

## INFLUENCE OF PERSONAL HYGIENE ON SOCIAL SKILL ACQUISITION OF PUPILS IN MORO LOCAL GOVERNMENT AREA, KWARA STATE

BY

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### Abstract

*Personal hygiene refers to all activities, actions and practices carried out by an individual to keep the body clean and healthy, it is imperative for pupils to maintain high level of cleanliness in order to stay healthy. The study employed descriptive research design and the population of the were all pupils in primary schools in Moro Local Government Area while sample size were 210 pupils, simple random sampling technique was used to select respondents. Observation rating scale was used for data collection titled Pupils' Personal Hygiene Observation Rating Scale (PPHDORS). Two research questions and three research hypotheses were tested at 0.05 level of significance. Research questions were answered using frequency count, percentage and mean, while hypotheses were tested using independent T-test. The findings of the study revealed that there was a significant influence of personal hygiene on social skill acquisition of pupils ( $F_{(1,119)} = 1297.917, P < 0.05$ ), another findings revealed that there was no significant influence of personal hygiene on social skill acquisition based on gender ( $t = 1.943; df = 208; P > 0.05$ ), also, a finding revealed that there was no significant influence of personal hygiene on social skill acquisition based on school type ( $t = 1.692; df = 208; P > 0.05$ ). Based on the findings, it was concluded that pupils' personal hygiene has a significant influence on skill acquisition. It was recommended that a great importance should be given to pupils personal hygiene in Moro Local Government Area of Kwara State.*

**Keywords:** *Personal Hygiene. Social Skills Acquisition*

### Introduction

Several studies have shown that poor personal hygiene contribute to cross transmission of microorganisms, gum infections, increased rate of infectious illnesses, incidence of food borne outbreaks, reproductive tract infections and influencing isolation or resulting to lack of social skill development among pupils. It has been observed that pupils in primary schools have habit of not taking care of themselves in terms of physical appearance and this attitude may affect their social skill acquisition. Person hygiene is perceived as the study and practice of preventing illness or stopping it from spreading, by keeping themselves and environment clean. The concept also refers to the set of practices associated with the preservation of health and healthy living. It is a concept related to medicine as well as to personal, professional care and practices affecting most aspects of living, although it is most often associated with disease preventive measures.

Hygiene can also be referred to as the science that deals with the promotion of health (Victoria State, Department of Health, 2015). Personal hygiene (PH) can be described as the principle of maintaining cleanliness and grooming of the external body (Johnson, 2015). Personal Hygiene refers to all activities, actions and practices carried out by an individual to keep the body clean and healthy. There are so many benefits attached to personal hygiene such as prevention of diseases, quick recovery from illnesses, social acceptance by people, emotional satisfaction and good personal appearance. Personal Hygiene is the first step to good grooming and health and this involves all measures taken by individuals to preserve his or

her health (Johnson, 2015). Improved standard of hygiene will prevent health problems like dandruff, athlete's foot, body odor, pin worms, excessive ear wax, gastro-intestinal diseases (Web Health Centre, 2015). Personal Hygiene can also be described as taking care of every part of the body including hands, legs, teeth, ears, hair, eyes and nose. People stay healthy or become ill often as a result of their own actions or behaviours (Leonard, 2014).

Hygiene and sanitation related diseases are a huge burden in developing countries; causing many people to fall ill even to die (UNICEF, 1998). A large fraction of the world's illness and death is attributable to communicable diseases. Sixty-two percent and 31% of all deaths in Africa and Southeast Asia respectively are caused by infectious disease. This trend is especially notable in developing countries where acute respiratory and intestinal infections are the primary causes of morbidity and mortality among young children. Inadequate sanitary conditions and poor hygiene practices play major roles in the increased burden of communicable disease within these developing countries. The morbidities arising due to poor personal hygiene practices are more evident in the slum areas because of high population density, spread of respiratory infection, inadequate water supply, lack of sanitary facility, diarrhea and worm infestation, inadequate nutrition leading to anemia, malnutrition and vitamin deficiency (Raghava, 2005). The personal hygiene really influence the totality of the child, be it, morally, academically and socially, this has necessitated the social skills in the study.

According to Ebru (2018), it was observed that the general cleaning and hygiene levels of the students were not statistically significantly different according to gender variables. In terms of the personal hygiene and hygiene habits of the students' significant differences have been found according to their parents' education status, the number of individuals in their families and the level of their education. Significant differences have been found in terms of the personal hygiene and hygiene habits of the students according to their parents' education status, the number of individuals in their families and the level of their education ( $p < .05$ ). Another variable of interest to the researcher is social skill.

Social skill aim to improve interactions and emotional management, A child who demonstrates being able to establish a dialogue with others, adapts easily to their context and shows appropriate and rational behaviours will be a more confident child in school and unlikely to develop anxiety or worry, (Samimi, 2019). Bovey and Strain (2012) expressed that, throughout a typical pre-school day, there are countless opportunities for children to interact and play with one another. Peer interactions serve a variety of important roles for pupils. Throughout the day, as they watch, imitate, model, and interact with each other, children learn to share, solve problems, and collaborate. They also build friendships that promote positive social and emotional development. These skills do not come naturally, however, and some children have difficulty interacting with their peers and building friendships. Some children must be taught the skills necessary to interact with their peers.

Gotman (2007) opined that, Children have many strategies that they use to interact with one another; some of these strategies are appropriate and some are not. Most caregivers have seen children grab toys from peers, push or hit to get what they want, or ignore a friend who is trying to talk to them. Other children may have difficulty interacting with peers because of developmental disabilities, language delays, or social delays. It is important to teach children positive skills that they can use to successfully interact with their peers.

The variables of importance in the study are gender and school type. Gender is a specially constructed phenomenon that is brought about as society ascribes different roles, duties, behaviors, and mannerisms to the two sexes, (Mangvwat, 2006). Rashid, Shehzadi, and Yousaf (2021) who researched on development of Social Skills: A Study Comparing Male and Female Students' Social Skills in Public Schools of Lahore. A total of 550 Students were selected using multi-stage cluster sampling in the district of Lahore.

Explored social skills included accepting criticism, showing respect, solving problems, accepting rights & responsibilities and tolerance of individual differences. A scale consisting of sixty-nine items was developed and standardized through factor analysis. The instrument was checked and ensured for reliability measures using Cronbach's Alpha ( $r = .75, p < .05$ ). Five factors were identified through exploratory factor analysis using the principal component matrix measuring students' level of social skills at the elementary level. Results of the study showed statistically significant difference based on the gender of the student for the subscale "accepting criticism", revealing male students being more developed in social skill compared to their female counterparts, whereas female students were found more mature for the social skill requiring tolerance of individual differences as compared to male students.

There is a common perception that private primary school pupils acquire more skills than public primary school pupils. However, Hassan (2020) carried out research on the influence of pre-primary school experience on pupils' social skills acquisition in Katsina state. It considered a research questions hypotheses which bordered on the difference in the social skills performance of preschool children who are exposed to early childhood education compare to the children who are not exposed to early childhood education. Three hundred and eighty-one (381) primary one pupil from the ten (10) local government areas of the state. Independent t-test sample statistics was used. The result revealed significant difference in the social skill performance of primary school pupils between those that attended private school and those that are attended public school. This implies that children who attended private school acquire better, relevant social skills faster than children who attended public school. Against this background, researcher conducted the study on influence of personal hygiene on social skill development in order to ascertain whether or not personal hygiene has influence on male and female pupils' social skill acquisition in both public and private primary school in Moro Local government area of Kwara State.

### **Statement of the Problem**

Several studies have shown that poor personal hygiene contribute to cross transmission of microorganisms, gum infections, increased rate of infectious illnesses, incidence of food borne outbreaks, reproductive tract infections and influencing isolation or resulting to lack of social skill development among pupils. These have been attributed to inadequate knowledge of personal hygiene. Personal hygiene deficiency diseases have been found to continue to be a serious public health problem and social skill predicament among school children in developing countries like Nigeria and people often affected are school children. Therefore, if this study was not carried out, all round development of the pupils might have been eventually affected in both home and school. Moreover, to the best of researcher's knowledge, limited studies focused on personal hygiene in the literature and there is no study conducted concerning the influence of personal hygiene on social skill development in Moro Local government area of Kwara State. Therefore, this study is aimed at assessing the influence of personal hygiene on pupils' social skill development.

### **Research questions**

The following research questions were answered.

1. To what extent pupil in Moro Local Government Area of Kwara State practice personal hygiene?
2. What is the level of pupils' social skill acquisition in Moro Local Government Area of Kwara State?

### **Research hypotheses**

The following research hypotheses were formulated to guide the study

**H<sub>01</sub>:** There is no significant influence of personal hygiene on social skill acquisition of pupils in Moro Local Government Area of Kwara State

**H<sub>02</sub>:** There is no significant influence of personal hygiene on pupils' social skill acquisition in Moro Local Government Area of Kwara State based on gender

**H<sub>03</sub>:** There is no significant influence of personal hygiene on pupils' social skill acquisition in Moro Local Government Area of Kwara State based on school type

### Methodology

A Descriptive survey research design was adopted for the study, The population for this study is all primary schools' pupils in Moro Local Government Area of Kwara State, there are a hundred and fifty-five (155) public primary schools and forty-four (44) private primary schools and 1,714 pupils in Moro Local Government area of Kwara State, (Annual School Census Report, Kwara State Ministry of Education and Human Capital Development 2018). Stratified sampling techniques was used to divide the schools into public and private, thereafter, proportional sampling technique was used to select sixteen (16) public Primary schools out of a hundred and fifty-five (155) and five (5) private primary schools out of forty-four (44) in which twenty-one schools were selected in all. Ten pupils were selected in each school, together, (210) pupils were selected in the selected schools. The researcher developed observation rating scale titled Pupils' Personal Hygiene Observation Rating Scale (PPHDORS). To validate the observation rating scale, copies of the instrument were given to experts in the department of early childhood and primary education Kwara State University Malete, for face and content validity.

The reliability of the instrument was carried out using test-re-test method, the researcher administered the instrument to 20 primary school pupils in Edu Local Government Area of Kwara State which was different to the Local Government Area used for the study, then after two weeks the instrument was administered again to the same set of pupils in order to ascertain the originality of the instrument, therefore the reliability co-efficient of 0.75 was obtained and the instrument was adjudged to be reliable. Data collected were analysed using descriptive and inferential statistic. Frequency count, mean and percentage was used to analysed research question raised while and independent sample t-test was used to test for all hypotheses at 0.05 level of significance

### Results

**Research Question 1:** To what extent pupils in Moro Local Government Area of Kwara State practice personal hygiene?

**Table Two: Showing the frequency counts, mean and percentages pupils' personal hygiene in Moro Local Government Area of Kwara State**

S/N	ITEMS	ALWAYS	SOMETIMES	NEVER	MEAN
1	Washing school uniform	94(44.8)	61(29.0)	55(26.2)	2.19
2	Brush teeth	87(41.4)	74(35.2)	49(23.3)	2.18
3	Short and neat finger nails	86(41.0)	64(30.5)	60(28.6)	2.12
4	Bath before going to school	83(39.5)	56(26.7)	71(33.8)	2.06
5	Cutting hair	82(39.0)	59(28.1)	69(32.9)	2.06
6	Ironing cloths	60(28.6)	70(33.3)	80(38.1)	1.90
7	Clean school bag before going to school	53(25.2)	72(34.3)	85(40.5)	1.85
8	Combing and plating of hair	55(26.2)	89(42.4)	66(31.4)	1.95
9	Playing rough games in school	54(25.7)	93(44.3)	63(30.0)	1.96
10	Wash socks	52(24.8)	103(49.0)	55(26.2)	1.99
	<b>Weighted Mean</b>				<b>2.03</b>

Decision rule: N=00-1.49, A=1.50-2.49, H=2.50-3.00, Note: The figures in parentheses are in percentages

Table 2 shows the respondents responses on the extent pupils in Moro Local Government Area of Kwara State practice personal hygiene. It was indicated that all the items were sometimes practice by the pupils: Washing school uniform (Mean=2.19), Brush teeth (Mean=2.18), Short and neat finger nails (Mean=2.12), Bath before going to school (Mean=2.06), Cutting hair (Mean=2.06), Ironing cloths (Mean=1.90), Clean school bag before going to school (Mean=1.85), Combing and plating of hair (Mean=1.95), Playing rough games in school (Mean=1.96), and Wash socks (Mean=1.99). In the light of the result, pupils' practice

personal hygiene in Moro Local Government Area. The weighted mean (**2.03**) which is a numeric indicator that pupils' sometimes practice personal hygiene in Moro Local Government Area of Kwara State

**Research Question 2:** What is the level of pupils' social skill acquisition in Moro Local Government Area of Kwara State?

**Table Two:** Showing the frequency counts, mean and percentages of pupils' social skill acquisition in Moro Local Government Area of Kwara State

S/N	ITEMS	ALWAYS	SOMETIMES	NEVER	Mean
1	The child plays with others	70(33.3)	16(7.6)	124(59.0)	1.74
2	Pupils develop competitiveness want to be first and best, get things right	74(35.2)	19(9.0)	117(55.7)	1.80
3	Pupils learn to cooperate in group settings and group games	69(32.9)	19(9.0)	122(58.1)	1.75
4	Communicating in class	88(41.9)	46(21.9)	76(36.2)	2.06
5	Become critical of their own performance and begin to evaluate themselves	96(45.7)	53(25.2)	61(29.0)	2.17
6	Settle fights among their peers	70(33.3)	14(6.7)	126(60.0)	1.73
7	Become sensitive to watch another peer	75(35.7)	20(9.5)	115(54.8)	1.81
8	Can express subtle emotions and experience moments of anger or frustration	64(30.5)	34(16.2)	112(53.3)	1.77
9	Can change emotions quickly	61(29.0)	40(19.0)	109(51.0)	1.77
10	Enjoy group activities and group games that focus on a common interest	68(32.4)	32(15.2)	110(52.4)	1.80
<b>Weighted Mean</b>					<b>1.84</b>

Decision rule: Low=00-1.49, H=1.50-3.00

Note: The figures in parentheses are in percentages

Table 3 shows the respondents responses on the level of pupils' social skill acquisition in Moro Local Government Area of Kwara State. It was indicated that the following items were sometimes high: The child play with others (Mean=1.74), Pupils develop competitiveness want to be first and best, get things right (Mean=1.80), Pupils learn to cooperate in group settings and group games (Mean=1.75), Communicating in class (Mean=2.06), Become critical of their own performance and begin to evaluate themselves (Mean=2.17), Settle fights among their peers (Mean=1.73), Become sensitive to what another peer (Mean=1.81), Can express subtle emotions and experience moments of anger or frustration (Mean=1.77), Can change emotions quickly (Mean=1.77), and Enjoy group activities and group games that focus on a common interest (Mean=1.80). In the light of the result, pupils' social skill acquisition in Moro Local Government Area sometimes high. The weighted mean (**1.84**) which is a numeric indicator that pupils' social skill level is high in Moro Local Government Area of Kwara State

**Research Hypothesis One:** There is no significant influence of personal hygiene on social skill acquisition of pupils in Moro Local Government Area of Kwara State

**Table Three: Summary of Regression Analysis showing significant influence of personal hygiene on social skill acquisition of pupils**

Variable	Mean	SD	N	R	R Square	Adjusted R Square	F	Sig.
Pupils Personal Hygiene	20.25	8.703	210	.928	.862	.861	1297.917	.000
Social Skill Acquisition	18.40	7.604						

Table 3 shows the regression Analysis on the significant influence of personal hygiene and social skill acquisition of pupils in Moro Local Government Area of Kwara State. The result indicated that there was positive influence between pupils' personal hygiene on social skill acquisition in Moro Local Government Area of Kwara State ( $R = .928$ ) while the R-Square is .862 which means that the independent variable (personal hygiene) explained 86.2% variation of the dependent variable (social skill acquisition). This indicates a good fit of the regression equation. Thus, this is a reflection that there was significant influence of personal hygiene on social skill acquisition of pupils in Moro Local Government Area of Kwara State ( $F_{(1,119)} = 1297.917, P < 0.05$ ). The hypothesis is therefore rejected in the light of the result since the significant value is less than 0.05. This implies that there was a significant influence of personal hygiene on social skill acquisition of pupils in Moro Local Government Area of Kwara State.

**Research Hypothesis Two:** There is no significant influence of personal hygiene on social skill acquisition in Moro Local Government Area of Kwara State based on gender

**Table Four:** Summary of independent sample t-test showing significant influence of personal hygiene on social skill acquisition based on gender

Gender	N	Mean	Std. Deviation	T	df	Sig.	Remark
Male	90	21.42	7.847	1.943	208	.053	Not Significant
Female	120	19.38	7.328				

Table 4 shows the significant influence of personal hygiene on social skill acquisition based on gender. There was no significant influence of personal hygiene on social skill acquisition in Moro Local Government Area of Kwara State based on gender ( $t = 1.943; df = 208; P > 0.05$ ). Therefore, in the light of the result, the hypothesis is not rejected, hence there was no significant influence of personal hygiene on social skill acquisition based on gender since the significant level (.053) is greater than 0.05 in Moro Local Government Area of Kwara State

**Research Hypothesis Three:** There is no significant influence of personal hygiene on social skill acquisition in Moro Local Government Area of Kwara State based on School-type

**Table Five:** Summary of independent sample t-test showing the significant influence of personal hygiene on social skill acquisition based on School-type

School-type	N	Mean	Std. Deviation	T	df	Sig.	Remark
Public	97	21.21	7.423	1.692	208	.092	Not Significant
Private	113	19.43	7.695				

Table 5 shows the significant influence of personal hygiene on social skill acquisition based on school type. There was no significant influence of personal hygiene on social skill acquisition in Moro Local Government Area of Kwara State based on school type ( $t = 1.692; df = 208; P > 0.05$ ). Therefore, in the light of the result, the hypothesis is not rejected, hence there was no significant influence of personal hygiene on social skill acquisition based on school type since the significant level (.092) is greater than 0.05 in Moro Local Government Area of Kwara State

### Discussion of Findings

One of the findings of this study revealed that pupils' personal hygiene has influence on social skill acquisition in Moro Local Government Area (Mean=2.03). The finding was in agreement with the study of Vivas, Gelaye, Aboset, Berhaney and Williams (2010) in Ethiopia; who revealed that more than half of the respondents were classified as having adequate knowledge of personal hygiene. The knowledge assessment tools used in the two studies are however different in terms of scope and depth. The younger chronological age of the primary school pupils must have been taken into consideration in the designs of the tools used by Vivas et al (2010). The average knowledge of the school children between ages 6-14 studied by Oyibo (2010) in Abraka Delta state was 74.6% while the mean knowledge score in this study was  $17.8 \pm 3.8$  out of a total score of 28.

Moreso, another result showed that pupils' social skill acquisition in Moro Local Government Area high (mean 1.84). This signifies that social skill can improve and enhance the level of pupil's interactions and emotional management. This was in tandem with the submission of Bovey and Strain (2012) who expressed that, throughout a typical pre-school day, there are countless opportunities for children to interact and play with one another. Peer interactions serve a variety of important roles for pupils. Throughout the day, as they watch, imitate, model, and interact with each other, children learn to share, solve problems, and collaborate. They also build friendships that promote positive social and emotional development. These skills don't come naturally, however, and some children have difficulty interacting with their peers and building friendships. Some children must be taught the skills necessary to interact with their peers.

The study also found that there was significant influence of personal hygiene on social skill acquisition of pupils in Moro Local Government Area of Kwara State ( $F_{(1,119)} = 1297.917, P < 0.05$ ). This means that personal hygiene really influences the totality of a child. This was also in line with the support of Raghava, (2005) who reported that a large fraction of the world's illness and death is attributable to communicable diseases. Sixty- two percent and 31% of all deaths in Africa and Southeast Asia respectively are caused by infectious disease. This trend is especially notable in developing countries where acute respiratory and intestinal infections are the primary causes of morbidity and mortality among young children. Inadequate sanitary conditions and poor hygiene practices play major roles in the increased burden of communicable disease within these developing countries. The morbidities arising due to poor personal hygiene practices are more evident in the slum areas because of high population density, spread of respiratory infection, inadequate water supply, lack of sanitary facility, diarrhea and warm infestation, inadequate nutrition leading to anemia, malnutrition and vitamin deficiency

Furthermore, the finding of this study also revealed that there was no significant relationship between pupils' personal hygiene and social skill acquisition in Moro Local Government Area of Kwara State based on gender ( $t = 1.943; df = 208; P > 0.05$ ). This finding against the submission of Rashid, Shehzadi, and Yousaf (2021) who researched on development of Social Skills: A Study Comparing Male and Female Students' Social Skills in Public Schools of Lahore. Results of the study showed statistically significant difference based on the gender of the student for the subscale "accepting criticism", revealing male students being more developed in social skill compared to their female counterparts, whereas female students were found more mature for the social skill requiring tolerance of individual differences as compared to male students

Lastly, the study also revealed that there was no significant influence of personal hygiene on social skill acquisition in Moro Local Government Area of Kwara State based on school type ( $t = 1.692; df = 208; P > 0.05$ ). This was not in tandem with the findings of Hassan (2020) who carried out research on the influence of pre-primary school experience on pupils' social skills acquisition in katsina state. The study found that there was significant difference in the social skill performance of primary school pupils

between those that attended private school and those that are attended public school. This implies that children who attended private school acquire better, relevant social skills faster than children who attended public school.

### Conclusions

The study shed light on the influence of pupils' personal hygiene on social skill acquisition in Moro Local Government Area of Kwara State, based on the findings of this study, it was concluded that pupils' personal hygiene has influence on social skill acquisition. The findings of the study revealed that there was no significant relationship between pupils' personal hygiene and social skill acquisition in Moro Local Government Area of Kwara State based on gender and school type.

### Recommendations

Based on the findings and the conclusions drawn in this study, it was recommended that

1. It is of great importance that pupils' families should be educated on cleanliness and personal hygiene as a result of the obvious effect of cleanliness and personal hygiene behavior social skill acquisition
2. Education programmes can be developed to ensure that families are conscious and knowledgeable about cleanliness and hygiene influence on pupils' social skill acquisition
3. Teachers should build positive relationships with children and sensitize pupils about personal hygiene.

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