

EFFECTIVENESS OF HOME RELATED FACTORS ON LEARNING PERFORMANCE OF PRIMARY SCHOOL CHILDREN IN CONTAI MUNICIPALITY**Dipak Bhattacharya**

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ABSTRACT

Appropriate home environment and parental participation largely impact upon learning performance of primary school children. Due to lack of parents' competencies and poor home environment, children of the primary schools may be less motivated to learn. So, it is very necessary to create such home environment where children get chance to learn actively. That's why, the researcher had framed two objectives in the present study: To identify how the home related factors effect on learning performance of primary school children and To suggest remedial measures to overcome the poor learning performance of primary school children due to home related factors. The present study was conducted on 40 parents and 20 students of 10 primary schools of Contai Municipality by using descriptive survey method. The researcher had used achievement test for students, self made interview schedules for students and self made interview schedules for parents separately in this study. The findings of the study were: Nutritional status did not have any effects on the learning performance of primary school children. Educational status of parents, occupational status of parents, level of academic help received from family members, tuition facility, time devoted for self-study home related factors were effected on learning performance of primary school children.

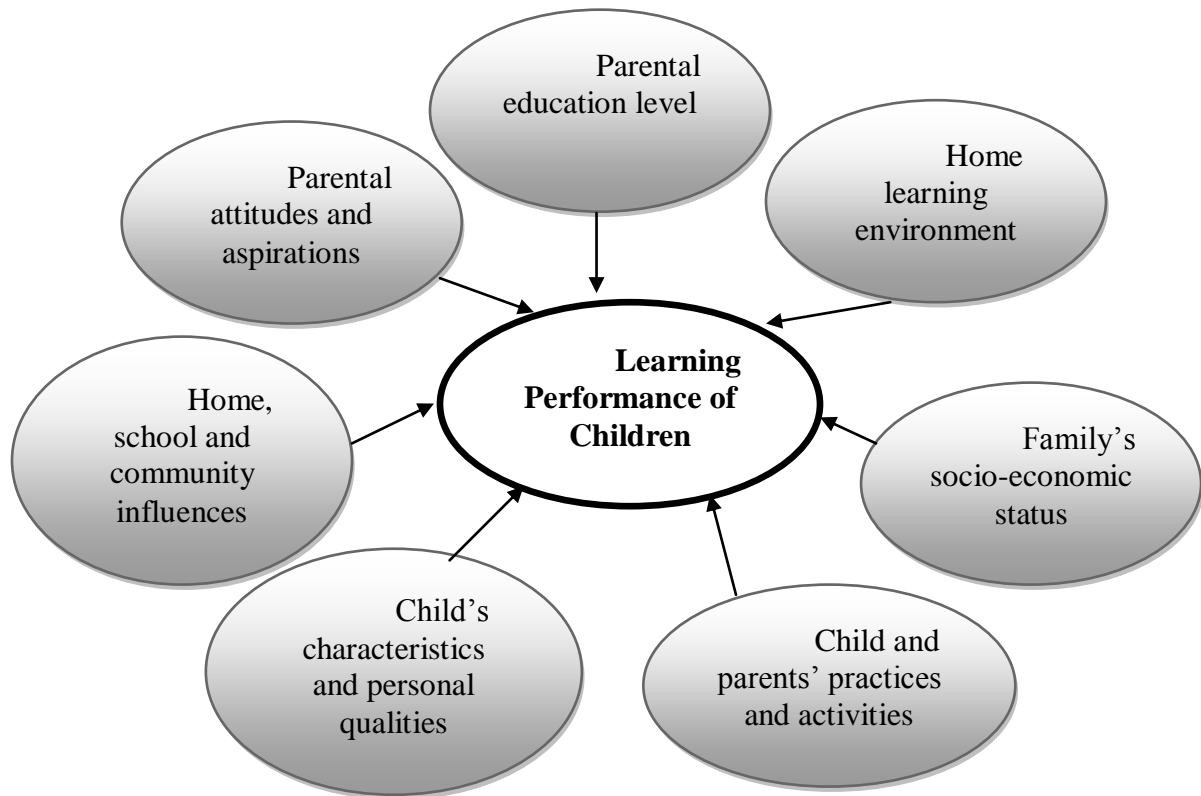
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Introduction:

Parents are a child's first educator. A child's family and home environment has a strong impact on his/her language and literacy development and educational achievement. This impact is stronger during the child's early years but continues throughout their school years. Many background variables affect the impact of the family and home environment (such as socio-economic status, level of parental education, family size, etc.) but parental attitudes and behaviour, especially parents' involvement in home learning activities, can be crucial to children's achievement and can overcome the influences of other factors.

Families and parents are critical to children's attainment. Parental involvement in their child's literacy practices positively affects children's academic performance and is a more powerful force for academic success than other family background variables, such as social class, family size and level of parental education. The home is crucial. Parents have the greatest influence on the achievement of young people through supporting their learning in the home rather than supporting activities in school.

Parents and families have the most direct and lasting impact on children's learning and development of social competence. When parents are involved, students achieve more, exhibit more positive attitudes and behaviour, and feel more comfortable in new settings. Families are crucial partners in promoting positive social skills. Home provides not only the hereditary transmission of basic potentials for the development of the child, but also the favourable environment in terms of interpersonal relationship and cultural pattern.

Fig-1: Some Home Related Factors effect on Learning Performance of Children

Stimulating home environment improves children's cognitive outcomes and school-readiness and it is beneficial for children's learning outcomes regardless of the child's gender, socio-economic position or family type. It is an indisputable fact that home environment exert considerable influence on the development and academic performance of the child. The home being the first and major agency of socialization has great influence and bearing on the development of the child. It is the home which sets pattern for the child's attitude towards people and society, aids intellectual growth in the child and support his aspiration and achievement. A child's home environment affects his or her degree of achievement academically.

Rationale of the Study:

Home is the first and the most significant place for the child's inclusive growth and development. Home is the informal agency of education. But during learning process different home related factors like educational status of parents, occupational status of parents, level of academic help received from family members' etc. impact upon the learning performance of students. There are some research studies where investigator tried to search about role of different home related factors on learning performance of children. These are given below:

Egunsola, A. O. E. (2014) found that the educational background of parents was highly correlated with and significantly influenced the academic performance of secondary school students. On the aspect of parental economic status (income and affluence) as it relates to pupil's academic performance, economic status of parents have moderate correlation with but significant

on students' academic performance. Parental occupations have a high correlation and significant influence on students' academic performance. **Omoruyi, I. V. (2014)** found that there was a significant difference between single-parenting and academic performance of the adolescents. There was a significant difference between Socio-economic status of the adolescents and academic performance and there was a positive relationship between adolescents from broken homes and academic performance. **Kapinga, O.S. (2014)** found that majority of the parents were not involved in the learning of their children as well as in the school improvement programmes and there was a close relationship between socio-economic status and academic achievement. **Alokan, F. B. (2013)** found that there was a significant difference between the academic performance of students from parents with high educational background and students from parents with low educational background. There was a significant difference between the academic performance of students with study facilities at home and students without study facilities at home. **Rafiq, H. M. W. et al. (2013)** found that there was a significant relationship between the two variables i.e. the level of parental involvement in their children's academic activities and the level of academic achievement of children. **Grace, A. M. et al. (2012)** found that parental involvement in children's education has a powerful impact on their attainment. They also suggested that Parents should create a home environment that promotes learning, reinforces what is being taught at school and develops the life skills. Children need to become responsible adults. **Tirkey, S. (2010)** found that low literacy rate of parents resulted low learning achievement of tribal primary school children.

From the above discussion, it is clear that most of the researchers believed that different home related factors largely effects on the learning performance of students. This agreement of the above discussed studies motivates the researcher to study about "Effectiveness of Home Related Factors on Learning Performance of Primary School Children in Contai Municipality."

Objectives of the Study:

(i) To identify how the following home related factors effect on learning performance of primary school children.

- a) Educational status of parents.
- b) Occupational status of parents.
- c) Nutritional status.
- d) Level of academic help received from family members.
- e) Tuition facilities.
- f) Time devoted for self-study

(ii) To suggest remedial measures to overcome the poor learning performance of primary school children due to home related factors.

Research Questions of the Study:

- (i) Do home related factors effect on learning performance of primary school children?
- (ii) What are the possible remedial measures to be undertaken to overcome the poor learning performance of primary school children due to home related factors?

Methodology:

The researcher had selected a suitable research method called 'Descriptive Survey Method' for the present study. The present study was conducted on 10 primary schools of Contai Municipality, Purba Medinipur district of West Bengal, India which is affiliated to West Bengal Board of Primary Education. From this whole population (21 primary schools) total 10 primary schools were selected as sample in simple random sampling technique. The relevant information of the present study was collected from 40 parents and 20 students. The following tools were used for

collecting data- Achievement test for students, Interview schedule for students, Interview schedule for parents.

Data Analysis and Interpretations:

Effectiveness of School Related Factors on Learning Performance of Primary School Children:

The first objective of the present study was to find out the effectiveness of home related factors on learning performance of primary school children. The researcher had grouped the factors related to home under sub-points (like, Educational status of parents, Occupational status of parents, Nutritional status, Level of academic help received from family members, Tuition facilities, Time devoted for self-study). To study about the above factors, it is represented below in tabular form.

Table-1: Effectiveness of Educational Status of Parents on Learning Performance of Primary School Children.

Educational Status of Parents	Frequency	Percentage
Illiterate	12	30
Class-I to Class-V	20	50
Class-VI to Class-XII	4	10
Graduation	3	7.5
Post Graduation and Above	1	2.5

Table no. 1 points out that 50% parents had educational status within Class-I to Class-V. Where as, only 10% parents had higher educational qualification. 30% parents were illiterate. Illiterate parents were unable to guide their children. They were unable to look after their children's education at home. So, it can be concluded that the educational status of the parents was a factor which effects on learning performance of primary school children.

Table-2: Effectiveness of Occupational Status of Parents on Learning Performance of Primary School Children.

Occupational Status of Parents	Frequency	Percentage
Farmer	12	30
Daily Labour	18	45
Small Business	8	20
Service	2	5

Table no. 2 reveals that 30% parents were farmer. 45% parents were daily labour. 20% parents were engaged in small business. Only 5% Parents were engaged in service. The occupational status of parents was not very encouraging. That's why; they were unable to provide certain educational requirements. Moreover, due to their work they were unable to guide their children at home. So, it can be concluded that the occupational status of the parents was a factor which effects on learning performance of primary school children.

Table-3: Effectiveness of Level of Academic Help Received from Family Members on Learning Performance of Primary School Children.

Level of Academic Help Received from Family Members	Frequency	Percentage
Father	2	10
Mother	8	40
Elder Brother	0	0
Elder Sister	0	0
Others	0	0
No One	10	50

Table no. 3 indicates that 40% children were received academic help from their mother. Where as, only 10% children were received academic help from their father. 50% children had not received any academic help from their family member. So, it can be concluded that level of academic help received from family members was a factor which effects on learning performance of primary school children.

One of the sub-objectives was to study the effect of nutritional status on learning performance of primary school children. As the data indicates that 100% children were getting meals three times per day. Almost every child was taking mid-day meal in the primary school. So, it can be concluded that nutritional status did not have any effect on learning performance of primary school children.

Table-4: Effectiveness of Tuition Facility on Learning Performance of Primary School Children.

Tuition Facility	Frequency	Percentage
Yes	14	70
No	6	30

Table no. 4 reveals that 70% children were getting any private tuition facility. Only 30% children were not getting any private tuition facility. So, it can be concluded that tuition facility was not a factor which effects on learning performance of primary school children.

Table-5: Effectiveness of Time Devoted for Self-Study on Learning Performance of Primary School Children.

Time Devoted for Self-Study	Frequency	Percentage
Yes	8	40
No	12	60

Table no. 5 indicates that 40% children were devoting time for self-study at home. Where as, 60% children were not devoting time for self-study at home. So, it can be concluded that the time devoted for self-study was a factor which effects on learning performance of primary school children.

Remedial Measures to Overcome the Poor Learning Performance of Primary School Children Due to Home Related Factors:

The second objective of the study was to suggest remedial measures to overcome the poor learning performance of primary school children due to home related factors. Some suggestions are given below:

- a) Parents must have to give sufficient academic help to their children at home.
- b) Parents must have to provide good tuition facilities to their children at home.
- c) Parents must have to spend sufficient time with their children.
- d) As a child is spending much more time on his/her home than school, so each and every member of the family must have to support and motivate their children at home. They must have to give the maximum scope for their children's overall development.
- e) Parents must have to look after daily, whether their children are engaging in self-study or not.
- f) Local community must have to help underprivileged children those who are not getting sufficient parental support at home.
- g) Local NGOs must have to help underprivileged children those who are not getting sufficient parental support at home.

Major Findings:

- a) 'Educational status of parents' was a factor which effects on learning performance of primary school children.
- b) 'Occupational status of parents' was a factor which effect on learning performance of primary school children.
- c) 'Level of academic help received from family members' was a factor which effects on learning performance of primary school children.
- d) 'Nutritional status' did not have any effects on learning performance of primary school children.
- e) 'Tuition facility' was not a factor which effects on learning performance of primary school children.
- f) 'Time devoted for self-study' was a factor which effects on learning performance of primary school children.

Educational Implications:

1. The present study will help educational administrators and planners to know about different home related factors which effect on learning performance of primary school children.
2. Teachers, parents and students will be able to know which home related factors lead to higher or lower learning performance.
3. SCERT can organize orientation programmes for parents to overcome the obstacles which impact upon learning performance of primary school children due to home related factors.

Conclusion:

From the major findings of the study, the researcher comes to the following conclusion. The learning performance of students depends upon positive factors of home environment. Educated parents can guide their children effectively. Sound financial condition of the parents helps in better learning performance of children. Academic help received from home also plays an important role on learning performance of children. Tuition facility contributes effective support to the children on their learning performance. Children should provide enough time for self-study, which can improve their learning performance.

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