Class Furniture and School Infrastructure as Determinants of Preschoolers' Performance in Social Habits

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ABSTRACT

The study was carried out to find out the influence of class furniture and school infrastructure on preschoolers' performance in social habits. The study was conducted in Akwa Ibom North East Senatorial District. Akwa Ibom North East Senatorial District is comprised of nine local government areas, namely: Etinan, Ibesikpo Asutan, Ibiono Ibom, Itu, Nsit Atai, Nsit Ibom, Nsit Ubium, Uruan, and Uyo. The population of this study consisted of all the 13,649 nursery two pupils among registered private nursery/primary schools in Akwa Ibom North East Senatorial District. A sample size of 500 pupils from 327 registered nursery schools was used for the study. The sampling technique used in this study was a multi-stage sampling procedure (cluster sampling and simple random sampling techniques). The instrument used in this study for data collection was a questionnaire titled "Preschoolers' Social Habits Performance Test Questionnaire (PSHPTQ)". Face and content validation of the instrument was carried out by an expert in test, measurement, and evaluation from the University of Uyo to ensure that the instrument has the accuracy, appropriateness, and completeness for the study under consideration. Also, the content validation was carried out using the test blueprint on Preschoolers' Social Habits Performance Test. The reliability coefficient obtained was 0.80, and this was high enough to justify the use of the instrument. Mean and standard deviation were used to answer the research questions, while independent t-test analysis was used to test the hypotheses at a 0.05 level of significance. The study concluded that the performance in social habits of preschoolers accompanied by social culture, class furniture, and school infrastructure was remarkable than the academic performance of preschoolers with low or without these variables. One of the recommendations made in the study was that the classroom should be replete with comfortable furniture and should be kept in a favourable arrangement and condition because it can affect preschoolers' behaviour in the classroom.

KEYWORDS: Preschoolers' Performance, Social Habits, Class Furniture, School Infrastructure and Akwa Ibom North East Senatorial District

Introduction

A learning environment presents learning as a lifelong enterprise and enables children to discover appropriate value systems that become a compass for self-awareness and national consciousness. Adequate learning environments, such as buildings, classrooms, furniture, laboratories, and equipment (education infrastructure), are crucial

elements in providing learning outcomes in schools. There is strong evidence that high-quality infrastructure facilitates better instruction, improves student outcomes, reduces dropout rates, and positive long-term effects on children's developmental outcomes among other benefits.

Instructional resources and facilities are aids that assist teachers in teaching and enhance pupils' participation in class for effective learning and building positive social habits. Social habits are important to the development and transformation of young people into responsible and active citizens. Social habits assist children in understanding good values in society and appreciating their responsibilities and rights as citizens. They are simple social rules or etiquette for kids. They are like the "soft edges" of their behaviour. Social habits are the day-to-day behaviours we rely on to give our social lives agility. Some people have healthy social habits built upon a solid foundation of social skills. Predictably, this leads to a vibrant and rewarding social life. Others, on the other hand, struggle in their social lives because they lack the skills and habits that allow them to socialize with ease and comfort. Those with poor social habits tend to be less active and more socially isolated. Loneliness can become a more frequent companion, often leading to feelings of depression or anxiety, which can accelerate a downward spiral.

Njoroge (2010) asserted that the shortage in the availability, acquisition, and utilization of resources and inadequacy in facilities for the teaching of preschoolers hinders their boost in social habits. This resulted in the imbalanced development of a child's social habits. Preschoolers' experiences are foundational to later school success. There is ample evidence that the features of early teacher–child interactions contribute to the development of children's school readiness skills, in particular their early academic skills and social habits (Early Child Care Research Network, 2016). This interaction can be done through play, where the children are allowed to express their feelings, whether positive or negative, while discovering the world around them and expanding the skills of psychomotor and social development (Ferland, 2006).

Play is the key to the physical, mental, intellectual, and social wellbeing of children. It impacts hugely on almost every developmental aspect of children's lives, holistically and in multi-faceted ways. Developmentally, appropriate preschool programmes, value play and learning experiences for children both indoors and outdoors are considered equally essential (Okudo and Omotuyole, 2014). Outdoor play is not another time for children to blow off steam, or a sort of recess before going back indoors to get down to the serious business of learning; rather, it is an opportunity for teachers to learn more about children, to know what they can do and what attracts their interest. Therefore, the school playground and school playtime are vitally important to children for their fun and relaxation as well as for their good health and wellbeing. School playgrounds play an important role in their daily lives in fulfilling their interests, development, and learning needs. Children's social habits are revealed through their relationships and interactions with peers, which foster friendly interdependence, patience, cooperation, forgiveness, and teamwork, among other qualities.

Statement of Problem

A reasonable and stimulating environment is an essential need for every child because it is through it that the child is taught how to learn and develop basic conceptual values and skills. The learning environments of some of the pupils do not meet the learning needs of the pre-school children, especially in the area of social habit development and achievement. Social habits have an ethical status that reflects moral principles children ought to follow for a peaceful and orderly society, such as treating others with respect, maintaining and building strong relationships with friends, creating healthy boundaries that help with communication, trust and conflict management, and turning to friends and family for support, among others.

Objective of the Study

1. Determine the influence of class furniture on preschoolers' performance in social habits among private nursery schools.

2. Determine the influence of school infrastructure on preschoolers' performance in social habits among private nursery schools.

Research Questions

1. What is the influence of class furniture on preschoolers' performance in social habits?

2. What is the influence of school infrastructure on preschoolers' performance in social habits?

Hypotheses

1. There is no significant influence of class furniture on preschoolers' performance in social habits among private nursery schools in Akwa Ibom North East Senatorial District.

2. There is no significant influence of school infrastructure on preschoolers' performance in social habits among private nursery schools in Akwa Ibom North East Senatorial District.

Conceptual Review

Concept of Social Habit

Social habits are important to the development and transformation of young people into responsible and active citizens. Social habits assist children in understanding good values in society and appreciating their responsibilities and rights as citizens. They are simple social rules or etiquette for kids. They are like the "soft edges" of their behaviour. Social habits are the day-to-day behaviours we rely on to give our social lives agility. Some people have healthy social habits built upon a solid foundation of social skills. Predictably, this leads to a vibrant and rewarding social life. Others, on the other hand, struggle in their

social lives because they lack the skills and habits that allow them to socialize with ease and comfort. Those with poor habits tend to be less active and more socially isolated. Loneliness can become a more frequent companion, often leading to feelings of depression or anxiety, which can accelerate a downward spiral. A habit is a behaviour pattern acquired by frequent repetition or physiologic exposure that shows itself in regularity or increased facility of performance. This shows that a habit is a behavioural pattern that can be developed through frequent repetition.

This behaviour can be an action, a routine, or a lifestyle. It includes the added idea of internalizing the behavioral pattern, so that you can do it without any conscious thought. Additionally, we can utilize habit formation to improve our performance on the behavioural pattern we are repeating. A lack of social skills in children leads to feelings of loneliness, subsequent mental and behavioural problems, poor interactions with their parents, teachers, and peers, school maladjustment, and bad social habits. Therefore, it is necessary to investigate preschool children's social skills and identify social deficiencies to design interventions aimed at the improvement of their social skills and quality of life, and adaptation to the environment at early ages to prevent them from becoming habitual, especially the negative ones. Social-habit skills can be taught to the entire classroom, to individual students, or to small groups of students.

Concept of Class Furniture

Children spend as long as 9 hours at their desks every day, and almost 83% of them sit at desks and chairs that are not suitable for their body height. Hence, classroom furniture plays an important role in the learning environment. Educational institutions upgrade their curriculum and pedagogy regularly in order to meet the new standards of education. However, they do not pay much attention to the classroom ergonomics, i.e., seating arrangement, desks and chairs in the classroom, which are one of the most crucial elements of a learning environment. Classroom furniture must fit the children, allow movement, and hence invariably encourage good posture. Movement plays an important part in seating. All these factors have a major impact on students' learning and can immensely improve their performance if done right (Nair, 2019).

For instance, even today, in many classrooms, students sit on conventional wooden desks, benches, and on the ground, which are not suitable for their height or body structure. Though the children are of the same age group, their physical growth varies from one another, so one common desk or bench may not fit all of them. These may give rise to body pain (back and neck especially), which in turn distracts a student from concentrating in the classroom. Classroom seating should support a healthy posture, especially since young bodies develop rapidly. It should also decrease fidgeting. Ideally, students should sit with their feet firmly placed on the floor and their backs against their chairs (Nair, 2019).

As instruction shifts to provide students with the skills necessary to succeed post-graduation, classroom design is also shifting to better fit new ways of teaching and learning (California Department of Education, 2016). Pearlman (2014), a scholar of 21st century school design and implementation, explains that schools supporting 21st century learners realize that new pedagogies—project-based learning and active student use of technology

and making tools—are what enables and activates these learners. Existing classrooms inhibit "makers" from "making" and learners from collaborating. New learning environments linking the new pedagogies with space are needed to support 21st century learners.

Classroom furniture is key to high-performing students from a young age. UNESCO highlights this very fact in their report. It notes that with primary students, the emphasis should be put on lightweight chairs and desks. Lightweight school furniture allows for an easy transition between small-group activities. Furniture in classrooms is not only an intricate part of the classroom environment but a tool within it as well. Therefore, it is crucial to understand how they can promote interaction in classrooms, as UNESCO stated, but also how they can encourage a productive learning environment. Above all, school furniture can influence these factors by being flexible, mobile, and adaptable to multiple situations.

Classroom furniture refers to movable objects intended to support various teachers' and students' activities such as seating (e.g., chairs, stools, etc.), writing (tables), and sleeping (e.g., beds). Classroom furniture is also used to hold objects at a convenient height for work (as horizontal surfaces above the ground, such as tables and desks) or to store things (e.g., cupboards and shelves). It can be made from many materials, including metal, plastic, and wood. Classroom furniture can be made using a variety of woodworking joints, which often reflect the local culture. Classroom furniture is very important and can affect students' behaviour in the classroom. Different table arrangements produce different behaviors from students. Activity centres can be very helpful in opening up opportunities for students to be creative in many different subjects. It is important to get students involved with literature so they have an easier time with reading in the future. Students need to be in a classroom that is designed to benefit them by making sure there are minimal distractions and maximal opportunities for quality learning.

New, innovative classroom designs now focus on promoting and supporting active student learning. While traditional classrooms with rows of desks can inhibit active learning, active learning spaces promote collaboration and participatory learning between and among students and teachers. In an article on "The Latest Trends in Classroom Design," Winske (2015) discusses how "educators now flip their classrooms, encourage active, project-based learning, and increasingly use online tools to deliver a more personalized education experience." As these instructional techniques become more prevalent, teachers require classrooms that can adapt to better support active teaching and learning (Hanover Research, 2017).

School leaders should choose furniture for a given learning space based on the types of activities that will occur in the room (Hanover Research, 2017). For example, classrooms that use a project-based learning (PBL) approach will require different types of furniture and different arrangements compared to classrooms that use a lecture approach. Therefore, new, active classrooms require flexible furniture that students and teachers can easily move around and reconfigure for a variety of purposes and scenarios (Hanover Research, 2017). As such, collaborative learning spaces call for flexible furniture to allow

for versatility and modifiability (Pearlman, 2010). Flexible furniture includes chairs, desks, and tables on wheels to facilitate ease of movement. Similarly, Smith (2015) added that "movable storage cabinets and mobile carts allow versatility and convertibility in science labs, shared commons, and other learning areas." Students with furniture such as standing desks have alternative options for learning (Pearlman, 2010). Similarly, a report on new classroom designs from Princeton University recommends using flexible furniture to create well-designed classrooms that facilitate collaboration and active learning.

Concept of School Infrastructure

Today's classrooms are complex; teachers not only teach, but simultaneously manage the behaviour of their pupils, supervise paraprofessionals, strive to incorporate the mandated curriculum, participate in high-stake testing, and negotiate advanced technology (e.g., Smart Boards, document cameras, laptops, iPads). Although not often considered complex, the classroom infrastructure contributes to the daily challenges teachers attempt to balance. Infrastructure is defined as "the underlying foundation or basic framework" (Merriam-Webster's Online Dictionary, 2010). Thus, the school infrastructure consists of many foundational components, including the furniture and structural layout of the school (e.g., desks, tables, materials, partitions). Depending on how the school infrastructure is designed, the system will either function efficiently or not. A poorly designed school infrastructure impacts students' and teachers' behaviours.

Designing the infrastructure with transitions in mind provides teachers with a behaviour management tool and allows children to successfully navigate the classroom (Bullard, 2010; Hemmeter, Ostrosky, and Fox, 2006). Whereas a poorly designed infrastructure may negatively affect children's ability to transition. A strategically designed infrastructure can provide children with informational cues that set expectations for appropriate behaviour during these times and throughout the day (Kemple, 2004). For example, footprints placed in a line leading to the door clue children in on where to stand while lining up to transition out of the classroom. A well-designed classroom infrastructure is critical. However, it may not be sufficient to sustain appropriate student behaviour. Additional support, such as coaching the classroom teachers, can strengthen their knowledge base and aid in a more effective learning environment (Guardino and Fullerton, 2010).

School infrastructural development is a vital force towards increasing the value and usefulness of buildings and public facilities. Provision of portable water, electricity, drainage, sanitary facilities, sewage disposal, and access roads essentially complement the buildings in such public schools while contributing to the proper functioning of the physical developments. Oladunni, Oladipo, and Vaughan (2014) argued that maintenance of urban infrastructure is a complex task that is made even more difficult by decisions to prioritize aspects to be maintained. Mojela (2013) identified several factors that contribute to the deplorable conditions of public school infrastructure in South Africa. These include inadequate government intervention, a lack of sense of ownership by stakeholders, inadequate funding, and vandalism. Furthermore, lack of maintenance, neglect, deferred maintenance, and overcrowding were also identified. A multi-stakeholder framework for

the proper maintenance of public school infrastructure is proposed to eradicate existing poor conditions.

According to Gometi (2011), school infrastructure includes school buildings, classrooms, accommodation, libraries, laboratories, furniture, recreational equipment, apparatus, and other instructional materials and their availability, adequacy, and relevance to academic achievement. In the same vein, Owoeye and Yara (2011) stated that unattractive school buildings and overcrowded classrooms, among others, contribute to poor social habits and academic achievement in the school system. Classroom space is very important to 21st century learning so that the students can work in teams, solve problems, and communicate effectively (Turupere, 2016). Overcrowded schools and classrooms have been linked consistently with increased levels of aggression in pupils. This is associated with decreased levels of pupil engagement and lower levels of learning.

Classrooms with ample space are more conducive to providing appropriate learning environments for students and are associated with increased pupil engagement and learning (Ojeje and Adodo, 2018). The availability of school infrastructures in the context of this study refers to the physical structures available for the school programme, while the adequacy of school infrastructures refers to the extent to which the available buildings and instructional spaces meet the quantitative and qualitative requirements of the educational programme. This covers the size, shape, number, and quality of the instructional spaces (Gometi, 2011). The procurement of school infrastructure must be pursued through educational institution policies. Those school infrastructures that ensure students' ability to learn and develop positive social habits. Learning in the classroom and outside the classroom can run optimally, especially when supporting teachers and students in learning. A basic element of learning that needs to be developed is pupil learning activeness. Nugroho and Wibowo (2019) asserted that school infrastructure in learning improves learning outcomes and their utilization in order to increase the intensity of student learning activeness, which includes physical and psychological involvement.

Concept of Academic Performance

Academic performance really means three things: the ability to study and remember facts; being able to study effectively and see how facts fit together and form larger patterns of knowledge; being able to think for yourself in relation to facts; and thirdly, being able to communicate (Coulson, 2008). According to Pruett (2010), the level of achievement attained via the combination of inputs from student motivation and conduct in the view of Adediwura and Tayo (2007), academic performance is generally referred to as how well a student is accomplishing his or her tasks and studies, but there are quite a number of factors that determine the level and quality of a student's academic performance. This no doubt supports the view of Nicholas (2004) that the most current information on improving academic performance shows that there are three environmental influences linked to levels of academic performance among school students. These influences, according to the information, include high quality parenting (the degree to which a young star is provided with an enriched, warm, and responsive learning environment which includes appropriate control and discipline over children, and is closely associated with

both higher grade reading and mathematics skills); high quality child-care environments (stimulating activity and nurturing as reflected in high quality parenting); and high quality first-grade classrooms (with a focus on literacy instruction, evaluative feedback, instructional conversation, and encouraging child responsibilities).

The Academic Performance Index (2010) revealed that academic performance is how students deal with their studies and responsibilities given to them by their teachers. According to Louis (2012), academic performance is the ability of students to obtain high grades and standard test scores in school courses, especially courses that are part of the core academic curriculum. A school is a learning environment where teamwork is prevalent, diversity is incorporated, and individuals care about, trust, and respect each other. Community members share a vision for the future of the school, a common sense of purpose, and a common set of values. Wighting and Lucking (2004) theorized that a sense of community in an educational setting includes two underlying dimensions, which one can label "social community" and "learning community."

The social community represents the feelings of the student body in terms of spirit, cohesion, trust, safety, interaction, interdependence, and a sense of belonging. A learning community consists of the feelings of community members regarding the degree to which they share group norms and values and the extent to which their educational goals, as contained in the National Policy Education (Federal Republic of Nigeria, 2014), and expectations are satisfied by group membership. Tinto (2007) maintained that students require academic, social, and personal support from their school. As supported by Astin's (2004) theory of involvement, suggests that students learn more when they are more involved in both the academic and social aspects of the school experience. The ability of students to ponder and concentrate on instructions in schools depends on many factors, and light is one of these factors that strongly influences students' academic performance. Another important determinant, which shouldn't be neglected, is the family. According to Jago and Tanner (2009), the family is the primary social system for children of all cultures, across the country in particular and Africa in general. Rollins and Thomas (2009) asserted that high parental controls are associated with high achievement in academic activities. Religiosity as an aspect of the family environment is another independent variable possibly influencing academic achievement (Wang, 2003). Cassidy and Lynn (2001) explored how the family environment impacts motivation and achievement. This means that motivation serves as a mediating variable between home background, personal characteristics, and academic achievement.

It is obvious that the recent increase in population and the quest for knowledge have created a problem in our secondary schools today, because Yusuf (2004) observed in a study conducted on the effect of co-operative and competitive instructional strategies on the performance of students that the poor performance of students is due to overcrowded classrooms. This problem is caused by an increase in enrolment without an increase in the provision of facilities and instructional and supportive personnel. Williams (2008) maintains that a safe and orderly classroom environment (an aspect of instructional space) and school facilities (accessories) are significantly related to students' academic performance in school. Glassman (2004) asserted that a comfortable and caring learning

environment, among other treatments, helps to contribute to students' academic performance. Ducason and Achilles (2008) described teachers and the physical environment (plant space) as the two major tools that can bring about new outcomes in the teaching and learning process. In their various studies, Rutter, Dukor, and Fair (2009); Scheerens and Creemers (2009); and Adewuyi (2002) submitted in their various studies that a conducive learning environment can have a positive effect on both the attitudes and achievements of students. A positive learning environment is found to be a very important factor in school effectiveness. Glen (2006), however, revealed that physical facilities like buildings can exert great influence on the academic performance of students either positively or negatively by how the built environment either permits them to function or inhibits the process of teaching and learning.

Methods

A descriptive survey design was adopted for the study. The study was conducted in Akwa Ibom North East Senatorial District. Akwa Ibom North East Senatorial District is comprised of nine local government areas, namely: Etinan, Ibesikpo Asutan, Ibiono Ibom, Itu, Nsit Atai, Nsit Ibom, Nsit Ubium, Uruan, and Uyo. The population of this study consisted of all the 13,649 nursery two pupils among registered private nursery/primary schools in Akwa Ibom North East Senatorial District. A sample size of 500 pupils from 327 registered nursery schools was used for the study. The sampling technique used in this study was a multi-stage sampling procedure (cluster sampling and simple random sampling techniques). The first stage of the sampling, cluster sampling, was used in grouping the schools into Local Government Areas. The second stage involved a simple random sampling technique. A simple random sampling was adopted to pick five local government areas from the district that make up 50% of the LGA. Also, four schools each were randomly selected from the local government areas picked. Then, from each school, 25 pupils will be chosen for the study. This sampling technique is deemed necessary because of the status of pupils in each school. The instrument used in this study for data collection was a questionnaire titled "Preschoolers' Social Habits Performance Test Questionnaire (PSHPTQ)". Face and content validation of the instrument was carried out by an expert in test, measurement, and evaluation from the University of Uyo to ensure that the instrument has the accuracy, appropriateness, and completeness for the study under consideration. Also, the content validation was carried out using the test blueprint on Preschoolers' Social Habits Performance Test. The reliability coefficient obtained was 0.80, and this was high enough to justify the use of the instrument. Mean and standard deviation were used to answer the research questions, while independent t-test analysis was used to test the hypotheses at a 0.05 level of significance.

Data Analyses and Results

Research Question One: What is the influence of class furniture on preschoolers' performance in social habits?

TABLE 1: Descriptive statistics of the influence of class furniture on preschoolers' performance in social habits

ITEMS	N	Mean	SD	Remarks
We share seats because they are not				

enough for all the pupils in class	500	2.27	0.77	Low
Our seats are movable and can permits any class activities	500	3.34	0.60	High
I struggle to see from the back because of seating arrangement in my class	500	2.40	0.71	Low
We have a shelve to keep all our books and bags in class	500	3.01	0.73	High
My writing table is too small for me to use in class	500	2.67	0.87	Low
We have adequate space for our lunch bags/boxes in the class	500	3.27	0.68	High
High influence percentage		50%		
Low influence percentage		50%		

The above table 1 presents the results of the data analysis of the influence of class furniture on preschoolers' performance in social habits. From the results it was observed that the respondents rated 3 items out of 6 as regards influence of class furniture on preschoolers' performance in social habits with the mean score ranging from 3.01 to 3.34. The items include: "Our seats are movable and can permits any class activities (3.34)"; "We have a shelve to keep all our books and bags in class (3.01)"; and "We have adequate space for our lunch bags/boxes in the class (3.27)".

On the other hand, 3 items out of the 6 as regards the influence of class furniture on preschoolers' performance in social habits were identified with mean score ranging from 2.27 to 2.67. The items were: "We share seats because they are not enough for all the pupils in class (2.27)"; "I struggle to see from the back because of seating arrangement in my class (2.40)" and lastly, "My writing table is too small for me to use in class (2.67)". Finally, high influence percentage of 50% and low influence percentage of 50% were obtained. The result therefore means that there is slight influence of class furniture on preschoolers' performance in social habits.

Research Question Two: What is the influence of school infrastructure on preschoolers' performance in social habits?

TABLE 2: Descriptive statistics of the influence of school infrastructure on preschoolers' performance in social habits

ITEMS	N	Mean	SD	Remarks
There are clear sight lines for the teacher to monitor the room	500	3.27	0.68	High
We have movable objects to support teachers demonstrations	500	3.14	0.62	High
Our class is not big to accommodate many pupils	500	2.14	0.72	Low
The chalkboard is not wide enough to				

contain many notes	500	3.07	0.77	High
My class is always dark because of poor Lighting system	500	2.40	0.80	Low
We can easily move round the classroom because of the partitions	500	3.33	0.47	High
High influence percentage		66.67%		
Low influence percentage		33.33%		

The above table 2 presents the results of the data analysis of the influence of school infrastructure on preschoolers' performance in social habits. From the results it was observed that the respondents rated 4 items out of 6 as regards influence of school infrastructure on preschoolers' performance in social habits with the mean score ranging from 3.07 to 3.33. The items include: "There are clear sight lines for the teacher to monitor the room (3.27)"; "We have movable objects to support teachers demonstrations (3.14)"; "The chalkboard is not wide enough to contain many notes (3.07)"; and "We can easily move round the classroom because of the partitions (3.33)".

On the other hand, 2 items out of the 6 as regards the influence of school infrastructure on preschoolers' performance in social habits were identified with mean score of 2.14 and 2.40. The items were: "Our class is not big to accommodate many pupils (2.14)" and "My class is always dark because of poor Lighting system (2.40)". Finally, high influence percentage of 66.67% and low influence percentage of 33.33% were obtained. The result therefore means that there is remarkable influence of social culture on preschoolers' performance in social habits.

Hypothesis Testing

Hypothesis One: There is no significant influence of class furniture on preschoolers' performance in social habits among private nursery schools in Akwa Ibom North East Senatorial District

TABLE 3: Independent t-test analysis of the influence of class furniture on preschoolers' performance in social habits

Class furniture	N	$\overline{X}$	SD	t	Sig.
Adequate	404	40.00	6.39		
				19.39	.000
Inadequate	96	26.71	4.23		

*Significant at 0.05 level; df = 498; N= 500; critical t-value 1.97

The above table 3 presents the obtained t-test-value as (19.39). This value was tested for significance by comparing it with the critical t-value (1.97) at 0.05 level with 498 degree of freedom. The obtained t-value (19.39) was greater than the critical t-value (1.97). Hence, the result was significant. The result means that there is significant influence of class furniture on preschoolers' performance in social habits.

Hypothesis Two: There is no significant influence of school infrastructure on preschoolers' performance in social habits among private nursery schools in Akwa Ibom North East Senatorial District

TABLE 4: Independent t-test analysis of the influence of school infrastructure on preschoolers' performance in social habits

School infrastructure	N	X̄	SD	t	Sig.
Adequate	275	40.91	5.88		
				12.18	.000
Inadequate	225	33.22	8.21		

*Significant at 0.05 level; df = 498; N= 500; critical t-value 1.97

The above table 4 presents the obtained t-test-value as (12.18). This value was tested for significance by comparing it with the critical t-value (1.97) at 0.05 level with 498 degree of freedom. The obtained t-value (12.18) was greater than the critical t-value (1.97). Hence, the result was significant. The result means that there is significant influence of school infrastructure on preschoolers' performance in social habits.

Discussion of Findings

The results of the data analyses in tables 1 and 3 which sought to find out the influence of class furniture on preschoolers' performance in social habits was significant due to the fact that the obtained t-value (19.39) was greater than the critical t-value (1.97). The result means that there is significant influence of class furniture on preschoolers' performance in social habits. The significance of the result is in agreement with the opinion of Thomsen (2014) who observed that the design of the classroom affects student behaviour and work ethic. Also, furniture arrangement in the classroom has a great effect on student behaviour. In essence, there is direct correlation between student behaviour and furniture arrangement in the classroom. Pearlman (2010) supported the notion that furniture such as standing desk allows students alternative options for learning. The significance of the result caused the null hypotheses to be rejected while the alternative one was accepted.

The results of the data analyses in table 2 and 4 which sought to find out the influence of school infrastructure on preschoolers' performance in social habits was significant due to the fact that the obtained t-value (12.18) was greater than the critical t-value (1.97). The result means that there is significant influence of school infrastructure on preschoolers' performance in social habits. The significance of the result is in agreement with the opinion of Nugruho and Wibowo (2019) who observed that school infrastructure in learning improves learning outcomes and their utilization in order to increase the intensity of student learning activeness which includes physical and psychological involvement. Research findings of Bullard, (2010); Hemmeter, Ostrosky and Fox, (2006) indicated that infrastructure provides teachers with a behaviour management tool and allows children to successfully navigate the classroom. Whereas, a poorly designed infrastructure may negatively affect the children's ability to transition. Kemple (2004) added that a strategically designed infrastructure can provide children with informational cues that give expectations for appropriate behaviour during these times and throughout the day. The

significance of the result caused the null hypotheses to be rejected while the alternative one was accepted.

Conclusion

Adopting social habits results in the formation and maintenance of existing social relationships as well as long- and short-term effects on an individual's life. A lack of social skills in children may lead to feelings of loneliness, subsequent mental and behavioral problems, poor interactions with parents, teachers, and peers, school maladjustment, and bad social habits. Finally, the performance in social habits of preschoolers accompanied by social culture, class furniture, and school infrastructure was remarkable than the academic performance of preschoolers with low or without these variables.

Recommendations

1. The class should be replete with comfortable furniture and should be kept in a favourable arrangement and condition because it can affect preschoolers' behaviour in the classroom.

2. The school infrastructure should be designed with transitions in order to provide teachers with a behaviour management tool and allows children to successfully navigate the classroom.

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