

Influence of Home Environment on Learning Ability of Children with Speech and Language Challenges: A Case of Ondo West Local Government Area of Ondo State, Nigeria

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ABSTRACT

Several literature have shown that many strategies could be adopted to assist children with speech and language challenges, thus, necessitated the study on influence of home environment on learning ability of children with speech and language challenges. Descriptive survey research design was adopted for the study. The study population comprised students with speech and language disabilities in secondary schools in Ondo West Local Government Area of Ondo State, Nigeria. The population of the study was One hundred (100) students with speech and language disabilities, selected through a snowballing sampling technique. The research instrument used to gather data was self-designed and structured by the researcher, titled, "Influence of Home Environment on Learning Ability of children with speech and language challenges in Ondo West Local Government Area of Ondo State, Nigeria", tailored on four likert rating scale of strongly agreed (SA), Agreed (A), strongly Disagreed (SD) and Disagreed (D). the research instrument was validated by an expert in Test and Measurement while its reliability was Determined through test-retest method and 0.70 coefficient reliability was obtained. Data generated was analyzed using descriptive statistics (simple percentages, frequency counts and mean). Based on the findings of the study, conclusions were made that home environment has positive influences on speech and language development of children with learning disabilities. Also, that socialization at home with speech and language challenges could assist them in their learning abilities promised on

the conclusions the following recommendations were therefore made; parents should endeavor to provide home supports for children experiencing speech and language barriers. Also, children with speech and language problems should be well associated with at homes and so on.

Keywords: Influence, Home environment, Learning ability, Speech , Language challenges

I. BACKGROUND TO THE STUDY

Speech and language have been identified as factors that could enhance and help in human relationship with other individuals. Through language, one is able to communicate his/her feelings, ideas and information to the other people and relate with other people in the world. Speech is the expression of or the ability to express thoughts and feelings by articulate sounds or the power of expressing or communicating thoughts by speaking (Merriam Webster Dictionary, 2018). Language is a system of communication which consists of a set of sounds and written symbols which are used by the people of a particular country or region for talking or writing (Collins, Sunday, 2017).

Some children struggle with understanding and speaking and they need help. These are children with learning disabilities. They may not master the language milestones at the same time as other children and it may be a sign of a language or speech delay or disability. These are often the cases with children with learning disabilities. Language development has different parts and children might have problems with one or more of the following:

- Understanding what others say (receptive language)
- Communicating thoughts using language (expressive language)

There are common speech and language patterns; there is no simple patterns of speech and language common to all children. There is, however, speech and language challenges for most children with learning disabilities. Many of these children have more difficulty with expressive language than they do with understanding. There are several factors that are causing speech and language problems or disorder. Speech and language disorders refer to problem; communication and related areas, such as; oral and motor function. These range from delays and disorder in substitution to inability to understand or use the oral motor mechanism for functional speech and teaching. It also includes; hearing loss, neurological disorders, brain injury, intellectual disability, drug abuse, physical impairment, such as cleft lip or palate and vocal abuse or misuse (Kennedy, Krieger Institute, 2023).

A child's communication is considered delayed when the child is noticeably behind his or her peers in the acquisition of speech and/or language skills. Speech disorders refer to problems or difficulties producing speech sounds or problems with voice quality. It may be referred also to problem with the way sounds are formed, called articulation of phonological disorders or difficulties with pitch, volume or quality of the voice (Kennedy Krieger, 2023).

Across Nigerian schools and at all levels, pupils or students with speech and language problems take a reasonable number of students and minimizing the above identified challenges. Students with speech and language problems are experiencing many learning challenges and allied problems.

Students with language impairments have difficulty to understand and being understood through communication; verbal, nonverbal and written.

Communication is vital for successful learning. Communication skills help children to understand and explain the world around them, share their ideas and teaching and make friends. Good language skills and ability to communicate effectively enable one to develop a sense of self and feeling of belonging to a group or community. Most children with speech or language impairment are of average intelligence but may have other specific learning difficulties, such as; dyslexia, dyspraxia or ADHD. Learners that have speech and

language problems have difficulty with both language input and output and need to be taught the communication skills that other learners learn automatically (British Council, nd).

Learners with speech and language challenges have problems or muscular movement needed to form words. They are having problems of producing sounds, delay and unclear speech, inability to form words in right direction (British Council, nd). Other problems are inability to understand what other people are saying and respond appropriately; lack of knowledge of social cues and conventions. Generally speaking, students with speech and language problems may have trouble is one or more of these areas; following instructions, understanding abstract concepts; concentration, making friends, listening to others, and so on (British Council, nd).

Tadmm (2018) says that when children experience a speech-language disorder, their learning may be affected. This does not restricted to learning at school, but generally learning within the home and other environmental, as well. Scholars have however devised or come out with ways to assist children with speech and language problems in learning. These include; providing a variety of experiences to support children's communication and language skills proving meaningful books and stories telling, developing language through media literacy and so on.

Several studies had been conducted on factors that can influence on learning ability of children with speech and language challenges, observably, much have not been done on influence of home environment on learning ability of children with speech and language challenges, thus, motivated the researcher to conduct the study.

II. STATEMENT OF THE PROBLEM

There is no gain saying the fact that children suffering or having challenges of speech and language difficulties are facing with many challenges in their studies. It ranges from inability to express themselves or being understood by other people. Also, they are not well associated with by their school mates, thus, results to loneliness and challenge to their studies.

Several studies have been carried out on this, but from extant studies much have not been done on influence of home environment on learning abilities of children with speech and language challenges in Ondo West Local Government Area of Ondo State, Nigeria.

Purpose of the Study

The general purpose of this study is on influence of home environment and learning ability of children with speech and language challenges. A case study of Ondo West Local Government Area of Ondo State, Nigeria. Specifically, the purposes of the study are to:

- i. identify home factors influencing speech and language development in children with learning disabilities.
- ii. investigate home supports for children with speech and language problem
- iii. determine influence of home influences on motivating children with speech and language problems towards their learning.

Research Questions

The following research questions were raise to guide the conduct of the study

- i. does home environment have any significance influence on speech and language development of children with learning disabilities?
- ii. Is there any significant difference in the speech and language of children with learning disabilities from stimulating homes and those from unstimulating homes?
- iii. Does socialization at home have any significant effects on the speech and language of children with learning disabilities?

Significance of the Study

The findings of the study will be significant to stakeholders in additional sector in the following ways;

Firstly, it will help to identify or expose the influence of home environment on the speech and language development of the children with learning disabilities.

Presentation of Findings and Discussion of Results

Presentation of Findings

Research Question One: Does home environment have many influences on speech and language development of children with learning disabilities?

Table 1: Showing simple percentages, frequency counts and mean on does home environment have influences on speech and language development of children with leaning disabilities.

S/N	Items	SA	A	D	SD	Mean	S.D	Remark
1	Poor home environment can influence the language and speech development of the learning disabled children	100	0	0	0	2.25	.91	Disagreed
2	Disabled children from poor home can have delay in language and speech development	65	4	1	30	3.44	.79	Agreed
3	Learning disabled can	24	71	5	0	2.86	.82	Agreed

Furthermore, it will enable parents to know their rules in terms of providing home supports to children’s with speech and language abilities.

Lastly, the study will be of usefulness and a source of reference material to researcher in future, and so on.

III. METHODOLOGY

Descriptive survey research design was used for the study. The study population comprised students with speech and language challenges in secondary schools in Ondo West Local Government Area of Ondo State, Nigeria. The sample size was one hundred (100) students with speech and language disabilities. Snowballing technique was used to select the respondents from public secondary schools in Ondo West Local Government Area of Ondo State, Nigeria. Three research questions were formulated to guide the study. The research instrument used to gather data was self-designed and structured titled, “Influence of Home-Environment on Learning Ability of Children with Speech and Language Challenges: A case of Ondo West Local Government Area of Ondo State, Nigeria”. it was fashioned on four Likert rating scale of Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD).

The research instrument was validated by an expert in Test and measurement, while its reliability was done through test retest method at two weeks interval and 0.70 coefficient reliability was obtained. Data generated was analyzed using descriptive statistics (simple percentages, frequency counts and mean).

	acquire language and speech naturally							
4	The disabled pupils should be visited at home by their teachers	9	54	36	1	2.52	.94	Agreed
5	Inter-ethnic home environment can influence the language and speech development of children with learning disabilities	58	10	23	9	2.92	.91	Agreed
	Weighted Average					3.03		

Table 1 above shows that poor home environment can influence the language and speech development of the learning disabled children ($\bar{x} = 3.57$), Disabled children from poor home can have delay in language and speech development ($\bar{x} = 3.30$), Learning disabled can acquire language and speech naturally ($\bar{x} = 3.10$), The disabled students should be visited at home by their teachers ($\bar{x} = 2.26$), lack of job had led to increase in insecurity in our environment ($\bar{x} = 3.10$), Inter-ethnic home

environment can influence the language an speech development of children with learning disabilities ($\bar{x} = 2.26$), Based on the value of the weighted average (3.03 and above was obtained from all the question which means the student Agree to the questions) which falls within the decision value for agree, it can be inferred that the environment have many significance influence on speech and language development of children with learning disabilities.

Research Question Two: Will there difference in the speech and language development of children with learning disability from stimulating homes and those from unstimulating homes?

Table 2: Showing simple percentages, frequency counts and mean on will there difference in the speech and language development of children with learning disability from stimulating homes and those from unstimulating homes.

S/N	Items	SA	A	D	SD	Mean	S.D	Remark
1	Socio-economic background can influence language and speech development of children with learning disabilities	90	3	3	4	2.84	.84	Agreed
2	Learning disabled from stimulating home background can acquire language and speech faster than these from unstimulating homes	33	5	8	54	2.57	.92	Agreed
3	Bilingual language can affect the speech and language of the learning disabled children	31	60	3	6	3.01	4.26	Agreed
4	Disabled children from stimulating home can have delay in speech and language development	6	63	6	25	2.62	.97	Agreed
5	Language and speech acquisition development should be evaluated through designated of game at school and at home	35	12	29	24	3.45	.75	Agreed
	Weighted Average					2.89		

Table 2 above shows and makes it clear that speech and language development of children with

learning disabilities from stimulating homes and those from unstimulating homes. The table shows

that Socio-economic background can influence language and speech development of children with learning disabilities ($\bar{x} = 2.84$), Learning disabled from stimulating home background can acquire language and speech faster than these from unstimulating homes ($\bar{x} = 2.57$), Bilingual language can affect the speech and language of the learning disabled children ($\bar{x} = 3.01$), Disabled children from stimulating home can have delay in speech and language development($\bar{x} = 2.62$), Language and speech acquisition development should be evaluated through designated of game at school and at home($\bar{x} = 3.45$). Based on the value of the weighted average (2.89 and above was obtained from all the question which means the

student Agree to the questions) which falls within the decision value for Agree, it can be inferred that the difference in the speech and language development of children with learning disabilities from stimulating homes and those from unstimulation homes.

From this table, the majority of the respondents agreed that there is significant difference in the speech and language of children with learning disabilities from stimulating homes and those from unstimulating homes. Therefore, it can be inferred that stimulating homes and unstimulating home have significant influence of speech and language development of children with learning disabilities.

Research Question Three: Does socialization at home have any significant effects on the speech and language of children with learning disabilities?

Table 2: Showing simple percentages, frequency counts and mean on does socialization at home have any significant effects on the speech and language of children with learning disabilities.

S/N	Items	SA	A	D	SD	Mean	S.D	Remark
1	Peers influence can have any significant influence with learning disabilities	55	6	30	9	2.25	.91	Disagreed
2	Late exposure of the printed materials can affect the learning and speech development of children with learning disabilities	89	4	4	3	3.44	.79	Agreed
3	Language and speech development in children enhanced a close relationship between the teacher and pupils	31	9	4	56	2.86	.82	Agreed
4	Instructional materials can stimulate language and speech development of the learning disabled children	49	36	-	-	2.52	.94	Agreed
5	The school should provide supportive services that can expose learning disabled children to develop language and speech expressively	63	3	34	-	2.92	.92	Agreed
	Weighted Average					3.03		

Table 3 above shows effects on the speech and language of children with learning disabilities. The table shows that the Peers influence can have any significant influence with learning disabilities ($\bar{x} = 2.25$), Late exposure of the printed materials can affect the learning and speech development of children with learning disabilities($\bar{x} = 3.44$), Language and speech development in children enhanced a close relationship between the teacher and students ($\bar{x} = 2.86$), Instructional

materials can stimulate language and speech development of the learning disabled children($\bar{x} = 2.52$), The school should provide supportive services that can expose learning disabled children to develop language and speech expressively ($\bar{x} = 2.92$). Based on the value of the weighted average (3.02 and above was obtained from all the question which means the student Agree to the questions) which falls within the decision value for Agree, it can be inferred that socialization at home

have any significant effects on the speech and language of children with learning disabilities. Therefore it is inferred that socialization of home have significant effects on the speech and language of children with learning disabilities.

IV. DISCUSSION OF FINDINGS

According to (Griffin and Morrison, 2017), home environment were found to be associated with children's language outcomes across a diverse age-range, including; receptive vocabulary skills, this is associated with the table 1 above considering the home environment having significance influence on the and language development of children with learning disabilities. It is observed an submitted by (Oseni, 2016) that association between socio-economic status homes out perform their age-matched peers from lower socio-economic status homes as also indicated an supported by the table 2 above.

Socialization at home have significance effects on the speech and language development of children with learning disabilities, since this statement has majority support of the respondents, we may also say that the statement is true. Inclusion school programme is also the best school programme for children with learning disabilities in the aspect of speech and development has agreed by the respondents in the statements of the table.

V. CONCLUSION

Based on the findings of the study conclusion were made that home environment, stimulating home environment and socialization at home could impact positively on children with speech and language challenges, thus, improve their learning ability in Ondo West Local Government Area of Ondo State, Nigeria.

VI. RECOMMENDATION

The researcher made the following recommendations premised on the conclusion of the study.

Firstly, parents of the children with learning disabilities should maintain a greater communication with the children in order to improve their language and speech development.

Also, parent should provide home supports to assist children with speech and language barriers towards their academic improvement.

Moreover, parents should be encouraged through the media to be prioritizing provision of learning materials for children with speech and language challenges and so on. Personally, children

with speech/ and language problem should be well associated with at homes.

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