NIGERIAN SCHOOL HEALTH JOURNAL

NIGERIAN SCHOOL HEALTH JOURNAL

Volume 25 Number 2, 2013

CONTENTS

EDITORIAL POLICY AND EDITORIAL

Each volume of Nigerian School Health Journal offers in-depth theoretical and empirical analysis of issues mainly on school health and by extension on all health matters that can be taught and promoted at any level of health education as a subject i.e from childhood to tertiary level of education.

The authors, reviewers, editors and readers should serve through articles in each volume as advocates of health education as an integrated school subject at basic education level and as a separate secondary school subject as well as a discipline or major course of study in tertiary institutions or as a general studies course for non-health major course related students. Potential authors must write in simple English but not sacrificing essential terminologies, be culture and gender sensitive and stimulate new thinking and better ways of addressing youth health through health education especially in school settings.

Articles are welcome from all over the world and it is important to state that the views expressed in each volume of the journal are strictly those of the authors.

Most articles in this volume are on environmental health related issues while others include those related to alcohol use and social problems, dietary suplement usage and status of health education in schools. The editorial team believe that readers will find them educative, interesting and worth recommending to other scholars, professionals, libraries and agencies in the areas of environmental health, health and education. We also want to commend the assessors of Volume 25 No 1 and Volume 25 No 2 of this journal for a job well done. We seek for future co-operation of article contributors and assessor.

The Editorial Team.

HOME AND SCHOOL ENVIRONMENTAL FACTORS AS CORRELATES OF SOCIAL ADJUSTMENT OF STUDENTS WITH LEARNING DISABILITIES IN OYO STATE, NIGERIA

By

Lazarus, K.U.

Dept of Special Education, University of Ibadan, Ibadan.

Abstract

The present study examined home and school environmental factors as correlates of social adjustment in a sample of one hundred and twenty secondary school students with learning disabilities. The multi-stage sampling procedure, purposive sampling as well as simple random sampling were adopted in the selection of study sample. The result of the study revealed home and school environments to be positively correlated with social adjustment thus, the coefficient of home environmental factors with social adjustment is .313; p= .000; the coefficient of school environmental factors with social adjustment is .402, p = .006; and the coefficient of peer interaction with sibling interaction is .288; p = .000. These findings indicated that factors in the home such as parenting styles, parents' own past experiences as a child, stress within the family setting and sibling interactions as well as interpersonal relationships at school played significant roles in assisting students with learning disabilities in developing competency in social interactions. Both sibling and peer interaction were reported to be positively correlated with each other. As a result, both types of interpersonal relationships should be encouraged and enforced among students with learning disabilities. The study has implications for educationist sand parents as well.

Introduction

Students with learning disabilities are characterized by a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, the disorder of which may manifest itself in imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include a learning problem which is primarily the result of visual, hearing, or motor handicaps, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage (Cortiella, 2010 citation of the definition of learning disabilities proposed by Individual with Disabilities Education Act, (IDEA)

2004). In other words, students with learning disabilities exhibit many kinds of behaviours and characteristics. According to Kavale and Mostert (2004) deficits in social skills are now considered a common and defining characteristic of learning disabilities. Often, student with learning disabilities frequently display social ineptitude; they often have difficulty making and keeping friends.

The social and behavioural problems become even more evident than the academic problems as the student grows into adolescence. The years of failure, low self-esteem, poor motivation, inadequate peer acceptance, and disruptive and maladaptive behaviour take their toll (Vaughn, 1991, Vaughn, McIntosh, & Spencer-Rowe, 1991). They also manifest anti-social and hostile behaviour, immaturity, and other social skills problems such as accepting and giving negative feedback, negotiating and resisting peer pressure. Signs of these problems begin early, during the preschool years, as these children experience strong feelings of loneliness and lack of friends (Bryan, Burstien & Ergul, 2004). Rejection and inadequate social skills persist through adolescence (Le Mare & De La Ronde, 2000).

The effects of learning disabilities on students may ripple outward on the parents, siblings and teachers of these students. Often, academic and social skills deficits lead to serious problems, for instance, poor self-image, feeling of incompetence, depression, lack of motivation, misbehaviour, school failure, or even school dropout. This is often one of the major issues of concern among professionals in the field. Stakeholders in education as well as psychologists and social workers are interested in assisting students with learning disabilities, particularly those with observable deficits in social skills and competence. This is the rationale behind an investigation into home and school environmental factors as correlates of social adjustment of students with learning disabilities.

In the opinion of Raju and Rahamtulla (2007), adjustment is the process of finding and adopting modes of behaviour suitable to the environment or the changes in the environment. Adjustment as a construct involves several spheres of activities, such as adjustment within the family, school, peer, teacher, and workplace, self and larger society. It is a phenomenon that cuts across every area of human endeavour. Specifically, social adjustment entails one developing and manifesting certain social skills so as to relate well with peers and classmates, siblings and parents, interact with friends and develop some self control. In other words, a socially adjusted student is one who can speak in an appropriate tone of voice at home and outside the home, seem confident in social situations, such as parties, or group outings, cooperate with family members without being told to do so, control his or her temper when arguing with other children, end disagreements with parents calmly, join group activities, such as group having lunch together, without being told to do so, receive criticism well, and avoid situations that are likely

to result in trouble (Sumi, Marder & Wagner, 2005). In a nutshell, some social behaviours are specific to a particular setting, such as the classroom, or the home, while others are so general that they signal general social competence.

The home is always the first contact of the child, and it is the child's experience in the home that can influence him, either positively or negatively and also affect his area of disabilities. Within the home environment are parents who serve primarily as care-givers and the most important socialization agents in a child's life. Parents teach children by telling them what to do and what not to do, as well as being models for children to imitate and to identify with (Pretorious, 2000). According to Gerdes (1998) to be an effective parent means ensuring the physical wellbeing of a child, stimulating the child's intellectual development, encouraging socially direction. A rich home environment is one that provides a warm, secure home life that helps the child to learn the rules of life (for example, how to share, and respect others) and to develop good self-esteem. A child may have to be stopped from things he/she should not do or be doing but it is just as important to encourage him/her to do the things a parent wants him/her to do (*Royal College of Psychiatrists, 2004*).

It is essential to note that what parents do in the home rather than their status characteristics is a powerful determiner in the home environment. Therefore, parents in the families influence the development of their children's social competence as what constitute attitudes depends upon the family in which the child is brought up with all social norms of the group to which the family belongs and the education and experiences of each child (Jagpreet, Rana & Rupinder, 2009). Specifically, home factors include both behavioural processes within the home and structural factors. Some behavioural processes that exist within the home are parenting styles, parent's own past experiences as a child, the patterns of stress or pressures within the family setting and patterns of sibling interaction.

According to Gupta and Theus (2006) parenting style is defined as a general pattern of care giving that provides a context for specific act or specific acts of parenting. Parenting style involves a relationship between parent and child, which may involve respect or lack of respect for the child. It can be warm and connected, or it can be disengaged. It can coerce the child, or it can display respect for the child's autonomy. Grolnick (2003) opined that while permissive parent includes fewer restrictions and the enforcement of discipline tends to be less, its effect on children is that children who are reared in this kind of home could become low in both social and cognitive competence because of lack of impulse control, self-centredness and low achievement motivation. On the other hand, strict authoritarian parents demand uncompromising obedience. Rules are established and infractions punished. Parental needs and desires come

before the child's needs and desires. Moreover, Gupta and Theus, (2006) reported that few studies have found some association between authoritarian parenting style and low self-esteem.

The third category of parenting style is the authoritative parenting, also known as democratic parenting. The parents' approach shows willingness and preparedness to explain and discuss their ideas about behaviour and discipline with their children. These parents combine a judicious mixture of "control with acceptance and child-centred involvement". The parents often discipline their children by setting clear goals for them and take active interest in their progress. Researchers agree that this kind of parenting produces children that are independent, self-reliant, responsible and who have strong motivation to achieve (Gupta & Theus, 2006).

Tuoyo (2007) observed that since the home is where the child acquires societal norms, values and gains orientation about being able to effectively interact with others in the society, children from home environment filled with tension with or without disabilities would have problems in adapting to societal conditions. Similarly, O' Connor and Scott (2007) reviewed some studies on parenting and outcomes for children and concluded that parental warmth, lack of conflict, and control and monitoring appear to play an important role in developing children's social skills. These researchers equally noted differences in how mothers and father approach and fulfil the parenting role.

On the issue of parent's own past experience as a child. Deater-Deckard and Bullock as quoted by Gupta and Theus (2006) submitted that standards and expectations which parents themselves have acquired and internalized as a result of their interactions with their own parents when they were younger, normally play a role in how they parent their own children. Therefore, parenting behaviour was determined by unconscious emotional reactions parents had to the way they themselves had been parented, with these conscious reactions having an effect on their own, conscious attitudes.

Pressures or stress within the family setting could be a contributing factor to children's social adjustment problems. For instance, Gerdes (1998) and Grolnick (2003) agreed that in the same way pressures or stress can undermine children, pressures or stress can undermine parent's abilities to support autonomy in children. Therefore, if parents are able to cope with stress fairly effectively, they are likely to be able to help their children cope with theirs and to serve as models showing children how to cope. Parents who are stressed are less likely to be able to provide optimal home circumstances and more likely to use coercive and harsh methods of discipline (Katz, Corlon, La Placa & Hunter, as quoted by Utting, 2007).

Pattern of sibling interaction is also another factor in the family that can affect social adjustment of students with learning disabilities. An interesting

assertion by Garcia, Shaw, Winslow and Yaggi (2000) buttress this point. These researchers stated that children who had older siblings that modelled friendly and cooperative behaviour towards their younger ones show more pro=social behaviours than those whose elderly ones are aggressive and always teasing their younger ones.

Another important variable in this study is social adjustment at school. Sumi, Marder, & Wagner (2005) noted that several researchers agree that the behaviour of children at school is a crucial element in their overall social adjustment. Not only is school the context in which many students spend most of their day, it is also where they engage in the important activities of learning academic knowledge; acquiring and practicing more generalized skills, such as solving problems, being on time, and following directions; and developing formative relationships with peers and adults. Moreover, the consequences of their behaviour at school can be powerful. As noted, students' inappropriate behaviour at school can distract both the students themselves and those around them from their learning tasks. Blackorby, et al, (2005) investigated three aspects of the social adjustment of students with disabilities at school: their behaviours in the classroom, their ability to get along with teachers and other students, and the extent to which they have been the subject of disciplinary actions for unacceptable behaviour at school. Although, the classroom is an important setting for students, social activities outside the classroom are crucial to their development as well. The lives of many children are substantially enriched by their participation in organized activities that children do outside the classroom. Whether or not they are school-sponsored, the social, psychological, and educational benefits of extracurricular activities are well known.

Researchers such as Sumi, Marder and Wagner (2005) opined that a student's school programme and experiences have strong associations with his or her social adjustment in predictable ways. Students who change schools frequently tend to get into more trouble at school. At the same time, students who spend more time in general education classes and those who get better grades tend to be more socially integrated and get into trouble less often. Moreover, students who receive more social adjustment supports are more likely to receive disciplinary actions at school, probably because poor behaviour is the basis for their receipt of the supports.

In addition, family characteristics and behavioural process can influence social adjustment of students in school and society at large. An investigation was conducted by Blackorby *et al* (2005) on three aspects of the social adjustment of students with disabilities at school namely, their behaviours in the classroom, their ability to get along with teachers and other students, and the extent to which they have been the subject of disciplinary actions for unacceptable behaviour at school. They discovered that a student's demographic and family characteristics have some association with his or

her social adjustment, in that boys are more likely than girls to see friends regularly but also more likely to get into trouble. In addition, students from more affluent families are more likely to belong to a group and less likely to be the subject of disciplinary actions at school. Students whose families are involved at their schools and who have high expectations for their educational futures tend to be more socially integrated. Likewise, Balckorby et al (2005) confirmed the importance of family involvement and support for their children at school. According to their finding, family involvement at school is associated positively with both measures of positive social integration, with a particularly strong relationship with the likelihood of students belonging to groups.

Therefore, the impact of home and school in the overall effective social adjustment of the children with or without disabilities cannot be underestimated. The parents are the backbone of the home, they are the first teachers of the child and the home setting is the first school for the child. While foundations laid by parents at home are what others build upon in the society, teachers and other caregivers in the school environment influence the level of success a student may experience in school as well as in adult life.

Methodology

The study adopted a correlation research survey design to examine the home environmental factors as correlates of social adjustment of students with learning disabilities. The population for this study was the entire students in junior and senior secondary schools owned by Oyo State government. The sample consisted of one hundred and twenty (120) junior and senior secondary students with learning disabilities of which 60 were boys and 60 were girls. The multistage sampling technique was adopted as well as purposeful and simple random sampling technique. The first stage of sampling involved an initial screening for learning disabilities using the Pupils Rating Scale by Myklebust, 1981 (revised). This enable the researcher to select one hundred and twenty secondary school students with learning disabilities from five secondary schools in Oyo State.

The second instrument utilized was a self-designed questionnaire which elicited responses on the influence of home environmental factors as correlates of social adjustment of students with learning disabilities. The Cronbach alpha coefficient was used to determine the reliability of the instrument. A coefficient alpha of 0.64 was obtained which was adjudged to be satisfactory. The questionnaire was divided into sections A,B,C,D,E and F. Section A contain information on biodata of respondents. Three other sections contain ten questions each in this order; section B: home environment, section C: school environment and section D: social

adjustment. In the last two sections that is section E: peer interaction and section F: sibling interaction, there are ten questions (that is, five questions in each section). On the whole, there are forty questions in all. The questionnaire was administered to the students through the help of the trained research assistants.

The data collected were analyzed using thee Pearson Moment Correlation Analysis (PMCA). The alpha level was fixed at 0.05.

Results and Discussion

The results of the study are as stated below:

Ho 1: There is no significant relationship of the influence of home environmental factors (parenting styles, parent's own past experience as a child, the patterns of stress or pressure within the family setting and patterns of sibling interaction) with social adjustment of students with learning disabilities.

Table 1: Relationship of home environmental factors of students with learning disabilities with the social adjustment of students with learning disabilities

Variables	Mean	Standard Deviation	N	R	P	Remark
Home environmental factors	21.02	6.47	120	.313	.000	Sig.
Social adjustment	13.60	2.39				

Sig – Significant at 0.05

The result on the table 1 above shows that the coefficient of home environmental factors with social adjustment is .313 (r = .313; p = .000; N = 120). Because this value is significant at 0.05 level of significance, the null hypothesis is therefore rejected. It indicates that a significant relationship exists between home environmental factors and social adjustment of students with learning disabilities. It is therefore, clear that the home plays a significant role in social development of students with learning disabilities.

Ho 2: There is no significant relationship of the influence of school environmental factors with social adjustment of students with learning disabilities.

Table 2: Relationship of school environmental factors of students with learning disabilities with the social adjustment of students with learning disabilities

Variables	Mean	Standard Deviation	N	R	P	Remark
School environmental factors	14.13	5.34	120	.402	.006	Sig.
Social adjustment	13.60	3.01				

Sig – Significant at 0.05

The result on table 2 above shows that the coefficient of school environmental factors with social adjustment is .402 (r= .402; p = .006; N = 120). Because this value is significant at 0.05 level of significance, the null hypothesis is therefore rejected. It indicates that a significant relationship exists between school environmental factors and social adjustment of students with learning disabilities. It is therefore, clear that the school plays a significant role in social development of students with learning disabilities.

Ho 3: There is no significant relationship of the influence of peer interaction in school with sibling interaction at home among students with learning disabilities.

Table 3: Relationship of peer interaction in school with sibling interaction at home among students with learning disabilities

Variables	Mean	Standard Deviation	N	R	P	Remark
Peer interaction	46.99	6.03	120	.288	.000	Sig.
Sibling interaction	13.77	4.02				

Sig – Significant at 0.05

The result on table 3 above shows that the coefficient of peer interaction with sibling interaction is .288 (r = .288; p = .000; N = 120). Because this value is significant at 0.05 level of significance, the null hypothesis is therefore rejected. It indicates that a significant relationship exists between peer interaction and sibling interaction of students with learning disabilities. It is therefore clear that the both peer interaction and sibling interaction play significant roles in social development of students with learning disabilities.

Table 1 presents the relationship of the influence of home environmental factors (parenting styles, parent's own past experiences as a child, the patterns of stress or pressures within the family setting and patterns of sibling interaction) with social adjustment of students with learning disabilities. The result therefore shows that home environment plays a significant role in the social adjustment of children with learning disabilities. The finding of the study supports O'Connor and Scott (2007) submission that parental warmth, lack of conflict, and control and monitoring appear to play an important role in developing children's social skills. This finding equally corroborates the assertion of Tuoyo (2007) that since the home is where the child acquires societal norms, values and gains orientation, about being able to effectively interact with others in the society, children with or without disabilities who are raised in home environments that are filled with tension would have problems in adapting to societal conditions. Similarly, children from rich stimulating home environment would grow up into becoming socially competence individuals.

The present finding is also in agreement with the opinion of researchers such as Gupta and Theus (2006) who believed that parenting styles influence the social adjustment of children reared by the various categories of parents either positively of negatively like authoritative, authoritarian and permissive styles. Moreover, the finding supports the observation made by Jagpreet, Rana and Rupinder (2009) that parents in the families influence the development of their children's social competence as what constitute attitudes depends upon the family in which the child is brought up with all social norms of the group to which the family belongs and the education and experience of each child.

Table 2 presents the analysis of hypothesis two which shows that a significant relationship exists between school environmental factors and social adjustment of students with learning disabilities. It is therefore, clear that the school plays a significant role in social development of students with learning disabilities. The finding agrees with the views of Sumi, Marder and Wagner (2005) who noted that several researchers agree that the behaviour of children in school is a crucial element in their overall social adjustment. Not only is school the context in which many students spend most of their day, it is also where they engage in the important activities of learning academic knowledge; acquiring and practising more generalized skills, such as solving problems, being on time, and following directions; and developing formative relationships with peers and adults. As noted, students' inappropriate behaviour at school can distract both the students themselves and those around them from their learning tasks.

Table 3 presents the analysis of hypothesis three which shows that a significant relationship exists between peer interaction and sibling interaction of students with learning disabilities. This findings is in line with the finding of Blackorby et al (2005) on three aspects of social adjustment of students with disabilities at school namely, their behaviours in the classroom, their ability to get along with teachers and other students, and the extent to which they have been the subject of disciplinary actions for unacceptable behaviour at school. They discovered that a student's demographic and family characteristics have some association with his or her social adjustment. In addition, this finding supports the submission of Gardiner and Kosimitzki (2004) that interactions with young children are evident not only in adult-child but also in child-peer relationship.

This study has revealed that home and school environmental factors play significant roles in children's development of interpersonal relationships which later manifests in socially acceptable behaviours. Parenting styles, parent's own past experiences as a child, the patterns of stress or pressure within the family setting and patterns of sibling interaction all contribute towards cultivating appropriate social relationship among students with learning disabilities. Again the impact of sibling and peer interaction in the

life of students with learning disabilities has been identified. In the family, children have the opportunity to interact with their older and younger siblings. This interaction helps them to develop confidence to handle social activities outside the home. Parents should therefore encourage harmonious interactions among children within the family. Peers are non-members of the family who are similar to one another in age and competence level. Even in the complex ecology of homes, and schools, part of the growing child's task is to learn how to act or behave, how to move, how to select some behaviours and reject others as well as learn how to build behaviours and re-design behaviours.

As a result, students with learning disabilities, therefore, become increasingly active in their own socialization with respect to peer relationship both in and out of classroom. Moreover, it is important to note that the nature and frequency of peer interaction is somewhat limited and shaped by the socio-cultural milieu in which students live, as well as availability of a companion and contexts with and in which they participate. Thus, students have increasing capabilities to pick who to relate with and choices become more apparent and variability as individual preferences become emergent; their active role in their own socialization thus becomes even more evident with age.

Conclusion

This study investigated home and school environmental factors as correlates of social adjustment of students with learning disabilities in some schools in Oyo State. The relationship that exists between peer interaction and sibling interaction was also examined. The findings of this study have revealed that both home and school environments play significant roles in social adjustment of students with learning disabilities. A significant relationship was also discovered between peer interaction and sibling interaction of students with learning disabilities.

Based on the findings of this study, the following recommendations were made:

i.   To develop positive social adjustment among students with learning disabilities, the family should be a warm, secure, authoritative, and child-centred place.

ii. Parental control should be exercised in a loving manner and parents should be willing and prepared to explain and discuss their ideas about behaviours and discipline with their children

iii. Parents should endeavour to live exemplary lives as role models to their children.

iv. Educators should organize seminars and workshops to expose parents to effective parenting programmes that could lead to quality parent-child

relationships which would eventually yield positive effects on individual children, families and society as a whole.

v. To foster social interaction between students with learning disabilities and peers in school, teachers should encourage these students to participate in extra-curricular activities. Similarly, students must be encouraged to interact freely in academics, sports and other activities that occur in school as well as a wide variety of normal social gathering ion and outside the school environment.

vi. Parents and siblings should develop open, participative communication, problem-centred coping, confidence and flexibility to be able to manage stress well and help their families to do same.

vii. Every effort should be geared towards the students with learning disabilities both at home and school for positive improvement in their daily living.

References

Blackorby, J. Wagner, M. Cameto, R. Davies, E. Levine, P. Newman, L. Marder, C. & Sumi C. (with Chorost, M. Garza, N. & Guzman, A. 2005. Engagement, academics, social adjustment and independence: The achievements of elementary and middle school students with disabilities. Retrieved on August 15, 2012 from httpo://www.seels.net/designdocs/engagement/00/_SEELS_TOC_10-04-05.pdf

Bryan, T, Burstein, K & Ergul, C. 2004. The social-emotional side of learning disabilities: A science-based presentation of the state of the art. *Learning Disability Quarterly* 27, 45-51.

Cortiella, C. 2010. IDEA 2004 Close up: Evaluation and eligibility for specific learning disabilities. Retrieved on August 10, 2012 from http://www.greatschools.org/special-education/LD-ADHD/943-evaluation-and-eligibility-for-specific-learning-disabilities.gs

Garcia, M.M., Shaw, D.S., Winslow, E.B. & Yaggi, K.E. 2000. Destructive sibling conflict and the development of conduct problems in young boys. Developmental Psychology, 36 (1) 44-53.

Gardiner, H.W. & Kosmutizki, C. 2004. Lives across cultures: Cross-cultural human development. Boston, MA: Allyn & Bacon

Gerdes, I. 1998. Bringing up parents and children. Pretoria: University of South Africa

Grolnick, W.S. 2003. The psychology of parental control: How well-meant parenting backfire. London: Lawrence Erlbaum Associates Publishers

Gupta, R.M. & Theus, F.C. 2006. Pointers for parenting for mental health service professionals. England: John Wiley & Sons Ltd

Jagpreet, K. Rana, J.S. & Rupinder, K. 2009. Home environment and academic achievement as correlates of self-concept among adolescents. Stud Home Comm Sci. 3(1): 13-17

Kavale, K.A. & Mostert, M.P. 2004. Social skills interventions for individuals with learning disabilities. Learning Disability Quarterly 27, 331-43

Le Mare, L & De La Ronde, M. 2000. Links among social status service delivery mode and service delivery preference In L.D. low-achieving and normally achieving elementary-aged children. Learning Disability Quarterly 23, 52-62.

Myklebust, H.R. 1981. Pupil rating scale revised: Screening for learning disabilities. New York: Grune and Stratton, Inc

O' Connor, T.G. & Scott, S.B.C. 2007. Parenting and outcomes for children. Retrieved on August 10, 2012 from http://www.jrf.org.uk/sites/files/jrf/parenting-outcomes.pdf

Pretorius, N. 2000. Aspects of parenting styles and the expressed fears of a selected group of pre-school children. Unpublished M.A. (Counselling Psychology) thesus. University of Stellenbosch.

Raju, M.V. & Rahamtulla, T.K. 2007. Adjustment problems among school students. Journal of the Indian Academy of Applied Psychology 33 (1) 73-79

Royal College of Psychiatrists 2004. Available http://www.rcpsych.ac.uk/mentalhealthinformation/mentalhealthandgrowingup/2goodparenting.aspx. Retrieved on July 26, 2006

Sumi, C. Marder, C. & Wagner, M. 2005. The social adjustment of elementary and middle school students with disabilities. Retrieved August 10, 2012 from http://www.seels.net/designdocs/engagement/05_SEELS_outcomes_C5_10-3-05.pdf

Tuoyo, M.U. 2007. The role of the home environment in enhancing learning in gifted Nigerian children. Journal of Special Education, 10(1) 151-159.

Utting, D. 2007. Parenting and the different ways it can affect children's lives: Research evidence. Joseph Rowntree Foundation. Retrieved on August 12, 2012 from www.jrf.org.uk

Vaughn, S. 1991. Social skills enhancement in students with learning disabilities. Learning about learning disabilities B. Wong (Ed.) San Diego: Academic Press 408-440.

Vaughn, S. McIntosh, R & Spencer-Rower, J. 1991. Peer rejection is a stubborn thing: Increasing peer acceptance of rejected students with learning disabilities, Learning Disabilities Research and Practice 6, 83-88.