected, and valued in their learning environment, they are more likely to develop self-confidence, emotional intelligence, and empathy towards others.

Social development in early childhood therefore is a critical aspect of a child's overall development. It encompasses the skills and abilities that children need to interact effectively with others, manage their emotions, and establish positive relationships. According to Obaki (2017), social development refers to the process by which children learn to interact with others, understand and manage their emotions, form relationships, and navigate social environments. It encompasses a range of skills and behaviours that enable children to function effectively in social contexts. Operationally, social development involves acquiring competencies that help children establish positive relationships, communicate effectively, and respond appropriately to social cues. Social development in Early Childhood Care and Education (ECCE) is critical as it lays the foundation for indices such as social interaction skills, and emotional regulation (Owojori and Ojedokun, 2018; Brede Kamp and Copple, 2022). This study will look at the above indices as it relates to social development.

Fostering child-friendly indoor learning environments is pivotal for the social development of young children, particularly their social interaction skills. This involves creating spaces and adopting practices that encourage children to engage positively with peers and adults, thus promoting essential social competencies. According to Yunus (2020), the implementation of child-friendly environments significantly impacts pupils' social interaction skills. A safe learning environment will help pupils engage in group activities, teaches children how to work together towards a common goal, share responsibilities, and support each other.

Emotional regulation refers to the ability to identify, understand, and manage one's own emotions as well as effectively respond to the emotions of others in a socially appropriate manner. According to Denham (2017), emotional regulation is linked to positive social outcomes as it enables pupils to navigate social interactions, build relationships, and resolve conflicts effectively. In a child-friendly environment that emphasizes emotional literacy and self-regulation, children can learn to recognize and express their feelings, understand the perspectives of others, and adapt their emotions appropriately in different social situations.

Child-friendly environment is important in the social development of children. Sanson, Hemphill and Smart

(2018) and Yunus (2020) discovered that while most caregivers acknowledged the significance of providing a child-friendly environment for their wards, there was a gap in the implementation of such practices. This lack of implementation could potentially hinder the social development of pupils in Anambra State, as a conducive learning environment has been shown to have a positive impact on children's social skills and interactions. Despite the acknowledged benefits of child-friendly environments, Oluremi (2021) reiterated that challenges such as limited resources, inconsistent training, and cultural barriers may hinder their effective implementation.

Years of experience could also be a barrier to effective child-friendly indoor environment. Authors such as Isbell and Exelby (2021) and Miller and Cunningham (2017) highlighted that factor such as years of experience of caregivers may influence their level of awareness. In the view of Lower and Cassidy (2017), caregivers with higher years of experience are generally more aware of the importance of child-friendly environments. They understand that these settings enhance cognitive, social, and emotional development in children. Evertson (2017) debunked this assertion and emphasized that teachers with less years of experience who are more likely engaged in ongoing professional development, staying updated with the latest research and practices in early childhood education have higher tendency to recognize the importance of a conducive learning environment for young children. Addressing this inconclusive debate in terms of years of experience can help enhance the adoption of child-friendly environments for pupils' social development.

In an ideal situation, it is expected that caregivers need to be well-informed about the importance of creating a child-friendly indoor learning environment for pupils. They should be knowledgeable about the impact of the learning environment on pupils' social development among children. Caregivers would possess specialized training in early childhood education, with a deep understanding of how to facilitate social interactions among children. They would employ strategies such as cooperative games, role-playing activities, and collaborative projects to enhance social skills. For example, a caregiver might organize a group storytelling session where children take turns adding to the story, promoting both creativity and teamwork. It is therefore against this background that this study seeks to determine the extent of caregivers' awareness of child-friendly indoor learning environment on pupils' social development in Anambra State.

Statement of the Problem

The present situation in Anambra State is less than ideal. There may be gaps in caregivers' awareness of child-friendly indoor learning environments in Anambra State. Caregivers may not fully understand the significance of creating conducive learning environments for children or may lack the resources and support needed to do so effectively. As a result, pupils may not be provided with the optimal environment for social and emotional development, potentially hindering their ability to interact with peers, communicate effectively, and develop important social skills. Preliminary investigations gathered revealed that schools and care centers often operate with limited resources, making it difficult to provide diverse and stimulating materials necessary for a child-friendly environment. A practical illustration is a classroom with overcrowded spaces and insufficient educational materials, where children have few opportunities for engaging in cooperative play.

The researchers observed that the constant threat of insecurity such as kidnapping, Monday sit-at-home order by unknown gunmen can have a profound psychological impact on children, caregivers, and educators. Children may experience feelings of fear, stress, and trauma, which can affect their emotional well-being, behaviour, and social interactions. Caregivers may also struggle with managing their own anxieties and stress, making it challenging for them to create a supportive and nurturing environment for children's social development. Empirical evidence created a research gap that there is limited research on the direct impact of child-friendly environments on pupils' social development especially in public primary schools in Anambra State. this research gap therefore prompted this study to investigate the extent of caregivers' awareness of child-friendly indoor learning environment on pupils' social development in Anambra State.

Purpose of the Study

The main purpose of this study is to determine extent of caregivers' awareness of child-friendly indoor learning environment on pupils' social development in Anambra State. Specifically, the study seeks to

determine:

1. The extent of caregivers' awareness of child-friendly indoor learning environment on pupils' social interaction skills in Anambra State

2. The extent of caregivers' awareness of child-friendly indoor learning environment on pupils' emotional regulation in Anambra State.

Research Questions

The following research questions guided the study:

1. To what extent are caregivers aware of child-friendly indoor learning environment on pupils' social interaction skills in Anambra State?

2. To what extent are caregivers aware of child-friendly indoor learning environment on pupils' emotional regulation in Anambra State?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

1. There is no significant difference in the mean ratings of caregivers' awareness level of child-friendly indoor learning environment on pupils' social interaction skills in Anambra State based on their years of experience

2. There is no significant difference in the mean ratings of caregivers' awareness level of child-friendly indoor learning environment on pupils' emotional regulation in Anambra State based on their years of experience

METHODS

This study was carried out to determine extent of caregivers' awareness of child-friendly indoor learning environment on pupils' social interaction skills in Anambra state. Two research questions guided the study and two null hypotheses tested at 0.05 level of significance. The study adopted a descriptive survey design. The population of the study consisted of 1628 caregivers (ECE teachers) in the 21 LGEAs in Anambra State. A sample of 500 caregivers were used in this study using the multi-stage sampling technique. Data for this study was collected using a structured questionnaire titled 'Questionnaire on Caregivers' Awareness of Child-friendly Learning Environment on Social Development" (QCACFLESD). 17-item structured questionnaire were developed by the researchers. The instrument was face validated by three experts, two in the Department of Early Childhood and Primary Education and one in Measurement and Evaluation unit of the Department of Educational Foundations all from Nnamdi Azikiwe University, Awka. Cronbach Alpha was used to assess the instrument's internal consistency after the data were gathered, and reliability coefficient values of 0.81 and 0.70 were found for QCACFLESD, it yielded an overall co-efficient of 0.75. The responses for QCACFLESD are structured on the scale of Very Great Extent (VGE); Great Extent (GE); Low Extent (LE); and Very Low Extent (VLE) with values 4, 3, 2, and 1 respectively. Mean and standard deviation were used to answer the research questions and standard deviation was used to assess the closeness or wideness of the respondents' mean ratings. The null hypotheses were tested at 0.05 level of significance using Analysis of Variance (ANOVA). Where the p-value is equal to or greater than the alpha level of 0.05 ($p > 0.05$), the null hypotheses was not be rejected. On the other hand, when the p-value is less than the alpha level of 0.05 ($p < 0.05$), the null hypothesis was rejected.

Research Question 1: To what extent are caregivers aware of child-friendly indoor learning environment on pupils' social interaction skills in Anambra State?

Table 1: Respondents' Mean and Standard Deviation Ratings on the Extent Caregivers are Aware of Child-Friendly Indoor Learning Environment on Pupils' Social Interaction Skills (n = 484)

S/N	I am aware that:	X	SD	Remarks
1	Creating group activities to encourage social interaction	2.55	0.58	Great Extent
2	Appropriate ventilation are important for creating a conducive social interactive environment for children	2.87	0.82	Great Extent
3	Using diverse learning materials can enhance children's social interaction skills	3.11	0.52	Great Extent
4	Organizing classroom furniture in a way that promotes easy movement and interaction among pupils is beneficial	2.69	0.69	Great Extent
5	Having a designated resting room for children to relax can positively affect their social interactions	2.53	0.88	Great Extent
6	Incorporating technology, such as educational games, to support social skill development in children	2.59	0.49	Great Extent
7	Including cultural elements in the classroom decoration to promote social interaction and understanding among pupils	3.32	0.76	Great Extent
8	Providing opportunities for group work to enhance children's social interaction skills	3.56	0.72	Very great extent
	Cluster Mean	**2.90**		**Great Extent**

Data in Table 1 reveals the item-by-item analysis of the extent to which caregivers are aware of child-friendly indoor learning environment on pupils' social interaction skills in Anambra State. The result in Table 1 revealed that item 8 with mean score 3.56 was rated very great extent. This means that caregivers to a very great extent are aware of providing opportunities for group work to enhance children's social interaction skills. Items 1 – 7 with their respective mean scores of 2.55, 2.87, 3.11, 2.69, 2.53, 2.59, and 3.32 were rated great extent. The cluster mean of 2.90 summarized that caregivers to a great extent are aware of child-friendly indoor learning environment on pupils' social interaction skills in Anambra State. The standard deviation scores ranging from 0.52 – 0.88 indicates that the respondents' mean scores were closely related.

Research Question 2: To what extent are caregivers aware of child-friendly indoor learning environment on pupils' emotional regulation in Anambra State?

Table 2: Respondents' Mean and Standard Deviation Ratings on the Extent Caregivers are Aware of Child-friendly Indoor Learning Environment on Pupils' Emotional Regulation

S/N	I am aware that:	X	SD	Remarks
9	The use of soothing colours and decorations in the classroom to influence emotional regulation	1.63	0.94	Low Extent
10	Incorporating social-emotional learning (SEL) programmes into classroom activities to enhance children's emotional regulation	2.52	0.61	Great Extent
11	Providing opportunities for children to express their feelings	2.54	0.62	Great Extent

	through art and play to support emotional regulation			
12	Mindfulness activities, such as deep breathing exercises, can aid in emotional regulation for children	2.68	0.71	Great Extent
13	Teaching children problem-solving skills can improve their ability to regulate emotions	2.82	0.68	Great Extent
14	Creating an inclusive classroom environment where all children feel valued can support emotional regulation	2.98	0.69	Great Extent
15	Positive reinforcement to help manage children's emotions	2.66	0.72	Great Extent
16	Providing consistent feedback can help children manage their emotions	2.78	0.76	Great Extent
17	Regular physical activity and movement breaks can support children's emotional regulation	3.03	0.88	Great Extent
	Cluster Mean	**2.63**		**Great Extent**

Data in Table 2 reveals the item-by-item analysis of the extent caregivers are aware of child-friendly indoor learning environment on pupils' emotional regulation in Anambra State. The result reveals that item 9 with mean score 1.63 was low extent. This means that caregivers' awareness is low as regards the use of soothing colours and decorations in the classroom to influence emotional regulation. More so, the result revealed that items 10 – 17 with their mean scores of 2.52, 2.54, 2.68, 2.82, 2.98, 2.66, 2.78 and 3.03 were rated great extent. The cluster mean of 2.63 summarized that caregivers to a great extent are aware of child-friendly indoor learning environment on pupils' emotional regulation in Anambra State. The standard deviation scores ranging from 0.61 – 0.94 indicates that the respondents' mean scores were closely related.

Hypothesis 1

There is no significant difference in the mean ratings of caregivers' awareness level of child-friendly indoor learning environment on pupils' social interaction skills in Anambra State based on their years of experience.

Table 3: ANOVA analysis on the significant difference in the mean ratings of caregivers' awareness level of child-friendly indoor learning environment on pupils' social interaction skills in Anambra State based on their years of experience

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2311.116	3	770.372	533.868	.103
Within Groups	694.104	481	1.4430		
Total	3005.220	484			

Data presented in Table 5 revealed the significant difference in the mean ratings of caregivers' awareness level of child-friendly indoor learning environment on pupils' social interaction skills in Anambra State based on their years of experience. The result revealed that $p > 0.05$ level for the four years of experience ($F_{(3, 481)} = 533.868$, $p = 0.103$) indicating that there was no significance. This means that there is no significant difference in the mean ratings of caregivers' awareness level of child-friendly indoor learning environment on pupils' social interaction skills in Anambra State based on their years of experience.

Hypothesis 2

There is no significant difference in the mean ratings of caregivers' awareness level of child-friendly indoor learning environment on pupils' emotional regulation in Anambra State based on their years of experience

Table 4: ANOVA analysis on significant difference in the mean ratings of caregivers' awareness level of child-friendly indoor learning environment on pupils' emotional regulation in Anambra State based on their years of experience

Sources of variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	542.879	3	180.959	53. 084	.102
Within Groups	1639.725	481	3.4089		
Total	2182.604	484			

Data presented in Table 4 revealed the significant difference in the mean ratings of caregivers' awareness level of child-friendly indoor learning environment on pupils' emotional regulation in Anambra State based on their years of experience. The result revealed that p > 0.05 level for the four years of experience (F(3, 481) = 53.084, p = 0.102) indicated that there was no significance. This means that there is no significant difference in the mean ratings of caregivers' awareness level of child-friendly indoor learning environment on pupils' emotional regulation in Anambra State based on their years of experience.

DISCUSSION OF FINDINGS

The finding revealed that caregivers to a great extent are aware of child-friendly indoor learning environment on pupils' social interaction skills in Anambra State. This means that caregivers recognize that a child-friendly indoor learning space-characterized by safety, accessibility, appropriate learning materials, and a nurturing atmosphere-plays a crucial role in shaping children's social behaviors and skills. This finding agreed with the finding of Obateru (2019) that there exists a positive social classroom interaction among senior secondary school pupils in Ekiti State; this is because teachers are aware that the design and management of the learning space can either facilitate or hinder the development of these social interaction skills. Rashid (2017) supported that environment designed with child-friendly features-such as ample space for play, accessible resources, and opportunities for collaborative activities-positively influence children's ability to interact socially. This awareness is often higher among caregivers who are educated or have some professional background in child development. Conversely, the finding of Maleki et al. (2019) opposed that majority of children had a moderate level of social skills from the parents' and teachers' perspectives. This finding shows that there is still a gap in awareness among caregivers about the significance of the learning environment on social development. This lack of awareness often leads to environments that do not fully support the social and emotional needs of children, thereby hindering their social interaction skills. The difference in the report of this findings could be as a result of varying opinions of respondents as a result of geographical change.

The corresponding hypothesis revealed that there is no significant difference in the mean ratings of caregivers' awareness level of child-friendly indoor learning environment on pupils' social interaction skills in Anambra State based on their years of experience. This means that the level of awareness among caregivers about the importance of a child-friendly indoor learning environment on pupils' social interaction skills is similar, regardless of how many years of experience they have. Whether a caregiver is relatively new to the field or has many years of experience, their understanding and recognition of the importance of such an environment are consistent. Spillane, Reiser and Reimer (2022) argued that when caregivers receive uniform training and professional development, their awareness levels on specific topics, such as the importance of child-friendly learning environments, tend to be consistent regardless of their years of experience. This suggests that targeted professional development can equalize knowledge across experience levels.

This finding revealed that caregivers to a great extent are aware of child-friendly indoor learning environment

on pupils' emotional regulation in Anambra State. Caregivers have a strong understanding and recognition of how a child-friendly indoor learning environment contributes to the emotional regulation of pupils. They are knowledgeable about the role that such environments play in helping children manage and express their emotions in a healthy and appropriate manner. This finding was in line with that of Evans (2016) that child-friendly environments, characterized by safety, comfort, and stimulation, significantly impact children's emotional well-being and regulation. When caregivers are aware of this link, they are more likely to implement practices that support emotional regulation. Alhajri (2020) discussed how caregivers in Nigerian contexts, who are aware of the emotional needs of children, often make deliberate efforts to create environments that promote emotional stability. This includes providing spaces where children feel secure and supported, which is crucial for emotional regulation.

The corresponding hypothesis revealed that there is no significant difference in the mean ratings of caregivers' awareness level of child-friendly indoor learning environment on pupils' emotional regulation in Anambra State based on their years of experience. The level of awareness among caregivers about how a child-friendly indoor learning environment impacts pupils' emotional regulation is similar regardless of their years of experience. This finding opposed that of Qashmer (2023) that more experienced caregivers often develop a deeper understanding of emotional regulation and child-friendly environments through practical experience. Their greater exposure to various situations can lead to more nuanced awareness, which might not be reflected in less experienced caregivers. The difference in the report of this finding could be as a result of varying opinions of respondents as a result of geographical change.

CONCLUSION

Based on the findings, it was concluded that caregivers to a great extent are aware of child-friendly indoor learning environment on pupils' social interaction skills and pupils' emotional regulation in Anambra State. There is no significant difference in the mean ratings of caregivers' awareness level of child-friendly indoor learning environment on pupils' social interaction skills in Anambra State based on their years of experience. There is no significant difference in the mean ratings of caregivers' awareness level of child-friendly indoor learning environment on pupils' emotional regulation in Anambra State based on their years of experience.

RECOMMENDATIONS

Based on the findings, the following recommendations were made:

1. Education authorities in Anambra State should beckon on increase funding from the government and allocating resources specifically for improving the physical and educational environments in schools and childcare centers. Ensure that resources are available to support the practical implementation of child-friendly practices.

2. Caregivers should participate in professional development opportunities to enhance understanding and practical skills related to creating and maintaining child-friendly environments by translating awareness into action by applying best practices in the design and maintenance of indoor learning environments.

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