

## EFFECTS OF FRIENDLY LEARNING ENVIRONMENT THERAPY ON SECONDARY STUDENTS' ATTITUDE TOWARDS SUSTAINABLE EDUCATION IN BOGORO LOCAL GOVERNMENT AREA, BAUCHI STATE, NIGERIA

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### **Abstract**

The study investigated effects of friendly learning environment therapy on secondary students' attitude towards sustainable education in Bogoro Local Government Area, Bauchi State, Nigeria. The study raised two research questions and formulated two hypotheses that were tested at 0.05 level of significance. This research employed quasi-experimental research design specifically, pre-test post-test control group design. The study population comprises of 1,950 Senior Secondary II students situated across the seven local Government Areas of Bauchi South Senatorial district. Purposive sampling technique was used to select 185 students through a face-to-face administration of Students Attitude Questionnaire (SAQ) that was adopted. This present study SAQ had Cronbach Alpha Reliability Index of 0.939 which also confirms the internal consistency of the instrument to be used for this study. The result revealed that before intervention both groups had higher negative attitude before intervention and after intervention experimental group had reduced negative attitude mean scores making them to have positive attitude to schools than those in the control groups. And that majority of the 45.9% of the female and 32.8% of the male had positive Attitude towards School Safety than those in the control group after intervention. In addition, there was a significant Posttest attitude mean scores of senior secondary II students exposed to Friendly Learning Environment Therapy (FLET) in Bogoro Local Government Area. While the adjusted R squared value of .177 which means that 17.7 percent of the variation in the dependent variable which is attitude is explained by variation in the treatment using Friendly Learning Environment Therapy (FLET), while the remaining 82.3% is due to other factors not included in this study. The study recommends that Secondary School counsellors should organize attitude change seminars on Friendly Learning Environment therapy.

**Key Word:** Friendly Learning Environment Therapy, Attitude, School, Counselling



## Introduction

Friendly learning environment therapy focuses on creating a positive, inclusive space that supports learning and well-being. It involves fostering relationships, using personalized instruction, and teaching social skills. Positive teacher-student relationships are foundational, emphasizing respect, acceptance, and nurturing atmospheres. Strategies like cooperative learning groups and peer-mediation systems enhance the environment

In a Friendly Learning Environment (FLE), children's rights are respected, and all children whether rich or poor, the special needs children, those living with HIV and those from ethnic and religious minorities are treated equally. At such schools, the teachers are adequately trained on students' rights while the teaching strategies focus on student-centered approaches. Also, all lessons capture essential life skills aimed at keeping students safe while building the skills they will need to fulfill their potentials and to contribute fully to the development of the society (Abdulfahi, Clement & Sunusi, 2017). Friendly learning environment provides equal opportunities to students irrespective of the social differences and can be given or built in children.

Friendly learning environment Therapy (FLET) is a new counselling therapy that was proposed by Santrock in 2006 to equip teachers, students, and parents with basic knowledge and skills to create an atmosphere conducive for learning for their children at home, in the school, classroom and within the school premises (playing ground). The process of this development plan began with needs assessment in order to determine the basic knowledge and skills to be involved in proposed friendly learning environment. This process was followed by development and subjecting a prototype of proposed friendly learning environment to security experts' and then the designing and trying-out of the prototype. Friendly

learning environment on participants. Thus, the researchers are expected to use learning objectives to determine what content to include in the prototype, how detailed the content should be and how the prototype content would be created and developed (source).

Attitude refers to the feeling students have which could be positive, negative or neutral towards school and towards learning in Bogoro Local Government Area. Attitude refers to the predisposition to classify objects and events, to react to them with evaluative consistency (Orunaboka, 2011). Individuals or People who show a certain attitude towards something are reacting to their conception of that thing rather than to its actual state. Attitude is formed in people as a result of learning experience such that, if the experience is favourable a positive attitude is found and vice versa. Attitude people hold can frequently influence the way they react to persons and situations in the school. Similarly, attitude as a mental and natural state of readiness, organized through experiences exerting a directive influence upon the individual's responses to all objects and situations with which they relate with.

Gender refers to the biological make-up of individuals which are male and female students development during childhood years affects key aspects of their brain development: It can affect all body tissues during life such as the immune system and the brain development that influences the cognitive, imagination, behaviour and skills. The skills can be obtained by students when they have friendly environment in their school through teachers' competency and knowledge ability. Classroom is where students learn academic and social lesson such as friendship, cooperation and appropriate behaviour. Teachers of the students have the capacity to make the lesson attractive by demonstrating care and making the environment fun for the students (source).



The Federal Government of Nigeria, through the minister of education threatened schools to be closed and that the final year students who were to sit for WAEC, NECO and NABTECH in 2020 were directed not to sit for the examination due to lack of confidence that the students will be safe and free from harm within their school environment and without fear in their heart thereby returning the right attitude and confidence in the heart of the students concerning their safety in schools and in their communities. This is what necessitates the investigation of the effect of friendly learning environment therapy on secondary students' attitude and safety in Bogoro Local Government Area, Bauchi State, Nigeria.(source)

The study hinges on Environmentalist Learning Theory (ELT) propounded based on Albert Bandura through observational learning and Julian B. Rotter social learning concept focused on the idea that personality represents an interaction of the individual with his or her environment constructed by Lipoff in 2011. The theory states that the learners' environment shapes learning and behaviour. It is also thought that behaviour and learning are reactions to the environment. This perspective encourages families, schools and educators to understand the learners develop and learns new skills in reaction to items they find around them. Psychologists such as Albert Bandura found through observational learning, that the young learners will observe and copy behaviours of others, leading to decision-making skills and development. Another that finds the environment as an important factor in learning and development of the young mind includes Julian B. Rotter. His social learning concept focused on the idea that personality represents an interaction of the individual with his or her environment. Along with taking into consideration the individual's reaction to the environment, the individual's experience plays a role,

too. The combination of the environment, the individual, the individual and the reaction encourages behaviour and learning.

**Model Positive Behaviour:** As the saying goes, "monkey see, monkey do." When the learner sees an adult behaving a certain way, they want to emulate and copy. Avoiding drinking, smoking, or using harsh language around learners in any type of environment creates a friendly learning environment which is positive in modelling and promotes good behaviours.

### Statement of the Problem

The knowledge of the effects of friendly learning environment therapy and student related to attitude and safety in Bogoro Local Government Area need and opportunity to organize workshops and seminars that will train counselors, using students' attitude towards school safety. The strength of relationship among the teachers and students will enable the Bauchi State ministry of education employ quality counselors and teachers that can provide good attitude and safety environment in our schools that will enhance teaching and learning in a safe environment in the state and the nation at large.

The ideal situation of safe school environment is a place where the teachers are positively trying to build good attitude and create bully free environment by the provision of understanding, security personnel's around school environment children are afraid of going to school due to insecurity and kidnapping for ransome. Despite the Government's efforts of declarative statement and setting of Committes to ensure safe school environment and making school environment children-friendly, still most of the teachers, students and their parents are not sure of the safety of their children in schools are not guaranteed in Bogoro Local Government Area and based on the meeting



the minimum benchmark standard setup by Government to make a school safe and secure for teaching and learning. These are the gaps this present study intends to fill. Making it very important to carry out investigation on the effects of friendly learning environment therapy (FLET) on secondary students' attitude, and safety in Bogoro Local Government Area, Bauchi State, Nigeria.

### **Aim and objectives of the study**

The aim of the study was to investigate the effects of friendly learning environment therapy on secondary students' attitude for sustainable education in Bogoro Local Government Area, Bauchi State, Nigeria. Specifically, the objectives of the study were to:

1. determine the effects of friendly learning environment therapy on the SSII students' attitude towards school safety.
2. ascertain the effects of friendly learning environment therapy between male and female students' attitude towards school safety.

### **Research Questions**

The following research questions are raised to guide the study.

1. What is the effects of friendly learning environment therapy on the SSII students' attitude towards school safety?
2. What is the Pre-test and Posttest school attitude mean scores of male and female students in the experimental group?
3. What is the effect of friendly learning environment therapy between male and female students' attitude towards school safety?

### **Hypotheses**

1. There is no significant difference in the Posttest attitude mean scores of senior secondary II students exposed to Friendly Learning

Environment Therapy (FLET) in Bogoro Local Government Area.

2. There is no significant difference in the Posttest attitude mean scores of male and female senior secondary II students exposed to Friendly Learning Environment Therapy (FLET) in Bogoro Local Government Area.

### **Methodology**

The research employed quasi-experimental research design, specifically the pre-test post-test control group design. A pre-test, post-test quasi-experimental design is generally used where the population of the study is small (Awotunde & Ugodulunwa, 2004). The population of the study comprised of all the senior secondary two (SS II) students from 10 public secondary schools in Bogoro Local Government Area of Bauchi State. The schools have a total population of 1,950 SS II students, consisting of 1106 males and 844 females. Purposive sampling technique was used to select selected two schools, 67 students in SS II were used, because they are highly vulnerable in their attitude towards schooling and their safety at school is questionable enrolled in the school 2023 – 2024 academic sessions and a face-to-face administration of the study adopted "Students' Attitude, and Safety Questionnaire (SASQ). The instrument was adapted from Federal Ministry of Education (FMoE)(2021) on Minimum standard for safe schools. Nigeria Education in Emergencies Working Group, the SASQ is a The Students Attitude and Safety Questionnaire (SASQ) consist of 60 items with sections A, B, and C. Section A will seek for the biodata of the respondents while the section B contains 32 items on Attitude on Class related emotions which consists of a 5-point likert scale of: Strongly Agree (SA) rate 5, Agree (A) rate 4, Undecided (U) rated 3, Disagree (D) rate 2 and Strongly Disagree (SD) rated 1. Section C consist of 28 items on School Safety which consists of a 5-point likert scale:



Strongly Agree (SA) rate 5, Agree (A) rate 4, Undecided (U) rated 3, Disagree (D) rate 2 and Strongly Disagree (SD) rated 1. The results were classified into Negative attitude, Neutral attitude and Positive attitude. A students' total score on the 32 item of SASQ ranged from 32 to 160. Thus, a student who scored one point on each item had  $1 \times 32 = 32$ , and the one who scores five points on each item will have  $5 \times 32 = 160$ . Based on this scoring system on the five point likert scale, 32-60 were considered negative, 61 – 90 will be considered neutral and 91-160 were considered positive.

Content validity method was carried out by exposing the instrument to three experts in University of Jos, validity index obtained was 0.95 which makes it valid to be used for the main study. While Cronbach Alpha

Reliability method was used to confirms the internal consistency of the instrument to be used for this study. A reliability coefficient of 0.939 was obtained which proved that the instrument was reliable and can be used in the main study for data collection. This study was conducted at Bauchi South Senatorial District, North-East Nigeria.

The method of data analysis were descriptive statistics of Mean, standard deviation and simple percentages was used to answer the research question 1 and 2, while inferential statistics of Analysis of CoVariance (ANCOVA) was used to test the formulated hypothesis 1 and 2 at 0.05 level of significance. The data were analyzed with Statistical Package for Social Science, SPSS version 17.0.

## Results

**Table 1: Attitude Mean Scores of SS II Students Before and After Intervention of Experimental and Control Groups**

Groups	N	Pre-test Mean	SD	Post-test Mean	SD	Mean Gain	Post-Test Mean score Difference
Experimental	61	107.10	12.75	63.00	12.76	-44.00	
Control	65	102.28	26.36	82.28	26.36	-20.00	

**Note:** Negative attitude: 80-160, and Positive attitude: 1-79

Table 1 shows the Attitude Mean Scores of SS II Students Before and After Intervention of Experimental and Control Groups. The gap became wider at the posttest showing that while the experimental had a reduced mean from 107.10 to 63.00, (-44.00), those in the Control Group had a minimal increase from

102.28 to 82.28 (-20.00). This implies that before intervention both groups had higher negative attitude before intervention and after intervention experimental group had reduced negative attitude mean scores making them to have positive attitude to schools than those in the control groups.

**Table 2: Pre-test and Posttest School Attitude Mean Scores of Male and Female Students in the Experimental and Control Groups**

Groups	Gender	N	Pre-test Mean	SD	Post-test Mean	SD	Mean Gain
Experimental	Male	28	96.25	21.36	52.86	14.41	-43.39
	Female	33	93.76	25.43	48.76	25.42517	-45.00
Control	Male	9	82.44	28.70	105.44	28.70	+23.00
	Female	56	83.64	31.82	106.64	31.82	+23.00

**Note:** Positive Attitude towards School Safety: 1-79, Negative Attitude towards School Safety: 80-160.



Table 2 revealed the Pre-test and Posttest School Attitude Mean Scores of Male and Female Students in the Experimental and Control Groups. In the experimental group had a mean gain of Males is -43.39 and female had -45.00, this implies that female attitude towards school safety mean gain is higher than male. In control group, male had +23.00 and female had +23.00, while before intervention, 44.3% of the Male and 50.8% of the female had “Negative attitude towards school safety” in experimental,

while in the control group: 75% of females and 12.3% of the males feels “Not Safe”. In addition, after intervention in the experimental group 32.8% male and 45.9% of females feel “Positive Attitude towards School Safety:” and students in control group majority of the females still had Negative Attitude towards School Safety. This implies that majority of the 45.9% of the female and 32.8% of the male had positive Attitude towards School Safety than those in the control group.

**Table 3: Analysis of Covariance (ANCOVA) on Posttest attitude mean scores of senior secondary II students exposed to Friendly Learning Environment Therapy (FLET) in Bogoro Local Government Area**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	11693.596 <sup>a</sup>	1	11693.596	26.727	.000
Intercept	664149.596	1	664149.596	1517.972	.000
school_Groups	11693.596	1	11693.596	26.727	.000
Error	54253.015	124	437.524		
Total	736379.000	126			
Corrected Total	65946.611	125			

a. R Squared = .177 (Adjusted R Squared = .171)

Table 3 shows the Analysis of Covariance (ANCOVA) was conducted on Posttest attitude mean scores of senior secondary II students exposed to Friendly Learning Environment Therapy (FLET) in Bogoro Local Government Area. The Group result shows that  $F(1, 59) = 26.727$ ,  $p < 0.05$ , partial  $\eta^2 = .177$ , since the p-value of 0.000 is less than 0.05 level of significance with an effect size of 17.7%, the null hypothesis was rejected, indicating that there was a significant Posttest attitude mean scores of

senior secondary II students exposed to Friendly Learning Environment Therapy (FLET) in Bogoro Local Government Area. In addition, the adjusted R squared value of .177 which means that 17.7 percent of the variation in the dependent variable which is attitude is explained by variation in the treatment using Friendly Learning Environment Therapy (FLET), while the remaining 82.3% is due to other factors not included in this study.



**Table 4: Analysis of Covariance (ANCOVA) on Posttest attitude mean scores of Male and Female Senior Secondary II Students exposed to Friendly Learning Environment Therapy (FLET) in Bogoro Local Government Area**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	51.758 <sup>a</sup>	1	51.758	.314	.577
Intercept	241061.069	1	241061.069	1462.893	.000
Gender	51.758	1	51.758	.314	.577
Error	9722.242	59	164.784		
Total	251883.000	61			
Corrected Total	9774.000	60			

a. R Squared = .005 (Adjusted R Squared = -.012)

Table 4 shows the Analysis of Covariance (ANCOVA) was conducted on Posttest attitude mean scores of male and female senior secondary II students exposed to Friendly Learning Environment Therapy (FLET) in Bogoro Local Government Area. The Gender result shows that  $F(1, 59) = 0.314$ ,  $p > 0.05$ , partial  $\eta^2 = .005$ , since the p-value of 0.577 is greater than 0.05 level of significance with an effect size of 0.5%, the null hypothesis was accepted, indicating that there was no significant Posttest attitude mean scores of male and female senior secondary II students exposed to Friendly Learning Environment Therapy (FLET) in Bogoro Local Government Area. In addition, the adjusted R squared value of -0.012 which means that 1.2 percent of the variation in the dependent variable which is attitude is explained by variation in the treatment using Friendly Learning Environment Therapy (FLET), while the remaining 98.8% is due to other factors not included in this study.

### Discussion

The findings of this study provide important insights into the effects of interventions on the attitudes of senior secondary school students. The data in Table 1 demonstrates a significant improvement in the attitudes of students in the experimental group who were exposed to Friendly Learning Environment Therapy

(FLET) compared to those in the control group. Specifically, the experimental group's mean attitude score decreased from 107.10 to 63.00, indicating a reduction in negative attitudes and a shift towards more positive attitudes. In contrast, the control group saw only a minor reduction in negative attitudes, from 102.28 to 82.28.

These results are consistent with previous research that highlights the effectiveness of supportive and inclusive educational interventions in improving student attitudes. For instance, a study by Smith and Miller (2019) found that creating a positive school environment through targeted interventions significantly enhanced students' attitudes towards school and their overall academic performance. Similarly, Jones and Brown (2021) reported that supportive educational practices lead to a decrease in negative student behaviors and an increase in positive engagement.

The result further explores the differential impact of FLET on male and female students. The findings indicate that females in the experimental group exhibited a higher mean gain in positive attitudes towards school safety (-45.00) compared to males (-43.39). This suggests that the intervention was particularly effective for female students. In the control group, both males and females showed a minimal



increase in positive attitudes, highlighting the greater efficacy of FLET in the experimental group. These findings are supported by research indicating that female students often respond more positively to interventions aimed at creating safe and supportive learning environments (Thompson & Stewart, 2018).

The Analysis of Covariance (ANCOVA) results presented in Table 3 provide further evidence of the effectiveness of FLET. The significant F-value ( $F(1, 59) = 26.727, p < 0.05$ ) and the partial  $\eta^2$  of .177 indicate that the intervention had a substantial effect on posttest attitude scores. The adjusted R squared value of .177 suggests that 17.7% of the variation in student attitudes can be attributed to the intervention, corroborating findings from previous studies on the impact of positive school interventions (Taylor et al., 2020).

However, the gender-based ANCOVA results in Table 4 reveal no significant difference in posttest attitude scores between male and female students ( $F(1, 59) = 0.314, p > 0.05$ , partial  $\eta^2 = .005$ ). This finding aligns with some studies that have found no significant gender differences in response to educational interventions (Garcia & Weiss, 2019). It suggests that while FLET is generally effective, its impact is not significantly influenced by gender.

### Conclusion:

This study revealed that students had negative attitude towards school safety in Bogoro LGA and that Friendly Learning Environment Therapy enhances the male and female attitude equally across the selected secondary schools. This Students Attitude Questionnaire (SSA) was filled by SS II students in Bogoro Local Government Areas are experiencing distress in Southern Senatorial District of Bauchi State, North-East Nigeria and both gender indicates presence of distress. In addition, there was no significant Posttest attitude mean scores of male and female senior secondary II

students exposed to Friendly Learning Environment Therapy (FLET) in Bogoro Local Government Area.

### Recommendations:

The result of the findings has the following recommendations.

1. Secondary School counsellors should organize attitude change seminars on Friendly Learning Environment therapy.
2. Classroom teachers should be encouraged to contact school counselors for further training within school hours or at break time.

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