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A Study of Relationship between Students' Happiness and Child Friendly Environment in the Secondary Schools of Lucknow City India

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ABSTRACT

The current investigation, which was founded on the premise of a child participation perspective, investigated "childrens constructions, the meanings they attached to natural places, and the impact these meanings had on the children's subjective well-being". Specifically, the investigation focused on the relationship between children's constructions of natural places and their feelings of well-being. UNICEF's Child-Friendly School Program is an intervention that was made at UNICEF as part of a comprehensive effort to realise higher quality education by taking into consideration the three most fundamental children's rights, namely participation, provision, and protection. This effort was made to realise higher quality education by considering UNICEF's Child-Friendly School Program is an intervention that was made at UNICEF as part of When UNICEF was working to improve educational opportunities for children around the world through its Child-Friendly School Program, these rights were one of the factors that were taken into account. In reference to the factors that have a role in the overall enjoyment that students derive from their time spent in the classroom. Parents, teachers, and supervisors each have a vital part to play in the development of persons who are happy and healthy, and all three of these positions are necessary to the process. If we believe that happiness is something that can be taught, then people who are responsible for the raising of children, beginning with their first year of school, will have an additional responsibility on their shoulders. In addition to the factors that play a role in determining one's level of happiness,

this also plays a role. Our research aims to provide recommendations that can be implemented to improve the levels of happiness among students by identifying the factors that have an impact on those levels among students whose academic levels range from sixth to fifteenth years. These recommendations will be based on data collected from students whose academic levels range from sixth to fifteenth years. The process of planning for each metropolitan area should now begin with an important phase that involves consultation with a wide variety of stakeholders. Even when the issues are pertinent to children, the opinions and suggestions of adults are typically given more weight and consideration than those of children. This is standard practise. This is true even when the issues at hand are those that have a direct bearing on "children. Children are an integral component of the modern world", which is quickly urbanising, and they are also some of the consumers who are the most sensitive to and affected by the

changes brought about by this new environment. The United Nations Convention on the Rights of the Child recognises as fundamental rights the provision of children, the protection of children, and the participation of children in all aspects of society. Participation is the third, and possibly most crucial, aspect of making the environment healthier; nonetheless, this dimension has been generally disregarded...

Keywords: Relationship, Happiness, child , friendly , environment , secondary, school

INTRODUCTION

The variables that are "used to make the process of teaching and learning more effective and better include the classroom space, the management of the classroom, the behaviour of the teacher, the teacher-student relationship, the classroom setup, the chair arrangement, study material, sources used to deliver the lessons, health and security issues of both the teacher and the students, administration, and other factors". It is of the utmost importance, within the context of the educational system, to take notice of and observe the environment in which the pupils are located. This comprises the physical location of the classroom, the administration of the classroom, and the instructor's The United Nations Children's Fund (UNICEF) has introduced the concept of "child-friendly schools" for the very first time in an effort to give children with a pleasant, healthy, and secure learning environment. This is done in order to increase people's understanding of the schoolselves and to encourage greater awareness. Child-friendly schools, as defined by Obanolu, Ayvaz-Tuncel, and Ordu (2018), take into account all of the aforementioned characteristics in addition to the variables relevant to both the teachers and the students.[1]

In India, it is feasible to show "that, in most circumstances, there is relatively minimal development in infrastructure when compared to the demand that is created by a growth in population". This can be seen to be the case because India has a very large population. This is the situation since the number of people living in India is expanding at a quick pace. According to the census, the number of towns in India expanded by more than twofold between the years 2001 and 2011, increasing from 82 to 202.[2] This represents a significant rise in the urban population. The fact that there are now more towns than there "were in the past is evidence that urbanisation "in India is proceeding at a very quick rate this is evident from the fact that the number of towns has" expanded throughout the course of this time period"[[3] As a direct consequence of this, the majority of cities in India suffer with severe urban difficulties "such as inadequate social infrastructure water supply health facilities sanitation power supply and the provision of basic utilities". Because of these problems, the environment has gotten worse, the number of people without jobs has gone up, and the amount of traffic on the roads has gotten worse.[4] The term "environment" refers to the settings in which people spend their formative years, including urban regions, residential neighbourhoods, roadways and streets, educational institutions, recreational locations, and open fields and spaces. Exploring cities, neighbourhoods, roads, and streets is a common activity for children during their formative years.

Examples of factors that have been shown to have a positive relationship with student happiness include indicators of satisfaction with school, a good school climate, having a positive relationship with the school, the presence of social support that is fulfilled, and a sense of being together when at school.[5]

There is even more study that demonstrates that the favourable effect of school experiences influences future happiness in schools, and those studies have also revealed that these indicators do have a relationship with student joy when it comes to the context of the school environment.[6] The level of happiness that students experience while they are in school has a direct correlation with the amount of academic achievement they are able to achieve.

Everyone has been affected, but children, in particular, has been impacted as a result of the urbanisation process.[7-13] Because of the restrictions that urbanisation places on children's capacity to roam freely throughout their environments, the majority of the time, kids have to be driven to places like "schools or kept inside under the supervision of adults". When it comes to making a space seem more inviting and responsive, the perspectives of the people who use it are of the utmost importance. Despite the fact that we are making efforts to establish an atmosphere that is welcoming to children, we are not witnessing a sufficient amount of children's participation in the

conversation process or hearing their perspectives..Additionally, urbanisation has led to the loss of land in metropolitan areas that was earmarked for parks and other open areas, which is a negative consequence of urbanisation. There is an inadequate amount of play places, playgrounds that are easily accessible, safe play equipment, and appropriate play space in many neighbourhoods.[14] Many of these neighbourhoods also have a lack of play equipment. Because the children's overall growth depends heavily on their participation in play, the aforementioned domains are, in turn, extremely significant for the development of the children as a whole. "The World Health Organization (WHO) recommends that children aged 5 to 17 spend at least one hour every day engaging in physically active pursuits". It has been noted that youngsters do not engage in physical play nearly as frequently as they formerly did and instead devote their time to being immersed in the digital world. For reasons of security and to keep their children away from the risks that are posed by traffic, parents typically do not give permission for their children to leave the house. "This inactivity has a significant impact on the health of children and has been connected to the development of illnesses such as obesity and diabetes, amongst other health problems". In addition, this inactivity has been associated to the deterioration of other aspects of children's health. In order to entice children to spend time in certain sorts of spaces, it is vital to design and build parks and other open areas with the requirements of children in mind. [15]This will allow for the creation of an environment that is welcoming to children and free from risk.

The enormous obstacle posed by the broad incidence of unhappiness in educational settings is one that is rarely given meaningful consideration; yet, it is an issue that is encountered by many different types of schooling (Guilherme and de Freitas 2017; Salavera et al. 2017). Because of the significance of the cognitive, emotional, personality, and social development features and skills that occur during this time period, attention to happiness should be emphasised as early in childhood as is possible, but absolutely not later than adolescence. This is because of the significance of the cognitive, emotional, personality, and social development features and skills that occur during this time period.[16] This is due to the significance of ensuring that each person is happy in their own life (Mahon et al. 2010; Parker and Asher 1989). The majority of intervention programmes have a tendency to place an emphasis on the fact that educators can play a significant role in the development of positive resources for children, provided that the changes are sought earlier in the process. [17] This is because early changes lay a solid foundation for positive happiness throughout one's entire life. In light of this fact, it is important to note that early changes lay a solid foundation for positive happiness throughout one's entire life. As a consequence of this, the roles that are

played by an individual's family, community, and friends become increasingly significant (Kocayorük and Telef 2015; Roberts et al. 2005).

The people in charge of making decisions at the Abu Dhabi Department of Education and Knowledge (ADEK) have emphasised on multiple occasions how critical it is to ensure that students in schools are content and have a healthy view of themselves as a way to significantly increase the likelihood of attaining the level of success that is desired. This study was conducted with the intention of providing individuals who are responsible for making decisions regarding schools with a more in-depth understanding of the factors that have a substantial impact on happiness. This article provides a contribution to a number of distinct lines of research that are being conducted on happiness in the academic setting.[18] This is the only study that we are aware of that gives a structural equation model that includes all three concepts of happiness into a single framework. These are happiness linked to school, happiness connected to home, and happiness overall.

It may not always be simple to meet the goal of "educating happy individuals" inside the education system because there are numerous elements that affect children, particularly teenagers, outside of schooling. This is particularly true for younger children. Primary elements that may be taken into account are those pertaining to the family, the educational system, the surrounding environment, genetic and neurologic characteristics, as well as social and economic motives, and health (Holder & Coleman, 2009) [19] It is of the utmost importance to have a solid comprehension of the factors that have an effect on the contentment of children within the context of their families and schools. People who are responsible for the care and education of children, including as parents, teachers, and school administrators, will find that research in this sector is helpful in the creation of strategies required to train happy individuals. Therefore, the value of our research rests in the fact that it identifies elements that contribute to a kid's degree of contentment and proposes ways for raising that level of contentment. This is an important contribution to the field of child development.[20]

Interactions of Children with Their Natural Environments and the Effects These Interactions Have on Their Subjective Sense of Well-Being

In spite of the large body of research that has been conducted on children's social and emotional development (Adams and Savahl 2015,2016; Adams et al. 2016; Kerretetal.2014; Scianis2013), there are only a small number of empirical studies that investigate children's perceptions of natural spaces and the influence that these perceptions have on their SWB. In addition, there is no research that takes into consideration the part that CFCs play in the growth of children's SWB. Recent

research conducted "by Kerret et al. (2014), who proposed a theoretical model to explicate the psychological processes through which green schools may affect students learned environmental behaviour (EB), as well as their sustainability-focused behaviour (SWB)" highlights the significance of nature experiences for children's sustainability-focused behaviour. Specifically, the authors found that children who spent time in nature were less likely to engage in behaviours that were detrimental to the environment (SWB).[21] "In line with this concept,Kerret et al. (2014) proposed the all-encompassing term of children's environmental subjective well-being (ESWB), which highlights the significance of two connected concerns of modern societies: the protection of the natural environment and the well-being of children. These concerns are intertwined with one another and have an impact on each other"..

"Description of Child-friendly school":

Strong-Wilson and Ellis (2016) highlighted a number of characteristics that have to be present in establishments that are child-friendly. The family-friendly school is also equipped with a wide range of amenities, such as the ones listed below:

Learning during activities:

Students are able to articulate their areas of interest and ideas as a direct result of the experiences they have while participating in a wide variety of activities, which they find enjoyable, and which are a direct result of the opportunities they have to participate in a wide variety of activities. Students are more likely to feel joy when they are given the option to learn via play,[22] which is the most common way. When students are given the freedom to freely participate in games that are based on their interests, they are also given the opportunity to learn. When students make advantage of the many different resources that are at their disposal, they are exposed to new experiences. It is education gained by participation in real-world activities. Students who exercise are not only able to learn more effectively, but they also maintain better health and remain more awake. In order for students to derive the most benefit from their educational experiences, it is imperative that they take care of both their mental and physical health. Teachers are in the role of facilitators when it comes to creating an environment for student learning that is positive for youngsters.[23]

Equality:

A school system that is developed with children in mind will be built on the principle of equality as its foundation. A school is considered to be child-friendly if it does not discriminate against children on the basis of their social or cultural background, and if teachers give all of their students, regardless of the student's gender, "an equal opportunity to participate in the lessons and activities"

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that are taking place in the classroom at the same time. No one ability to participate in class is ever going to be denied to them or restricted to them "for any of the above reasons. These schools are open" to any and all children and hold all of its students to the same standards, requirements, and expectations.

Teacher's Role:

Teachers make use of a wide variety of instructional methods in order to guarantee that each and every one of their pupils is able to learn in an atmosphere in which they are not only able to feel at ease, but also to comprehend the topics that are being discussed and the activities that are being carried out in the classroom...

- The instructors make use of a wide range of instructional methods in order to encourage and encourage the students to think more rationally and logically by making use of reasoning and logic in their thought processes through the utilisation of a number of teaching tactics.
- While participating in exercises that mimic real-life situations, all of the students are strongly encouraged to engage in critical thinking and come up with answers to the problems they are facing.[24]

Aim of the study:

1. To conduct research on how children's interactions with the natural world affect their perceptions of their own mental health and happiness.
2. To investigate whether or not teachers offer pupils the same opportunity to "participate in classroom activities regardless of the students social or cultural backgrounds or whether or not they are discriminated against based on their gender".

EXPERIMENTAL DESIGN

The research was descriptive in nature, and it was conducted with the purpose of carrying out an analysis of the resources that were made available to Child-Friendly Schools by the government. [25-27] . A questionnaire served as the instrument for the research that was carried out using a method known as survey research.

Instrument for the gathering of primary data from children ranging in age from six to fifteen years old From secondary schools situated in a variety of different zones within Lucknow, a total of eighty students were selected to take part in the programme. In accordance with Table 1, we selected five children from each of the 16 community parks depending on their age bracket. Because children of this age range are capable of expressing their thoughts and points of view through the use of drawings, we picked them as participants in this project.[28] In addition to this,

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one of their goals is to make their drawings perfectly imitate the true image of a picture or photograph that was taken in real life. The grown-ups gave the children the assignment of drawing a picture of a park in the neighbourhood that they would want to visit and play in. They were given some background information on the purpose of the research before we started the sketching session with them. In addition to that, we provided them with details on the resources that they might use for the activity and answered any questions that they had. The students were required to sketch on paper that was the size of an A4 sheet since this would facilitate computer scanning. Depending on what appealed to them more, they may opt to draw their sketches either in black and white or in colour. The youngsters were given the opportunity to draw whatever they liked and express themselves freely..

Table 1. Sample size of respondent

S. No.	Age of Children (In Years)	No. of Children Selected (One from Each Selected secondary school)	Location
1	6 - 7	16	From 16 defined Secondary Schools of planned zones of Lucknow
2	8 - 9	16	
3	10 - 11	16	
4	12 - 13	16	
"5	14 - 15"	16	
"Total Number of children"		80	

InstrumentDevelopment:

A questionnaire was used in this research so that the process of acquiring the necessary information could go more smoothly. Following an exhaustive review of the pertinent previous research, the researchers developed a questionnaire based on a Likert scale that included five points for respondents to select from. An examination of the reliability of the instruments was carried out by the group of knowledgeable specialists. After receiving comments from the subject matter expert, the researchers make modifications to the components of the scale. The dependability of the instrument testing was evaluated with the use of the Cronbach alpha, and the value that was discovered for it was 0.87...

RESULT

The purpose of the study is to investigate the perspectives of children regarding the creation of an atmosphere that is conducive to the healthy development of children within an atmosphere that is conducive to "the healthy development of children within the parks and open areas of the planned neighbourhood. The approach that was employed consisted of defining multiple criteria of a child-friendly environment that were relevant to various age groups of children".[29-33] These parameters were determined by applying the methodology to a sample population of children. The findings were tallied after being evaluated with regard to a total of five distinct factors.

Table No 2: Special education as an integral part of mainstream education system".

"Response"	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Mean
Frequency	41	23	10	4	8	86	4.04
%	49	27	12	4	8	100	

The majority of respondents (76%) agreed that the Special education as an integral part of mainstream education system, whereas a minority of respondents (12%) did not agree with this statement.[34] A consensus may also be inferred from the fact that the mean score was higher than 3.00..

Table No 3: Use of clear, trustworthy and socially acceptable terminology.

Response	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Mean
Frequency	41	25	4	4	8	86	4.02
Percentage	49	30	6	6	9	100	

A total of 79 percent of individuals who participated in the study had the opinion that there is Use of clear, trustworthy and socially acceptable terminology, while just 15 percent had the opposite opinion. It is also possible to infer that there is unanimity based on the fact that the mean score "was more than 3.00"...

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Table No 4: Do you promote gender sensitivity in school?

"Response"	SA	A	U	DA	SDA	Mean
Frequency	17	23	14	12	15	3.18
%(percent)	21	28	17	15	19	

34 percent of respondents disagreed with the statement that the promote gender sensitivity in school, while 49 percent of respondents agreed with the statement that the school promote gender sensitivity in school and strategies to motivate pupils.[35] It is also possible to infer that there is unanimity based on the fact that the mean score was more than 3.00.

Table No 5: Why is community engagement important for schools?

Response	(a) Students improve their academic performance	(b) Helping them feel more confident at school	(c) Taking on more rigorous class work	Total	Mean 3.19
Frequency	40	40	20	**100**	

In the above table (a) Students improve their academic performance 40% respondents (b) Helping them feel more confident at school have 40% respondents and (c) Taking on more rigorous class work are 20 % .the mean of the possible to infer that there is unanimity based on the fact that the mean score was more than 3.00.

Table No 6: Is community based schools important for the growth of students?

Response	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Mean
Frequency	24	21	15	12	14	86	
%(percent)	29	25	17	13	16	100	3.35

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Although 54% of respondents agreed with the statement that community based schools important for the growth of students, 29% of respondents did not agree with the assertion. It is also possible to infer that there is unanimity based on the fact that the mean score was more than 3.00.[36]

Table No 7: Has the building been certified as per the norms as safe for housing the students by the local authorities?.

Response	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Mean
Frequency	25	17	15	15	14	86	
%(percent)	29	19	18	18	16	100	3.29

The assertion that building been certified as per the norms as safe for housing the students by the local authorities is 48 percent of respondents, while 34 percent of respondents did not agree with the statement. It is also possible to infer that there is unanimity based on the fact that the mean score was more than 3.00.[37-40]

Table No 8: Does the school undertakes on-going training for teaching and key non-teaching personnel on protection of child rights, child safety and child development, child abuse and related issues?

Response	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Mean
Frequency	25	22	5	31	3	86	
%(percent)	29	26	5	37	3	100	3.4

55 percent of those polled agreed with the statement that school undertakes on-going training for teaching and key non-teaching personnel on protection of child rights, child safety and child development, child abuse and related issues, whereas forty percent of those polled disagreed with the statement. One of the activities mentioned in the statement is protection of child rights, child safety and child development, child abuse. It is also possible to infer that there is unanimity based on the fact that the mean score was more than 3.00.

Table 9 Is there a reliable way to measure school quality and what is its effect on pupil outcomes? How do we measure teacher and school effectiveness and what is the evidence on the extent to which they matter?

Response	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Mean
Frequency	25	17	15	15	14	86	
%	29	19	18	18	16	100	3.29

Table 10 A happy school environment is very effective for learning experience and for blossoming students' talents?

Responses	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Mean
Frequency	24	28	12	12	10	86	
%	28	34	13	13	12	100	3.5

34% of respondents were agreed that the **A** happy school environment is very effective for learning experience and for blossoming students' talents and include them in a school action plan while 25% disagreed. The mean score also shows an agreement because it was more than 3.00.

Table 11 Does school hold regular health check-ups as prescribed by the Department of Education (DoE)?

Responses	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Mean
Frequency	24	18	9	15	20	86	
%	28	22	10	17	23	100	3.13

50% of respondents were agreed that the hold regular health check-ups as prescribed by the Department of Education (DoE)40% disagreed. The mean score also shows an agreement because it was more than 3.00.

Table 12 Individual Child Health Card/File is maintained and updated periodically?

Responses	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean
Frequency	28	25	10	04	19	

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%	33	29	11	4	23	3.48

62% of respondents were agreed that the Individual Child Health Card/File is maintained and updated periodically while 27% disagreed. The mean score also shows an agreement because it was more than 3.00.

DISCUSSION

The experts are of the opinion that the ever-increasing level of detail in children's drawings can be attributed to a number of different factors. These factors include the fact that children are getting older, which provides them with a better ability to perceive things; the fact that children are gaining skills; and the fact that children are developing in ways that allow them to be more capable of expressing themselves in a manner that is "more capable of expressing themselves in a manner that is more detailed". [41-43]When youngsters are between the ages of 6 and 8, the natural environment, which may include items such as animals, trees, and bodies of water, makes up the most significant parts of their drawings. The children's perceptual characteristics are reflected in these spatial configurations. Around the age of nine, research has shown that youngsters begin to show symptoms of independence for the first time. This has been well documented. Individuals are in the process of developing their cognitive capacities while they are in the earlier phases of this time frame. The cognitive parameter is the one that improves the most dramatically with increasing age, reaching a value of 0.963102127 out of 1 as shown in Tables 13, which are the findings of the co-relation matrix that was generated between age and parameters. The experts came up with the notion that as children become older, they obtain a larger appreciation for activities that require them to move around, a greater knowledge of their own degree of freedom, and a stronger focus on particular traits rather than on issues pertaining to perception. The conclusions that can be derived from the correlation matrix demonstrate that the age of the subject has a negative association with the perceptual parameter, as shown in Table 13, which presents these findings. A considerable drop "in the perceptual parameter was recorded after the age of 9 years, which is when people begin to develop their cognitive abilities. This finding is supported by the observation that there is a consistent decline in the parameter". They have reached the point in their development where they are capable of doing increasingly difficult activities.

The findings of the study lead the researchers to the conclusion that there are fundamentally two different schools of thought among children's perspectives on what defines a child-friendly environment. Group 1 is comprised of children aged 6 to 9 years old, while Group 2 is comprised of

children aged 10 to 15 years old. Children that are part of Group 1 are looking for an environment that may cater to their requirements and features a higher number of aspects that can be categorised as perceptional criteria. A few examples of them include the biotic components, the beauty, and the variety. Play equipment is the major focus of their attention, whereas facilities and amenities receive a far lower level of attention from them. They have a requirement for a child-friendly environment that offers safety and security, but they are unable to verbalise this requirement for themselves. In addition to this, they are only interested in interacting socially with youngsters of the same age as themselves. However, by the time children reach this age, individuals who belong to Group 2 have established cognitive capabilities and have grown more stable. Children in Group 1 continue to be developing their cognitive abilities.

This indicates that perceptual aspects become less relevant to them, such as biotic components and beauty, and that they seek ""more play diversity, facilities, and amenities. They offer convincing proof of emotional criteria, such as the qualities of security and safety, a sense of belonging to a place and freedom" to move around in the world". In addition to this, they provide important proof of emotional characteristics. They also put a great importance on communicating with persons of advanced age while adhering to societal standards. This interaction was seen as important.

The findings of the study suggest that the educational system in the city of Multan will be subject to certain adjustments as a direct result of these findings. According to Shakya (2017), the vast majority of schools do provide essential facilities to their students, such as those for their hygiene, their health, and their security. Furthermore, these schools encourage their students to take an active part in the activities that take place inside the classroom. However, the data also show that the schools did not interact with local organisations to poll kids in order to verify that all children are able to attend school. This can be deduced from the fact that the schools failed to meet the aforementioned criteria.

In addition, the schools have not been given any guarantees that there would not be any instances of bullying or physical punishment, and there is not a framework in place to prevent bullying.[44-46] In order to put into effect the child-friendly educational system, extensive preparation over an extended period of time and goals that are realistic are necessary. Studying on the internet demands a bigger quantity of resources and strategies than learning in a traditional classroom setting does. This system cannot be constructed overnight, but effective collaboration "between school administrations, teachers, parents, society, and the government also" carries a big amount of relevance in this respect. Likewise, this issue also bears a significant amount of significance..

Table 13 A matrix illustrating the relationship between age and many aspects

	Age	Cognitive	Perceptional	Emotional	Physical	Social
Age	1					
Cognitive	0.963102127	1				
Perceptional	−0.956130779 −	−0.559575551	1			
Emotional	0.597075531	0.972073596	−0.770277197	1		
Physical	0.932163227	0.975722539	−0.532531613	0.992219919	1	
Social	0.921723535	0.991225373	−0.793733057	0.990573277	0.977797775	1

"Value (−ve) : negative correlation; value (+ve) : moderately positive correlation; value (+ve) : highly positive correlation.[47-49]"

CONCLUSION

At each and every stage of a child's development, it is essential for the child to be placed in environments that are beneficial to their progress. They make a positive contribution, which is important to the child's growth and development in general. The findings of this investigation led the researchers to the conclusion "that childrens perspectives on the child-friendly playing environment should be defined". This environment should include cognitive, perceptual, emotional, physical, and social components. To improve the quality of parks and open spaces, it is important to take into account the components that have been identified "by children's participation. This will not only improve the quality of parks and open spaces, but it will also encourage children to play there, which will boost their overall development by encouraging them to leave the digital world at home". This is due to the fact that the involvement of children in the process of selecting these elements will result in an improvement to the quality of parks and other open spaces. [50] It is absolutely necessary to have a thorough grasp of how people perceive a place in order to make that area more responsive and dynamic. It's possible for various teenagers, or even different age groups within the same child, to have quite diverse perceptions on what it's like to be a small child. Drawing has developed as a helpful technique for understanding the preferences of young people, and this approach has been utilised in a significant number of research projects in the past. The exercise that was carried out as a part of the research reveals that youngsters had no trouble expressing themselves through the medium of drawing, which was one of the things that was investigated. Researchers have been able to acquire a better understanding of the preferences that children have for their environments by analysing the drawings that children have created using a

range of criteria. These criteria include physical, social, perceptual, emotional, and cognitive aspects. It was also determined from the data that children's development occurs in phases, and that as they advance through these stages, their preferences change to reflect their newly discovered maturity. This was done as a result of the fact that children's development occurs in stages.

Recommendations

To put an end to bullying as well as physical punishment in schools, schools ought to establish committees. In light of the issue that it uncovered, the research offered this as one of the solutions that it thought should be implemented..

- In order to ensure that all children are able to participate in educational opportunities, schools and other community organisations ought to work together to carry out surveys.
- For the sake of the students, educational institutions ought to expand the number of occasions on which students have the opportunity to voice their opinions by introducing practises such as suggestion boxes...

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