

INFLUENCE OF HOME ENVIRONMENT AND SCHOOL RESOURCES UTILIZATION ON SOCIAL SKILLS DEVELOPMENT OF LOWER PRIMARY SCHOOL CHILDREN IN EKITI STATE, NIGERIA

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Abstract

The study investigated the influence of home environment and school resources utilization on social skill development of lower primary school children. The study adopted survey design where three research questions guided the study. Simple random sampling technique was used to select 50 participants. Three validated instruments were used to collect data with the coefficient of 0.80, 0.79 and 0.83 respectively. The results showed that there is a positive relationship between home environment and children social skill development. This implies that home environment has influence on social skill development of lower primary school children. $r_{(48)} = .561 P < 0.01$. Further results revealed that school resources utilization have significant and positive effect on social skill development of lower primary school children. $r_{(48)} = .529 P < 0.01$. Also the result revealed that there exist linear relationships between three predictors (parent level of education, children's peer group and stable home) on social skill development of lower primary school pupils. Parent level of education ($\beta = .556 t_{(50)} = 2.779 P > 0.05$), children peer group ($\beta = .210 t_{(50)} = 1.558 P > 0.05$), stable home ($\beta = .792 t_{(50)} = 3.831 P < 0.05$), stable home and parent level of education made significant contribution in the model where stable home was the most potent predictor. Based on the findings, it was concluded that home environment and school resources utilization contribution to social skill development of lower primary school children is vital and noteworthy. It is therefore recommended that the home environment of the children need to be conducive for their social skill development.

Keyword: Environment, School, Home Environment, Home, Social Skill Development

Introduction

Parents are one of the most important and influential elements on the lives of their children. They have the

power, ability to shape, sustain and develop their children who will be interested, creative and tolerant, through their positive involvement in the learning process and educational activities. On the other hand parents who do not involve in their children educational process are also considered to be capable of repressing and destroying the motivation and ability of their children through neglect and indifference to their achievements. Education has one of its basic tasks of training young people to become useful members of the society and this training begins at home in an informal way (Research Clue (2016). The home of the child is the first place he enters as he is born into the world. As a result of the great need of training the young people, the government has come into guide and helps the home and schools to achieve this great task by proving the national policy on education which contains the national objectives for education (Yeung, Linver, & Brooks (2002).

Obiakor, Ugwu & Eze (2018) opined that the education received by a child from parents and significant others at home is most likely to have a highly significant and dominant effects on the behaviors of the child later in life. What the child learns at home and how his/her family motivates him/her towards education contributes to the child's success or failure at school. Environment plays a remarkable role in the life and educational success of every child, home environmental factors such as: parents level of education, occupation, family size, motivation and possession of certain facilities at home among others influence the children's academic performance. The home environment refers to aspects of peoples domestic lives that contribute to their living conditions; this includes all the human and material resources present at the home that affects the student's education and living, such as the parent's level of education, their occupation, socio-economic status and socializing facilities available in the house (Akinsanya, Ajayi & Salomi, 2011). Thus, the home is the basic institution for providing the child's primary socialization and laying the educational foundation for the child upon which the other agents of socialization are built. According to Adesehinwa and Aremu (2010), the education received by a child from

parents and others at home is most likely to have highly significant and dominant effects on the behaviours of the child later in life

Slaughter and Epps (2012) refer to home environment as the characteristics of societal component created by members of the family living together in one area and do activities that are directly related to the duties of the family. According to Slaughter and Epps (2012), academic performance of students is also influenced by the kind of environment the student is directly involved in at home. In a similar observation, Barnard (2015) observed that the performance in students' academics strongly relies on the manner in which the parents are involved in matters concerning their children academics. Barnard (2015), further indicated that the government has increased school engagement through implementation of programs in school settings to reduce chronic absenteeism and truancy such as addressing individual student/family needs within-family communication, needs for social services, problem-solving and tutoring. Jayanthi and Srinivasan (2015) noted that home environment was positively correlated with academic achievement. There are many home environmentally related factors which are likely to influence children's academic performance. However, the variables under investigation in this study included parent level of education, children peer group, stable home. According to Parveen (2017), the size, income and relations of the family, educational level of parents, social and economic status of the family had a positive significance on student academic performance. Students' academic performance in any institutions attracts much interest to all the stakeholders in the education sectors and the community in general. Machana, Kevogo & Mwebi (2017), study on the influence of selected home environmental factors on pupils' academic performance in public primary schools in Kenya and established that most parents had a great influence on children's study habits at home and could also discuss with their children on their academic progress. The author recommends that parents should engage educated care givers at home to help them participate effectively on the academic activities of their children. Therefore, it can be said that parents who are well educated can provide a conducive environment that fits the children's academics.

Parent educational status is one of the most stable aspects of socio-economic status because it is typically established at an early age and tends to remain the same over time (Sirin, 2005). Parent's that are from the higher economic status are more involved in their child's development. In this case, the higher the parent's education level, occupation status, income

and their household income, the higher would be the parent's involvement in their child's development. As a result, the strength of parental involvement enables the children to achieve and succeed at all level (Katsilis & Rubinson, 1990). Parents with more years of education have high expectations for success for their children, actively encourage their children to develop their own high expectations for success (Davis-Kean, 2005), and are better at aligning expectations with their children's abilities than low-income or less educated parents (Alexander, Entwisle, & Bedinger, 1994). Parents' abilities to set realistic expectations help them tailor the home environment to meet their children's needs, which can lead to higher grades and the pursuit of more education (Davis-Kean, 2005). Parents' educational levels positively influence their children's immediate educational outcomes and vocational achievements into middle adulthood (Dubow, 2009).

Furthermore, children learn by observing those around them and by direct experiences. Their behaviours are then shaped by these interactions (Bandura as cited in Dubow, 2009). Parental time investment in a young child is one of the key predictors of a child's success as an adult (Kalil, 2012). College-educated mothers spend more time providing child care and age-appropriate activities with their children than mothers who have a high school education (Kalil, 2012). Generally, highly educated parents (i.e. parents with more than 4 years of college experience) spend more time with their children than parents who have less educational experience (Guryan, 2008). Since highly educated parents tend to view time with children as an investment opportunity to build human capital (Guryan, 2008), they spend that time actively developing their children's talents and skills; whereas, less educated parents tend to let their children's talents and skills develop with little or no guidance or stimulus (Lareau, 2002). Additionally, high-income and highly educated parents are more likely to be involved in their children's education, which is a key factor in adolescents' educational successes (Cabrera, 2018).

Peer group is a small group of similar age, fairly close friends, sharing the same activities Castrogiovanni (2002). In its most acceptable form, peer group is a healthy coming-of age intermediary, by which youth grasp negotiating skills and learn to deal with challenges and to solve problems in a social context. Peer group can also act as positive role model, for example, if one is involved with a group of people that are ambitious and working hard to attain high academic goals, one might feel pressured to follow suit to avoid feeling excluded from the group. Also peer group has a lot of influence on children Olalekan (2016). This is seen from the role played by the peer

group in the life and learning of a child, evidence abound that children feel more comfortable and relaxed among fellow children. A child who is brilliant and surrounded by dull friends would lose interest in learning. On the other hand, a peer group which is prone to study would have positive effect on a dull member towards learning and stimulate his/her interest on learning. Olalekan (2016) opined that the nature of a peer group determines the impact on the motivation and achievements of its members. He further suggests that one group may have a negative impact on its members while the other may have positive impact on its members as well.

Also, living and spending time in a loving, secure and stable environment is incredibly important for all of us. We all want to feel like we belong, that we are loved and cared for and this is especially important for children and young people who are unable to live with their own families. A safe, secure and loving home, as well as a school which is consistent and nurturing, makes a big difference for children (Seuss 2018). The study of Seuss, 2018 confirms that stability can support a child to flourish in their home and school and reduce the impact of any difficulties they have already had to endure any compounding problems. A stable home and school which enables children and young people to form positive trusting relationships so they can thrive, stable, and have strong relationships with consistent professionals, all contribute towards helping children and young people to feel safe and ready to succeed. (Seuss 2018).

Likewise, school resources refer to all human, material, non-material, audio-visual, school environment and community materials available in an academic environment to facilitate the teaching learning process. They also include other fundamental materials used in the school to make teaching very easy and learning more meaningful and comprehensible to the learners. School resources covers all human and non-human, drawn or photographed, built manually or electronically operated, books and all forms of related materials used in teaching and learning process (National Teacher Institute NTI, 2006). School resources includes the teachers in the school, human beings, real objects, specimen or models, chalk and display boards, school buildings and layout, the community at large and other fundamental materials like pencils, pens, exercise books and playground which the learners are expected to have at any point in time to facilitate learning (National Open University of Nigeria NOUN, 2009). School resources are no doubt important in the development of a conducive teaching-learning environment. The use of these resources could give more valuable and powerful direction to the teacher than any personal efforts without the materials. School

resources are textbooks, charts, maps, audio visual and electronic instructional material such as radio, tape recorder, television and video. Other category of material resources consist of paper supplies and writing materials such as pens, eraser, exercise books, crayon, chalk, drawing books, notebooks, pencil, ruler, slate, workbooks and so on (Atkinson, 2000). Adeogun (2001) opined that there is positive significant relationship between instructional resources and academic performance, schools with more teaching materials performed better than schools that have less teaching materials. Therefore, poor performance could be attributed to inadequate teaching and learning material. Blunt's (1990) opined that it is not the availability of these resources alone that guarantees effective performance in school, but their adequacy and effective utilization. The proper management and use of these resources will not only boost the morale of human resources who coordinates other activities in the school system but also ensure the attainment of goals.

The development, maintenance and utilisation of physical facilities in educational institutions by communities, parents, and sponsors should continue to be encouraged. This is because lack of such facilities interferes with learning process (Okongo, Ngao, Rop, & Nyongesa 2015). Difference in school facilities would be seen to account for difference in achievement (Okongo, 2015). Physical facilities include classrooms, lecture theatres, auditoriums, administrative block, libraries, laboratories, workshops, play grounds, assembly halls, and special rooms (for instance clinics, staff quarters, students' hostels, kitchen, cafeteria, and toilet) (Okongo, 2015). He continued that learning experiences are fruitful when there are adequate quantity and quality of physical resources; and that unattractive school buildings, crowded classrooms, non-availability of playing ground and surroundings that have no aesthetic beauty can contribute to poor academic performance. Fonseca and Conboy (2006) posited that the physical conditions and organization of schools facilitate or inhibit construction of a culture of success.

Social skills are the tools that enable people to communicate, learn, ask for help, get needs met in appropriate ways, get along with others, make friends, develop healthy relationships, protect oneself, and in general, be able to interact with the society harmoniously (Dowd, Tom P., Tierney, & Jeff 2017). Social skills build essential character traits like trustworthiness, respectfulness, responsibility, fairness, caring, and citizenship. These traits help build an internal moral compass, allowing individuals to make good choices in thinking and behaviour,

resulting in social competence (Kid child sense development corporation 2018). Social skills are vital in enabling an individual to have and maintain positive interactions with others. Many of these skills are crucial in making and sustaining friendships. Social interactions do not always run smoothly and an individual needs to be able to implement appropriate strategies, such as conflict resolution when difficulties in interactions arise. It is also important for individuals to have empathy (i.e., being able to put yourself into someone else's shoes and recognise their feelings) as it allows them to respond in an understanding and caring way to how others are feeling (Kid child sense Development Corporation 2018).

Statement of the Problem

Home environment and school resources utilization have an obvious impact on holistic development of children. The stability of home, availability and utilization of human and non-human resources determine the efficiency of the school system. Glaring disparities in social skills development have been observed in our society, most especially in Ekiti State despite the fact that most pre-schools are now being established. Thus this study explored the influence of home environment and school resources as related to social skills development in lower primary school pupils at home and school environment in term of school resources.

The Specific Objectives are to:

- explore the relationship of home environment and school resources utilisation on social skills development of lower primary school pupils.
- investigate the relationship among availability

Results

Research Question One: Does the home environment has influence on the social skills development of lower primary school children.

In finding out if home environment has influence on social skill development of lower primary school children, relevant data were collected using QHEF and SSDS. The scores were subjected to pearson correlation to determine the relationship between home environment and social skill development of lower primary school children. The result is presented in table 1

Table 1: Pearson Correlations coefficient of home environment and social skill Development

		School resources utilization	Social skills development
Home environment	Pearson Correlation	1	.561**
	Sig. (2-tailed)		.000
	N	50	50
Social skills development	Pearson Correlation	.561**	1
	Sig. (2-tailed)	.000	
	N	50	50

** Correlation is significant at the 0.01 level (2-tailed).

and utilisation of school resources on social skills development of lower primary school pupils.

- determine the main home environment factor that improves social skills development of lower primary school pupils.

Research Questions

The following research questions guided the study

- Does the home environment have influence on the social skill development of lower primary school children?
- Does the school resource utilisation have influence on the social skill development of lower primary school children?
- What is the major home environmental factors determining social skill development of lower primary school children

Methodology

The study adopted survey research design. The participants in this study consisted of 50 lower primary school teachers in Ikere Ekiti . Simple random sampling was adopted in selecting five lower primary school teachers from ten schools. Three instruments; questionnaire on home environment and school resources utilisation (QHEF), social skill development scale (SSDS) and school resources utilisation checklist (SRUCL) were used to collect data for the study. The instruments were self-developed to elicit information on home environment factors, social skills development and school resources availability. The items on the scale were reported to possess satisfactory internal reliability with Cronbach Alpha value of 0.80, 0.79 and 0.83 respectively.

A Pearson correlation was computed to assess the linear relationship between home environment and children social skill development. Table 1 shows there was a positive correlation between home environment and children social skill development. ($r(48)=.561, P<0.01$) however it is statistically significant. This result suggested that home environment has influence on the social skills development of lower primary school children.

Research Question Two: Does the school resources utilization have influence on the social skill

Table 2: Pearson Correlations coefficient of school resources utilization and social skill development

		School resources utilization	Social skills development
	Pearson Correlation	1	5.29**
School resources utilization	Sig. (2-tailed)	.50	.000
	N	.529**	50
	Sig. (2-tailed)	.000	1
Social skills development	N	50	50

** Correlation is significant at the 0.01 level (2-tailed).

Pearson correlation coefficient was computed to show the linear relationship between school resources utilization and children social skill development. Tables 2 reveal that school resources utilization and social skill development are linearly related. The correlation coefficient is positive and statistically significant ($r(48)=.529, P<0.01$). The result implies that school resources utilization has influence on social development of lower primary school children.

Table 3.1 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.496 ^a	.246	.197	.63375

a. Predictors: (Constant), parent level of education, children peer group, stable home

Table 3.2 Regression ANOVA

Model		Source of Squares	df	Mean Square	F	Sig.
1	Regression	6.024	3	2.008	5.000	.004
	Residual	18.476	46	.402		
	Total	24.500	49			

a. Dependent Variable: social skills development

development of lower primary school children

In determining if school resources utilization have influence on social skill development of lower primary school children. Data to determine the influence was obtained from QSRUSRA and SSDS. The scores were analyzed using Pearson correlation to find out the relationship between school resources utilization and social skill development of lower primary school children. The result is presented in table 2

Research Question Three: What is the main home environment factors that influence the social skills development of lower primary school children.

To determine the main home environment factor that influence the social skill development of children, data from QHEF and SSDS were subjected to multiple regression analysis to find out the main home environment factors that influence the social skill development and if there is relationship between them. The result is presented in table 3.1, 3.2 and 3.3 respectively

Table 3.3 Regression Coefficients

Model		Unstandardized Coefficients		Standardized coefficient	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	51.291	5.323		9.635	.000
	Stable home	-.688	.180	.792	3.831	.000
	Children peer group	.110	.070	.210	1.558	.126
	Parent level of education	.433	.156	.556	2.779	.008

Multiple regression analysis was conducted in order to show which home environmental factors influence the social skills development in lower primary school children. The result in Table 3.1 and 3.2 show the multiple regression coefficient (R) which indicates that a linear relationship exists between the three predictors (parent level of education, children peer group, stable home) and the criterion variable (children social skills development). In this model, they significantly predict the criterion variable, $F_{(3,49)}=5.00$ and jointly account for 24.6% observed in social skills development.

Further result in Table 3.3 show clearly that two predictors stable home ($\beta = -.792, t_{(50)} = -3.831, p<0.05$), parents level of education ($\beta = .556, t_{(50)} = 2.779, p<0.05$) have significant influence in this prediction model. This means that each and all of them are related variables that allow significant prediction of children social skills development. However, children peer group did not contribute significantly to this model, stable home is the most potent in predicting children social skills development in this model.

Discussion of Findings

The results from the study show the general trend of home environment and school resources utilisation on social skill development of children. The result of research question one shows that there is a positive relationship between home environment and children social skills development. This implies that home environment has influence on social skill development of lower primary school children. This result support Obiakor, Ugwu & Eze (2018) that the education received by a child from parents and significant others at home is most likely to have a highly significant and dominant effects on the behaviors of the child later in life. What the child learns at home and how his/her family motivates him/her towards education contributes to the child's success or failure at school. Even though, environment also plays a very remarkable role in the life and educational success of every individual. Whatever the child learn at home and how his family

motivate him towards education contribute to the child success or failure at schools. Also, the result agree with Adesehinwa & Aremu (2010) that education received by a child from parent and others at home is most likely to have a significant and dominant effect on the behaviour of the child later in life.

Furthermore, the result from research question two shows that school resources utilisation have influence on the social skills development of lower primary school children because there is positive relationship between school resources utilization and children social skills development. This result agrees with Adeogun (2001) that there is positive significant relationship between instructional resources and academic performance. Also it support Adeogun (2001) that school with more teaching materials perform better than schools that have less teaching materials. Also schools with adequate facility such as textbooks, playground etc stand a better chance of performing well in examinations than poorly equipped ones. Therefore poor performance could be attributed to inadequate equipment for teaching. The result also agree with Okongo, (2015) that learning experiences are fruitful when there are adequate quantity and quality of physical resources and that unattractive school buildings, crowded classrooms, non-availability of playground and surrounding that have no aesthetic beauty can contribute to poor academic performances.

Therefore, result of the research question three revealed that a linear relationship exists between the predictors (parent's level of education, stable home and children peer group) and the criterion (social skill development of lower primary school pupils). The result agreed with Slaughter and Epps (2012) that children are influenced by the kind of environment they directly involved in at home. Table 3.3 revealed the result of research question three, that two predictors: stable home and parent level of education have significant influence on the social skill development of lower primary school children. Regardless of ethnicity or background, children from parents with high socioeconomic status will have better attitude, skills and behaviour. Also, the result

agreed with Seuss (2018) that a stable home, a stable school which enables children to form positive trusting relationship so they can thrive, stable and have strong relationship with consistent professionals, all contribute towards helping children to feel save and ready to succeed.

Conclusion

Based on the findings of this study, it could be concluded that home environment (parents level of education, stable home and children peer group) have influence on social skill development of lower primary school children. Also school resources utilisation has influence on social skill development of lower primary school children. Furthermore, the study revealed that two main environmental factors (parent's level of education and stable home) have influence on social skill development of lower primary school children. Also home environment and school resources utilization contribution to social skill development of lower primary school children is vital and noteworthy.

Recommendations

Based on the results and conclusion of the study, it is therefore recommended that;

1. Parent should improve on their skill so as to increase their socioeconomic status.
2. Parents should maintain peace and unity in their homes so that stability can be ensured.
3. The home environment should always be conducive for children.
4. Government at all levels should make adequate provision of useful resources in the schools
5. The school administrators should ensure proper utilisation of the available resources in the school

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