

HOME ENVIRONMENT AND ITS INFLUENCE ON STUDENTS' SCHOOL ATTITUDE AND BEHAVIOR

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ABSTRACT

The home is the first and most influential environment in shaping a student's attitude and disposition toward learning. This study examined how the home environment influences students' school attitudes and behaviour. The study adopted a qualitative documentary research design. Relevant scholarly literature was systematically analyzed based on four dimensions of the home environment: nutrition and recess, home stability and safety, language and cultural alignment, and the home study environment. Philosophical inquiry was used to interpret the findings. The findings revealed that a positive home environment can significantly influence students' attitudes and behaviour in school. Adequate nutrition, safety, emotional stability, cultural and language support, and a conducive study environment can enhance students' confidence, motivation, discipline, and engagement in learning. The study concludes that the home is the child's first educational environment and plays a significant role in shaping attitudes toward schooling and learning. The study recommends that schools, through their counsellors, should educate and guide parents on the importance of providing students with nutritious food, adequate rest, a safe and supportive home environment, and a suitable space with the necessary materials for studying.

Keywords: Home, Students, School, Attitude and behaviour.

Introduction

Education is an important instrument for individual development and societal progress because it provides individuals with knowledge, skills, values, and attitudes needed to participate effectively in society. Education extends beyond formal classroom instruction to include formal, non-formal, and informal learning that continues throughout life (OECD, 2021). It also contributes to the development of critical thinking, creativity, responsible decision-making, and other capacities necessary for individual and social development (Dewey, 1938). Consequently, education should address not only students' academic development but also their social, emotional, moral, and behavioural development.

Historically, philosophers have emphasized the broader purpose of education in human development. Socratic education emphasizes reflection, questioning, and the examination of knowledge, while Plato associated education with the development of individuals and the preparation of citizens for responsible participation in society. Aristotle similarly viewed education as connected with the development of intellectual and moral virtues and human flourishing. These perspectives demonstrate that education involves more than the acquisition of academic knowledge; it also concerns the development of character, values, reasoning, and responsible conduct. Within the formal education system, students are central participants in the teaching and learning process. However, students differ in their abilities, interests, readiness, backgrounds, and learning needs, and these differences can influence how they respond to teaching and learning (Tomlinson, 2014). Students who are actively engaged in learning are more likely to participate in academic activities, invest effort in learning tasks, and demonstrate positive behavioural, emotional, and cognitive engagement (Fredricks, Blumenfeld, & Paris, 2004).

The school provides an organized social and educational environment in which students acquire knowledge, develop skills, establish relationships, and develop attitudes and behaviours, school environment includes relationships among students and teachers, teaching and learning practices, safety, and the physical and social conditions of the school. These factors can influence students' educational experiences and engagement (Thapa et al., 2013).

Students' attitudes towards schooling may be reflected in their feelings, beliefs, motivation, interest, commitment, and willingness to participate in learning activities, while their behaviours may be expressed through attendance, participation, completion of schoolwork, adherence to rules, and interactions with teachers and peers. Bandura's social cognitive perspective provides a useful framework for understanding how students' experiences and beliefs influence their motivation and behaviour. In particular, self-efficacy refers to individuals' beliefs about their capabilities to perform particular tasks. Such beliefs can influence motivation, effort, persistence, and achievement-related behaviour (Schunk & DiBenedetto, 2020). Students' experiences, social interactions, encouragement, and feedback can therefore contribute to the development of beliefs that shape their approaches to learning; however, students' attitudes and behaviours towards schooling do not develop in isolation. The home is an important developmental and learning environment in which children experience relationships, communication, learning activities, and parental support. Research on the home learning environment indicates that students' participation in learning activities, parent-child interactions, and the availability of learning materials can contribute to their educational development (Lehrl, Evangelou, & Sammons, 2020). A supportive home environment can provide encouragement, guidance, learning opportunities, and resources that support students' educational development. Evidence from research on parental involvement

indicates a positive association between parental involvement and students' academic achievement, with parental expectations and aspirations showing particularly meaningful associations (Kim, 2022). Parental support is also important in connecting home and school experiences. Parents can support learning through encouragement, expectations, communication, provision of learning opportunities, and participation in their children's education. In addition, Bhamani et al. (2020) found that parents important responsibilities in supporting children's learning at home, demonstrating the relevance of family involvement in children's educational experiences. Therefore, students' attitudes and behaviours towards schooling should be understood within the broader environments in which they live and learn.

The school provides the formal educational setting, while the home provides an important developmental and learning context that can shape students' experiences, motivation, attitudes, and behaviours. This paper therefore examines how home environment can influence students' school attitude and behaviour, with particular attention in the role that home can play in encouraging students for effective learning in school.

Statement of the problem

Schools contribute significantly to students' academic and social development, students come to school with different experiences, values, attitudes, and behaviours shaped by their home environments. While some students benefit from parental support, encouragement, proper discipline, adequate learning resources, healthy nutrition, and a supportive home atmosphere, others may face instability, limited support, unsafe conditions, inadequate resources, and other challenges. These differences in home experiences can affect students' motivation, participation, and relationships with teachers and peers, completion of schoolwork, and responses to academic challenges. A supportive home environment may promote confidence, discipline, motivation, and active engagement, whereas unfavourable home conditions may contribute to negative attitudes, low participation, and inappropriate school behaviour.

Despite the significant role of the home in children's development, greater attention is often given to school-based factors when explaining students' attitude and behaviour. Consequently, there is a need to examine the home as an important educational environment and determine how its conditions influence students' experiences of schooling. Therefore, this study seeks to examine the influence of the home environment on students' attitude and behaviour towards schooling, particularly how supportive or unfavourable home conditions may promote or hinder students' attitude and behaviour in school.

Objectives of the study

The main objective of the study is to examine the influence of the home environment on students' school attitude and behaviour. The study seeks to:

1. Examine how access to healthy nutrition and recess at home influence students' school attitude and behaviour.
2. Examine the influence of home stability and safety on students' school attitude and behaviour
3. Explore how home language and cultural alignment with school influence students' school attitude and behaviour.
4. Examine the influence of the home study environment on students' school attitude and behaviour.

Methodology

The study adopted a qualitative documentary research design. This approach was considered appropriate because the study focused on examining and interpreting existing information on the home environment and its influence on students' school attitude and behavior

Instead of using interviews, questionnaires, or direct observation, the study relied on information already available in relevant academic and educational documents. Data for the study were obtained from a range of relevant sources, including peer-reviewed journal articles, academic books, educational reports, policy documents, and publications from credible institutions. These sources were carefully selected based on their relevance to the topic and the objectives of the study. The population of the study consisted of existing literature and documentary materials that addressed issues relating to the home environment, students' attitudes and behaviours, and educational development. Purposive sampling was used to select materials that were directly related to the focus of the study. The selected literature was carefully reviewed, compared, and synthesized to identify important ideas, patterns, and findings. The analysis focused mainly on the role of nutrition and rest, home stability and safety, home language and cultural alignment with school, and the home study environment. Philosophical inquiry was also applied to critically examine the meaning and implications of the findings, particularly in relation to students' attitudes, behaviours, and disposition towards learning

Accessibility to Healthy Nutrition and Recess

Access to healthy nutrition and regular recess is important for students' growth, well-being, and ability to participate effectively in school activities. Nutrition refers to the use of nutrients for growth, development, survival, and the promotion of health (Elmas & Arslan, 2020). Nutrition also involves understanding the factors that influence food choices and the development of healthy eating behaviours (Contento & Koch, 2020). Adequate and balanced nutrition is, therefore, an important component of children's health and development. Evidence also suggests that school feeding programmes can contribute to children's health, school attendance, and educational outcomes, particularly in settings where food insecurity and undernutrition are significant concerns (Wall et al., 2022; Wang et al., 2021).

Recess can be understood as a planned break from academic activities that provides children with opportunities to rest, play, engage in physical activity, and interact with their peers. The American Academy of Pediatrics identifies recess as an important component of the school day because it provides a necessary break from sustained academic demands and can offer cognitive, social, emotional, and physical benefits (Murray & Ramstetter, 2013). Similarly, a recent scoping review found that recess is associated with a range of developmental outcomes and highlighted its importance to children's physical, social, emotional, and developmental experiences at school (Bjornsen et al., 2024). Schools should, therefore, provide regular, safe, and appropriately supervised recess rather than reducing recess solely to increase academic instructional time.

Nutrition and recess are closely related to students' readiness to participate in school activities. Adequate nutrition supports children's growth and health, while insufficient food intake and hunger can interfere with their ability to engage effectively in learning. A systematic review of school meal programmes in African countries found evidence of positive relationships between school feeding and educational outcomes, including attendance and, in some studies, academic achievement (Wall et al., 2022). Similarly, research on universal school meals has reported improvements in diet quality and food security, with some evidence of positive associations with academic performance, although findings vary according to the type of meal programme and the outcome examined (Wang et al., 2021). Therefore, access to nutritious meals at home and at school can form an important part of a supportive learning environment.

Regular recess is also important because it allows students to take a break from sustained academic activities and participate in play and physical activity. Such opportunities can support

children's cognitive, social, emotional, and physical development (Murray & Ramstetter, 2013; Bjornsen et al., 2024). Rather than viewing recess as lost instructional time, schools can regard it as a complementary component of the school day that supports children's overall development and readiness to participate in classroom activities.

The home environment also plays an important role in supporting children's health and educational experiences. Parents and caregivers can encourage healthy eating habits, provide nutritious meals, support adequate sleep, and create opportunities for physical activity and play. Adequate sleep is particularly important because it contributes to students' overall health and can support attention, concentration, and academic performance (Centers for Disease Control and Prevention [CDC], 2024). Parents can, therefore, contribute to children's well-being by establishing routines that provide appropriate time for learning, eating, physical activity, play, and rest. Schools also have an important role in creating an environment that supports children's nutritional and physical needs. This includes promoting access to nutritious meals, safe drinking water, safe play spaces, and regular recess. Evidence from systematic reviews indicates that school meal programmes can contribute to nutritional and educational outcomes, while research on recess emphasizes the importance of providing children with regular opportunities for safe play and physical activity (Wall et al., 2022; Murray & Ramstetter, 2013). When families and schools work together to support children's nutritional, physical, emotional, and educational needs, they can help create conditions that promote children's health, participation, and readiness to learn.

Stability and Home Safety

Stability and safety at home are important aspects of students' development and can influence how they cope with everyday challenges and participate in learning. A stable home environment provides students with a sense of security and continuity. This may include predictable routines, supportive relationships, and caregivers who are consistently available to meet their needs. Research on resilience suggests that supportive relationships, emotional security, routines, and positive connections with caregivers can help students adapt to challenges and develop in healthy ways (Masten & Barnes, 2018). When students experience a stable and supportive environment, they are more likely to develop the confidence and skills needed to cope with difficulties. Consistent routines can also help students develop self-regulation. Self-regulation involves the ability to manage emotions, attention, and behaviour in ways that support learning and social interaction. Research has shown that self-regulation is an important aspect of students' school readiness and is associated with their ability to manage classroom demands and engage successfully in learning (Blair & Raver, 2015). Simple routines, such as having regular times for eating, sleeping, studying, and playing, can provide students with structure and predictability. Such routines may also help students learn how to manage their time and responsibilities.

Home safety is another important part of students' well-being. Safety is not limited to protection from physical harm; students also need to feel emotionally and socially secure. A supportive home environment allows students to feel cared for, listened to, and protected. The OECD notes that students' social and emotional well-being is influenced by the safety, security, and stability of their family and home environments. Warm and responsive parenting, together with clear expectations and appropriate boundaries, can contribute to students' feelings of safety and support (OECD, 2021). Similarly, UNICEF emphasizes that a supportive home environment should provide safe physical conditions, opportunities for play, and responsive interactions with caring adults (UNICEF, 2024). Emotional safety is particularly important because students'

experiences at home can influence their social and emotional development. Students who are exposed to persistent conflict, violence, neglect, or other forms of adversity may experience stress that can interfere with healthy development. Research on childhood adversity shows that prolonged exposure to stressful experiences can affect biological systems involved in development and health (Shonkoff et al., 2021). UNICEF also reports that exposure to violence and a lack of responsive care can negatively affect students' well-being and development (UNICEF, 2024). For this reason, students need homes where they can communicate openly, receive appropriate guidance, and feel respected and valued.

The relationship between stability and safety is also important. A stable home can provide students with predictable routines and consistent relationships, while a safe home can give them the security needed to explore, learn, and develop. These factors can work together to create a supportive environment for students' development. Masten and Barnes (2018) explain that resilience develops through interactions between students and the different systems around them, including families, schools, and communities. Similarly, research on the home learning environment has found that the quality of students' experiences and interactions at home is related to their social-emotional development (Li et al., 2023). A stable and safe home can provide several benefits for students' educational experiences. Students who feel secure may be better able to focus on learning because they are less occupied by concerns about their immediate safety or home circumstances. Supportive home environments can also provide opportunities for students to develop communication, social, and emotional skills. The OECD reports that activities between parents and students, including reading, conversations, and other developmentally supportive activities, are associated with students' cognitive and social-emotional development (OECD, 2022). This suggests that the home environment can contribute to students' preparation for school and their continuing development.

When students experience instability or unsafe conditions at home, however, their development and educational experiences may be affected. Family conflict, neglect, violence, frequent changes in living arrangements, and other forms of adversity can create stress and uncertainty. Prolonged exposure to adversity may interfere with students' emotional and behavioural development and increase their vulnerability to difficulties later in life (Shonkoff et al., 2021). Students who experience these conditions may also find it more difficult to concentrate, manage their emotions, or establish trusting relationships. These challenges can make participation in school more difficult. Parents and caregivers, therefore, have an important role in creating stable and safe home environments. One way they can do this is by establishing reasonable daily routines for activities such as eating, sleeping, studying, playing, and completing household responsibilities. Consistent routines can give students a sense of predictability and can support the development of self-regulation (Blair & Raver, 2015). Parents can also support students by listening to them, showing affection, providing encouragement, and responding appropriately to their emotional needs. Positive and responsive relationships between students and caregivers are important protective factors in students' development (Masten & Barnes, 2018). Parents should also pay attention to the physical safety of the home. This includes keeping potentially dangerous objects away from students, maintaining a clean and organized environment, and providing appropriate spaces for students to play and study. UNICEF identifies safe physical conditions, opportunities for play, and responsive caregiver interactions as important elements of a supportive home environment (UNICEF, 2024). In addition, providing books, learning materials, and opportunities for meaningful interaction can create a home environment that encourages learning. Research has shown that the quality of the home learning

environment is associated with students' social-emotional competence and development (Li et al., 2023).

Positive discipline is another important part of creating a safe home. Students need clear expectations and boundaries, but discipline should guide rather than frighten or harm them. Evidence on students' social and emotional well-being indicates that parenting approaches characterized by warmth, responsiveness, appropriate rules, and clear limits can contribute to students' sense of being protected and supported (OECD, 2021). In contrast, exposure to harsh or violent discipline can negatively affect students' well-being. UNICEF reported in 2024 that hundreds of millions of young children worldwide experience psychological aggression or physical punishment at home, highlighting the importance of positive and responsive caregiving (UNICEF, 2024). Schools and communities also have an important role in supporting students who may not experience adequate stability or safety at home. Schools can provide supportive relationships, counselling services, mentoring, and safe spaces where students can seek help. Community organizations can also assist families by connecting them with resources and services. The OECD emphasizes the importance of supportive environments across the home, school, and wider community in promoting students' social and emotional well-being (OECD, 2024).

Stability and safety at home provide an important foundation for students' well-being and educational development. A stable home can give students the predictability and support they need, while a safe home can help them feel protected, valued, and confident. When parents and caregivers provide consistent routines, emotional support, positive discipline, and safe physical conditions, they can create an environment that supports students' development and readiness to learn. Schools and communities can further strengthen this support by providing assistance to students and families who face difficult circumstances. Creating safe and stable environments for students is, therefore, not only beneficial to individual students but also contributes to healthier families, schools, and communities.

Home Language and Cultural Alignment with School

Home language and cultural alignment are important factors in a child's life, especially in how they learn and grow in school. These aspects influence how children understand new ideas, relate to others, and form their sense of self within the classroom. When the experiences that students have at home are similar to those at school, learning becomes easier and more meaningful. However, if there is a difference between home and school environments, students may face difficulties in their academic growth. Home language is the first language a child learns and uses with family members. It is often called the mother tongue. According to researchers, home language is not just a way to communicate but also helps in thinking, learning, and expressing emotions. It plays a key role in a child's mental and cognitive development. Studies show that allowing children to use their home language while learning improves their understanding and ability to clearly share their thoughts (Konz et al., 2024). This shows how the home language provides a strong base for learning other languages used in school.

Cultural alignment refers to how much the culture at home matches the culture practiced in school. Culture includes values, beliefs, traditions, and ways of living. When a child's culture is recognized and included in the school environment, they feel accepted and supported. This approach is known as culturally responsive teaching, where teachers use students' cultural backgrounds to improve learning. Another related idea is "funds of knowledge," which shows how the experiences and knowledge children gain from their homes and communities can enrich their learning at school. Home language and cultural alignment are closely connected.

Language is a key way people express their culture. Through language, students learn how to behave, interact with others, and understand the world around them. When the languages and cultural practices at home match those used in school, children find it easier to adjust and learn. However, if the school uses a different language or ignores the child's culture, the child may feel confused or left out. Research shows that this gap between home and school can harm learning outcomes. The connection between home language and cultural alignment greatly affects student learning. When there is alignment, students gain many benefits. They understand lessons better because the language used is familiar or supported at home. They also feel more confident and are more likely to take part in class activities. In addition, they feel a sense of belonging, which encourages regular school attendance and active involvement. Studies show that students learn better when their home language and culture are respected and included in school (Konz et al., 2024).

In Nigerian classrooms, students' home languages and cultural backgrounds can have a strong influence on their learning experiences. Nigeria is linguistically and culturally diverse, and many students speak an indigenous language such as Yoruba, Igbo, Hausa, Efik, or Ibibio at home, while English is widely used as the language of instruction in schools. For some students, moving between the language spoken at home and the language used in the classroom can make it more difficult to understand lessons, especially when they are learning new or unfamiliar concepts. Teachers can help to reduce this difficulty by recognizing students' home languages as valuable learning resources. For example, teachers can use familiar local examples, encourage students to discuss difficult ideas in their home language when appropriate, and relate classroom lessons to students' cultural experiences. When students see their language and culture reflected in the classroom, they may feel more accepted, confident, and willing to participate in learning. Therefore, recognizing and incorporating students' local languages and cultural experiences into classroom practices can help create a more inclusive learning environment and support students' academic and social development in Nigerian schools. Studies show that allowing students to maintain and use their home language can support literacy development and academic learning.

Research involving a large longitudinal sample found that multilingual students whose homes remained multilingual showed strong literacy achievement, supporting the importance of maintaining students' home-language environments (Kim et al., 2020). Another solution is promoting bilingual or multilingual education. Schools should allow students to use both their home language and the language of instruction. Evidence from research on dual-language programmes suggests that bilingual students can benefit academically and demonstrate positive language development and engagement when both languages are meaningfully incorporated into schooling (Brutt-Griffler & Jang, 2022).

Home language and cultural alignment play an important role in students' academic, social, emotional, and cognitive development. When students' languages, cultural backgrounds, and experiences are recognized and connected to classroom learning, they are more likely to understand lessons, participate actively, feel confident, and develop a strong sense of belonging. Using students' home languages alongside the school language can also support communication, language development, and thinking skills. In contrast, when schools ignore students' home languages and cultures, students may experience difficulties understanding lessons, reduced participation, low confidence, emotional stress, and disengagement from school. To address these challenges, teachers can use culturally relevant teaching, incorporate students' cultural experiences into lessons, and support bilingual or multilingual learning. Strong communication between parents and teachers is also important because parents can provide valuable information

about students' languages, cultures, and learning experiences. Schools should promote inclusive practices, while parents can support learning by maintaining the home language through activities such as reading, storytelling, and conversation.

Home Study Environment

The home study environment plays an important role in shaping how students perform in school and how they feel about learning. Education does not take place only in the classroom; it also begins at home, where students develop basic skills, attitudes, behaviours, and habits that can influence their educational experiences. The home study environment refers to the conditions at home that influence a student's ability to learn. These conditions may include the physical study space, emotional support from family members, parental involvement, social interactions, and access to learning materials. Research conducted in Nigeria has shown that aspects of the home environment can be associated with students' academic performance (Nnorom et al., 2020; Onikoyi, 2023; Amore et al., 2024). The home study environment consists of different components. One of the most important is the physical environment. This includes having a suitable place to study, adequate lighting, a comfortable setting, and access to necessary learning materials such as books, notebooks, and writing materials. When students have an appropriate place to study, they may find it easier to concentrate and complete their schoolwork. However, distractions and an unsuitable study space can make studying more difficult. A study of secondary school students found a relationship between having a dedicated study space at home and academic achievement; although the researchers noted that the quality of the study environment, distractions, socioeconomic circumstances, and family conditions can influence this relationship (Shah et al., 2021). Another important part of the home study environment is the emotional environment. This refers to the level of care, encouragement, understanding, and support that students receive from their families. When students receive encouragement from their parents or caregivers, they may feel more confident and motivated to participate in their education. In contrast, stress, frequent conflict, or lack of support at home may make it more difficult for students to concentrate on their schoolwork. Research on home environments has emphasized the importance of family conditions and parental factors in students' educational experiences and academic performance (Nnorom et al., 2020; Onikoyi, 2023).

The social environment is also important. This includes how parents and other family members interact with students and the extent to which they take an interest in their education. Parents can support students by helping them organize their schoolwork, encouraging them to study, discussing their school experiences, and communicating with teachers when necessary. When parents demonstrate that education is important, students may be encouraged to take their school responsibilities more seriously. Nigerian studies have identified home environment and parental factors as important considerations in relation to students' academic performance (Nnorom et al., 2020; Wori et al., 2023). Similarly, research conducted among senior secondary school students in Ogun State found that family income and parental educational background were significantly related to students' academic achievement (Amore et al., 2024). Another important component is the economic environment. Families with adequate financial resources may be better able to provide textbooks, writing materials, school uniforms, digital devices, internet access, and other resources that support learning. Students from families with limited financial resources may have fewer opportunities to access these materials, which can create additional challenges for their studies. Research in Lagos State has examined the relationship between home environment, parental socioeconomic status, study habits, and academic performance (Akanni, 2020). Similarly, Onikoyi (2023) identified parental socioeconomic status,

parental education, parental motivation, parental income, and stability at home as factors considered in relation to pupils' academic performance. These findings suggest that the economic circumstances of a family can form part of the broader environment in which students study.

The home study environment can have both positive and negative effects on students. On the positive side, a supportive home environment can provide students with opportunities to concentrate on their schoolwork, complete assignments, develop regular study habits, and remain motivated. A suitable study space and active family support can also help students establish more organized approaches to learning. Shah et al. (2021) found that having a separate place to study at home was related to students' academic achievement, although the relationship was influenced by other factors, including family circumstances and socioeconomic conditions. Similarly, Nigerian research has reported relationships between home environmental conditions and students' academic performance (Nnorom et al., 2020; Wori et al., 2023).

A supportive home environment may also help students develop important personal skills. Through appropriate guidance and encouragement, students can develop responsibility, communication skills, problem-solving abilities, and better study habits. Parents can contribute to these developments by encouraging students to complete their schoolwork, managing their study time, and discussing their educational progress with them. Such support can help students develop confidence and a more positive attitude toward schooling. However, a poor home study environment can create difficulties for students. Students who live in homes where there are frequent distractions, inadequate learning resources, or limited support may find it harder to concentrate on their studies. Financial difficulties can also restrict access to books, digital resources, and other educational materials. Nigerian studies have examined the relationship between home environmental conditions, socioeconomic circumstances, parental factors, and students' academic performance (Nnorom et al., 2020; Onikoyi, 2023; Wori et al., 2023). In addition, research among senior secondary students in Ogun State found that family income and parental educational background were significantly related to academic achievement (Amore et al., 2024). To improve students' attitudes toward schooling, it is important to create a supportive home study environment. One important step is to provide an appropriate study space. Parents should try to create a quiet and comfortable place where students can read, complete assignments, and prepare for examinations. Even when a family has limited space, setting aside a particular area or time for studying can help students develop regular study habits. Research on dedicated study spaces suggests that the availability and quality of a study area can be related to students' academic performance (Shah et al., 2021). Parental involvement is also very important. Parents can show interest in their children's education by checking their schoolwork, encouraging them, discussing their progress, and communicating with teachers when necessary. Nigerian research has identified parental and home-related factors as relevant to students' academic performance (Nnorom et al., 2020; Onikoyi, 2023). Parents should therefore provide encouragement and guidance while allowing students to develop independence and responsibility for their schoolwork. Cooperation among parents, schools, and communities is important for creating an environment that promotes students' academic development and positive attitudes toward schooling.

Conclusion

The home influence and its impact can affect student's schooling in a negative way as a result of failure in performing the responsibility at home that will encourage the student to learn and put in good attitude and behavior in school, accessibility to healthy nutrition and recess, stability and home safety, home language and cultural alignment with school, home study

environment can determine student attitude and behaviour in school. Providing students with adequate attention, guidance, and positive support at home can improve their attitudes and behaviour in school. It can also increase their seriousness and commitment to learning, which may be reflected in their academic performance. Supporting students in this way can contribute to the development of responsible individuals and a better society.

Recommendations

In view of the home environment and its influence on students' school attitude and behavior, the following measures were suggested

- 1 The school counsellors should encourage the parent in giving their children healthy food and have time to play and rest every day, because this helps them stay active, focus better, and do well in school.
- 2 The school counsellors should provide guidance to parents on positive parenting, emotional support, effective communication, and non-violent discipline. This can help students develop self-control, confidence, responsible behaviour, and positive attitude toward schooling.
- 3 The Teachers and school administrators should recognize and appropriately incorporate students' home languages, cultural backgrounds, and local experiences into classroom teaching
- 4 The government should provide adequate funding and educational resources to schools, particularly schools serving students from economically disadvantaged communities. This can help reduce inequalities in access to learning resources and support the development of effective study habits.
- 5 The Ministry of Education and school authorities should develop and implement programmes that strengthen collaboration between schools, families, and communities. Such programmes should include parent education, counselling services, nutrition and health awareness, support for students from disadvantaged homes, and guidance on creating effective home study environments.

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