

**Cultural Capital and Academic Achievement: A Study Based on Government
Primary School Students**

By

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A thesis submitted to the BRAC Institute of Educational Development in partial
fulfillment of the requirements for the degree of
Master of Education in Educational Leadership & School Improvement

BRAC Institute of Educational Development
BRAC University
July, 2021

Declaration

It is hereby declared that

1. The thesis submitted is my/our own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I/We have acknowledged all main sources of help.

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Abstract

This paper explored the relation between cultural capital and academic achievement in a government primary school of Chittagong, Bangladesh. This is a mixed method research where 61 parents of grade 5 students were selected for survey by using cluster sampling method, and 10 parents of high achiever and achiever students were selected for key informant interviews by using purposive sampling technique. 15 hypotheses were tested depending on three major themes; parents' education, parents' communication and parents' recreational behavior. For this analysis, Spearman Rank Correlation Coefficient was used to identify relationship between variables. This study found that in the setting of government primary school, parent's education has no correlation with children's academic achievement, but, at the same time, home based learning aid has moderate positive correlation with children's academic success. Again, having someone in home who is involved with reading also has moderate positive correlation with children's academic achievement. On a different note, Parents' communication has small positive association with children's academic success but some of the specific pattern of communication have moderate to high correlation. Encouraging children regularly, maintaining a comfortable relationship with them, story-telling and parents' after school discussion with children have small positive correlation. In addition, accompanying children while they study, parents' aspiration and expectations towards their children and set-rules by parents have large positive correlation. On the other hand, parents' recreational behavior does not have any correlation with children's academic achievement of government primary school student.

Key Words: *Cultural capital, Educational attainment, Parents' education, Parents' communication, Parents' recreational behavior*

Acknowledgement

I would like to show my gratitude to my honorable supervisor Israt Jahan, Research Associate, BRAC Institute of Educational Development, for her tremendous supports and precious advices to complete the thesis work.

I am grateful to Abdullah Al Mas-Ud, Lecturer, BRAC Institute of Educational Development, for being with us throughout this journey.

My veneration goes to Dr. Mohammad Mahboob Morshed, Assistant Professor, BRAC Institute of Educational Development for his heartiest cooperation and guidelines.

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Chapter 1

Introduction and Background

1.1 Introduction

According to Bourdieu (1986), three types of capital prevail in our society; economic capital, social capital and cultural capital. Bourdieu (1973) also stated that cultural capital unlike economic capital is an intellectual or educational asset which transfers from generation to generation. Bourdieu (1973) believed that cultural capital forms student's language competencies and manners which help children to stand-out in school in terms of performance. Sometime parents pass some genetic abilities towards their children which make those children having high level of brain capacities and decision-making abilities (Emisch & Pronzato, 2010) (Tan et al, 2019). Besides, socioeconomic status also affects children's level of education because parents sometime are obliged to meet the basic necessities (Azhar et al, 2014). However, it was evident that there is a consistent difference in scores of children in low and middle educated parent's background (Kloosterman et al, 2009). Both parent's education and socio-economic condition have tremendous impact on children's education outcome (Azhar et al, 2014). Above all, the theories and concepts of cultural capital explain whether background matters to achieve any opportunities (Roscingno & Darnell, 1999). Roksa & Potter (2011) discussed that children from the middle-class background are much academically successful than children of working class background. Parenting practices make a difference determining children's academic performance but it doesn't tell all the stories as parents preserve their cultural capital from their origin. Bourdieu's social reproduction theory is the leading account to understand intergenerational inequality (Edgerton et al, 2013) (Nash, 2003). The analysis on cultural capital also showcase whether dominant group in our society have any advantage in the public institutions (Lamont & Lareau, 1988). Currently the primary school enrollment rate is 98% but 33% cannot reach

to secondary education due to under qualification (unicef, 2014). It has been said that, children's achievement gap can be a reason of lack of attention and support by the teacher in the classroom (unicef, 2014). In the government primary school students come from nearly low economic background, but some students have low achievement gap than others which could be a cause of differentiated support in their home. Students who are first generation learners face difficulties interacting with faculty members, participating in class discussion, and asking questions to the teacher which eventually affect their academic result (Soria & Stebleton, 2012). Lata (2013) mentioned that cultural capital is the seed of inequality in higher education sector in Bangladesh. But, Tan et al (2019) stated different kind of cultural capital helps student in different stages; students from 1st-7th grade get most advantage from parent's education because it involves parents reading habit to their child and their emphasis to achieve good performance in school. And students from 7th-12th grade benefits from parents-students discussion on different academic issues. But, both kindergarteners and high-school students have academic success from parents-school relationship. On the other hand, student's habitus also plays an important role when they internalize parent's reading habit and expectations (Tan et al, 2019). Actually, the first generation learner face more inequality hence is prone to drop-out from school earlier (In-Ali & Rizvi, 2006).

1.2 Research Topic

Cultural Capital and Academic Achievement

1.3 Statement of the problem

If students are exposed to the gap created by cultural capital which potentially refers to the curriculum, it might not work for the students who are vulnerable at home. Since government

primary school targets the students who have economic vulnerability, they are most likely to suffer from in-equity. Therefore, this study can help addressing the gap in curriculum in order to ensure educational fairness in government primary schools.

1.4 Research Questions

1. To what extent parental level of education and reading habit affect children's academic achievement?
2. To what extent parents' communication behaviors (verbal and non-verbal interaction) with children affect children's academic achievement?
3. To what extent parents' recreational behavior affect children's educational attainment?

1.5 Purpose of the Study

This study is trying to find out whether education success of government primary school students is affected by different categories of cultural capitals; the intensities of each cultural capital on children. This study is also trying to figure out whether cultural capital is creating any in-equity among students, if it proves any positive co-relation between cultural capital and educational success, then it will suggest recommendation in order to re-designing the curriculum respect to the gap induced by the impact of cultural capital on primary school students. It may also open the door of new studies in designing curriculum and teacher's training.

1.6 Significance of the Study

In pandemic, students are only exposed by their family which enhances the chance of inequality greatly. These students require extra support from school in order to get along after re-opening. Considering these arguments and in order to provide a segregated assistance to

primary school students, all educational stakeholders need to get aware of the support that students need in order to surpass any gap induced by cultural capital. Hence, this study will help us understanding the existing influence of cultural capital on primary education. Besides, Bangladesh government and the ministry of primary education have several reform projects to address educational inequality by providing benefits but in reality there are few impacts of these programs because of lack of knowledge on what is actually going on in primary schools (Karim, 2015). This study can bridge this gap by providing new knowledge to policy makers to design curriculum in respect to addressing inequality. This will provide an actual scenario of students, how they are being exposed to different knowledge gaps and where and how to work in order to reduce these gaps to ensure educational equity.

Chapter 2

Literature Review and Conceptual Framework

2.1 Literature Review

The term “cultural capital” has been used in sociology from decades. According to Bourdieu (1973), “cultural capital” is the transfer of cultural values, practices and learning from generation to generation. He believes that the concept of schooling first initiated with the idea of higher class to transfer their knowledge to their descendant. Lamont & Lareau (1988) explained that, though the term “cultural Capital” has been used extensively in education research but there is no absolute definition of what resources can be considered as cultural capital. David (1999) stated that the term “cultural capital” have different meaning in economics and sociology. In economics it refers tangible and intangible cultural assets; arts, buildings, monuments but in sociology it is following Pierre Bourdieu’s concept.

2.2.1 Cultural capital and academic achievement: Dumals (2002), conducted a study on cultural capital, gender and school success. They considered cultural capital as a participation in various cultural roles. They found that, in school, female students with cultural capital are more likely to attend in cultural events than male children. This study particularly focused on the role of cultural capital in engagement of different cultural events in school; success to get along in school, enjoying the activities which eventually lead to more year of schooling. But this analysis didn’t show the impact of cultural capital on children’s academic success or years of schooling. Gaddis (2013) examined habitus and its influence with cultural capital and academic achievement on youth. They found that the mostly recognized cultural capital; reading books and participating in art work have positive effect on academic success/GPA but only when an individual navigate the environment around them. Terfassa & Dawa (2018)

conducted a study on parent's education and elementary children's academic outcomes in Ethiopia. They found a positive relationship between parental education and children's academic performance. Bodovski et al (2017) studied cultural capital and academic success in post-socialist Eastern Europe. They stated that higher level of reading capacity is strongly associated with higher level of cultural capital and this coherence is true for all the time. Jaegar (2011) also found that the effect of cultural capital is positive on children's reading and mathematical skills.

2.1.2 Cultural capital, concerted cultivation theory and habitus: Concerted cultivation is the way of parenting from middle-class parents who organizes number of activities for their children; rules and regulations for children, children's engagement with different learning institutions and child-parents effective conversations (Matsuoka, 2017). Habitus is the socially constituted norms and values that an individual consumes over the time (Navarro, 2006). Redford et al (2011) estimated parenting and cultural capital on education outcome through a quantitative study. It checked the validity whether "Concerted Cultivation" theory has any justification. They found that "concerted cultivation" only affect children's academic results when parents clearly express their expectations to their children and children also have some ingrained habitus. Grayson (2011) investigated the effect of cultural capital on domestic and international students in Canada who are first generation learner. It was found that students have different habitus in university which depends on their background but these experiences cannot always influence student's academic success. Edgerton et al (2013) examined the Bourdieu's concept of habitus, practice and the structure disposition practice on academic achievement. They highly validates Bourdieu's framework on the basis of understanding inequality in educational outcome.

2.1.3 Cultural capital, race, social class and home-school relationship: Cheng & Kaplowitz (2016) assessed the influence of family income and cultural capital on academic

success in Taiwan. They found that depending on economic status cultural capital changes. People with better social status have more cultural capital and eventually it leads to academic achievement, but this correlation is comparatively less intense in Taiwan than in western societies. Roksa & Potter (2011) explored how cultural capital as a form of parenting practices affect children's educational outcome. They tried to figure out whether parent's current position is the dominating factor behind the influence or it has trace of the origin; families own background. It came to a conclusion that reproduction is a complex process to have any certain insight. Lareau & Horvat (1999), tried to explore cultural capital on 25000 students in a metropolitan city, in building school-family relationship. They found black parents are most likely to accept any decision given by school and they are more afraid of social exclusion. Hence, their relationship with school is submissive than other parents. This is the cultural value that parents possess and this value of submission and intimidation transfers towards their children in school. Lareau (1987) studied on class differences in family school relationship. The participants of this study were white parents of a middle school and this study was based on qualitative method. The participants were asked different questions regarding family status and race. They found that depending on the color and race, parent's compliance with school increases substantially. This study also shows that the request made by white parents and the parents of dominant group is easily accepted by school authority and their child receives this attitude and message from their parents. Lee and Bowee (2006) conducted a study on parent's involvement, cultural capital and the achievement gap of elementary school students. They worked on 415 samples. They interviewed parents of elementary school. They investigated Bourdieu's theory of cultural capital. Chi-square and hierarchical regression model was used to assess the data. They said that parents from diverse demographic groups showed various level of involvement in school. And parent's dominance in school is also different depending on their social class and economic strength. But this

study also shows that student from relatively underprivileged background has different ability, and their way of achievement differs from others. They are more resilient and stronger compared to the children of dominant group. However, O'Toole et al (2019) conducted a study to understand the impact of parental collaboration with school in order to ensure children's education and learning support. There is a positive long term relationship between parent's partnership with school and children's academic and socio-emotional achievement in school. As a result, school will benefit from having the teacher and parents bonding. Kalmijn & Kraaykamp (1996) conducted a study on race, cultural capital and schooling. They studied black and white people. The timeframe of this study was 3 years. This study showed that black children are more prone to dropout because of their own social perception and confidence that they are not worth educating.

2.1.4 Cultural capital and inequality: According to Edgerton et al. (2013) and Nash (2003), Bourdieu's social reproduction theory is the leading account to understand intergenerational inequality. Lamont & Roscigno (1999) examined educational inequalities in the lenses of cultural capital. They tried to find the answer how cultural capital matters in educational gain considering the white and black students attitudes and achievements, it shows that color and race does matter and it creates some inequality but in terms of educational achievement the gap is not significant. Now the question is why it is a common perception that black students are more likely to dropout, it might be for their few social exposures or our stereotypical perception of achievement. However, it has been said that, the perception regarding achievement needs to be changed first before comprehending what achievement or success really means otherwise this judgment can reap the seed of inequality itself. Lareau (1988) conducted another study on cultural capital and the gap it created. They mentioned that cultural capital creates indirect exclusion. This study was mostly based on literature review and secondary data. Katsillis & Rubinson (1990) studied on high school students in Greece to

investigate cultural capital in respect to social inequalities and educational achievement. They have found no direct or indirect relationship between cultural capital and educational attainment. They defended by saying that in Greece reproduction occurs in school irrespective of the social hierarchy and students ability and persistency are the main factors in education attainment. On the other hand, Katsillis & Rubinson (1990) studied on high school students in Greece to investigate cultural capital in respect to social inequalities and educational achievement. They found no direct or indirect relationship between cultural capital and educational attainment. They defended by saying that in Greece reproduction occurs in school irrespective of the social hierarchy and students ability and persistency are the main factors in education attainment.

2.1.5 Cultural capital and parents' gender: Emisch & Pronzato (2010) carried out a research in Norway based on the relationship between parental and children's education. They found a positive linkage and stated that as more people are getting engaged in schooling system it leads to the channel where the next generation is going to have both better education and high living standards. This study also indicates that one extra year of schooling of parents influence the chance of children having 1-10 years of more schooling. They also found that father's education has more impact in children's education, the reason they stated is that high-educated mother spend more time in paid employment and less time in interacting with the children. But, the influence of working mom differs from situation; the child care of USA is better than Norway, so if mother can manage to provide good external childcare support, the effect can be different. They also discusses that when the parents are less educated then the effect of mother on children is larger than father, and in educated parents, the effect of father is larger than mother. Interestingly, educated mother have larger effect on daughter's education than sons (Emisch & Pronzato, 2010). Chiu et al, (2016) examined the intensity of family's socio-economic position and education on academic success of

university students in New York City. They found that the father's education level is the most influential factor on academic achievement. Pishghadam & Zabihi (2011) researched on undergraduate students in Iran who were studying English literature to explore the impact of cultural capital and parent's education on student's academic success. They found that father's education does not play any significant role on their offspring's university education but mother's education plays an important role in this regard. They also stated that it is because in Iran mothers not usually do paid work outside and spend most of their time interacting with their children. Harding et al (2015) revealed how maternal education and parenting mechanism influence their children's education outcome while adding theories of social and cultural capital with bio-ecological and developmental niche theory. They found that if mother have high human capital, their children learns it not only by interacting with them but also by observing how their mother is communicating with others.

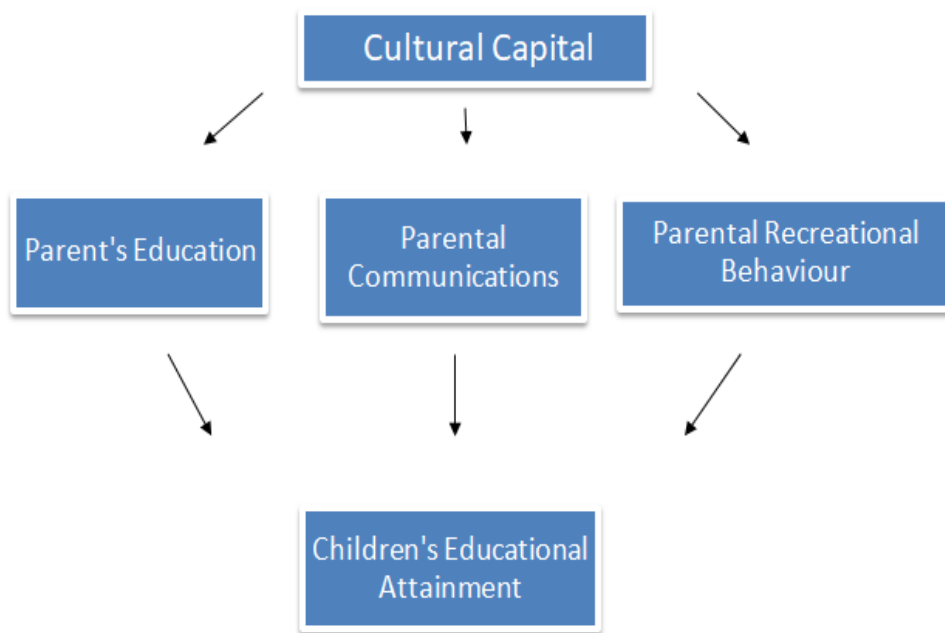
2.1.6 Cultural capital through communication: On the other hand, Gan & Bilige (2019) conducted quantitative study on junior high school students of China to estimate whether parental involvement influence children's academic success, they pointed out that quality communication, homework assistance, effective emotional support and explicit expectations on children help them the most in order to have academic achievement. Tan et al (2019) used meta-analytic evidence to find out the number of cultural capital; education resources, parent's education, parents expectations and children's participation in cultural events in school and outside of school. They stated that different cultural capital helps students in different level of education.

2.1.7 Cultural capital in the perspective of Bangladesh: In Bangladesh perspective, very few studies had investigated the validity of cultural capital on students. Lata (2013) examined whether student's selection of universities is related to their cultural capital, gender and socio-economic status. The author considered parent's cultural capital and student's

cultural capital separately. It was found that student's decision making is highly related to their own cultural capital rather than their parents. This study worked on adult students and defined the aspect of cultural capital differently which narrowly resonates with Bourdieu's theory of cultural reproduction. However, no certain studies have been found to work on cultural capital and education attainment of elementary students in Bangladesh, as a result, this paper will add value to understand education inequity through children's different dimension of cultural capital which they achieve from their parents; parents' education, parents' communication and parents' recreational behavior. Though previous literatures explained that cultural capital comes from plenty of sectors but after understanding the context of government primary school students these three forms of cultural capitals seemed relevant.

2.2 Conceptual framework

This study will represent whether parents' cultural capital; education level, communication attitude and recreational behavior affect student's educational achievement.



Chapter 3

Methodology

3.1 Research Approach

This is a mixed-method research where both quantitative and qualitative tools were used. In order to explain research questions in-depth, mixed-method research is used (George, 2021). This study is attempted to find the correlation analysis between different variables through quantitative study but to explain the quantitative results it was necessary to add qualitative study in order to portray the actual scenario of different cultural capital and its impact on children's academic domain.

3.2 Research Site

The study area is a primary school in Chittagong city. It is located in the middle of the city. There are 16 teachers and 1700 students. In this school, most of the children are underprivileged but still the PEC examination result of some of the students is extremely better than other Government primary schools.

3.3 Research Participants/Sampling

For in-depth analysis in qualitative study, 10 key informant interviews were taken from the parents of high achiever and achiever students of only grade 5 to discuss the strategies and ways of parenting that worked for these children. So the technique used in selecting a specific grade student's parents is purposive sampling technique. For quantitative study, 61 parents were surveyed. Cluster-Sampling technique is used for survey because only the parents of grade five students were surveyed. Cluster sampling divides population into smaller groups

(Scribbr, 2020). If all primary school students are population then selecting a specific primary school and also interviewing parents of specific grade children is a multi-stage cluster sampling.

3.4 Data Collection Methods

This is a mixed-method research; the method to collect the primary data for qualitative analysis is key informant interview and for quantitative analysis is survey through a semi-structure questioner. This questioner allows participants to add their thoughts and ideas (Doyle, 2020). This study required some deep analysis; the questioner helped in this regard. Besides, for 10 key informant interviews a detail question set was used and W/H questions were asked after every following answer. The data related to student's educational attainment is collected from the school's record of summative examination.

3.4.1 Interview and survey method

The key informant interviews and surveys took place over the phone and zoom because of the pandemic. For Key informant interviews, each call required more than 1 hour to complete. While talking with the parents, short notes were taken and the conversations were recorded upon having consent of the interviewee. For in-depth understanding, respondents were asked some related extempore questions too. In the survey, respondent were asked both open and closed ended questions. Each reply was recorded in the paper.

3.5 Data Analysis Process

For the analysis students were separated in four category; high achiever (first 1-10 position depending on summative examination marks), achiever (11-20 position in class), average (21-

40 position), and below average (41-66 position). Depending on the research questions there are several hypotheses to be tested through correlation analysis between the dependent and independent variables using SPSS software. Though Pearson correlation coefficient is the most used tool to investigate the degree of association but as the dependent variable is not normally distributed then non-parametric, Spearman Rank Correlation Coefficient test was adopted. Here, normality were checked through Shapiro-Wilk test. The assumptions of Pearson Correlation are; variables are in continuous level, both variables are normally distributed and there is linearity between two variables. But the assumptions of spearman's Rank-Order Correlation are; both variables should be on ordinal, interval or ration scale and there is a monotonic relationship between variables (when one variable goes up another follow it or go in opposite direction). In Spearman Rank Order, correlation between .10 and .29 considered weak, correlation between .30 and .49 considered moderation and correlation between .50 and above considered high association.

Dependent Variable	Independent Variables
	<p style="text-align: center;">Parents' education</p> <ol style="list-style-type: none"> 1. Parents' level of education 2. Parents' in home learning assistance 3. Parents' or other family member's reading behavior <p style="text-align: center;">Parents' communication</p> <ol style="list-style-type: none"> 1. Parents' communication with children

Children's Academic Achievement	<ol style="list-style-type: none"> 2. Parents' encouragement in study 3. Parents' company during study 4. Parent's comfortable relationship with children 5. Parents' story telling 6. Parents' aspiration and expectation on their children 7. Parents' set-rules for children 8. Parents' daily homework inspection 9. Parents' after school conversation with children <p style="text-align: center;">Parents' recreational behavior</p> <ol style="list-style-type: none"> 1. Parents' source of recreation 2. Parents' selection of television content 3. Parents' hours of Television watch
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Table: 1 Dependant and independent variables

Parental education and children's academic achievement:

1. H_0 (Null Hypothesis): Parents' level of education affects children's academic achievement.

H_1 (Alternative Hypothesis): Parents' level of education doesn't affect children's academic achievement.

2. H_0 (Null Hypothesis): Parents' in home assistance in children's learning affects children's academic achievement.

H_1 (Alternative Hypothesis): Parents' in home assistance in children's study doesn't affect children's academic achievement.

3. H_0 (Null Hypothesis): Parents' or family member's reading behavior affects children's academic achievement.

H_1 (Alternative Hypothesis): Parents' and family member's reading behavior doesn't affect children's academic achievement.

Parents' communication behavior and children's academic achievement:

1. H_0 (Null Hypothesis): Parents' communication with children affects children's academic achievement.

H_1 (Alternative Hypothesis): Parents' communication with children doesn't affect children's academic achievement.

2. H_0 (Null Hypothesis): Encouragement in study affects children's academic achievement.

H_1 (Alternative Hypothesis): Encouragement in study doesn't affect children's academic achievement.

3. H_0 (Null Hypothesis): Parents' company during study time affects children's academic achievement.

H_1 (Alternative Hypothesis): Parents' company during study time doesn't affect children's academic achievement.

4. H_0 (Null Hypothesis): Parents' comfortable relationship with children affects children's academic achievement.

H₁ (Alternative Hypothesis): Parents' comfortable relationship with children doesn't affect children's academic achievement.

5. H₀ (Null Hypothesis): Story-telling by parents' affects children's academic achievement.

H₁ (Alternative Hypothesis): Story-telling by parents' doesn't affect children's academic achievement.

6. H₀ (Null Hypothesis): Aspiration and expectation of parents' affects children's academic achievement.

H₁ (Alternative Hypothesis): Aspiration and expectation of parents' doesn't affect children's academic achievement.

7. H₀ (Null Hypothesis): Set-rules by parents' affect children's academic achievement.

H₁ (Alternative Hypothesis): Set-rules by parents' don't affect children's academic achievement.

8. H₀ (Null Hypothesis): Daily homework inspection by parents' affects children's academic achievement.

H₁ (Alternative Hypothesis): Daily homework inspection by parents' doesn't affect children's academic achievement.

9. H₀ (Null Hypothesis): After school conversation with children affects children's academic achievement.

H₁ (Alternative Hypothesis): After school conversation with children doesn't affect children's academic achievement.

Parental recreation behavior and children's academic achievement:

1. H₀ (Null Hypothesis): Parents' source of recreation affects children's academic achievement.
H₁ (Alternative Hypothesis): Parents' source of recreation doesn't affect children's academic achievement.
2. H₀ (Null Hypothesis): Parents' selection of television contents affects children's academic achievement.
H₁ (Alternative Hypothesis): Parents' selection of television contents doesn't affect children's academic achievement.
3. H₀ (Null Hypothesis): Hours of television watch by parents affects children's academic achievement.
H₁ (Alternative Hypothesis): Hours of television watch by parents doesn't affect children's academic achievement.

Besides these hypotheses testing, survey questions were also analyzed through SPSS clustered bar chart to illustrate more explanation to the relationship between cultural capital and education achievement. In key informant interviews number of related questions were asked but in analysis only the most relevant answers were coded which was only based on education, communication and recreational behavior of parents.

3.6 Ethical Issues and Concerns

Due to the pandemic, verbal consent from both head teacher and parents was taken. The name and identity of the research site and participants kept confidential. In respect to avoidance of answering questions, participants were not forced to answer rather encouraged by asking related questions. In the time of survey, researcher tried to maintain a non-biased and non-judgmental facial and verbal signs in order to avoid any manipulations. The final

ethics forms were submitted to the university following all the given guidelines through email.

3.7 Limitations of the study

Children's success or achievement in education cannot be measured only by assessing summative exam record rather students critical thinking, problem solving, participation in extra-curricular activities and language competencies should also be the indicators that a student is having academic success. But, in order to avoid complexity, a simple data collection procedure was adopted. Besides, the sample size could have been larger; from different grade and different school or different education background, but this study only considered one school and one specific grade students due to resource and time constrains.

Chapter 4

Result and Discussion

4.1 Quantitative Approach:

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Type of student depending on summative examination result	.204	61	.000	.862	61	.000
a. Lilliefors Significance Correction						

Table: 2 Test of Normality

As there is a small sample size ($n = 61$) the Shapiro-Wilk test is most appropriate tool to assess normality. The above table showing us that the dependent variable “type of student depending on their summative examination result” is not normally distributed as the significance value of Shapiro-Wilk is .000 is less than 0.05.

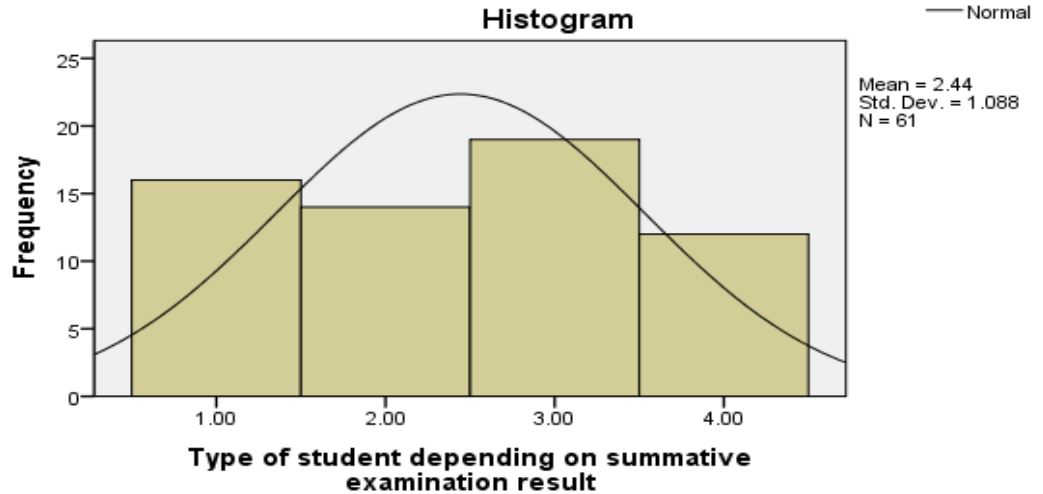


Figure: 1 Histogram

Though histogram do not always show adequate distribution if the sample size is below 20, here histogram is purposefully used to display the overall normality situation. For normality, it is assumed that the normal distribution is a bell shaped curve where most of the distribution is supposed to be near the mean value which is the middle of the curve. But in the above graph, majority of the observation do not follow through the bell shape curve which makes the conclusion that this dependent variable is not normally distributed.

4.1.1 Parental education background:

	Type of student depending on summative examination result	What is the level of your education?
Spearman's rho	Correlation	1.000
	depending on	-.005
	summative examination	.967
	Sig. (2-tailed)	.967
	result	61
	N	61
	Correlation	1.000
	What is the level of	-.005
	your education?	.967
	Sig. (2-tailed)	.967
	N	61
		61

Table: 3 Correlation between parent's education level and children's academic achievement

It has illustrated in table 3 that there is no correlation -.005 between parents' education level and children's academic achievement. Though other researchers found high positive correlation between these variables but in the government primary school the relationship is insignificant as majority of the parents are uneducated.

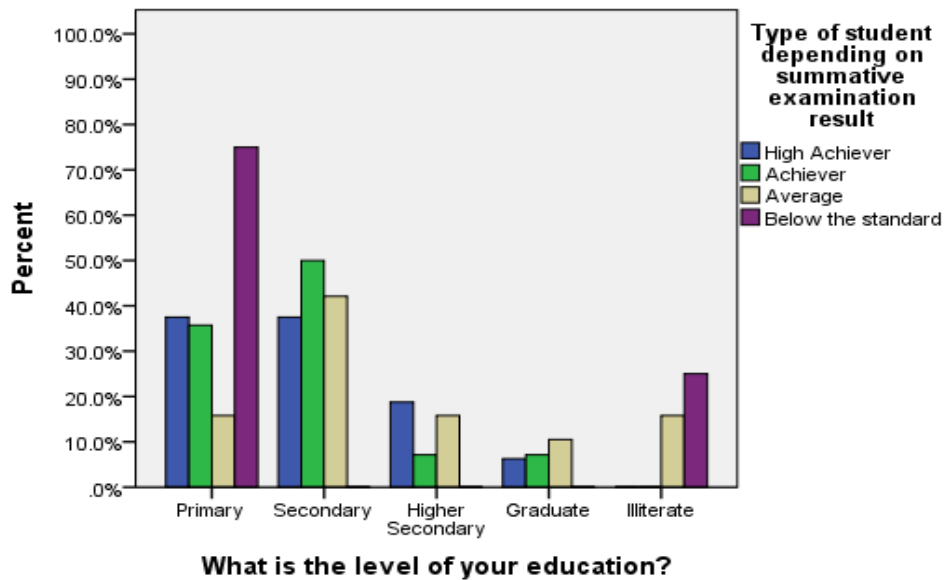


Figure: 2 Parent’s education level and student’s academic achievement

Parental education level does make huge difference in children’s academic outcome but here the scenario is quite different. Some parents may not have proper institutionalized education but they are able to make some informed choices; it has illustrated in figure: 1 that 38% of the high achiever and 35% achiever children equally belongs to the primary school graduate parents and again 38% of high achiever children and 50% of achiever children have parents who only passed secondary education. 75% of below average students have parents who have primary education and the rest of the students (25%) have illiterate parents. That means, at least minimum level of education does have impact on children’s education outcome.

Correlations

	Type of student depending on summative examination result	Who help the children in home to study?
Spearman's rho	Correlation	1.000
	Coefficient	.368**
	Sig. (2-tailed)	.004
	N	61
	Correlation	.368**
	Coefficient	1.000
Who help the children in home to study?	Sig. (2-tailed)	.004
	N	61

** . Correlation is significant at the 0.01 level (2-tailed).

Table: 4 Correlation between home-based-assistance in learning and student's academic achievement

It can be seen from table 4 that there is a moderate positive correlation .368 between home based learning aid and student's academic success. That is; when children have extra learning support from home they are more prone to excel academically compared to other students.

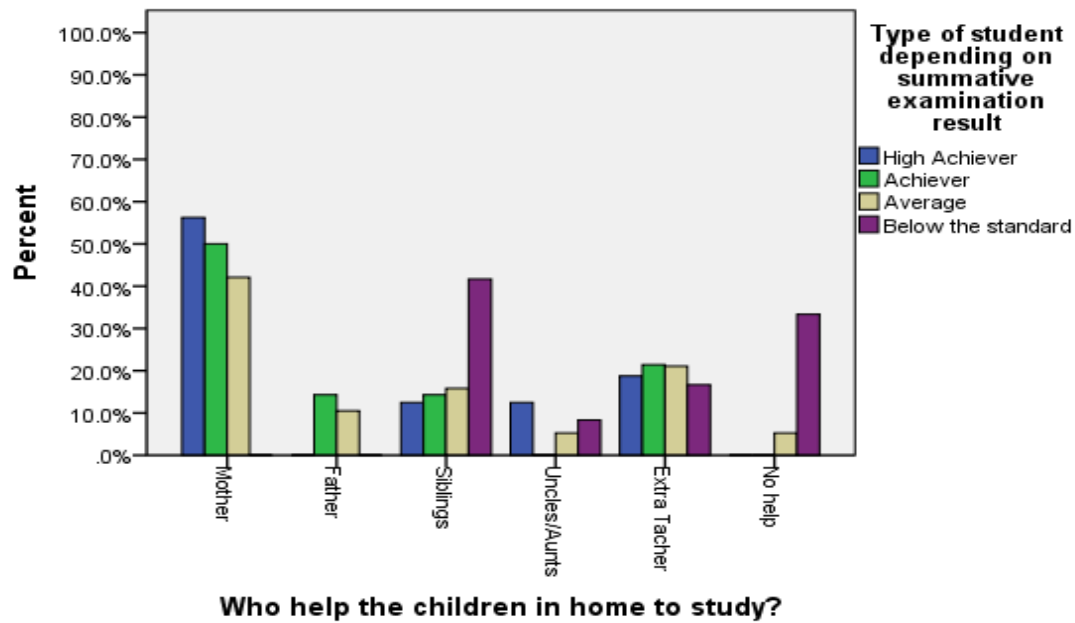


Figure: 3 Home based assistance in learning and student’s academic achievement

It is illustrated in figure 2 that 57% of high achiever children, 50% of achiever children and 42% of average children receive educational support from their mother and no below average children get any help from any of their parents. That means, both parent’s education and their involvement in children’s education is imperative in order to bring positive outcome in children’s education. Only, 18% of high achiever children, 20% of achiever and average children receive help from extra tutor. It is noticeable that below average children seeks help from different stakeholder; siblings, uncles/aunts, and extra teacher.

Correlations

	Type of student depending on summative examination result	Correlation Coefficient Sig. (2-tailed) N	1.000 . 61	Except this child, does anyone from your family read regularly? .402** .001 61
Spearman's rho	Type of student depending on summative examination result	Correlation Coefficient Sig. (2-tailed) N	1.000 . 61	Except this child, does anyone from your family read regularly? .402** .001 61

** . Correlation is significant at the 0.01 level (2-tailed).

Table: 5 Correlation between impacts of family member's reading behavior and children's academic achievement

Table 5 also displays a moderate positive correlation .402 between parents' or other family member's reading habit and children's academic achievement. That is, if anyone from the family read regularly or get involved in study has impact on children's academic skill.

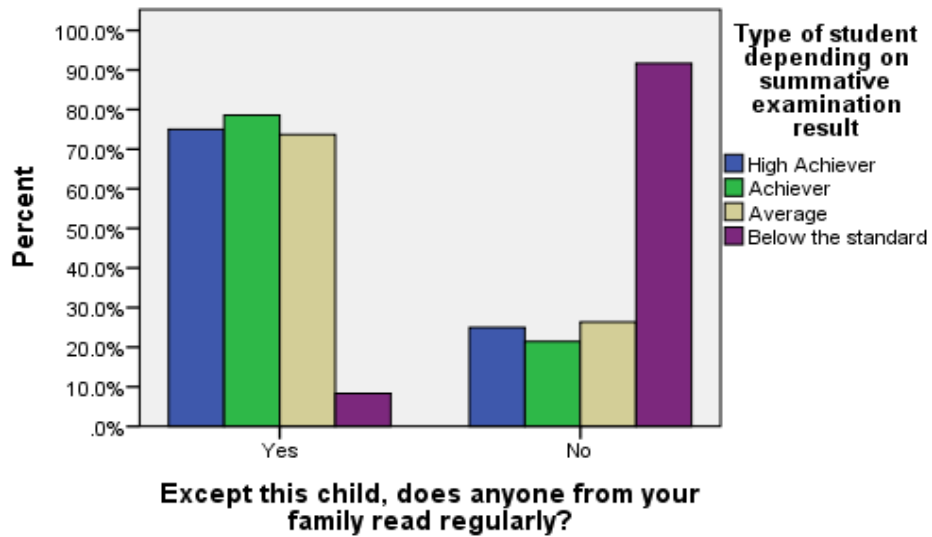


Figure: 4 Impact of family member's reading behavior on children's academic achievement

It is extremely noticeable from figure 3 that more than 70% of high achiever, achiever and average students have someone else in their home who is involved with study. And, 90% below average children doesn't have any family member who studies in home. This scenario reminded about the fact that 90% of the first generation learners do not have the opportunity to achieve primary education.

4.1.2 Parental Communication with children

Correlations

	Type of student depending on summative examination result	How is your communicate with your children?
Spearman's rho	Correlation Coefficient	1.000
	Sig. (2-tailed)	.277*
	N	.031
	Correlation Coefficient	61
	Sig. (2-tailed)	61
	N	.277*
	How is your communicate with your children?	1.000
	Correlation Coefficient	.277*
	Sig. (2-tailed)	.031
	N	61

*. Correlation is significant at the 0.05 level (2-tailed).

Table: 6 Correlation between parent's communication with children and children's academic achievement

Table 6 illustrates that there is a small positive association .277 between parents' communication and children's academic success. That is, the effect of interaction between a child and parents is positive but not remarkable.

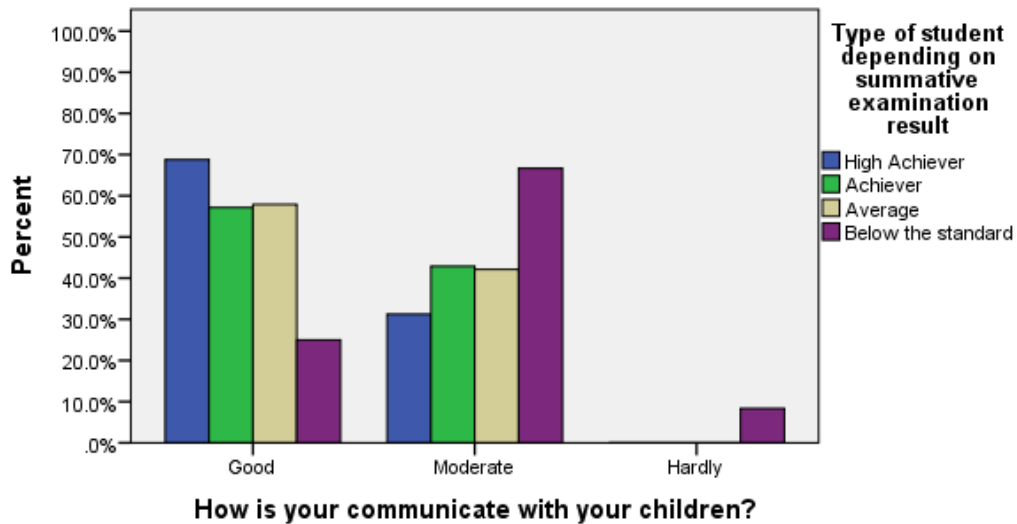


Figure: 5 Parent’s communication with children and children’s academic achievement

It has displayed in figure 6 that 69% of high achiever, 58% achiever, 59% average and 49% below the average children’s parents have good communication with their children. And, 65% parents of below average students have moderate communication and 8% parents of below average students hardly have any communication with their children. Now, it can be said that communication has impact on children’s academic achievement.

Correlations

	Type of student depending on summative examination result	Do you or any of your family members encourage your children to read?
--	---	---

Spearman's rho	Type of student depending on summative examination result	Correlation Coefficient	1.000	.229
		Sig. (2-tailed)	.	.076
		N	61	61
	Do you or any of your family members encourage your children to read?	Correlation Coefficient	.229	1.000
		Sig. (2-tailed)	.076	.
		N	61	61

Table: 7 Correlation between encouragements and children's academic achievement

Again, table 7 displays that encouraging children to study has a positive correlation .229 with children's academic achievement but this relationship is not noteworthy.

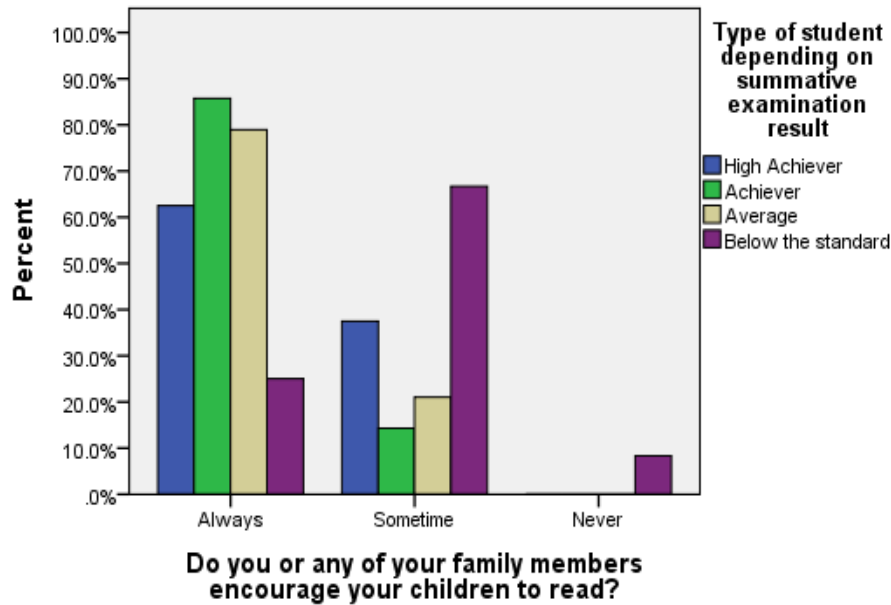


Figure: 6 Encouragements and children’s academic achievement

How parents communicate with children affect their mental health, confidence and self-esteem which eventually decide whether a child is going to excel in education or not. But at the same time, over-encouragement can bring less-effective communication outcome or it can make children dependent towards external motivation. Figure 4 depicts that 85% of achiever, 79% of average and 60% of high achiever children receives encouragement regularly. Interestingly, 38% of high achiever children get irregular encouragement, it happens because they are highly self-motivated.

Correlations

	Type of student depending on summative examination result	Do you or any of your family members accompany your child while they are reading?
Spearman's rho	Correlation Coefficient Sig. (2-tailed) N	.630** .000 61
	Do you or any of your family members accompany your child while they are reading?	Correlation Coefficient Sig. (2-tailed) N
		.630** .000 61

** . Correlation is significant at the 0.01 level (2-tailed).

Table: 8 Correlation between parent's company while children are studying and children's academic achievement

Table 8 presents a strong positive correlation .630 between parents' company to the children when they study and children's academic success. That is, if parents or anyone from the

family spend their time sitting beside their children has a significant impact on children's learning.

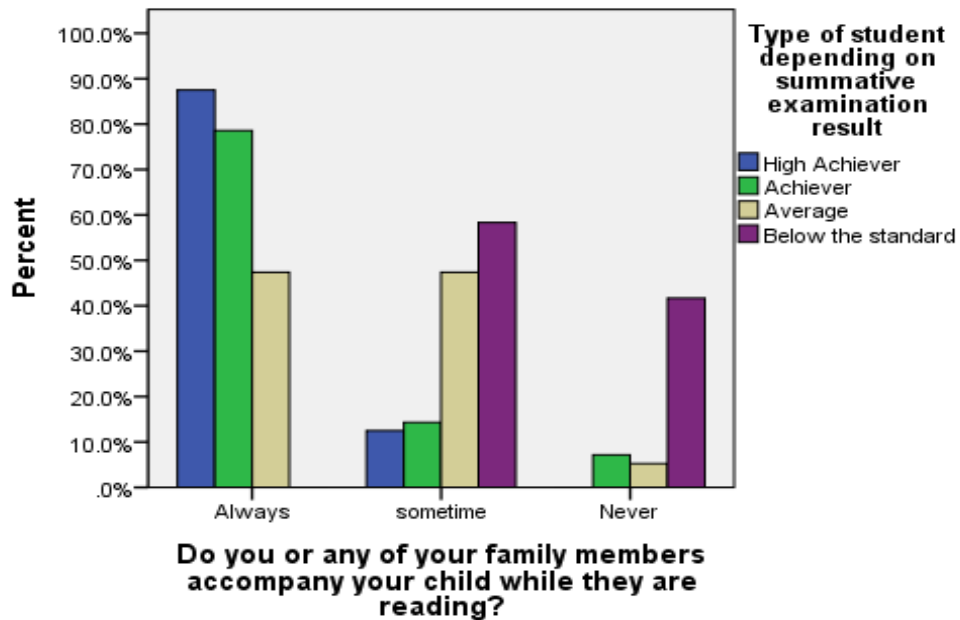


Figure: 7 Parent's company while children are studying and children's academic achievement

It has shown in figure 5 that 88% parents of high achiever, 79% of achiever, and 46% of average children's parents always sit with their children while they study. On the other hand, 58% parents of below average children mentioned that they sometime company their child or ask someone from family to company while their children's are studying and 42% parents of below average mentioned that they never bother to sit down with their child when they study.

Correlations

	Type of student depending on summative examination result	How much your children comfortable sharing their thoughts with you?
Spearman's rho	Type of student Correlation	1.000
	depending on Coefficient	.167
	summative examination Sig. (2-tailed)	.
	result N	61
	How much your Correlation	.167
	children comfortable Coefficient	1.000
sharing their thoughts Sig. (2-tailed)	.197	.
with you? N	61	61

Table: 9 Correlation between parent's comfortable relationship with children and children's academic achievement

Table 9 shows small positive correlation .167 between two variables. That is, children and parents' comfortable and friendly relationship has minimum impact on children's academic success.

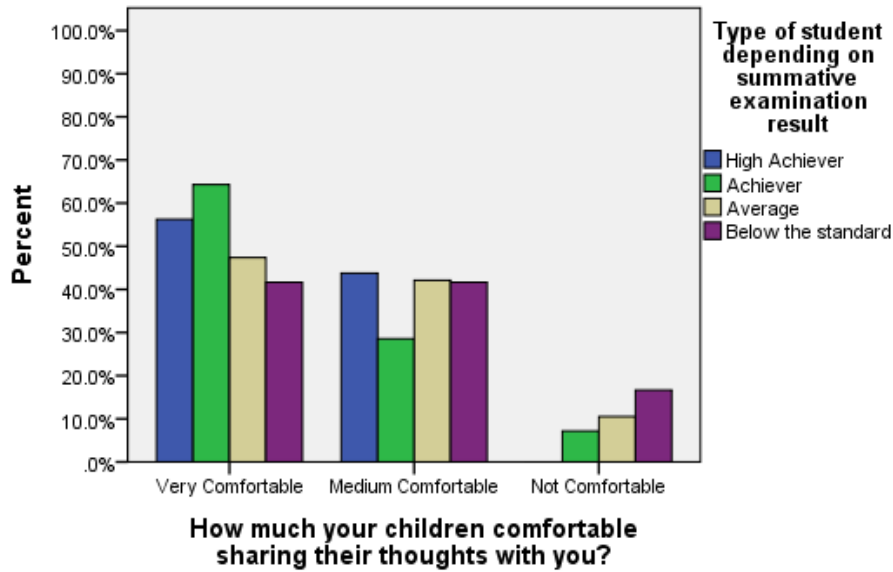


Figure: 8 Parent’s comfortable relationship with children and children’s academic achievement

It has been indicated in figure 7 that 57% parents of high achiever, 63% parents of achiever, 48% parents of average and 41% parents of below average students have excellent communication with the children. Though the majority parents of high achiever and achiever students maintain good communication with their children, which may have an impact on children’s education outcome but a large number of parents of below average students also maintain conducive communication with their children. In this regard, how parents communicate is a matter of question in order to have any definite answer based on the relationship between parent’s communication and children’s academic achievement.

Correlations

	Type of student depending on summative examination result	How often you tell real life inspirational stories to your children?
Spearman's rho	Type of student depending on summative examination result	Correlation Coefficient
		1.000
	How often you tell real life inspirational stories to your children?	Correlation Coefficient
		.170
	Type of student depending on summative examination result	Sig. (2-tailed)
		.
	N	61
	How often you tell real life inspirational stories to your children?	Sig. (2-tailed)
		.191
	N	61

Table: 10 Correlation between story-telling and children's academic achievement

Again, table 10 portrays a positive but small correlation .170 between story-telling to inspire children and children's academic success. That is, inspiring children by different stories have some impact to bring academic success but the impact is weak.

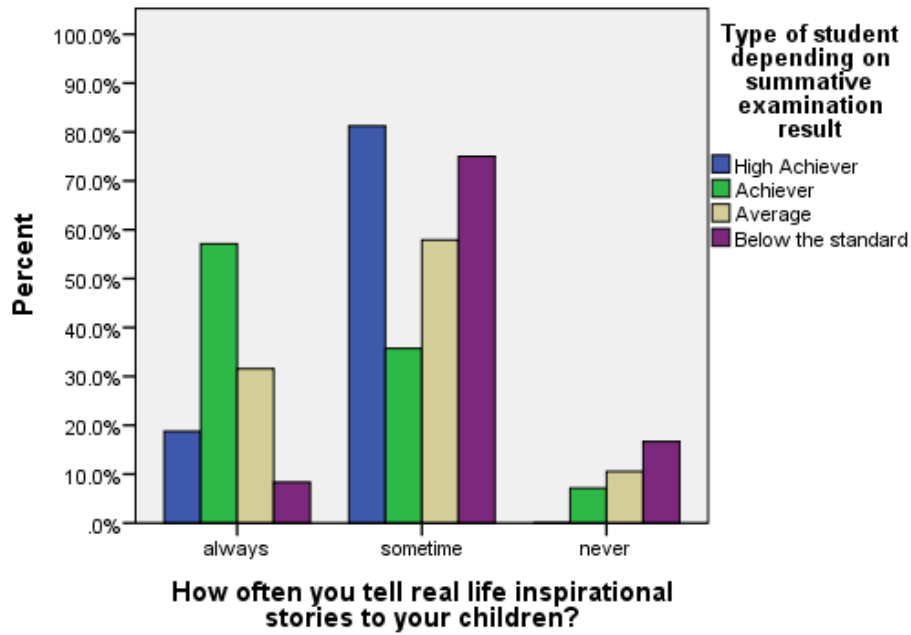


Figure: 9 Story-telling and children's academic achievement

It has exhibited in figure 8 that 18% parents of high achiever and 57% parents of achiever regularly share real life inspirational stories. On the other hand, 81% parents of high achiever, and 72% parents of below average students moderately share stories with their children. But it also has been mentioned by parents of high achiever that they are not required to share stories regularly because their children are proactive; they hardly get distracted. On the other hand, parents of achiever children always want to make their children do better than before so majority of them share stories regularly.

Correlations

	Type of student depending on summative examination result	How often you discuss about your aspiration and expectation with your children?
Spearman's rho	Correlation Coefficient Sig. (2-tailed) N	.601** .000 61
	How often you discuss about your aspiration and expectation with your children?	Correlation Coefficient Sig. (2-tailed) N
		.601** .000 61

** . Correlation is significant at the 0.01 level (2-tailed).

Table: 11 Correlation between aspiration and expectation towards children and children's academic achievement

Table 11 shows a noteworthy correlation .601 between aspiration and expectation towards children's academic gain. That is, if parents clearly talk about what is expected from their children and where they aspire to see their children have significant impact on children's academic achievement.

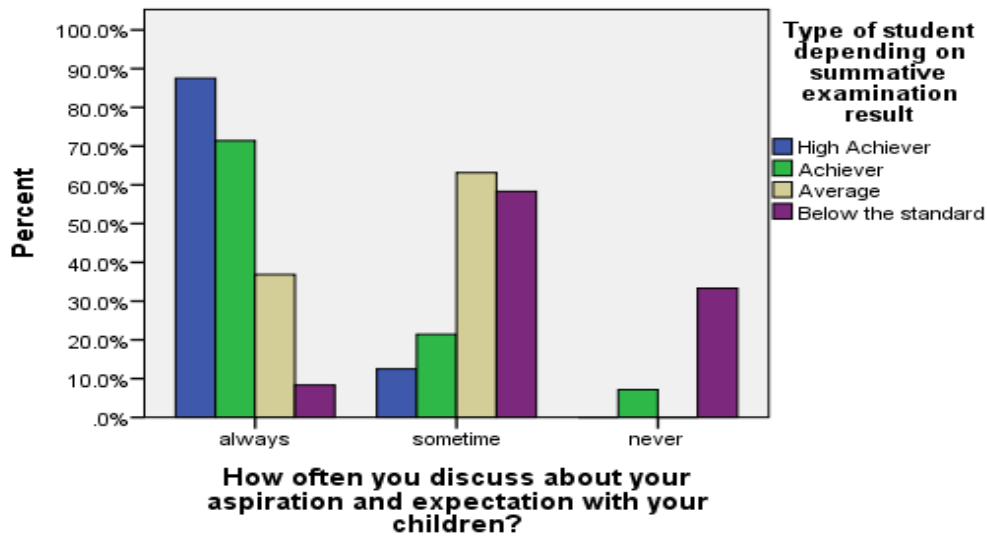


Figure: 10 Aspiration and expectation towards children and children’s academic achievement

It has presented by figure 9 that 88% parents of high achiever and 70% parents of achiever students express their clear and precise aspirations and expectations towards their children. On the other hand, 60% parents of below the average students mentioned that they irregularly discuss about their expectation and 30% of the parents from same category said that they never talk about their expectations from their children. By observing this momentous differences, it can be said that having aspiration and expectations towards the children have positive impact on their academic results.

Correlations

	Type of student depending on summative examination result	Do you have set-rules for your children?
Spearman's rho	Correlation	1.000
	depending on	.609**
	summative examination	.000
	result	61
	Do you have set-rules	.609**
	for your children?	.000
	N	61
	Correlation	1.000
	Coefficient	.609**
	Sig. (2-tailed)	.000
	N	61

** . Correlation is significant at the 0.01 level (2-tailed).

Table: 12 Correlation between set rules and academic achievement

Table 12 represents another remarkable correlation .609 between parents' set-rules and children's academic success. That is, when parents have specific rules and regulation in home, children became more academically successful.

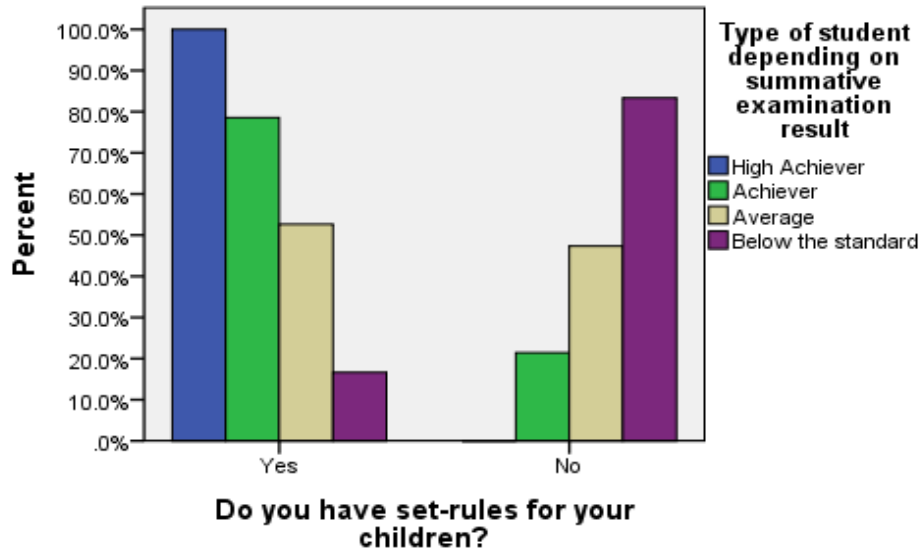


Figure: 11 Set rules and academic achievement

It has depicted by figure 9 that 100% parents of high achiever and 79% parents of achiever students have a number of set rules in home. The parents mentioned that children know when to study, to sleep, to eat and to play. On the other hand, 81% parents of below the average students do not have any kind of rules in home. By having this illustration, it is absolute that set-rules have significant impact on children's academic achievement.

Correlations

	Type of student depending on summative examination result	How often do you check the daily homework given by school?
Spearman's rho	1.000	.571**
Correlation Coefficient	.	.000
Sig. (2-tailed)	61	61
N	.571**	1.000
Correlation Coefficient	.000	.
Sig. (2-tailed)	61	61
N		

** . Correlation is significant at the 0.01 level (2-tailed).

Table: 13 Correlation between daily homework inspections and children’s academic achievement

Repeatedly, table 13 also displays a remarkable positive correlation .571 between daily homework inspection and children’s academic success. That is, children are more likely to achieve academic achievement if parents check what homework is given by school, or what they learn from school regularly.

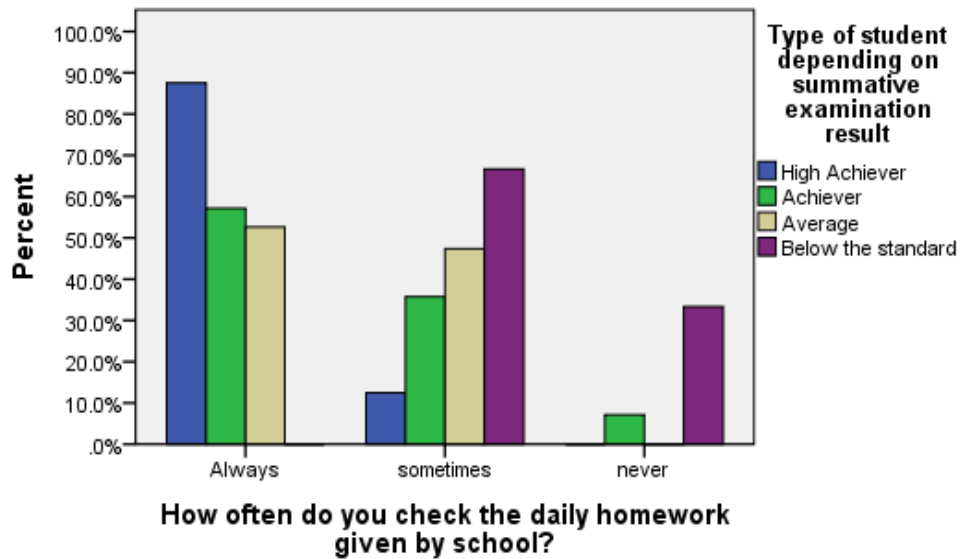


Figure: 12 Daily homework inspections and children's academic achievement

It has given in figure 11 that 88% parents of high achiever children, 58% parents of achiever children and 52% parents of average children check the school homework regularly. On the other hand, 0% parents of below average students have the tendency to check homework daily. In-fact, 32% parents of below the average never check any homework. Having these scenario, it can be stated that, monitoring school homework have powerful positive impact on children's academic outcome.

Correlations

	Type of student depending on summative examination result	How often do you ask your children what significant happened at school?
Spearman's rho	Type of student depending on summative examination result	How often do you ask your children what significant happened at school?
	Correlation Coefficient	1.000
	Sig. (2-tailed)	.290*
	N	61
	How often do you ask your children what significant happened at school?	Type of student depending on summative examination result
	Correlation Coefficient	1.000
	Sig. (2-tailed)	.290*
	N	61

*. Correlation is significant at the 0.05 level (2-tailed).

Table: 14 Correlation between after school conversation and academic achievement

It is illustrated in table 14 that after school conversation have positive but unremarkable correlation .290 with children's academic gain. That is, the parents who ask their children what happened in school, if they faces any bullying or what children played with their friends have some positive impact on children's academic success but the impact is not noteworthy.

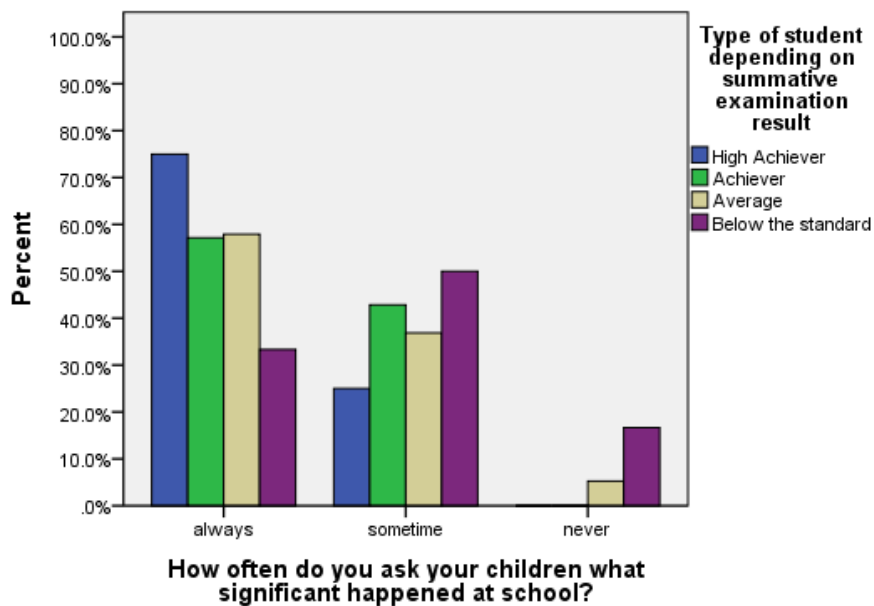


Figure: 13 After school conversation and academic achievement

It is illustrated in figure 12 that 76% parents of high achiever children, 56% parents of achiever children, 58% parents of average children, 32% parents of below average children always find the time to discuss what happed at school. In contrary, 50% parents of below average children sometime have this conversation and 18% parents of this student group never discuss with the children about any particular incidence. By observing these, it can be said that conversation about school, school teachers, or friends have an impact on children's

learning which may indirectly impact children’s academic success who are already in the learning loop.

4.1.3 Parent’s Recreational Behavior

Correlations

	Type of student depending on summative examination result	What is the main source of your recreation?
Spearman’s rho	Correlation Coefficient	.056
	Sig. (2-tailed)	.667
	N	61
	Correlation Coefficient	1.000
	Sig. (2-tailed)	.667
	N	61

Table: 15 Correlation between Parent’s source of recreation and children’s academic achievement

Table 15 depicts that there is no correlation between parent’s source of entertainment or recreation and children’s academic success. That is, parents’ choice of recreation has nothing to do with children’s academic success because majority of the parents of that particular social group watches television as the only source of entertainment.

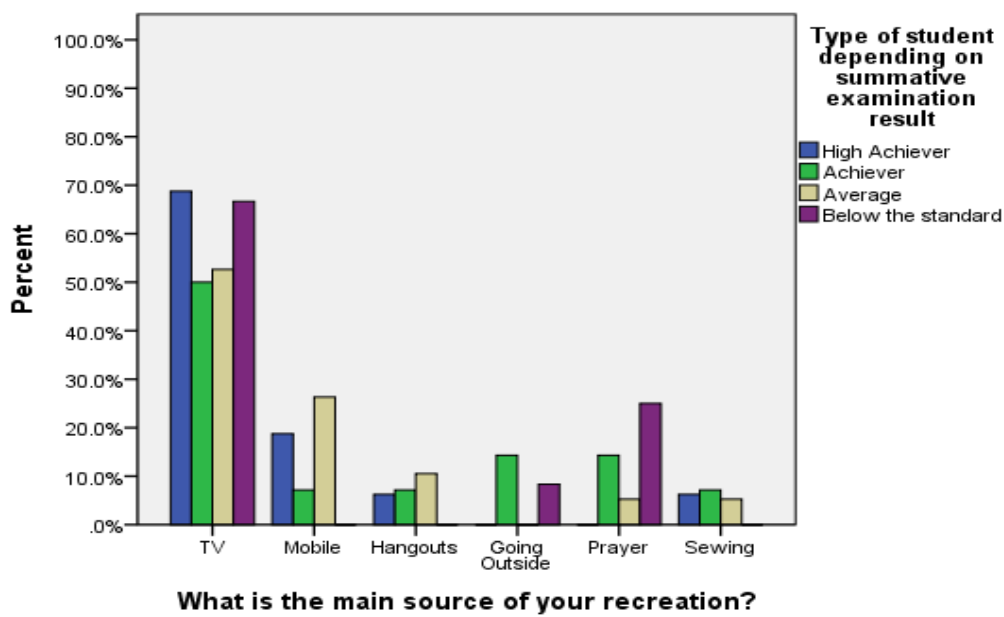


Figure: 14 Parent’s source of recreation and children’s academic achievement

It has illustrated in figure 13 that because of particularly that social settings, most of the parents of all category students; high achiever, achiever, average and below standard, watch television as a form of entertainment (68% parents of high achiever, 67% parents of achiever, 50% parents of achiever and 51% parents of average students), because, in those home, watching television is the only way of having recreation. It can be said that, parent’s choice of recreation do not clearly explains its relationship with children’s academic achievement.

Correlations

	Type of student depending on summative examination result	What type of content you usually prefer to watch?
Spearman's rho	1.000	-.048
Correlation Coefficient	.	.714
Sig. (2-tailed)	61	61
N		
Correlation Coefficient	-.048	1.000
Sig. (2-tailed)	.714	.
N	61	61

Table: 16 Correlation between TV contents and children's academic achievement

Table 16 also shows no correlation $-.048$ between parents' choice of television content and children's academic success. That is, children's academic achievement doesn't get any influence by parents' selection of contents in television.

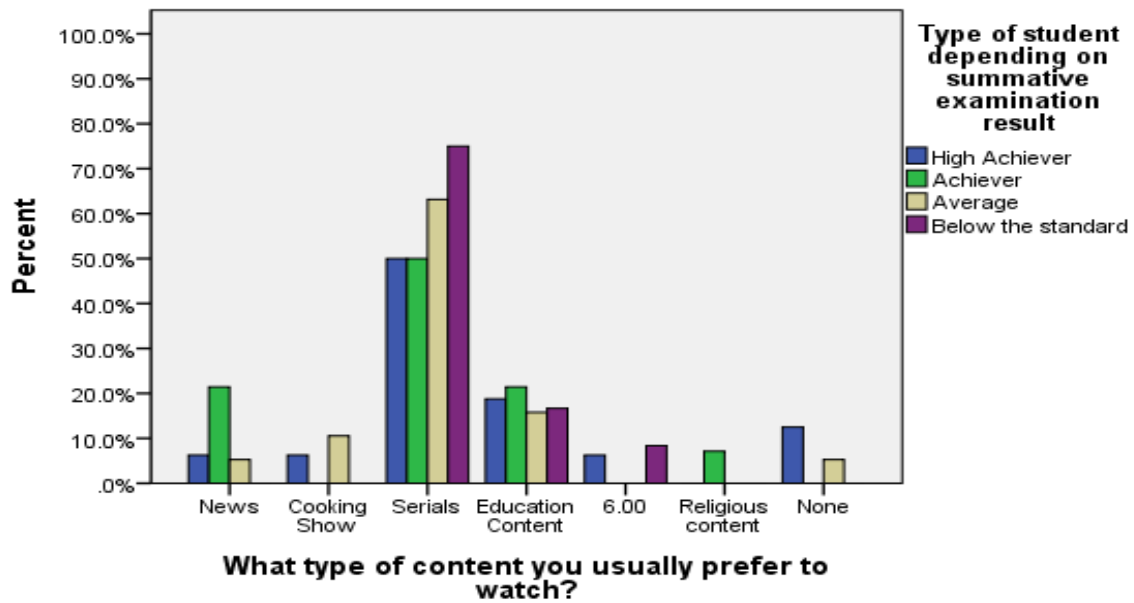


Figure: 15 TV contents and children’s academic achievement

Like figure 14, figure 15 also shows no particular pattern. Most of parents of all category children watch TV serials though 50% parents of achiever and high achiever watch serials and 75% parents of below the average students watch serials. By having these data, the relationship between selecting TV content by parents and children’s academic achievement cannot be make. Though some parents of achiever and high achiever children said that they do not allow their children to watch serials; children watch cartoon and education content.

Correlations

	Type of student depending on summative examination result	How many hours do you watch television?
Spearman's rho	Correlation	1.000
	depending on	.097
	summative examination	.457
	result	61
	Correlation	.097
	How many hours do	1.000
	Coefficient	.457
	Sig. (2-tailed)	.
	N	61
	Correlation	.097
	Coefficient	1.000
	Sig. (2-tailed)	.
	N	61
	How many hours do	61
	you watch television?	61

Table: 17 Correlation between hours of TV watch by parents and children's academic achievement

Again, table 17 represents no correlation .097 between hours of television by parents and children's academic success. That is, no matter how many hours parents watch television it doesn't have any influence on children's academic success.

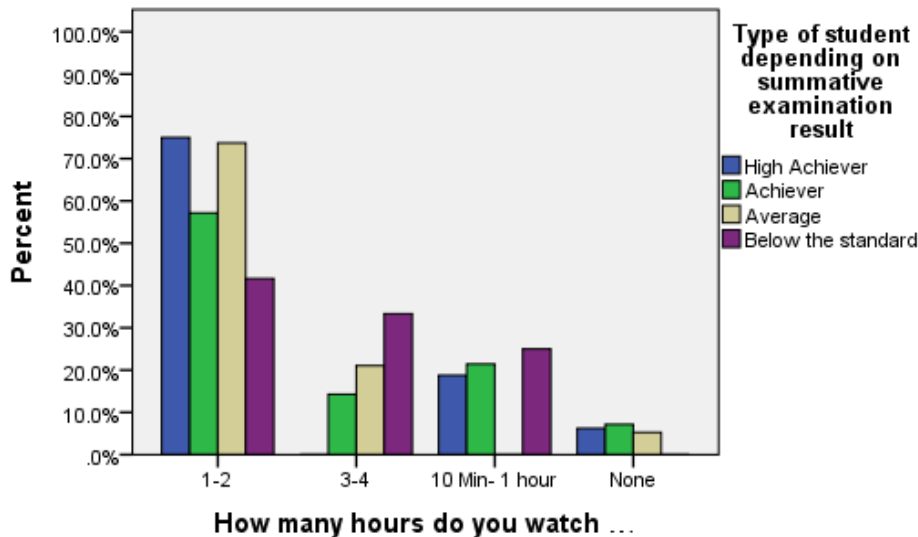


Figure: 16 Hours of TV watch by parents and children’s academic achievement

This graph shows that most parents of all category students spend 1-2 hours on TV. Though, 33% parents of below the average students watch TV for 3-4 hours. The reality is, these are extremely labor oriented people, parents of all category children have to work hard and earn money to feed their child, they do not have enough time to relax and watch television for a long time, for this reason the result is neutral for all category students.

In regard to this entire analysis here is the conclusion;

1. No correlation $-.005$ between parents’ education level and children’s academic achievement
- But;
2. Moderate positive correlation $.368$ between home based learning aid and student’s academic success
 3. Moderate positive correlation $.402$ between parents’ or other family member’s reading habit and children’s academic achievement

1. Parents' communication has small positive association with children's academic success.

But;

2. Small positive correlation between encouraging children to study and children's academic achievement.

3. Small positive correlation between maintaining a comfortable relationship with the children and children's academic achievement.

4. Small positive correlation between story-telling and children's academic achievement.

5. Small positive correlation between parents' after school discussion with children and children's academic achievement.

6. Large positive correlation between accompanying children while children study and children's academic achievement.

7. Large positive correlation between parents' aspiration and expectations towards their children and children's academic achievement.

8. Large positive correlation between set-rules by parents and children's academic achievement.

1. No correlation between parent's source of entertainment or recreation and children's academic success

2. No correlation between parents' choice of television content and children's academic success.

3. No correlation between hours of television by parents and children's academic success.

Table: 18 List of correlations

4.2 Qualitative Approach:

In the quantitative section different data was collected which are directly related to the research question. But for understanding an actual scenario and asking related questions key informant interview tool was used. The responses were noted depending on to understand what worked best for some specific children to achieve greater education.

4.2.1 Key informant interviews

Respondent one (High-Achiever): One significant thing is observed that this parents ingrained curiosity to the children. This child became more curious about knowledge because she has a good communication with the mother. The mother understands that if she answers child's different questions then their child's efficiently level will increase. This child do not need to be encouraged daily because she took the responsibility of her own learning out of interest, she is constantly trying to excel at things she is exposed to. Parents motivate the child by promising to buy things like laptop despite of their poor economic condition. These gestures made this child thirsty for knowledge. Parents even mentioned that, for their children they selected a decent neighborhood; no one behaves badly and children are engaged in study in every household. She emphasized that neighborhood is an important factor for a child to learn different things. Interestingly, this parent watch serials for a long time but the children pay no attention to it because they are addicted to study. In a nutshell, prioritizing, respecting and spending quality time with children, feeding children's curiosity and regular inspection of children's behavior worked best in this scenerio.

Respondent Two (High-Achiever): The parent mentioned that they spend most of their time for their children, mother accompany her daughter twice in a day when daughter study. There is no extra teacher, she try to help her the most and she believes there is no alternative then sitting with the children, helping them and checking their progress regularly. One of the interesting things came out that, the mother respects her daughter, she always listens to her daughter and communicate with her efficiently about her expectation and aspirations from her daughter. In addition to that, she has some set rules, but the children do not need to be reminded about the rules because they study proactively according to their own schedule. Parent mentioned that they are living in a segregated place and there is no neighborhood, otherwise they are afraid that their children would have been like other children in the densely populated colony where chaos and argument is a regular thing. Above all, rules, expectation, respect and accompanying the children worked best for this child. Besides, parent also believes in persistency and trying things repeatedly which made her children having greater level of grit.

Respondent Three (High-Achiever): The parents completed higher secondary education and clearly they have an atmosphere at home to study. Parents read different religious books regularly. They mentioned that they don't need to nag to their children, children study by themselves because in the childhood parents tried to introduce them with books, pens and pencils as a form of toy, and parents also used to tell stories from book and personal experience which made the children interested in learning. Beside, one thing was significantly visible in the conversation that, parents respects their children; they do not force rather respect their children's feelings. Parents have a wonderful communication with children though they are not good communicator with others; neighbor and relatives. They also have a good neighborhood where there is no chaos and parents somehow play a role as a friend to their children. In a nutshell, good communication, respect towards children,

instilling the hunger for knowledge from the early childhood worked best for this child. And strict rules, constant encouragement or emphasize about what is expected from the children didn't necessarily worked for the children.

Respondent Four (High-Achiever): The parents are secondary school graduates; there is a good atmosphere in home to study. Parents' do not have any set-rules neither they need to encourage their children or to remind their children to study; the children just do it by themselves. They mentioned that they have good communication with their children from childhood; they respect their children's feelings and thoughts. These parents also ask their child to do their chores; washing their cloth, taking shower, having food by themselves even from their young age. This parent believes that as they used to take most of their responsibilities by themselves, now they perform their responsibilities as a student by themselves. Here, children follow their own rules and complete their homework without any coercion. The parents also mentioned that they too have a good neighborhood, there is no chaos or there are no children who do not study or spend their time otherwise. In a nutshell, communicating with children, respecting children, making them to take their own responsibility and a good neighborhood stood-out for this children to become high-achiever.

Respondent Five (High-Achiever): Like other high achiever this child has a good communication with her parents; they respect her choices. She has a good neighborhood. She also does not need to be forced to study, she study by her own. Most importantly, this child is lucky enough to have sisters who studies in university, it was easier for her to follow their lead. According to her mother, her actions are always encouraged and appreciated by others, she always feel motivated to learn because it makes her to achieve others attention and love. Here, good neighborhood, respecting and appreciating home environment worked best for this child.

Respondent Six (High-Achiever): The story of this child is quite different, mother studied till class 7. Though she is working as a maid, but she has a determination to dedicate her life so that her child can continue study and excel in it. She lives in a chaotic neighborhood, people always screams, make argument but the mother always shields the child so that no interruption happened during study time, in-fact when neighbor come to hangout, mother always chat with them outside of the door because they live in an one room home. The mother has a sense of awareness and dedication for her children which somehow came from her own childhood when she wanted to study so hard but her parents refused because of lack of money and her bad fortune continued followed by a lazy rickshaw puller husband who doesn't work hard to contribute enough for the family. Mother said that she always sit with the daughter while she study because she was afraid that she might be influenced by the environment of the neighborhood. Mother also mentioned that when this child was 4 years old she used to bring toys; magic board to write and different pencils. All of the materials were related to study to that the children feel attached with learning material from the very beginning. She also exemplifies her own life to the children so that they can understand what it takes to have the opportunity to study. Above all, parent's determination, respect towards children and awareness made this child a high-achiever.

Respondent Seven (Achiever): She is an achiever student. With an exception, both of her parents are highly educated, they are fully working parents, their child's education mostly rely on extra teachers and other family members. One particular thing was observed about this child is that her parents have some specific rules and she have to obey each rules, she do not play or spend any time otherwise, the communication between children and parents are moderate, child don't share everything with their parents. They have a perfect neighborhood, and every other element that a child should have. The parent said that they are trying hard to make their daughter a high-achiever. Parent also stated that the child mostly like to memorize

content, but she is not creative, she loses confidence easily when experience challenges and adversity.

Respondent Eight (Achiever): Mother respects this child the most, and it appeared that she spends most of her time taking care of this child, always checking what she have learned, accompanying the child, and explaining utterly what is expected from the child. There are some specific rules to follow but sometime parents also prioritize children's mood. The neighborhood of this child is comparatively better than others.

Respondent Nine (Achiever): This child is an achiever; there is a respectable relationship between mother and the child. Though the parents only achieved primary education but they always communicate with their child's teachers to understand their child's progress regularly. There are no hard set-rules to follow but the parents really encourage their child to sit and study. The child is a good student but it takes a little bit encouragement for her to study. Respect towards the child and parents good communication skill with teachers worked best for this child.

Respondent Ten (Achiever): Mother of this child is illiterate but father have secondary education. Mother mentioned that the father of the child is a government driver for deputy commissioner, he has a dream for his child to become the government high officials and both of the parents are perfectly aware of the importance of education. Mother accompanies her child to study even though she cannot read a single word. The mother and child have a beautiful relationship. This child is a doer, he always tries to excel but he have some limitations of understanding certain things. One important character of this child was that he hardly plays or communicates with anyone else, and there is no one in home to play with. Mother always reminds the child about her expectation and they have certain set-rules in home to follow. Parents always keep in check about their child's progress. Here, parents'

awareness, their respect towards their child and clearly stated expectations worked best for this child.

Chapter 5

Conclusion and Recommendation

5.1 Conclusion

Children's attitudes and values are built from their early childhood within the family and parent's reactions when children do certain things play an important role to determine how a child is going to learn (Terfassa & Dawa, 2018). But, there is a strong co-relation between parent's education level and children's academic success only when educated parents ensure an effective study environment and organize different learning materials for the children (Terfassa & Dawa, 2018). If we consider the findings of this study, parents who do not have education more than the primary school, still have the chance to ensure a better future for their children by making some informed choices regarding their children's learning. Though the initial analysis says correlation between parents' education and children's academic success is negative but when children receive an extra support in terms of learning they are more likely to excel. In addition, children have moderate positive impact in learning when someone in home is involved with learning too. Considering that, school must provide these extra supports to the children who have no help in home. At the same time, other than the direct learning support, parents can also help their children in learning through having some awareness about children-parents communication; when parents accompany their children while they study, when children clearly knows what are their parents' aspirations and expectations, when parents create some boundary and set-rules in home and when parents monitor children's daily homework, these communication attitude have significant impact on the children's learning. Besides, parents can discuss with their children different stories and

incidence to show the reality of being educated and uneducated and parents also can create a comfortable bonding with their children by getting involved in their world; playing with them, talking about their feelings and emotions, in order to make them feel respected, secure and confident. Unfortunately, parents sometime shift the entire responsibility of a child's learning to school due to lack of knowledge and understanding about the relationship between cultural capital and education (Terfassa & Dawa, 2018). But again, when parents do not have the capacity to comprehend this situation, it is the responsibility of the school and teacher to fill the gap by providing learning and emotional support to the children as children's education get highly influenced by both factors. Besides, parents' awareness program offered by school can also make a difference in this situation. Moreover, Harding et al (2015) said that maternal cultural capital (when mother interact with the children or other people) helps children to leverage in different cognitive development; greater vocabulary, so, school should focused on more mother-school relationship and awareness session as this study found that majority high achiever children get home based additional learning assistance from their mother. On the other hand, Eitle & Eitle (2002) brought an important insight by saying that culturally disadvantaged children show significant interest on sports and they spend a large amount of their time playing rather than studying. In this regard, this study examined whether parents' inappropriate recreational behavior affects children's education but found no linkage as nearly all of the parents follow a singular way of entertainment; watching serials in television. But parents of high achiever children mentioned that when their children study they make sure that their children do not get distracted by any external influence. Considering that, school and teachers can help parents to gain the ability to recognize and learn the best possible choices to support the children in learning; dedicating a specific uninterrupted time for the children to study (respondents of achiever and high achiever student's parents mentioned that even-if they couldn't pass primary school but they

accompany their child when they study; they ask their child to read aloud so that they can understand by hearing what child is studying), limiting the time of sports (parents of achiever and high achiever students mentioned that in the underprivileged neighborhood, children get extremely tempted to play all the day, parents have to know how much to restrict and when to ask them to study) and selecting the best learning resources (parents also mentioned that they used to buy inexpensive writing board, pencils and books with pictures for their children so that they feel interested in learning and school). However, to support both the students and their parents, teachers have to carefully monitor and take care of the students whose parents are uneducated (Terfassa & Dawa, 2018). In order to build an efficient home-school relationship, one strategy could be to identify parent's talents and strengths (O'Toole et al, 2019). Besides, school can involve both mother and father in all activities; meeting and invitation should be placed in a way so that both of the parents can be present at school (O'Toole et al, 2019). Teacher also should clearly discuss with the parents on how and what way the parents can support their children (O'Toole et al, 2019). There is an inconvenient truth that in order to build a strong relationship between parents and school without a strong leadership by teachers it is not possible, but, in disadvantaged school there is evidence that novice teachers are involved and recruited as a result they are less likely to practice leadership (Li & Mary, 2017). However, schools have to be judicious enough to recruit highly motivated teachers who have good education and can practice leadership effectively. In school, when teaching foreign language, educator should be aware of the fact that different students bring different learning competencies from home into the classroom (Pishghadam & Zabihi, 2011). So, teacher's responsibility is to recognize, appreciate and nurture each competency a student brings. In order to offer an inclusive curriculum, it is important to take into consideration of all social classes and minorities, in the time of preparing lessons,

educators should include large text and reading materials in the language classes so that students become exposed to the language properly (Pishghadam & Zabihi, 2011).

5.2 Recommendations

Extra-learning support: Accompanying child while they are studying is extremely important but over-interrupting can make children dependent. Even if the child is achieving good grades by having constant care but in the long-run this spoon-feeding can cause the children to have lower results even resentments. O'Toole et al (2019) mentioned that instead of helping children directly in homework, parents should make homework enjoyable by different activities, expressing what is expected and pointing out where they can improve so that children don't feel overburdened and frustrated towards school.

Parents' aspiration and expectation: Explaining the children what is expected from them has a remarkable positive result but at the same time over-emphasizing causes child to feel pressured. Most importantly, conducive relationship with children and proper communication with them about the parent's expectations is the most effective tool in terms of academic excellence (O'Toole et al, 2019).

Set-rules and boundaries by parents: Set rules increase incredible academic achievement (O'Toole et al, 2019). Having some set-rules are healthy to maintain sanity in home in terms of child education, but pushing child to abide by those rules constantly can affect children's mental health; parents mentioned that it is one of the reasons that child rebel and stop listening to them.

Good conversation with children: Having a good conversation with children always result positive, in fact, the better parents communicates with the child, they achieve a sense of safety and security which affect their confidence to bring better grades. Parents should run efficient communication with the children and involve their children in decision making in order to achieve academic success (Gan & Bilige, 2019). Children are exposed to different incidence in school, sometime they come home with negative experience. Instead of reacting parents should organize a contractive discussion with the children to have an insight and to explain what should be done instead of showing instant reaction (Gan & Bilige, 2019). Besides, it has proved that emotional support given to the children is the most powerful tool to make children excel in academic arena compared to checking daily homework (Gan & Bilige, 2019). So, comfortable relationship with parents incredibly increases children's academic gain (O'Toole et al, 2019).

Showing respect: There is no alternative to respect the children; respecting what they are trying to say, their opinion and what their likes or dislikes are imperative to make them confident. When parents respect their children, children have a sense of mutual respect for their parents too. Gan & Bilige (2019) said that in order to build self-esteem in a child, it is crucial to involve children in democratic decision making, listening to the children and considering their opinion. Above all, teachers also should show similar behavior to the children in order to make them feel engaging and comfortable in the classroom.

Learning through play: Learning begins from early childhood; respondents suggested to engage children with learning toys and sports which actively motivate them to grow curiosity and attachment towards learning. Story telling always helps children to grow, uneducated parents, who cannot read to their child, can regularly talk about their past memories and

experiences with the children which can significantly expand children's story comprehension abilities (Harding et al, 2015). Most importantly, children can directly have advantage from cultural capital if a parent buys education resources, read to their children, and support their children for any learning opportunities (Tan et al, 2019). It has been mentioned that when parents supervise artistic activities in children it positively impact education outcome (Harris & Jr., 2010).

Teaching on how to take responsibility: Almost all of the high-achiever children have one thing common; they take the responsibility of their own learning. The reason behind it is, from childhood they used to take care of their own things; eating by themselves, washing their plates after having food, organizing their toys after playing etc. These children consider studying and completing their daily homework as their regular responsibility.

Revisiting and recreating primary school policies: It is high time to revisit the policies of government primary school in order to form an effective communication mechanism between school and parents, especially in the underprivileged social setting where most of the parents are uneducated and unaware of the help that their children needed from them in order to excel. By properly monitoring and guiding children's progress students can get high grades, besides, parents and teachers collaboration plays an important role to make parents understand how they can actively help their children to learn from home (Terfassa & Dawa, 2018). School must take responsibility to increase parent's participation in children's learning by presenting warm invitation to create school and parent's partnership so that parents can learn how to ensure good home learning environment for children (O'Toole et al, 2019). In the disadvantaged community, language and cultural differences are the most significant barriers. Warm, inclusive and respectful behavior can help in this regard (O'Toole et al,

2019). Parents from disadvantaged background are less likely to interact with school, but it is extremely imperative that parents form a strong network among themselves in their own neighborhood or community (Li & Mary, 2017).

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Appendices

Appendix A. Consent Letter

জরিপ অনুমতি পত্র (প্রধান শিক্ষক)

জরিপের বিষয়: "বাবা মায়ের বই পড়ার অভ্যাস, তাদের শিক্ষাগত যোগ্যতা এবং তাদের যোগাযোগ দক্ষতা তাদের সন্তানদের শিক্ষাগত অর্জনকে কতটুকু প্রভাবিত করে"

সম্মানিত প্রধান শিক্ষিকা,

আসসালামুয়ালাইকুম!

আমার নাম মালিহা মুরতাজ। আমি দীর্ঘ ২ বছর ধরে নাসিরাবাদ কলোনী সরকারি প্রাথমিক বিদ্যালয়ে আপনার নেতৃত্বে শিক্ষকতা করছি। শিক্ষাগত করার সময়

আমাকে একটি বিষয়ে খুব ভাবিয়েছে, কিছু কিছু শিক্ষার্থী পড়া শোনায় খুবই মনোযোগী কিন্তু অনেক শিক্ষার্থীই পিছিয়ে আছে। শিক্ষক হিসেবে আমি এই পিছিয়ে পড়া বা এগিয়ে যাওয়ার পিছনের কারণ জানতে চাই যাতে করে আমি পরবর্তীতে বুজতে পারি যে কোন শিক্ষার্থীদের কি ধরনের সাহায্য দরকার। এই উদ্দেশ্যকে সামনে রেখে আমি আমার স্নাতকোত্তর শিক্ষা সমাপ্তির অংশ হিসেবে এই গবেষণা করছি। এই গবেষণার প্রয়োজনে আমি উপরে উল্লেখিত বিষয়ের সাথে সম্পর্কিত চতুর্থ শ্রেণীর শিক্ষার্থীদের অভিভাবকদের বিভিন্ন প্রশ্ন জিজ্ঞেস করবো, তাদের উত্তরগুলো আমার কাছে সংরক্ষিত থাকবে, গবেষণা প্রকাশের প্রেক্ষিতে আপনাদের জবাবগুলোও প্রকাশ পাবে কিন্তু উত্তরদাতার পরিচয় কোনো পরিস্থিতিতে প্রকাশ করা হবে না।

আপনি উপরে উল্লেখিত কাজটি করার জন্য যদি আমাকে অনুমতি দিয়ে থাকেন তাহলে নিচের মতামত ঘরে হ্যাঁ লিখুন আর যদি অনুমতি না দিয়ে থাকেন তাহলে না লিখুন।

মতামত ঘর: হ্যাঁ

আপনাদের অনেক ধন্যবাদ,

মালিহা মুর্তাজ

স্নাতকোত্তর ছাত্রী,

ব্র্যাক বিশ্ববিদ্যালয়

জরিপ অনুমতি পত্র (শিক্ষার্থীদের অভিভাবক)

জরিপের বিষয়: "বাবা মায়ের বই পড়ার অভ্যাস, তাদের শিক্ষাগত যোগ্যতা এবং তাদের যোগাযোগ দক্ষতা তাদের সন্তানদের শিক্ষাগত অর্জনকে কতটুকু প্রভাবিত করে"

সম্মানিত ভাই ও বোনেরা,

আসসালামুয়ালাইকুম!

আমার নাম মালিহা মুরতাজ। আমি দীর্ঘ ২ বছর ধরে নাসিরাবাদ কলোনী সরকারি প্রাথমিক বিদ্যালয়ে শিক্ষকতা করছি। শিক্ষাগত করার সময় আমাকে একটি বিষয়ে খুব ভাবিয়েছে, কিছু কিছু শিক্ষার্থী পড়া শোনায় খুবই মনোযোগী কিন্তু অনেক শিক্ষার্থীই পিছিয়ে আছে। শিক্ষক হিসেবে আমি এই পিছিয়ে পড়া বা এগিয়ে যাওয়ার পিছনের কারণ জানতে চাই যাতে করে আমি পরবর্তীতে বুজতে পারি যে কোন শিক্ষার্থীদের কি ধরণের সাহায্য দরকার। এই উদ্দেশ্যে সামনে রেখে আমি আমার স্নাতকোত্তর শিক্ষা সমাপ্তির অংশ হিসেবে এই গবেষণা করছি। এই গবেষণার প্রয়োজনে আমি উপরে উল্লেখিত বিষয়ের সাথে সম্পর্কিত আপনাদের বিভিন্ন প্রশ্ন জিজ্ঞেস করবো, আপনাদের উত্তরগুলো আমার কাছে সংরক্ষিত থাকবে, গবেষণা প্রকাশের প্রেক্ষিতে আপনাদের জবাবগুলোও প্রকাশ পাবে কিন্তু আপনাদের পরিচয় কোনো পরিস্থিতিতে প্রকাশ করা হবে না।

আমি আপনাদের বিভিন্ন প্রশ্ন জিজ্ঞেস করবো, আপনারা যদি কোনো প্রশ্নের উত্তর দিতে না চান তাহলে আমাকে সরাসরি বলতে পারেন, কিন্তু আমার অনুরোধ থাকবে আপনারা সঠিক এবং সত্য উত্তরটিই লিখবেন বা বলবেন। আমি আপনাদের কাছে অনেক কৃতজ্ঞ থাকবো যদি আপনারা আমাকে ১৫-২০ মিনিট সময় দেন।

আপনি যদি আমাকে সময় দিতে রাজি থাকেন তাহলে নিচে হ্যা লিখুন আর যদি রাজি না থাকেন নিচে না লিখুন।

মতামত ঘর: হ্যা

আপনাদের অনেক ধন্যবাদ,

মালিহা মুর্তাজ

স্নাতকোত্তর ছাত্রী,

ব্র্যাক বিশ্ববিদ্যালয়

Appendix B. Interview Guide

Research Tool for Key Informant Interviews

Questions related to parent's Education

1. Do you like to read? Yes/No. If not, Why (Open ended question)?
2. Does anyone from your family like reading? Yes/No. If yes who?

3. Do you think reading is important? Yes/no. Why (open ended question)
4. What kind of materials you prefer to read? Books/newspapers/ magazines/others.
Why (open ended question)?
5. Which content you like to read the most? Culture/ sports/ politics/ economics/
recreation
6. How many hours do you read? 1-2/ 3-4/ 5-7
7. Do you read in front of children? Yes/ No
8. Do you encourage your children to read? (This question may need to rephrase along
with the research question because sometime it seems that not parents but students
following the footsteps of elder siblings especially in primary school because most of
their parents are illiterate). Always/sometime/never
9. Do you accompany your children while they are reading? Always/sometime/never

Question related to parents communication

1. How is your communication skill with others? Very good/ good/bad
2. How often do you communicate with your children? Always/sometime/hardly.
3. Do you think communication is important? Yes/no. Why?
4. Do you communicate with your children about different ideas, incidents, and issue?
5. How much your children comfortable sharing their thoughts with you? Very
comfortable/ comfortable/ not comfortable.
6. How do you know that they are comfortable?
7. Do you tell real life stories to your children? Yes/No. If yes, what kind of stories you
usually tell?

8. Do you discuss about your aspiration and expectation with your children? Yes/No.
What kind of discussion you do?
9. Do you have set-rules for your children? How often you remind them about those rules?
10. Do you check the daily homework given by school?
11. Do you ask your children what significant happened at school?

Questions related to parent's recreational behaviors

1. What are the sources of your recreation?
2. How many hours do you watch television or YouTube? 1-2/ 3-4/ 5-6
3. What type of content you usually prefer to watch? Why?
4. What your children prefer to watch?
5. Do you discuss with your children what you have watched?
6. Where do you prefer to go in the vacation or holidays? Why?
7. Where does your child prefer to go in holidays? Why?
8. What type of toys you buy for your children?
9. What your children prefer to do in their leisure time?
10. What you and other family member prefer to do in their leisure time?
11. Do you hang-out with your friends in home?
12. What do you normally discuss when you hang-out?

Research Tool for Survey

1. Type of student depending on summative examination result

2. What is the level of your education?
3. Who help the children to study in home?
4. Other than this child does anyone from your family read regularly?
5. Do you or any of your family members encourage your children to read?
6. Do you or any of your family members accompany your children while they are reading?
7. How much you communicate with your children?
8. How much your children comfortable sharing their thoughts with you?
9. How often you tell real life inspirational stories to your children?
10. How often you discuss about your aspiration and expectation with your children?
11. Do you have set-rules for your children?
12. How often do you check the daily homework given by school?
13. How often do you ask your children what significant happened at school?
14. What is the main source of your recreation?
15. How many hours do you watch television or YouTube?
16. What type of content you usually prefer to watch?