



A study of effect of home environment on development of meta-cognitive skills in CWSEN

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Abstract

The present study was undertaken to assess the effect of home environment on development of meta-cognitive skills in children with special educational needs. The respondents of the study were school going children (aged 14-17) randomly selected from govt and private high and senior secondary schools. For assessment of effect of home environment on meta-cognitive skills, learning environment questionnaire was used. The results found in this study shows weak correlation between meta-cognitive skill and home environment.

Keywords: environment, meta-cognitive, development, educational, CWSEN

Introduction

We all know that every child is unique and different. They have different abilities, Learn in different ways, and at different paces. For most children, environments have been shown to be a major factor that influences the overall development of children. Learning environment is vital to any student's success and impacts students in many ways. It is important to provide positive learning environment to children that allows students to develop to their full academic, social, emotional and physical potentials and makes them efficient learners. What does parents and teacher can do to make classroom & home a place where a student can thrive. Inclusive, learning friendly and barrier free environment should be created from learners. The kind of learning environment in which a child is reared contributes a lot in shaping up of an individual. It becomes more important when we talk about children with special educational needs. A person's environment has huge impact on the experience and extent of learning capacity. Environmental factors include a wider set of issues than simply physical and information access. Environmental factors, to a large extent, determine the child's capacities as well if a child feels happy and healthy, he/she some stress, tension, frequent scolding's or aggressive behaviour, or feels ignored in the class-room, it will definitely affect his performance. Better the environment better the results. Adopting a more flexible and adaptive system capable of meeting diverse needs of students would result in educational success for all. Students may exhibit a wide range of special needs in schools and meeting all these special needs is definitely, challenging task for teachers and parents.

Background

Children with Special Education Needs—Children with special educational needs are children first and have much in common with other children of the same age. There are many aspects to a child's development that make at the whole child, including—personality, the ability to communicate (verbal and non-verbal), resilience and strength, the ability to appreciate and enjoy life and the desire to learn. Each child has individual's strengths, personality and experiences so particular disabilities will impact

differently on individual children. A child's special education need should not define the whole child. NCSE, April 2014

What is a Special Education Need: The Education for Persons Special Educational Needs (EPSEN) Act was passed into law in July 2004. Special educational needs are defined in this act as:a restriction in the capacity of the person in participate in a benefit from education on account of an enduring physical, sensory, mental health on learning disability, or any other condition which results in a person learning differently from a person without that condition.

The EPSEN Act recognizes that special educational needs may arise from four different areas of disability:

1. Physical
2. Sensory
3. Mental health
4. Learning disability

or from any other condition results in the child learning differently from a child without that condition. It is also important to understand that a child can have a disability but not have any special educational needs arising from that disability which require additional supports in school

Objective

1. To identify factors in home environment to enhance meta-cognitive skills in children with special education needs.
2. To identify factors in school environment that support development of meta-cognitive skills.

Methods

Sample: The area of the proposed study comprised CWSEN from school in Delhi NCR area. 200 students were chosen randomly from schools in Delhi, NCR by random sampling technique.

Tools: A questionnaire to study learning environment and its role in developing meta-cognitive skills in CWSEN was used by the researcher.

Collection of Data

The data for the study was collected from 18 colleges and schools in Delhi and NCR area.

Data Analysis

Table 1: Spearman’s Coefficient of correlation Between meta-cognitive skills (Planning) and home environment.

		Parental Support	Home Discipline	Parent Expectations	Parent Guidance	Objec-tive Achievement	Task Completion	Goal Attenment	
Spearman's rho	Parental Support	Correlation Coefficient	1.000	.029	-.107	.138	-.034	.098	.044
		Sig. (2-tailed)	.	.691	.134	.054	.634	.175	.543
		N	196	196	196	196	193	193	193
	Home Discipline	Correlation Coefficient	.029	1.000	-.024	-.128	.038	-.067	.019
		Sig. (2-tailed)	.691	.	.736	.073	.604	.357	.792
		N	196	196	196	196	193	193	193
	Parent Expectations	Correlation Coefficient	-.107	-.024	1.000	-.046	-.062	-.255**	-.146*
		Sig. (2-tailed)	.134	.736	.	.522	.391	.000	.043
		N	196	196	196	196	193	193	193
	Parent Guidance	Correlation Coefficient	.138	-.128	-.046	1.000	.043	.017	-.028
		Sig. (2-tailed)	.054	.073	.522	.	.553	.812	.703
		N	196	196	196	196	193	193	193
	Objective Achievement	Correlation Coefficient	-.034	.038	-.062	.043	1.000	-.063	-.078
		Sig. (2-tailed)	.634	.604	.391	.553	.	.379	.274
		N	193	193	193	193	197	197	197
	Task Completion	Correlation Coefficient	.098	-.067	-.255**	.017	-.063	1.000	.115
		Sig. (2-tailed)	.175	.357	.000	.812	.379	.	.108
		N	193	193	193	193	197	197	197
	Goal Attainment	Correlation Coefficient	.044	.019	-.146*	-.028	-.078	.115	1.000
		Sig. (2-tailed)	.543	.792	.043	.703	.274	.108	.
		N	193	193	193	193	197	197	197

Table 2: Spearman’s Coefficient of correlation Between meta-cognitive skills (Monitoring) and school environment.

		Parental Support	Home Discipline	Parent Expectations	Parent Guidance	Objective Achie-ment	Task Completion	Goal Attenment	
Spearman's rho	Parental Support	Correlation Coefficient	1.000	.029	-.107	.138	-.081	.013	.070
		Sig. (2-tailed)	.	.691	.134	.054	.264	.859	.335
		N	196	196	196	196	193	193	193
	Home Discipline	Correlation Coefficient	.029	1.000	-.024	-.128	.121	-.027	.129
		Sig. (2-tailed)	.691	.	.736	.073	.094	.711	.074
		N	196	196	196	196	193	193	193
	Parent Expectations	Correlation Coefficient	-.107	-.024	1.000	-.046	.144*	.119	-.101
		Sig. (2-tailed)	.134	.736	.	.522	.045	.098	.163
		N	196	196	196	196	193	193	193
	Parent Guidance	Correlation Coefficient	.138	-.128	-.046	1.000	-.056	.008	.095
		Sig. (2-tailed)	.054	.073	.522	.	.441	.916	.189
		N	196	196	196	196	193	193	193
	Cognitive Oblities	Correlation Coefficient	-.081	.121	.144*	-.056	1.000	-.041	-.190**
		Sig. (2-tailed)	.264	.094	.045	.441	.	.567	.008
		N	193	193	193	193	197	197	197
	Intellectual Performance	Correlation Coefficient	.013	-.027	.119	.008	-.041	1.000	-.301**
		Sig. (2-tailed)	.859	.711	.098	.916	.567	.	.000
		N	193	193	193	193	197	197	197
	Application of Knowledge	Correlation Coefficient	.070	.129	-.101	.095	-.190**	-.301**	1.000
		Sig. (2-tailed)	.335	.074	.163	.189	.008	.000	.
		N	193	193	193	193	197	197	197

Table 3: Spearman’s Coefficient of correlation between meta-cognitive (Evaluation) skills and home environment.

		Parental Support	Home Discipline	Parent Expectations	Parent Guidance	Objective Achievement	Task Completion	Goal Attainment	
Spearman's rho	Parental Support	Correlation Coefficient	1.000	.029	-.107	.138	.106	.001	.088
		Sig. (2-tailed)	.	.691	.134	.054	.141	.988	.223
		N	196	196	196	196	193	193	193
	Home Discipline	Correlation Coefficient	.029	1.000	-.024	-.128	.089	-.036	.018
		Sig. (2-tailed)	.691	.	.736	.073	.216	.619	.807
		N	196	196	196	196	193	193	193
	Parent Expectations	Correlation Coefficient	-.107	-.024	1.000	-.046	.064	-.092	-.004
		Sig. (2-tailed)	.134	.736	.	.522	.376	.201	.959
		N	196	196	196	196	193	193	193
	Parent Guidance	Correlation Coefficient	.138	-.128	-.046	1.000	.094	.138	-.019
		Sig. (2-tailed)	.054	.073	.522	.	.195	.056	.789
		N	196	196	196	196	193	193	193
	Self Assessment	Correlation Coefficient	.106	.089	.064	.094	1.000	-.064	.139
		Sig. (2-tailed)	.141	.216	.376	.195	.	.375	.051
		N	193	193	193	193	197	197	197
	Self Rating	Correlation Coefficient	.001	-.036	-.092	.138	-.064	1.000	-.169*
		Sig. (2-tailed)	.988	.619	.201	.056	.375	.	.018
		N	193	193	193	193	197	197	197
Self Check	Correlation Coefficient	.088	.018	-.004	-.019	.139	-.169*	1.000	
	Sig. (2-tailed)	.223	.807	.959	.789	.051	.018	.	
	N	193	193	193	193	197	197	197	

Table 1 to 3 shows that the there is a weak correlation between the meta-cognitive skills and the home environment. Statistically speaking this relationship is not significant at 5% level of significance which is very much evident from the above table.

Results and Discussions

The first objective of this study was to examine the general pattern of relationships between specific aspects of the home environment and children’s development of meta-cognitive skills. As the table shows that there is a weak correlation between meta-cognitive skills and the home environment 0 children which includes parental support, home discipline, parental expectation and concern. Table 1 displays the simple correlations between home environment scale scores and other study variables. The major issue addressed in this study was how process and status factors in the home environment are related to metal development.

Process environment factors include those aspects of the environment that are experienced most directly (i.e., particulars objects, persons, and transactions). Status environmental factors involve aspects that are experienced more indirectly or at a greater distance (e.g., social class or the general area where one can lives).

The results found in this study can provide impetus for other researchers to conduct further similar studies aimed at bringing about best practices for parents and teachers to adopt strategies in school and home environments which can stimulate children’s power to think and regulate it in a positive direction.

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