



Sifal Secondary School

## Home Visit

Jestha 13, 2076 to Asar 13, 2076

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### HOME VISIT 2076 | REPORT



Sifal Secondary School

## EXECUTIVE SUMMARY

“Home Visit 2076” started from Jestha 13, 2076 (May 27, 2019) and ended on Asar 13, 2076 (June 28, 2019). The aim of the Home Visit was to bridge the gap between the teachers and parents/guardians and broaden teachers’ knowledge of each student’s home life and cultural background. Participation to the Home Visit was voluntary. Altogether, 96 families gave consent for the Home Visit. Each class teacher and a subject teacher visiting a home had a discussion with parents/guardians based on the Home Visit interview guidelines.

The data collected were analyzed by Microsoft Excel program and word cloud.

From Lower School (LS), Middle School (MS) and High School (HS), 51 (53.12%), 34 (35.41%) and 11 (11.45%) families, respectively, participated in the Home Visit. Demographic data showed that in 90.62% of families, students were living with both parents. 59.37% families were of nuclear type. In 50% families, parents were both working parents.

Regarding the habit of children, common good attributes were *obedient, helpful, disciplined* and *friendly* while *quiet, shy* and *mischievous* were the common attributes that needed improvement. The most favorite play activities/interests of the children at home were playing outdoor and indoor games. Students spend significant time on screen at home during weekdays, spending less than an hour to two hours on screen was the most common. Top three things that make students happy were *singing/dancing/art, travelling* and *playing* and while *scolding, not fulfilling their demands* and *teasing/annoying/insult* make them sad.

Regarding parents/guardians reading along with their child, frequency of reading ‘sometimes’ was higher than that of reading frequently or often. Top five child’s strengths as believed by the parents/guardians were *art, caring/helpful, responsible, communicative, and good dancing/singing skills*. Similarly, the top five areas parents/guardians think that their children need support are *handwriting, homework, English speaking/writing, reading, and mathematics*. Top five fears of parents/guardians regarding their child was related to *academic performance, expressiveness, behavior, writing and reading*. Finally, top five hopes and dreams of parents/guardians this year with regard to their child include *improvement in overall academics, improvement in interaction, more involvement/improvement in performing arts, improvement in reading and improvement in English speaking*.

This report provides an insight into students’ lives and nature in home from parents’ perspectives, parents’ hopes and dreams for their child and support that students need.

## HOME VISIT 2076

For holistic development of students, collaboration between families and school is essential. Home visit is one of the core tools of such collaboration. At Sifal Secondary School, we conduct home visit during the first term of each academic year which is facilitated by class teacher and subject teacher/s of respective grades. Home visits not only establish foundation for open communication with parents/guardians but also broaden teachers' knowledge of each student's home life and cultural background.

A research has found that students receiving home visits more likely to read at or above grade level and less likely to miss school in comparison to similar students who did not receive a home visit. [*The Family Engagement Partnership: Student Outcome Evaluation, Johns Hopkins University School of Education, 2015.*]

## DATA COLLECTION AND ANALYSIS

Home Visit started from Jestha 13 (May 27) and ended on Asar 13 (June 28). Participation to the Home Visit was voluntary. Altogether, 96 homes were visited. Each class teacher and a subject teacher visiting a home had a discussion based on the interview guidelines (see appendix below). Wherever textual data was present, an attribute was counted in the whole data and recorded as the number of instances. The data were analyzed by Microsoft Excel program and word cloud.

## RESULTS

### Participants

From Lower School (LS), Middle School (MS) and High School (HS), 51 (53.12%), 34 (35.41%) and 11 (11.45%) families, respectively, participated in the home visit.

### 1. Demographic information

From 96 families visited, information regarding to whom the students were living with, their family type and whether the parents were working in those families were recorded (see Table 1 below). Notably, students were living with both parents in 90.62% of families, 59.37% families were of nuclear type and in 50% of families both parents were working parents.

Demographic information		
Child Living With	Both parents	87 (90.62%)
	Single parent	7 (7.29%)



	Relatives	2 (2.08%)
<b>Family Type</b>	Nuclear	57 (59.37%)
	Joint	39 (40.62%)
<b>Working Parents?</b>	Single Parent Working	45 (45.87%)
	Both Parents Working	48 (50%)
	Not Reported	2 (2.08%)

## 2. Child's behavior



The word clouds above indicate the behaviors of children at home. Category I (good) and Category II (improvement needed) attributes have been separately shown.

*Obedient, helpful, disciplined* and *friendly* were more common Category I attributes while *quiet, shy* and *mischievous* were more common Category II attributes.

## 3. Favorite plays activities/interests

Playing games (outdoor and indoor) were noted as the most favorite play activities/interests of the children at home.

Topics	# instances
Play outdoor games	41
Play indoor games	28
Art	22
Watching TV	15
Dancing	15

## 4. Hours spent on screen (weekdays)

Data shows that students spend significant time on screen at home during weekdays, less than one hour to two hours being the most screen time (see below). In weekends

parents/guardians responded that hours spent on screen significantly increases in comparison to weekdays (data not shown).

<b>Topic</b>	<b># instances</b>
<1 hour	26
1-2 hours	26
2-3 hours	11

## 5. How often do you read to your child at home?

Reading along with child promotes child's learning. Response 'sometimes' was higher than frequent or often reading.

<b>Topic</b>	<b># instances</b>
Frequently	24
Often	6
Sometimes	31
Rare	20

## 6. What makes your child Happy?

*Singing/Dancing/Art, travelling and playing* are the top three things that make students happy at home.

<b>Topic</b>	<b># instances</b>
Singing/Dancing/Art	21
Travelling	19
Play (Indoor/Outdoor)	18
Shopping	14
Gadgets/TV	14
Family time	14
Academic items/works	13
Appreciation for deeds	8
Gifts	5

## 7. What makes your child Sad?

*Scolding, not fulfilling the demands and teasing/annoyance/insult* are the top three things that make the students sad at home.

<b>Topic</b>	<b># instances</b>
Scolding	26
Demands not fulfilled	16
Teasing/annoyance/insult	6



Less family time	3
Neglect/mistreat	4
Less playing time	4

## 8. Child's strengths

*Art, caring/helpful, responsible, good communication, and good dancing/singing skills* are the top five child's strengths as believed by parents/guardians.

Topic	# instances
Good in Art	10
Caring/helpful	9
Responsible	9
Communicative	7
Dance/Singing skills	6
Friendly	5
Obedient/disciplined/sincere	4
Thoughtful	4
Self-aware	4
Confident	3
Sharp-minded	3
Sporty	3
Creative	3
Hardworking	3

## 9. Areas needing the support to the students

*Handwriting, homework, English speaking/writing, reading, and mathematics* were the top five areas parents/guardians think that their child needs support.

Topics	# instances
Handwriting	15
Homework	15
English speaking/writing	14
Reading in general	14
Math	12
Academics overall	11
Writing in general	9
Interaction	9
Reading book/log book	9
Time management	8
Speaking in general	7
Concentration	7
Sports/Dance/Music	5
English grammar/Vocabulary	4



Behavior	4
Nepali	4
Sanskrit/Chinese	4
Project work	3

### 10. What are your fears for your child this year?

Top five fears of parents/guardians regarding their child were related to *academic performance, expressiveness, behavior, writing and reading.*

Topic	# instances
Academic performance	18
Expressiveness	16
Behavior	14
Writing	10
Reading	8
Gadgets/TV	5
Concentration	5
Handwriting	5
Math	4
English speaking	3
Carelessness	2
Restlessness	2
Health	2
Losing position in class	2
Lack of exercise	2

### 11. Hopes and dreams for your child this year?

Top five hopes and dreams of parents/guardians this year include *improvement in overall academics, improvement in interaction, more involvement/improvement in performing arts, improvement in reading and improvement in English speaking.*

Topic	# instances
Improvement in overall academics	46
Improvement in interaction	23
More involvement/improvement in performing arts	17
Improvement in reading	15
Improvement in English speaking	15
Handwriting improvement	11
Behavior/social life improvement	11
Good citizen	10
Improvement in writing	9
Public speaking improvement	7
Creativity	8
Improvement in Chinese/Sanskrit	8

Time management	7
Better in math	6
Speaking improvement (in general)	5
Smart	5
Up-to-date	5
Self-aware/self-motivated	5
Less gadgets/TV time	4
More concentration in tasks	4
Improvement in English reading books	4

## 12. What else would you like us to know about your child?

The last thing parents/guardians wanted to share to the teachers about their child was regarding behavior, viz. behavior pattern that needed to be improved or notable good behaviors.

Topic	# instances
Need behavioral improvement (such as anger, expression, moodiness, talkativeness, hesitancy, mischievousness, etc.)	30
Notable good behavior (such as obedient, disciplined, smart, sincere, etc.)	28
Needs to improve academic skills	9
Likes dance/music/art	4
Health issues	3
Much into gadgets/TV	2

## Appendix

### 1. Home Visit | Teachers

Grade	Class Teacher	Subject Teacher
Grade I - Annapurna	Nemjala Bajracharya	Pushpa Parajuli
Grade I - Manaslu	Hangkeng Rai	Robin Dangol
Grade I - Dhawalagiri	Novita Rai	Samiksha Hada
Grade II - Cho Oyu	Rakshya Rijal	Tej Kafle
Grade II - Makalu	Pratibha Amatya	Bindu Paudel
Grade III - Kanchanjunga	Hama Rajbhandari	Samyo Rai
Grade III - Lhotse	Neha Roy	Mahadev Parajuli
Grade IV	Ruby Labh	Laxmi Tiwari
Grade V	Indira Sharma	Narendra Maden
Grade VI	Mingmar Tamang	Kuldeep Gupta
Grade VII	Nirmal Paudel	Santosh Shah
Grade VIII	Yukta Burma	Kuldeep Gupta
Grade IX	Arjun Khatiwada	Mazina Rajopadhyay
Grade X	Mazina Rajopadhyay	Arjun Khatiwada

## 2. Home Visit 2076 | Interview Guideline

Child's name and grade:	Address:
1. To whom the child lives with: <input type="checkbox"/> both parents <input type="checkbox"/> one parent <input type="checkbox"/> other relative (specify.....)  <input type="checkbox"/> nuclear family <input type="checkbox"/> joint family <input type="checkbox"/> both working parents <input type="checkbox"/> one working parent	
2. Sharing of the room by the student:	
3. Child's behaviors:	
4. What are your child's favorite play activities and interests?	
5. How does your child get along with peers?	
6. How many hours a day does your child engage in screen time (TV, computer, video games, handheld games, tablet or smart phone)?	
7. How often do you read to your child at home?	
8. What makes your child happy? Sad?	
9. What are your child's strengths?	
10. In what area does your child need support?	
11. What are your fears for your child this year?	
12. What are your top three hopes and dreams for your child this year?	
13. What else would you like us to know about your child?	

### 3. Feature Video

#### A. Homes selected

<b>Student's name</b>	<b>Grade</b>	<b>Home Visit Date</b>
Arwin Tandukar	II	Jestha 21 (June 4)
Shubha Shree Malla	I	Jestha 22 (June 5)
Sauharda Bajracharya	VI	Jestha 24 (June 7)

#### B. Cinematographer

Digital Media Lab

### 4. Report By

Narendra Maden