Preschoolers' Involvement in Indoor and Outdoor Learning Activities as Predictors of Social Learning Skills in Niger State, Nigeria

Authors : Okoh Charity N.

Abstract : This study investigated the predictive power of preschoolers' involvement in indoor and outdoor learning activities on their social learning skills in Niger state, Nigeria. Two research questions and two null hypotheses guided the study. Correlational research design was employed in the study. The population of the study consisted of 8,568 Nursery III preschoolers across the 549 preschools in the five Local Education Authorities in Niger State. A sample of 390 preschoolers drawn through multistage sampling procedure. Two instruments; Preschoolers' Learning Activities Rating Scale (PLARS) and Preschoolers' Social Learning Skills Rating Scale (PSLSRS) developed by the researcher were used for data collection. The reliability coefficients obtained for the PLARS and PSLSRS were 0.83 and 0.82, respectively. Data collected were analyzed using simple linear regression. Results showed that 37% of preschoolers' social learning skills are predicted by their involvement in indoor learning activities, which is statistically significant ($p < 0.05$). It also shows that 11% of preschoolers' social learning skills are predicted by their involvement in outdoor learning activities, which is statistically significant ($p < 0.05$). Therefore, it was recommended among others, that government and school administrators should employ qualified teachers who will stand as role models for preschoolers' social skills development and provide indoor and outdoor activities and materials for preschoolers in schools.
Keywords : preschooler, social learning, indoor activities, outdoor activities
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