

**SOCIOLOGY OF EDUCATION:  
HOME ENVIRONMENT AND CHILDREN'S  
ACADEMIC ACHIEVEMENT**

**A Thesis Submitted to Central Department of  
Sociology/Anthropology  
in Partial Fulfillment of the Requirements for the Degree of  
Master of Arts in Sociology**

**By  
Romila Ghale  
Symbol No.: 282746**

**Central Department of Sociology/Anthropology  
Tribhuvan University, Kirtipur, Kathmandu, Nepal  
December, 2013**

**Tribhuvan University**  
**Faculty of Humanities and Social sciences**  
**Central Department of Sociology/Anthropology**  
**Kirtipur, Kathmandu, Nepal**

**Letter of Recommendation**

This is to certify that Mrs. Romila Ghale has completed the dissertation entitled **SOCIOLOGY OF EDUCATION: HOME ENVIRONMENT AND CHILDREN'S ACADEMIC ACHIEVEMENT** under my guidance and supervision. I am satisfied with her dissertation therefore I recommended the dissertation committee for the evaluation and approval.

.....

**Lecturer Nabin Rawal**  
**Central Department of Sociology/Anthropology**  
**Tribhuvan University, Kirtipur, Kathmandu, Nepal**

**Tribhuvan University**  
**Faculty of Humanities and Social sciences**  
**Central Department of Sociology/Anthropology**  
**Kirtipur, Kathmandu, Nepal**

**Letter of Approval**

This is to certify that this thesis entitled “**Sociology of Education: Home Environment and Children’s Academic Achievement**” submitted by Romila Ghale has been evaluated and approved for partial fulfillment of the requirements for Master Degree in Sociology by the dissertation committee comprised of

.....  
**Prof. Om Prasad Gurung, Ph. D.**  
**Department Head**

.....  
**Lecturer Tika Ram Gautam**  
**External Examiner**

.....  
**Lecturer Nabin Rawal**  
**Dissertation Supervisor**

## **Acknowledgement**

First and foremost, I am grateful to the LORD Almighty, the creator and the sustainer of this universe, who created me and granted me this privilege to study in the University.

I am thankful to my thesis guide, Lecturer Nabin Rawal who helped me to select the topic and made clear about the relevant resources. His scholarly assistants made me to know the need and to determine the scope of this study. Without his hard and skillful work as well as his valuable advice, it was not possible to complete this project.

Also I thank to the Head of Central Department of Sociology/Anthropology, Prof. Dr. Om Prasad Gurung, who accepted my thesis proposal.

Also y heartfelt gratitude goes to my External Supervisor, Lecturer **Tikaram Gautam**, who has approved my thesis and has also provided the valuable insights to finalize this dissertation work.

I am indebted to those schools and their staffs, who allowed me to get the required findings for my thesis.

I am also indebted to my family and friends who gave their right hands to finish this dissertation.

# **TABLE OF CONTENT**

	<b>Page</b>
Letter of Acceptation	ii
Letter of Approval	iii
Acknowledgement	iv
Prologue	viii
<b>Chapter – One</b>	
General Introduction	
1.1 Background	1
1.2 Statement of the Problem	8
1.3 Objective of the Study	9
1.4 Limitation of the Study	10
1.5 Plan of the Study	10
1.6 Operational Definitions of Terms	11
<b>Chapter – Two</b>	
Literature Review	
2.1 Parental Structures and Children’s Achievement	15
2.2 Parental Occupations and Children’s Achievement	24
2.3 Parental Involvement and Children’s Achievement	27
<b>Chapter – Three</b>	
Research Design and Methodology	
3.1 Methods of Data Collection	37
3.2 Sample Design and Sampling Procedure	39
3.3 Planning for the Fieldwork	41

## **Chapter – Four**

### Analysis and Interpretation of Data

- |   |    |
|---|----|
| 4.1 The relationship between parental-structure and children’s academic achievement                 | 43 |
| 4.2 The relationship between parent-occupational status and children’s academic achievement         | 45 |
| 4.3 The relationship between parental-involvement and children’s academic achievement               | 46 |
| 4.4 The relationship between parental-managed learning programs and children’s academic achievement | 48 |

## **Chapter – Five**

### Summary, Discussion and Postscript

- |                |    |
|----------------|----|
| 5.1 Summary    | 50 |
| 5.2 Discussion | 51 |
| 5.3 Postscript | 54 |

## **Bibliography** 56

### **Annex -1** 60

### **Annex -2** 61

### **Annex – 3** 62

### **Annex – 4** 63

### **Annex – 5** 64

### **Annex – 6** 65

### **Annex – 7** 67

## Prologue

During the past few decades home environment had been identified as being a contributing factor in a child's educational, cognitive and affective development.

Family relationships play an important role in an individual's life pattern from early childhood through adulthood. Much of an individual's educational and personality patterning originates at home. Not only does the child inherit certain family potentialities, but during his developing years, his attitudes, beliefs, ideals and overt behavior reflects the influences on him of home experiences.

The degree of successful adjustment achieved by the child in his family relationships depends on various factors of influence. Of these, special attention is diverted towards traditional parental attitudes toward child rearing (rigid versus permissive), emotional reactions of family members (emotionally stable versus disturbed), and the socioeconomic status of the home (middle and upper versus lower class).

A close relationship between parents and the child affects the emotional relationship. Rejection and broken homes in the form of separation divorce, desertion, and death of a parent or denial of advantages of privileges, punishment, threats and humiliation, poor socioeconomic conditions also affect the social adjustment and behavior of the child. Because of its pre-eminence / supremacy the family probably has the greatest influence on a child's future life than any other agent.

All schools of thought, involved in the study of personality are in agreement that child imitates his parents; his acquisition of pictures of social roles and his tendency to act out in later relationship are all associated with his interaction with his parents.

Family life, in other words, is a general confidence pattern, including satisfaction of parents with each other and with the home situation, but likely to involve also the inconsistency of discipline, differing standards by parents, quarrels between parents, etc. As family is a strong socializing agent, it becomes obvious that child takes on the roles of his family members i.e., the parents in particular. When we say that child acquires roles from his family then, it is evident that a low-morale home does not start him off on a favorable path.