

**‘Investigating the Challenges of First-Generation Learners in Primary
Education in Narsingdi Sadar’**

By

Fazlul Haque Maruf
21357025

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

BRAC Institute of Educational Development
BRAC University
December 2023

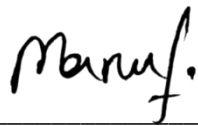
©2023. Fazlul Haque Maruf
All rights reserved.

Declaration

It is hereby declared that

1. The thesis submitted is my 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 have acknowledged all main sources of help.

Student's Full Name & Signature:

A handwritten signature in black ink that reads "Maruf." with a period at the end. The signature is written in a cursive style.

Student Full Name: Fazlul Haque Maruf

Student ID: 21357025

Approval

The thesis titled “Investigating the Challenges of First-Generation Learners in Primary Education in Narsingdi Sadar” submitted by

Fazlul Haque Maruf, 21357025 of Summer, 2023 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Master of Education in Educational Leadership & School Improvement on 27th December 2023.

Examining Committee:

Supervisor:
(Member)

Mamunur Rashid
Senior Lecturer, BRAC Institute of Educational Development

Program Coordinator:
(Member)

Dr. Manjuma Akhtar Mousumi
Assistant Professor, BRAC Institute of Educational Development

External Expert Examiner:
(Member)

Nazmin Sultana
Lecturer, BRAC Institute of Educational Development

Head of the Institute:

Dr. Erum Mariam
Executive Director, BRAC Institute of Educational Development

Ethics Statement

This research was carefully carried out while closely adhering to the recommended guidelines for qualitative research method. Every individual included in this research gave their explicit agreement and was guaranteed the highest level of anonymity. The participants' names and identities are kept secret for the duration of the study in order to respect the ethical guidelines guiding this research. This study's secondary research comes from reliable and trustworthy sources. Through the careful application of acceptable citation methods, each source has been duly recognized and attributed, maintaining the values of intellectual property rights and academic honesty.

It is crucial to remember that no one suffered any kind of unfavourable outcome over the course of this study. Ensuring the welfare and moral treatment of all participants was of utmost concern and was constantly upheld, in accordance with the ethical principles that are intrinsic to academic research.

Abstract

This study examines the difficulties encountered by first-generation learners in primary school, with an emphasis on the socioeconomic and academic aspects. A qualitative approach was used to collect data from headteachers, assistant teachers, and students in grades 3 to 5.. The findings highlight major academic obstacles like language and math challenges that are made worse by economic inequality and a lack of tools for learning. Financial limitations, a lack of parental guidance, and the effect of mobile phones on education were all examples of socioeconomic obstacles. Sufficient educational initiatives were found to be necessary for tailored assistance. Teachers emphasized the value of community engagement and student-centred teaching strategies. The importance of parents' roles was highlighted, highlighting the need for greater understanding and teamwork. A comprehensive strategy is needed to address these issues, taking into account the special requirements of first-generation learners for a more welcoming and encouraging learning environment.

Keywords: First-generation learners; Challenges; Academic; Socio-economic.

Dedication

I humbly and deeply dedicate my study to my parents, Mozammel Hoq Chowdhury and Fatema Akter, the cornerstones of my existence. Not only did their unceasing support and encouragement help me reach this academic achievement, but they also ingrained in me the principles that have shaped my path.

My dear wife Asha, you are a constant source of inspiration with your unshakable support and encouragement. Your presence gives me the willpower to carry on and complete every task with sincerity.

I would want to express my sincere gratitude to Teach for Bangladesh, an organization that not only helped me pursue my educational goals but also demonstrated the various ways in which I may make a great impact on the world. I have the utmost gratitude for their generous funding, which has made my academic endeavours less financially burdensome. Your confidence in my abilities motivates me, and I want to sincerely thank you for this priceless assistance.

Acknowledgement

I would like to express my profound appreciation to Mamunur Rashid, Senior Lecturer at BRAC Institute of Educational Development, BRAC University, who oversaw my thesis. His deep understanding and steadfast advice have been invaluable throughout the field research and thesis writing stages. This work has been forever altered by his dedication to guaranteeing morally sound and legally compatible study outputs.

My sincere gratitude also goes out to the department head, Dr. Manjuma Akhtar Mousumi, whose timely and consistent assistance has been crucial to the completion of my thesis. Her assistance was crucial to the success of this work, and for that, I am very grateful. Not only is her commitment admirable, but all of her students find inspiration in her. I am appreciative of her mentoring and will make an effort to model her dedication to my future pupils.

Table of Contents

Declaration	ii
Approval	iii
Ethics Statement	iv
Abstract	v
Dedication	vi
Acknowledgement	vii
Table of Contents	viii
List of Tables	xii
List of Figures	xiii
List of Acronyms	xiv
Chapter 1 Introduction and Background	1
1.1 Introduction.....	1
1.2 Research Topic and Title	2
1.3 Statement of the Problem	3
1.4 Research Questions	5
1.5 Purpose of the study	6
1.6 Significance of the study	7
Chapter 2 Literature Review and Conceptual Framework	8
2.1 Role of Parents on Primary Students Learning	8
2.2 Impact of Parents' Educational Level in Students Learning	11
2.3 Defining First-Generation Learner	13

2.4 First Generation Learners in Bangladesh	16
2.5 Educational state of First-Generation Learners	17
2.6 Educational Opportunities for First-Generation Learners in Bangladesh	18
2.7 Academic Challenges of First-Generation Learners	19
2.8 Socio economic challenges of First-Generation Learners	20
2.9 Actions needed to resolve the challenge	21
2.10 Conceptual Framework	22
Chapter 3 Methodology	24
3.1 Research Approach	24
3.2 Research Site	25
3.3 Research Participants	25
3.4 Sampling Procedure	26
3.5 Data Collection Methods	26
3.5.1 Interview	27
3.5.2 Focus group discussion	28
3.5.3 Observation	29
3.6 Role of the Researcher	30
3.7 Data Analysis Process	30
3.8 Ethical Issues and Concerns	31
3.9 Credibility and Rigor	32
3.10 Limitations of the Study	33

Chapter 4: Results	35
4.1 Introduction	35
4.2 Demographic Information	35
4.3 Academic Challenges	36
4.4 Socio-economic challenges	39
4.5 Learning and living challenges	42
4.6 Effective educational programs and interventions	45
4.7 Teaching Methods and Practices	48
4.8 Role of parents, families, and communities	51
4.9 Findings of the observation	54
4.9.1 Classroom Environment	55
4.9.2 Teaching Methods	56
4.9.3 Student Involvement and Academic Development	56
4.9.4 General Comparative Overview	57
Chapter 5: Discussion	58
5.1 Introduction to Results	58
5.2 Data Interpretation	58
5.3 Application and Improvement	58
5.4 Deviation from Expectations	59
5.5 Hypothesis and Assumption	60
5.6 Comparison with Other Studies	61
5.7 Unexpected Data	62
5.8 Inconclusive Results	62

5.9 Identified Educational Problems	62
Chapter 6: Conclusion	63
6.1 Reflective Remark	63
6.2 Purpose Achievement	63
6.3 Recommendations	64
6.3.1 Improvement Recommendations	64
6.3.2 Problem Resolution Recommendations	64
6.3.3 Further Research Recommendations	64
6.4.4 Policy Maker Recommendations	65
References	67
Appendices	71
Appendix A. Consent Letter	71
Appendix B. Classroom Observation Guide	73
Appendix C. Interview Guide for the Headteachers	74
Appendix D. Interview guide for the First-generation learners	76
Appendix E. Focus Group Discussion Guide for Teachers	78
Appendix F. Focus Group Discussion Guide for Parents	80

List of Tables

Table 1: Data Collection Plan	31
Table 2: Evaluation criteria for qualitative research (Trochim & Donnelly, 2007).	34
Table 3: Data Collection Matrix	35
Table 4: Classroom observation response	56

List of Figures

Figure 1: Conceptual framework of the challenges of first-generation learners 23

Figure 2: 6-phase process for doing thematic analysis (Braun & Clarke, 2006) 32

List of Acronyms

DPE	Directorate of Primary Education
FGD	Focus Group Discussion
FGL	First Generation Learner
FGS	First Generation Student
GPI	Gender Parity Index
ICT	Information and Communications Technology
MoPME	Ministry of Primary and Mass Education
NCES	National Center for Education Statistics
PEDP	Primary Education Development Program
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
US	United States

Chapter 1

Introduction and Background

1.1 Introduction

After the liberation of Bangladesh, till now, six education policies had been implemented so far. All of these policies tried to ensure the maximum enrolment in primary education and to do that, Ministry of Primary and Mass Education ran different projects along with different NGOs and organizations. But as a newly born country with low literacy rate, had to raise millions of learners who are the first in their entire generation. The challenges of first-generation learners remained in darkness. A 700-million-dollar project ‘Quality education for all’ under PEDP IV by World Bank came to an end by June 30, 2023 (World Bank, 2018). But what is the outcome of this project? The baseline study shows that the Percentage of GPSs that meet at least three of four school-level quality indicators on 31st December 2016 was 32.80 and on April 7 2022 it dropped to 30.00 (World Bank, 2022). This data clearly shows that the goal of this project is not as satisfactory as expected. The indicators of these surveys were, Learning Outcomes, Education Equality, Educational Attainment, and Education Expenditure. One of the reasons of this not satisfactory outcome might be the COVID-19 pandemic. However, the researcher looked for a different reason also. In 1971 the primary school enrolment rate was 52.05 percent (Government of the People's Republic of Bangladesh, 2022). By 2022 it raised to 98 percent (USAID, 2023). Through these years the enrolment rose rapidly. This also means the majority of the enrolled students are the first among their generation to receive a formal education (USAID, 2023). There are several studies about first-generation learners (FGLs) where it is clearly shown that FGLs need different treatment and take care compared to second-generation learners (Sinha, 2018). According to the researcher's findings, the topic of first-generation learners in Bangladesh is an area that has been understudied.

However, several research has been done on our neighbouring country India and multiple African countries. Understanding the significance of first-generation learners in primary education brings attention to the need for specialized assistance, encourages inclusion and diversity, and advances the objective of achieving educational justice. Teachers and policymakers can collaborate to develop an educational system that promotes the success and well-being of all students by acknowledging and addressing the distinct obstacles experienced by first-generation learners. The researcher wants to identify the challenges of FGLs and suggest some solutions to mitigate the challenges of FGLs of Bangladesh. The researcher hopes that there will be a continuation of studies on this topic.

1.2 Research Topic and Title

Research Topic: First-generation learners' challenge.

Learning is not the same for all students in a class. It varies from student to student. Ethnicity, environment, economic status, living standard and many other factors may impact the learning of a student (Sinha, 2018). In this paper, the researcher aims to measure the learning of those students who are from illiterate parents. According to Govinda and Bandyopadhyay, first-generation learners are humans whose parents or guardians are uneducated (Govinda & Bandyopadhyay, 2008). The researcher defines them as first-generation learners. From many research, it is proved that the education level of parents makes a huge impact on children's learning. So far, it can be assumed that multiple difficulties might be seen for first-generation learners compared to second-generation learners. Identifying those difficulties are one of the expected outcomes of this research. Therefore, the title of the study had been selected as, 'Investigating the Challenges of First-Generation Learners in Primary Education in Narsingdi Sadar'

The study acknowledges that parents' educational backgrounds substantially impact their children's learning outcomes and aims to investigate the unique difficulties these students face in Narsingdi. By highlighting these difficulties, the study hopes to advance knowledge of first-generation learners' requirements and offer guidance for creating interventions that are specifically intended to enhance their academic achievement. The study attempts to open the door for additional research in this crucial area of education while acknowledging the research gap currently in Bangladesh regarding the difficulties experienced by first-generation learners.

1.3 Statement of the Problem

According to Global Economy.com, Bangladesh has ranked 9th in primary school enrollment (The Global Economy, 2021). In 2021, near about 20.01 million children were enrolled in pre-primary to grade five (Bangladesh Ministry of Primary and Mass Education, 2022). Bangladesh has achieved gender parity in primary school enrolment, with a gender parity index (GPI) of 1.15 in 2020. This means that there are more girls enrolled in primary school than boys. (Directorate of Primary Education, 2022). But the scenario was not same in the earlier decades. In 2010, the literacy rate in Bangladesh was 61.5% (UNESCO, 2012). In 2000 it was 47.5% and in 1990 it was 32.4% (World Bank, 2022). These statistics indicate one thing clearly. A large number of the parents of current generation enrolled in primary schools now a days, has very little or no formal education. Parents education plays a vital role on student learning (Harvard Family Research Project, 2013). We cannot expect the maximum output from our primary school children as most of them are the first generation of their family who are attending in a formal education. Primary education in Bangladesh has tons of problems. Lack of access (UNESCO,2020), Poor quality education (Barikder & Ahmed, 2020), High dropout rates (Uddin, Hossain, & Islam, 2017). Inadequate funding (Abedin, 2019) is the most significant problem according to them. However,

most of the researchers did not focus on the shortcomings of first-generation learners as a backlash of primary education. In 2010, Bangladesh introduced its latest education policy. Key focuses of that policy were ‘Quality Education’, ‘Access to Education’, ‘Technical and Vocational Education’, ‘Information and Communication Technology (ICT)’, ‘Gender Equality’, ‘Inclusive Education’, ‘Teacher Training’, and ‘Financing Education’ (Ministry of Education, 2010). First generation learners were not addressed in any form in this education policy. There hasn't been much research done on the experiences and difficulties faced by first-generation learners in Bangladeshi education. First-generation learners' particular requirements and considerations are frequently under- or completely ignored when legislators and curriculum writers create educational regulations and prepare curricula, despite their unique situations. This disregard for the unique needs and obstacles faced by first-generation students may impede their academic development and success in general. Thus, in order to guide the creation of more inclusive and successful educational policies and curriculum in Bangladesh, a deeper understanding of this population is urgently needed.

As a school teacher, the researcher noticed that there are very distinct differences between first generation learners and second-generation learners. Also, first-generation learners take more time to achieve their grade competencies. Primary education in Bangladesh is overwhelmed by multiple obstacles. Shortages of teachers, limitations of budget, insufficient structure and many others. Along with these difficulties first-generation learners impact the teaching-learning processes of primary institutions. It would be considered as a significant obstacle in the education policy of Bangladesh. Therefore, the researcher felt a need of study focusing this problem.

1.4 Research Questions

Research Question 1: What academic and socio-economic challenges first generation learners are facing in primary education?

Sub research questions:

- i. What are the most common academic challenges faced by first-generation learners in primary education?
- ii. How do socio-economic factors, such as family income level, effect the academic success of first-generation learners in primary education?
- iii. What are the learning and living challenges that first-generation learners face in primary education?

Research Question 2: What are the solutions to resolve the challenge of first-generation learners?

Sub research questions:

- i. What are the most effective educational programs and interventions that have been implemented to support first-generation learners in primary education, particularly those that address socio-economic and learning challenges?
- ii. How do schools and teachers need to adapt their teaching methods and practices to better support first-generation learners in primary education?
- iii. What role can parents, families, and communities play in supporting first-generation learners in primary education, and what strategies are effective?

1.5 Purpose of the study

Currently, the participation rate in primary education is increasing significantly (World Bank, 2018). The rate of education seen by the government can be said to be quite satisfactory. But the opposite picture is also found in some studies. A survey conducted by the World Bank in 2018 showed that only 35 percent of third-grade students in the country could read some Bangla. And only 25 percent of fifth graders can do simple numbers in a math book. The report also shows that six-and-a-half-year-old students in developed countries learn as much as eleven-year-old students in our country (World Bank, 2018).

From this discussion, it can be concluded that we are still far behind in achieving our desired standards in primary education. Among the obstacles to primary education, teacher training and increase in allocations are repeatedly raised, but special attention is not paid to the students of the next generation. However, research shows that first-generation learners face many obstacles in various fields (Lal, 2017; Sinha, 2018; Mondol & Chatarjee, 2021). One of the objectives of this research is: To identify the problems faced by first-generation learners in government primary schools. The researcher expects to find the common challenges of first-generation learners through this study. Influence of the socioeconomic factors like parental education, income level, family background in the academic success of the FGLs in primary education was a focus of this study. Linguistic and cultural challenges that first-generation learners face in primary education and how do these challenges impact their academic outcome was also a significant concentration of this research. After Identifying the challenges, the study also discussed possible actions for the learning of first-generation learners in primary education in Bangladesh. At the literature review part, the researcher discussed the effective educational programs and interventions that have been

implemented to support FGLs in primary education. The Study tried to suggest teaching methods and practices to better support FGLs in primary education in Bangladeshi context.

1.6 Significance of the study

The difficulties faced by first-generation primary school learners in Narsingdi Bangladesh, will be studied in this thesis, along with possible solutions.

The basis for success and lifelong learning is primary education. However, the transition to primary school can be particularly difficult for first-generation learners. These learners frequently have particular difficulties, such as restricted access to learning tools at home and a lack of familiarity with the educational system.

First-generation learners have the potential to succeed in primary school despite the difficulties they encounter. They can acquire the abilities and knowledge required to excel academically and realize their full potential with the correct assistance.

The results of this study will have significant ramifications for practitioners and policymakers. Policymakers may create more effective policies and initiatives to benefit first-generation learners by having a greater knowledge of the difficulties these students experience. The results of this study can be used by practitioners to guide their instruction and build more inclusive and welcoming learning environments for first-generation learners. The results of this study are anticipated to have significant implications for first-generation learners and their families, as well as for policymakers and practitioners.

Chapter 2

Literature Review and Conceptual Framework

To identify the challenges of first-generation learners, the researcher identified the factors associated with the first-generation learners. Different books, papers, articles, journals and news articles were thoroughly reviewed to identify the research-related important issues. To identify the challenges, it is important to know the parents' role in education. We need to know, how significant is the relationship between parental education and children's academic performance. This chapter has been designed with some particular areas associated with first-generation learners. Those are:

- i. The role of parents in primary students learning.
- ii. Impact of parents' educational levels in primary students' learning.
- iii. Defining First-Generation Learner.
- iv. First Generation Learners in Bangladesh.
- v. Educational State of First-Generation Learners.
- vi. Educational Opportunities for First-Generation Learners in Bangladesh.
- vii. Academic Challenges of First-Generation Learners.
- viii. Socio-economic Challenges of First-Generation Learners
- ix. Actions needed to resolve the challenge

A step-by-step review will be present here according to the study.

2.1 Role of Parents on Primary Students Learning

Parents play a very significant role in students learning. After the birth of a baby, they start to develop their skills and cognition. This development happens through the relationship with their parents. A parent contributes in this process by talking, reading, singing, speaking, writing, playing

and so on. Listening, reading, speaking and writing are the early literacy skills of child. So, the foundation of a child depends on the participation of parents in the child's development process. The foundational pillar of civilization is the family. The family and the environment help to enhance and mold a child's innate potential. For children, their homes serve as their first schools, and their parents are their primary educators. (Engelhard, 2002). The mother is the most crucial person in the lives of the kids. The mother essentially acts as the child's first instructor, overseeing and planning all of his educational experiences. She performs two crucial roles in doing so: (1) She controls stimulus events, meaning she has the most control over the home setting and decides which domestic occurrences have an impact on the kids. (2) She controls the reward system, meaning that she is the main person to react to the child's conduct in a positive, negative, or neutral way. (Sirin, S.R., 2005).

Parental education appears to receive a lot of focus among non-school factors that affect children's academic achievement. According to numerous studies in this area, parental education and academic success are directly related. For instance, Baker and Steveuson's research from 1986 found that well-educated mothers are more knowledgeable about their children's schooling, have more contact and communication with the school and are aware of their children's accomplishments, watch their progress, and encourage their children to seek higher education. In school-based longitudinal data, Barnard (2004) investigated the impact of parental participation on children's success indicators both at home and in school. Barnard discovered that higher reported educated parental involvement in elementary school was significantly associated with increased high school completion (Barnard, 2004).

In conclusion, students with educated parents are supported and appear to perform better academically, while students without educated parents lack support and tend to perform less well

in reaching their educational goals. The learner's capacity for effective study is one of the key elements influencing academic success. Making decisions about where to study and how to study is necessary for maintaining good focus during study time.

Multiple areas have been found in different studies where educated parents contribute for their children. i) Creating a supportive home environment (National Association of School Psychologists, 2016). ii) Helping with homework (U.S. Department of Education, 2017). iii) Encouraging reading (Raising Children Network, 2021; (McFarland et al., 2019)). iv) Supporting good study habits (American Academy of Pediatrics, 2021). v) Communicating with teachers (U.S. Department of Education, 2017; National Education Association, 2021) are among those areas.

To do a sound study, a quiet and calm place is a very needed thing. Any kind of distraction like noise, TV volume or clutter brings a breakthrough of a child's study. Research shows that, educated parents ensure this environment more appropriately compared to the parents who did not receive any formal education (National Association of School Psychologists, 2016). For a student homework is a very important part of her/his learning process. It provides the opportunity to practice and reinforce the concepts which was discussed in the classroom. Educated parents are able to help their children with the assignments, projects and needed guidance (U.S. Department of Education, 2017). One of the most significant skills for a student is reading, which is essential for all subjects. Educated parents are more concerned with providing the access to books, reading with the kids and model a love for reading by involving themselves (Raising Children Network, 2021; (McFarland et al., 2019)).

For academic success good study habits are very essential thing to practice. A study finds that, concerned educated parents help their children by breaking down large assignments into manageable tasks, practicing time management skills and using flashcards to review materials

(American Academy of Pediatrics, 2021). Another study shows that parents with education maintains communication with the teachers of their children, which is necessary for understanding a child's progress. Through this communication, a child's challenges can be identified very quickly and needed measures can be taken in the shortest time (U.S. Department of Education, 2017; National Education Association, 2021).

2.2 Impact of Parents' Educational Level in Students Learning

The impact of parents' educational level on students' learning has been studied extensively. Researchers have found that students with more educated parents tend to outperform those with less educated parents in terms of academic success (NCES, 2020). For instance, a survey by the National Center for Education Statistics revealed that 90% of 25 to 29-year-olds with parents holding bachelor's degrees or higher completed high school in 2019, compared to 67% of those whose parents had only a high school diploma or less (NCES, 2020).

Parental involvement and the learning environment at home play significant roles in children's effective learning. According to Brooks-Gunn and Duncan (2000), exposing children to a conducive learning environment at home enhances their academic performance. Educated parents encourage their children to work diligently in school, help them establish study schedules and spaces, and address any questions or difficulties that arise during their studies. Parental assistance with homework, such as reading with children and providing relevant materials, supports literacy development (Shumox & Lomax, 2001). A supportive home environment also involves parental supervision, structure, and restrictions on activities like excessive television viewing, as well as allocating dedicated time for homework and learning (2001).

Assisting toddlers in reading has several benefits, as emphasized by Brooks-Gunn and Duncan (2000):

- Conceptual growth, vocabulary expansion, and verbal proficiency.
- Understanding the structure, substance, and interpretation of written language.
- Academic preparedness for future lessons.
- Word identification skills.
- Improved reading success and ease of memorization.

Research has shown that the connection between parental education and academic success tends to be stronger in younger children compared to older ones (Hu, Duncan, & Zhang, 2013). While parental education is an important predictor of academic success, other factors like socioeconomic status and family structure also have significant influences (Pong, Dronkers, & Hampden-Thompson, 2003). Therefore, considering multiple factors that affect students' learning is crucial. Overall, parental education has a significant impact on students' academic success. Children with parents who have higher levels of education typically perform better academically, display more motivation to learn, and navigate the educational system more effectively. Additionally, various familial variables such as parental occupation, socioeconomic status, family structure, parental involvement, peer and teacher influence, and adolescent self-efficacy also contribute to educational goals and academic success (Garg et al., 2002; Sánchez, Reyes, & Singh, 2006; Teachman & Paasch, 1998).

Parental involvement, considered as a form of social capital, has been linked to a higher likelihood of students enrolling in both two-year and four-year colleges (Perna & Titus, 2005). Studies have shown that students whose parents hold at least a bachelor's degree are more likely to have parents who anticipate their college completion (Lippman et al., 2008). The construct of self-efficacy, developed through mental simulations of success or failure, also plays a role in motivating adolescents to pursue educational goals like attending college (Bandura, 1994; Vick & Packer,

2008). Parental education, family background, and support behaviours are strongly associated with adolescents' goals (Kao & Tienda, 1998; Plunkett & Bamaca-Gomez, 2003).

In summary, parental education significantly influences students' academic success. Parents with higher education levels tend to provide a supportive learning environment, engage in effective parental involvement, and foster their children's academic motivation. However, it's important to consider other factors alongside parental education that can impact students' learning outcomes.

2.3 Defining First-Generation Learner

According to Works on First Generation Learners (FGL), the idea has no set definition. Most studies have considered the effect of parents' educational attainment on FGLs' access, perseverance, and educational experience. Since the majority of foreign research focuses on FGL college students, FGLs are typically defined as those whose parents have not earned a college degree. First-generation pupils are all pupils whose parents have not earned a postsecondary or college degree, according to the TRIO definition of FGLs. The Higher Education Act of 1965's first three programs were referred to by the word "TRIO" itself. These three programs—Talent Search, Student Support Services, and Upward Bound—all had the same goal of helping people from underprivileged backgrounds. Although TRIO was formerly an abbreviation for these three programs, it is now used to refer to a broader range of federal initiatives in United States of America that support students who face obstacles to pursuing higher education. According to Govinda and Bandyopadhyay first-generation learners are those whose parents or guardians are ignorant (Govinda, 2018). The researcher worked with the definition of Govinda and Bandyopadhyay as it represents out context. In our study, students or children of uneducated or illiterate parents are referred to as first-generation learners. The researcher is going to identify the first-generation learners as the students whose parents did not receive any mentionable formal

education e.g. SSC or HSC. But in some cases, to understand the challenges, the discussion will include those parents who received a few formal educations.

FGLs face particular issues that keep them from accomplishing their objectives. Even when FGLs participate, they often leave sooner than their peers (Billson & Terry, 1981). Only at the elementary stage did the pattern become more obvious. A lot of them are threatened with "silent exclusion" from the educational system (Billson & Terry, 1981). Beginning first-generation learners are different from non-first-generation learners in terms of age and family history. Billson and Terry claim that FGLs/FGSs are more likely to be older, be women, be members of racial or ethnic minorities, be from monetarily disadvantaged backgrounds, and live in rural or outlying areas (Billson & Terry, 1981). Additionally, they have issues with participation, retention, and scholastic preparation. Some of the factors influencing FGL involvement and retention have been compiled by (Auclair et al. 2008). They include the nature of the institutions and how each student enrolls in them, as well as their performance, persistence, interruption of their studies, earning degrees, academic advancement, grade point average, and circumstances outside of school, such as family assistance or employment. A study by Ashok Pandey and Binod Kumar, there are significant differences between first generation learners and subsequent generation learners from rural and urban areas in terms of their study habits and academic accomplishments (Kumar, 2014).

First-generation learners encounter numerous obstacles that can make it difficult for them to succeed, making them a frequently underserved population in higher education. The absence of family assistance is one of the biggest obstacles, which can make them feel alone and overburdened (Auclair et al. 2008). Since many first-generation learners originate from low-income families, covering other costs, such as college tuition, can be difficult. Additionally, they might not have

the access to educational tools and opportunities needed to be academically prepared (Auclair et al. 2008).

According to Choy (2001), first-generation learners are frequently underrepresented in higher education and encounter a variety of obstacles that can hinder their success (Choy, 2001). The absence of family assistance is one of the biggest obstacles, which can make them feel alone and overburdened. (Engle & Tinto, 2008). Financial constraints can make it difficult for first-generation learners, many of whom originate from low-income families, to pay for college tuition and other expenses. (Stephens, Hamedani, & Destin, 2014). Additionally, they might not have the access to educational tools and opportunities needed to be academically prepared.

Due to their lack of social and cultural capital, first-generation learners may experience social isolation in college, which can be an issue (Morgan & Sáenz, 2011). This may cause them to experience imposter syndrome and lose faith in their ability to thrive. (Cokley et al., 2013). Due to the fact that many first-generation learners must work in order to support themselves or their families, juggling work and education can be difficult.

Another crucial factor to take into account is first-generation learners' mental health, as the strain and stress of being the first in their family to attend college can negatively impact their wellbeing. (Cabrera et al., 1993). Unfortunately, it can be difficult for these students to get the assistance they require due to societal stigma associated with seeking mental health support.

From these studies we can point out the challenges of first-generation learners and describe it accordingly. First-generation learners are those who seek education for the first time in their families. These pupils could experience a range of particular difficulties.

2.4 First Generation Learners in Bangladesh

In Bangladesh, people who are the first in their families to seek formal education beyond the primary level are referred to as first-generation learners. These people come from families where no one in the previous generation had the chance to go to school or receive a formal education.

The precise number of first-generation learners in Bangladesh is not specified in any study till now. However, we can guess the number from the literacy rate of the last few decades. According to World Bank, the adult literacy rate in 1981, 1991, 2001, 2011, and 2021 was consequently 29%, 35%, 47%, 59%, and 72% (World Bank, 2021). Bangladesh has improved access to education for its citizens, particularly those from underprivileged backgrounds. This data clearly shows that in every decade, a significant number of enrolled students in primary education are first-generation learners.

Accessing and navigating the educational system is difficult for first-generation learners. They do not have the parental support and advice that comes from having family members who have already completed the educational system (Barnard, 2004).

First-generation learners' prospects for a future living depend greatly on the quality of their education (Auclair et al., 2008). They can break the cycle of poverty and find better career possibilities by acquiring education and skills. Socioeconomic variables, a lack of resources, and inadequate support structures can still make it difficult to convert education into a sustainable means of subsistence (Auclair et al., 2008).

First-generation learners in Bangladesh frequently come from economically underprivileged households (Azad, 2018). Their families might not have as much money as they should, which makes it challenging to give them the support they need for their education. Access to high-quality

education, the availability of learning tools, and the general learning environment at home can all be impacted by the socio-economic position of the family (Azad, 2018).

The researcher did not find any special mention of the efforts to meet the requirements of first-generation learners by the government, nonprofits, and educational institutions in Bangladesh. Awareness initiatives, financial aid programs, and scholarships have been needed to support and promote their academic journey.

It is important to keep in mind that first-generation learners' exact situations and experiences might differ significantly depending on elements including region, gender, socio-economic background, and personal opportunities.

2.5 Educational State of First-Generation Learners

The educational journey of Bangladesh's first-generation learners is fraught with difficulties. Access to high-quality education is a major challenge, especially for those living in rural areas where poor infrastructure and distance from schools make it difficult for them to attend. Financial limitations, familial obligations, and societal conventions can make it difficult for first-generation learners to continue their education, which can result in low enrolment and retention rates (Ghosh, 2014). Additionally, making decisions, selecting a vocation, and achieving academic progress are hampered by the absence of support and direction from family members who have not had formal education themselves. Socioeconomic variables, such as poverty and inequality, exacerbate the difficulties these students encounter and limit their access to resources for learning and their capacity to pay tuition (Azad, 2018).

2.6 Educational Opportunities for First-Generation Learners in Bangladesh

In Bangladesh, first-generation learners have access to a range of educational options designed to enhance their academic performance and foster a more welcoming school atmosphere. The following are some of the most important educational possibilities for first-generation learners:

Bangladesh's government has implemented several programs. These programs include improving access to primary education, giving stipends to students from low-income families, and granting scholarships for further education. To improve the whole educational experience, the government also prioritizes infrastructure improvement, teacher quality, and curriculum development (Azad, 2018). However, these initiatives are not specialized initiatives. Those are some initiatives from a holistic perspective (Azad, 2018).

Initiatives have been taken to guarantee that all children have access to primary education. The government has implemented regulations to boost enrolment rates, lower dropout rates, and raise the standard of elementary education, as these initiatives are for all students. First-generation learners are getting the impacts of these initiatives. However, the special need of first-generation learners cannot be fulfilled by these. Stipends for primary students are a significant among those initiative that helps students and their families by covering costs such as tuition, books, and other associated expenses (Ministry of Education, 2010). Regardless of socioeconomic status, these scholarships work to encourage equal access to higher education.

In several areas, community learning centres have been set up to offer students additional support, which are accessible to first-generation learners. To supplement formal schooling, these institutions provide tutoring, extracurricular activities, and academic support (UNESCO, 2020). They provide supportive communal environments by acting as secure locations for education and teamwork.

2.7 Academic Challenges of First-Generation Learners

As the researcher did not find any particular study focusing the first-generation learners of Bangladesh, they studied other countries similar to Bangladesh. India is one of them. According to that study, first-generation learners, who are the first members of their families to attend formal school, frequently struggle academically (Govinda & Bandyopadhyay, 2008). The following are some typical issues that first-generation learners may experience:

A lot of first-generation learners come from homes with little to no formal educational background. Their families might find it difficult to offer sufficient help and advice with academic concerns due to a lack of understanding or awareness, which would result in a lack of encouragement and resources at home (Malkani & Rose, 2018).

First-generation learners' access to education may be greatly impacted by financial restraints. Access to quality education, including books, study materials, tutoring, or extracurricular activities, may be hampered by a lack of financial resources. Some students can even have trouble paying for basics, which can impede their academic development (Govinda & Bandyopadhyay, 2008).

In some places, especially rural ones, a lack of proper education infrastructure might make it difficult for first-generation learners to learn. Their educational options may be limited, and a lack of access to modern technologies, libraries, and schools may hamper their academic advancement (Govinda & Bandyopadhyay, 2008).

Due to their financial status or a lack of parental support for their education, first-generation learners may experience societal stigma or discrimination. Peer pressure, particularly in secondary education, can also affect students' academic decisions and make it challenging for them to follow their intended educational pathways (Pandey & Singh, 2015).

2.8 Socio-economic Challenges of First-Generation Learners

In Bangladesh, first-generation learners may frequently confront socioeconomic obstacles that may hinder their academic progress. The following are some significant socioeconomic issues they might face:

Poverty: A large number of first-generation learners come from underprivileged households where poverty is pervasive. Due to a lack of financial means, families find it challenging to pay for educational costs such as tuition, books, uniforms, and transportation. A lack of financial stability may hamper their capacity to access high-quality education and learning resources (Lal, 2017).

Limited Access to Basic Needs: Socioeconomic difficulties can go beyond the cost of tuition. First-generation learners' families may struggle to meet their fundamental needs, including good nourishment, access to healthcare, and a secure home. These difficulties may directly affect a student's health and capacity for concentration (Sinha, 2018).

Work and Family Responsibilities: First-generation learners may have more duties at home in socioeconomically challenged households. They can be required to work part-time jobs to help support the family budget or assist with childcare and housework. It can be difficult for students to juggle their education with work and family obligations, which leaves little time for academic activities (Govinda & Bandyopadhyay, 2008).

Lack of Educational Resources: Access to educational resources outside of the classroom may be hampered by socioeconomic differences. First-generation learners might not have access to books, educational materials, the internet, or comfortable study space at home. These knowledge gaps can make it difficult for them to conduct independent research and expand their knowledge outside of the classroom (Govinda & Bandyopadhyay, 2008).

Discrimination and Social Inequality: When socioeconomic differences are combined with social inequalities, it can result in marginalization and discrimination (Sinha, 2018). Due to societal stigma, a lack of options, and unequal treatment within the educational system, first-generation learners from underprivileged groups may face additional difficulties.

2.9 Actions needed to resolve the challenge

Targeted education funding is essential to address the academic and financial difficulties of first-generation learners in Bangladesh. The government needs to set aside money for infrastructural upgrades, teacher hiring, and critical supplies (Govinda & Bandyopadhyay, 2008). With the construction of new schools, mobile learning facilities, and online education initiatives, access to education in rural areas should be a top focus (Hammersley, 2006). Modern teaching techniques and teacher professional development can improve first-generation learners' instruction (Engle and Tinto 2008). For students who are economically challenged, financial aid, especially scholarships, is crucial. Students can be prepared for work and financial independence through vocational education programmes. Collaboration between South Asian nations can promote information exchange, policy coordination, and cross-border educational initiatives to the advantage of first-generation learners (Chudgar & Shafiq, 2010). They can further enhance their educational needs with collaborative research projects and language help programmes. South Asian nations may build an inclusive and powerful educational system for first-generation learners by cooperating (Chudgar & Shafiq, 2010).

2.10 Conceptual Framework:

Conceptual Framework on Challenges of First-generation learners in Primary Education.

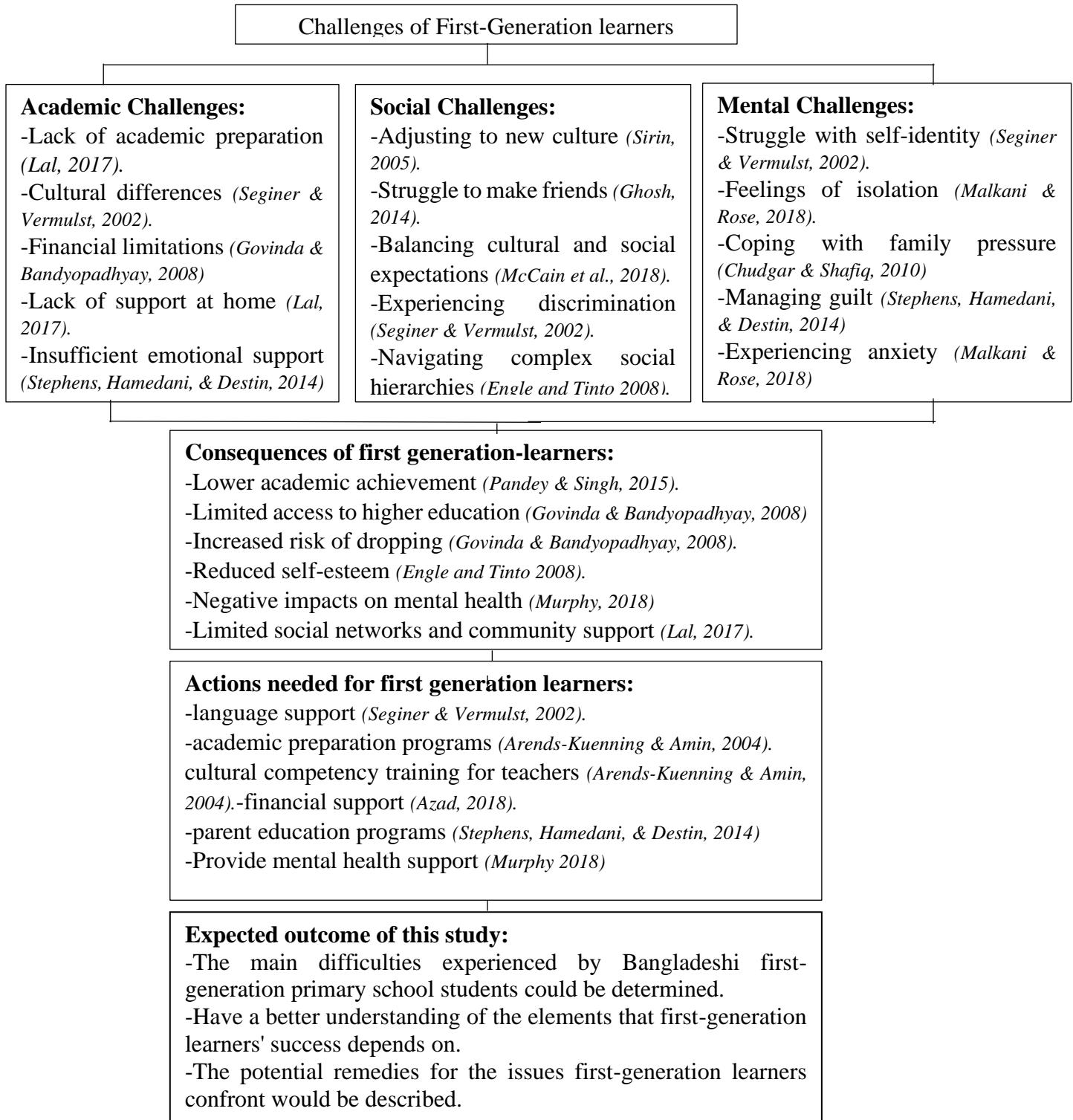


Figure 1: Conceptual framework of the challenges of first-generation learners

In three areas—academic, social, and mental—the conceptual framework examines the difficulties experienced by first-generation learners. Academic difficulties include a lack of planning, cultural barriers, financial constraints, and a lack of parental support. Making friends, maintaining cultural expectations, dealing with prejudice, and adjusting to a new culture are all examples of social obstacles. Self-identity issues, loneliness, family pressure, guilt, and anxiety are all examples of mental challenges. Due to these difficulties, students perform less well academically, have less access to further education, are more likely to drop out, have poorer self-esteem, experience mental health problems, and have less social support. In order to overcome these obstacles, it is necessary to provide language assistance, academic preparation programs, cultural competency training, financial support, parent education, and mental health support. Adequate action guarantees first-generation learners access to equal opportunities, academic performance, social integration, and well-being.

Chapter 3

Methodology

3.1 Research Approach

To analyse people in particular contexts and natural surroundings, this study applies a qualitative research design (Denzin & Lincoln, 2011). First-generation learners (FGLs) encounter unique obstacles in elementary education, and the qualitative approach is thought to be the best way to understand these difficulties (Lal, 2017). The qualitative research approach includes adaptability, use of unstructured data, awareness of subjectivity, concentration on real-world circumstances, examination of a small number of instances, and emphasis on verbal analysis (Hammersley, 2013).

Qualitative approaches are used to capture the perspectives of those working with FGLs, allowing for thorough and nuanced reports (Payne & Judy, 2004). The qualitative research approach gives the researcher the freedom to analyse the phenomenon holistically, consider many viewpoints, and delve into the beliefs and meanings of participants (Staller, 2010). Beyond the limitations of quantitative assumptions, it enables a thorough grasp of participants' perspectives and the complexity of the social context (Flyvbjerg, 2006; Silverman, 2013).

In the local school setting of the study, rapport and trust are fostered by the qualitative approach's emphasis on participants' perspectives and their active settings (Staller, 2010). It captures the essence of social interactions and allows for fully exploring stakeholders' perspectives within a given environment (Staller, 2010). Quantitative methods might not adequately capture participants' perceptions and responses from their own points of view, while the qualitative approach does (Staller, 2010).

In conclusion, applying a qualitative methodology enables a complete analysis of phenomena, consideration of various points of view, and a greater comprehension of participants' meanings and beliefs in relation to the study's objectives (Staller, 2010).

3.2 Research Site

This research work was conducted at Narsingdi Sadar. The researcher had been working here in a private school for eight months. So, this area was familiar to the researcher. But the institution in which the researcher is working was not included in the research site. As the researcher worked with the first-generation learners of primary school, it was desirable to had an easy and pleasant relationship with the participants in this study. As a result, this area was an ideal place for the researcher on this topic.

3.3 Research Participants

Nine assistant teachers, two headteachers, one senior teacher, four parents, and ten first-generation learners took part in the study. There was no participation outside of Narsingdi.

By asking the parents, headteachers, and teachers to identify FGLs in their school or community, the researcher was able to identify FGLs. Additionally, the researcher looked through student records to locate those whose parents lack a formal education.

To identify FGLs and gather information on the difficulties they face, the researcher conducted interviews, and focus group discussions (FGDs) with teachers, headteachers, first-generation-learners, and parents. This information was used by the researcher to inform the conclusions and suggestions of the study.

3.4 Sampling Procedure

This study used purposive sampling to select Nine teachers, two headteachers, a senior teacher, four parents, and ten first-generation learners. All of the participants were located in Narsingdi.

The researcher selected these participants because they are knowledgeable about the challenges faced by first-generation learners. Teachers and headteachers were responsible for teaching and supporting first-generation learners. Parents provided insights into the challenges that first-generation learners face at home. First-generation learners provided information about the challenges that they face at the school and living place.

The researcher studied the experiences of first-generation learners (FGLs) from three particular community in this research. The aim of this research is to identify the difficulties faced by first-generation learners (FGLs) and provide recommendations to inform the development of our educational strategy. This study offered the right backdrop for studying FGLs in their native environment.

3.5 Data Collection Methods

There are multiple methods of qualitative research approach. Observation, Interview, Questionnaire, focus group discussion are among them. (Larry B. Christensen, 2015). In this research the researcher wanted to get subjective data of a particular group of students 'First-Generation Learners' and the stakeholders associated with them. Interviews, observations, and focus group discussions were used to gather qualitative data for this study. Detailed field notes improved this. The most important means of capturing accounts of research participation among these data-gathering tools was interviews. These interviews were conducted in face-to-face approach. The duration of the interviews with the participants were 30-40 minutes. All the participants joined from a school or school catchment area. The region from which a government

primary school in Bangladesh anticipates enrolling kids is known as the catchment area. The government chooses the catchment area, and it usually takes into account things like population density, travel time to neighbouring schools, and accessibility to transportation (Lobato, 2021). The observations offered a more comprehensive context for the effort, typically its formal aspect. Since the focus group discussions in this study were considered complementary, no statistical analysis was conducted. The researcher had to continually strive to minimize their influence and preconceptions on the data and maintain a level of reflexivity (Hammersley & Atkinson, 2007). So far, the researcher contacted a senior teacher of Hazrat Kabul Shah Collectorate Public School, a public funded school for under-resourced children in Tarowa Narsingdi. This is a primary school for grade 1-8. Also the Headteachers of Velanagar Government Primary School and Brahmondi Government Primary School.

3.5.1 Interview

To find the answers of the research questions, thirteen interviews have been conducted. It helped the researcher to understand the views and perceptions about the FGLs of the senior teacher and the headteachers and the learners themselves. The interview method is one of the best suits for this research as the interview method had several conveniences. The researcher conducted 2 interviews with the headteachers, 1 interview with a senior teacher and 10 interviews with the first-generation learners. FGLs were from grades 4 and 5.

All interviews were semi-structured, so the researcher prepared a questionnaire in advance and a list of broad topics they wish to discuss with the interviewee. The schedules for all interviews with headteachers and FGLs are included in the appendix attached in section 3.5.3. For each stakeholder, different questions were asked. These interviews wanted to comprehend each

participant's unique experience by posing questions that are pertinent to them and following up on the problems they previously raised.

Most of the interviews took place in the participant's catchment area. This made it more comfortable to them. In terms of timing, interviews were about forty minutes. The determining factor of the length of each interview was, expected information and providing enough opportunity to explain the answer without any rush. Often, the interviews took place when participants did not have school activities.

3.5.2 Focus group discussion

Two focus group discussion (FGD) was conducted with the assistant teachers and parents to get an in-depth understanding of FGLs and reflect the research questions. The researcher conducted a FGD with 9 assistant teachers and 4 parents. The FGD with the teachers and parents helped the researcher to know about the challenges inside the classroom and home FGLs face and suggested probable action and policy to mitigate the challenges. The FGDs happened in the school premise.

The FGDs were 'Traditional Focus Group Discussion'. During the discussion, the moderator asked some questions and let the group answer those questions. As the number of participants of these discussions were 4 to 9 and the topic was specific, this type of focus group discussion was the most effective. The discussions were conducted in the school area.

The duration of those discussions were 30 minutes long. The reason of this duration was to ensure the appropriate participation of all the participants and allowing expressing their opinions. Focus group discussions with the assistant teachers were conducted during school break time.

3.5.3 Observation

Three classroom observations from different three grades gave the researcher an in-person experience to learn about the FGLs. Along with that, the limitations of the current policy were identified which was not working for the FGLs. Engagement, performance, communication and other learning factors has been measured through these observations. More significantly the way FGLs behaved, responded and did their tasks was be tracked by the researcher. These were the key findings for identifying the academic challenges and preparing an effective strategy for the FGLs. The observations were non-participant observations as the researcher aimed to collect data from a natural setting. As the participants were primary-level learners, non-participant observation was the best suit to identify the challenges of the learners. Students of grades three, four and five were observed in this observation. As the data might have been sensitive for some participants, consent was taken before recording or noting the data. Interviews were conducted by the time participants agree to sit. The researcher maintained proper coherence and empathy with the participants as he worked with a comparatively vulnerable community. The specific data collection plan is given below for this research:

Date	Duration	Participant	Data Collection Tool
25 th September”	40 minutes	School A, Class 3, 4	Observation
26 th September”	40 minutes	School B, Class 4, 5	Observation
29 th September”	40 minutes	School C, Class 5, 3	Observation
31 st September	40 minutes	9 Parents	FGD
31 st September”	30 minutes	9 Teachers	FGD
5 th October”	40 minutes	Headteacher	Interview

6 th October”	40 minutes	Headteacher	Interview
9 th October”	40 minutes	Headteacher	Interview
25 th October	20 minutes	5 FGLs	Interview
27 th October	20 minutes	5 FGLs	Interview

Table 1: Data Collection Plan

3.6 Role of the Researcher

Since 1st March 2021, the researcher has been working as a GPS teacher. While conducting the interviews, the researcher tried his best to ignore the teacher role and stick with the researcher role. As a novice researcher, the researcher tried to overcome the struggles to keep his focus to not regress to his teaching role. The family he belongs to is from a solvent, educated background. So, the researcher gave an extra attention that, he is not over sympathizing while analyzing the data.

3.7 Data Analysis Process

I used thematic analysis, a qualitative research technique that includes finding patterns and themes in the data, to analyse my data. I adhered to the six-stage procedure as set forth by Braun and Clarke (2006):

Familiarization: I read the information repeatedly to become familiar with it. I also recorded my observations and comments.

Coding: I searched the data for recurrent themes and patterns. Then, I gave the data codes that corresponded to these themes and patterns.

Creating Themes: I grouped the coded information according to themes. I also kept an eye out for connections between the subjects.

Reviewing Themes: I checked the themes to make sure they were reliable and valid. I also kept an eye out for any fresh themes that might have developed throughout the coding process.

Themes Definition and Naming: I described and identified each theme. Additionally, I gave illustrations of the facts that illustrated each concept.

Report Writing: I produced a report that summarized the research results. I also went over the results' ramifications.

The step-by-step instructions provided by Braun & Clarke (2006) are the ones that thematic analysts use the most. Yet, there are no hard and fast rules for conducting thematic analysis (Saldana, 2009). Figure 3.6 below shows Braun and Clarke providing a six-phase procedure in their guidance. The researcher intended to follow the similar procedure for data analysis.

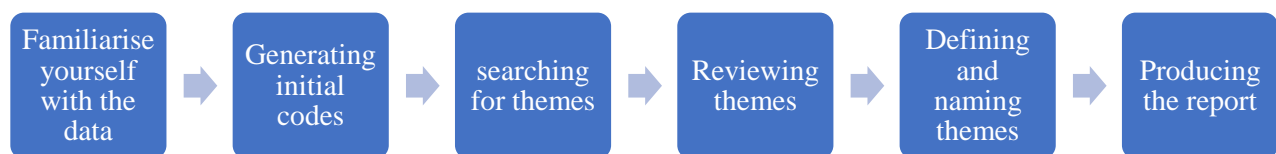


Figure 2: 6-phase process for doing thematic analysis (Braun & Clarke, 2006)

3.8 Ethical Issues and Concerns

While conducting this research the researcher ensured that not a single action went unethical. Especially in the data collection process, the researcher followed each principle of research conduct. Consent was taken from every participant and all of the human subject or informants were informed about how the information would be used and the goals of this research before seeking permission.

As this research is associated with social factors and family issues, researcher maintained the highest sensitivity about the collected information. It was also ensured that, the authorities related to the participants- (students, parents, teachers, headteachers) are not unhappy about their participation. Keeping confidentiality of the collected data was one of the highest priorities of this research. If any information needed to be shared, the consent of the informants was taken. Researcher also committed not to hide or highlight any information to serve any particular interest. First-generation learners and their parents represent the underprivileged community. So, the researcher was extra cautious about them while the data collection process proceeded.

3.9 Credibility and Rigor

I did the following things to keep my research rigorous and credible:

- Was open and honest about my research procedure and conclusions.
- Remained self-aware of my prejudices and how they may influence my study.
- Got feedback on my work through peer review.
- To assure the accuracy of my conclusions, I have triangulated my data.

I'll specifically:

- Clearly and totally cited each and every one of my sources.
- Clearly and completely described my research techniques, including data analysis.
- Was truthful regarding the restrictions on my research.
- To get input, I have presented my findings to my supervisor.
- Was willing to reevaluate my conclusions in light of fresh information.

I was committed to conducting research that is credible and rigorous. I believed that these steps would help me to achieve this goal. The following table shows the criteria, followed by the researcher to conduct this research.

Criterion	Meaning
Credibility	Establishing that the results of qualitative research are credible or believable.
Transferability	The degree to which the results of qualitative research can be generalised or transferred to other contexts or settings. Whether we would obtain the same results if we could observe the same thing twice.
Dependability	Whether we would obtain the same results could be confirmed or corroborated by others.
Confirmability	The degree to which the results could be confirmed or corroborated by others.

Table 2: Evaluation criteria for qualitative research (Trochim & Donnelly, 2007)

3.10 Limitations of the Study

"The needs and experiences of Bangladeshi first-generation learners were examined in this study. A small number of schools in one district of Bangladesh served as the sample. It is significant to note that there was a dearth of research on first-generation learners in Bangladesh, which may have restricted the generalisability of the findings. Therefore, this study offered important new information about this little-researched subject in context of Bangladesh.

First-generation learners, their parents, and teachers were interviewed as part of the main data collection process. Interviews were a useful method for learning about people's viewpoints and experiences. However, it was critical to be mindful of the possibility of prejudice in interviews. The researcher interviewed a number of people with various opinions and was conscious of their prejudices to lessen this bias.

The relatively small sample size and the fact that the sample was taken from only one district of Bangladesh are two factors that the researcher was aware of as limitations of this study. The researcher still thought that this study offered important insights into the requirements and practical experiences of Bangladesh's first-generation learners.

Matrix of Data Collection

Research Question	Data Collection Tool	Research Participant	Sampling Method
RQ 1: What academic and socio-economic challenges first generation learners are facing in primary education?	Observation Interview	FGLs	Purposive Sampling
	FGD	Assistant Teachers	
	Interview	Headteachers	
RQ 2: What are the solutions to resolve the challenge of first-generation learners?	FGD	Assistant Teachers	Purposive Sampling
		Parents	
	Interview	Headteachers	

Table 3: Data Collection Matrix

Chapter 4: Results

4.1 Introduction

This part presents the information gathered from observations, focus groups (FGD), and interviews with headteachers, assistant teachers, and students in grades 3, 4, and 5. The results will be briefly discussed, making linkages to the study's objectives and research questions. Throughout, a precise background will be given, detailing the steps taken to arrive at the final outcomes.

4.2 Demographic Information

This section carefully examines information gathered from three interviews, two with headteachers and one with a senior teacher. Additionally, a focus group discussion (FGD) was conducted with nine assistant teachers from three different schools, along with another discussion involving four parents. Furthermore, ten one-on-one interviews were conducted with first-generation learners in grades 4 and 5. The senior teacher and the headteachers interviews lasted about forty minutes each, while the assistant teachers met at one location for a brief twenty-five-minute session. Forty minutes was the duration of the classes that the researcher observed. The number of observed classes is six—two classes from grades 3, 4, and 5. The classroom sizes were about 60 students per class. First-generation learners were interviewed briefly, with each interview lasting about ten minutes. The results primarily focus on meeting the research goals and highlight the difficulties faced by first-generation learners in the primary grades.

4.3 Academic Challenges

The headteacher 1 of School A was interviewed, and it brought up a number of the academic difficulties that first-generation learners encounter. There was one notable difference between the students from less educated backgrounds and those from more educated families, who were referred to as advanced learners. Advanced students showed an advantage in understanding concepts introduced in the curriculum that they were already familiar with from home. Students from lower-income families, on the other hand, found it difficult to keep up and frequently fell behind because of a lack of parental support and trouble comprehending the course materials. To close this gap, the headteacher 1 underlined the need for more time and individualised attention, especially for students who struggle to comprehend instructions and finish assignments on their own. According to him-

"First-generation learners, particularly those whose parents lack formal education or have limited time for them, tend to fall behind. Their hesitation or fear of teachers contributes to a gradual decline in their academic performance." (Interview#1, 2nd October 2023)

Economic disparities between students, a lack of resources for learning, inequality in the classroom, the need for individualised instruction, pressure on teachers from heavy administrative workloads, a lack of funding for teachers, and a desire for more flexibility in teaching techniques are the main academic challenges mentioned in the interview with headteacher 2 of School B. The learning environment is impacted by divisions caused by the economic backgrounds of the students. Lack of basic educational supplies, like geometry boxes and notebooks, impedes students' academic progress and feeds their sense of inadequacy. Academic challenges are further highlighted by unequal seating arrangements based on economic status and the requirement for teachers to accommodate a diverse range of learning abilities with limited resources. Effective

academic instruction is also hampered by teachers' excessive administrative workloads and insufficient funding. The need to address these academic issues to improve the quality of education as a whole is underscored by the desire for more autonomy in the application of instructional strategies. She states that-

"The academic challenge is substantial, especially for the younger students when they first start school. They are clearly divided, with some feeling entitled because of their parents' financial situation, which presents a challenge at first." (Interview#2, 9th October 2023)

The senior teacher of School C, discussed the academic challenges she faces in her interview. She specifically mentioned the lack of official training. The new curriculum highlights this training deficiency, highlighting the clear discrepancy between the government's plans and the realities of teaching on the ground. The interviewee highlights the emphasis on "puppet play" and tasks that might not be in line with the practical needs of students from disadvantaged backgrounds as examples of how the current educational system tends to focus on activities that may not be beneficial for students. The interviewee also emphasises how difficult it is for students to concentrate on their studies because they are frequently forced to work to make ends meet, which leads to a rise in child labour. One of the main academic challenges brought up in the discussion is the lack of coordination between government initiatives and the real needs of students in such circumstances. She also pointed a very astonishing fact. She states-

"The pervasiveness of mobile phones poses a serious problem. Everybody owns a cell phone, even those in extremely bad financial situations. Unfortunately, the youngsters are distracted from their studies by these phones' inappropriate content. These devices can have an overwhelming allure, which can have negative effects like early marriages." (Interview#12, 26th October 2023)

It's clear from the interviews with Student 1 and Student 2 that the first-generation learners struggle academically in English and mathematics. Student 1 draws attention to her difficulties pronouncing words correctly in English and dividing numbers, while Student 2 admits that she has trouble reading English. These difficulties highlight possible deficiencies in language and maths knowledge, which may result from a lack of exposure to and assistance with these subjects. As Student 1 was stating-

"I find spelling in English to be difficult because it becomes hard to pronounce and there are problems with numerical division. Sometimes, multiplication can be a barrier." (Interview#6, 25th October 2023)

First-generation learners' academic challenges came up frequently in our focus group discussion with assistant teachers. Every school had a different socioeconomic background, ranging from rural to urban areas. Families in labour frequently experience difficulties because parents work long hours and find it difficult to consistently support their children's academic progress. There were some cases where students experienced abrupt school transfers and a clear discontinuity in their education. This contradiction posed a significant challenge, especially for kids from low-income homes and slum areas.

While discussing with the parents in another FGD, one respondent highlighted a common difficulty in helping their child with their academics. The challenge is in providing reading materials in an understandable way, which has grown to be a significant barrier to the child's overall academic development. This draws attention to a crucial part of first-generation students' academic journeys, where learning outcomes are hampered by inadequate assistance in comprehending study materials.

Respondent 3 further clarified another aspect of the challenge parents confront in providing for their children's education. For them, the problem goes beyond the classroom and into the domain of motivation. The answer acknowledged how challenging it might be to spark their kids' sincere desire in learning. Using harsh discipline techniques like beatings and scoldings shows how hard it is for parents to create a household that is favourable to learning.

4.4 Socio-economic challenges

The headteacher of School A discussed various socio-economic issues during the interview, including differences in students' access to extra educational support based on their financial circumstances. Rich families can afford private tutors and additional coaching, giving their kids access to opportunities that students from lower-income backgrounds do not have. It is believed that this economic disparity affects academic achievement and upholds educational inequality. The headteacher also brings up the detrimental effects of excessive mobile phone use, suggesting that socioeconomic factors may have an impact on students' educational experiences. He states that-

"Historically, less awareness among marginalized families about the benefits of education contributes to their lag. With urbanization and increased awareness, this gap may gradually diminish." (Interview#1, 2nd October 2023)

The interview with headteacher 2, reveals the socioeconomic obstacles that first-generation learners encounter. Families that prioritise shop hours or farm work over academic pursuits frequently lack the resources to support education. Due to financial hardships, students are forced to engage in income-producing activities, which makes it difficult for them to purchase necessary school supplies and feeds into feelings of inferiority. The difficulties are exacerbated by limited government assistance, such as the inability to maintain the midday meal programme year-round.

Students' overall academic performance is impacted by divisions in the classroom caused by differences in access to education based on economic backgrounds. The respondent highlights the necessity of specialised assistance and proposes that teachers with specialised training in child psychology could handle a range of learning requirements. Teachers emphasise the significance of higher compensation for educators to improve morale and dedication to the profession, given their heavy workloads and financial strain. She says-

"Consider the situation where parents push their kids to work in shops or on farms instead of going to school. It's important to start talking to these parents and emphasise the long-term advantages of education, even if it means setting aside a set number of hours at first." (Interview#2, 9th October 2023)

The senior teacher of School C, discusses a number of the socioeconomic difficulties faced by first-generation learners in her interview. Students often live in small single rooms with their parents, siblings, and TV, making it challenging for them to find a quiet place to study. Despite financial hardships, mobile phones are widely used, and concerns have been raised about the impact of inappropriate content on students. Families are clearly having financial difficulties as a result of the high cost of living, low income, and difficulties paying for needs like housing and food. The interview also highlights how official plans and actual conditions differ due to a lack of government initiatives and teacher training. Among the recommendations are regulating the cost of basic goods, resolving the mobile phone problem, and updating the curriculum to better reflect the socioeconomic environment. There is a clear lack of coordination between government plans and community needs, highlighting the need for a more responsive and context-aware approach. She states that-

“Families struggle mightily with money issues. Families find it difficult to afford basic items due to the high cost of daily necessities. Families could focus their limited funds on education if the government could offer assistance, such as low-cost housing and lowered costs for necessities.”
(Interview#12, 26th October 2023)

Student 1, Student 7, and Student 9 are among the interviewees who share tidbits about the socioeconomic struggles they encounter. Student 9’s father sits in a shop, Student 1's father works as a mason, and Student 7's father works in a cloth factory. The availability of educational resources, such as the timely provision of school essentials, may be impacted by limited financial resources and the requirement for parents to perform manual labour. Grade-5 learner Student 7 was saying that-

"My father's profession in an apparel industry and the poor availability of necessities add another level of hardship." (Interview#5, 25th October 2023)

The topic of socioeconomic difficulties came up frequently in our focus group as well. Two of the biggest obstacles were determined to be ignorance and unstable finances. First-generation learners' progress was hampered by guardians' ignorance of the value of education. Some families prioritised work over education due to financial constraints, and their young children began to contribute to the household income. Poverty spread like wildfire, making it harder for students to meet their basic needs and pushing some of them into the workforce too soon, which limited their chances to complete their education.

The parents revealed a noteworthy financial obstacle, attributing the strain to the spouse's reluctance to assume financial accountability for educational expenses. This brings to light a

prevalent problem encountered by families of first-generation learners: lack of family support and financial limitations become significant barriers to guaranteeing regular access to education.

Furthermore, Respondent 3 highlighted the wider economic issues affecting education. The increasing cost of necessary school supplies was highlighted as a significant factor influencing their ability to provide for their children's education. This realization highlights the interdependence of economic circumstances and academic endeavours, underscoring the necessity of financial support to lessen the financial load on families attempting to give their kids a top-notch education.

The discussion's participants exposed widespread social stereotypes, highlighting a troubling element of the way first-generation students and their families are seen. Notably, a few respondents mentioned that there is a perception in the community that parents' educational attainment may be a barrier to their kids' success. This false belief raises the possibility that societal prejudices about the educational backgrounds of parents could be a barrier to their students' access to equal opportunities.

4.5 Learning and living challenges

During the interview with the headteacher 1 of School A, issues related to first-generation learners were noted, such as differences in academic performance between students from well-educated and less-educated families. Difficulties finishing self-study assignments are the source of learning challenges, especially for students without parental support because of their parents' low educational attainment. Disparities in access to additional educational resources, like tutoring and private instruction, are a sign of socioeconomic challenges. The headteacher also lists poor home

conditions, non-attendance, and a lack of parental involvement as obstacles to learning. He states that-

"The challenges of completing self-study assignments emerged as a significant source of learning obstacles, particularly for students lacking parental support due to their parents' limited educational background." (Interview#1, 2nd October 2023)

Headteacher 2 described the difficulties faced by first-generation learners as centred on significant social and economic barriers. Among these difficulties is the absence of parental support, as parents frequently place work before school, which causes opposition from the families of students. Financial limitations also make it more difficult for students to access necessary educational resources, which widens the gaps between them. Inequality in the learning environment is fostered by the apparent division based on family income. These differences are made worse by the erratic distribution of scholarships and instruments, which may lead to feelings of inferiority. Beyond teaching, teachers—especially assistant teachers—are overworked in administrative duties that take away from their ability to concentrate in the classroom. The need for tailored care to address a range of learning needs is reflected in the desire for specialised support, such as psychologists. The demand for flexibility in teaching approaches emphasises how crucial it is to take into account various learning preferences. Furthermore, a call for improved pay equity for educators emphasises the crucial role that teachers play in the lives of first-generation learners. All things considered, the problems include inequality, economic inequalities, and the requirement for a more accommodating and supportive educational system. She quotes-

"When discussing people who are struggling financially, think about a young boy who sells water to get by. We invite these students to our school with the intention of giving them opportunities and support that go beyond their financial hardships." (Interview#2, 9th October 2023)

The difficulties first-generation learners encounter in their education and daily lives are the main topic of discussion in this interview with the senior teacher, a teacher at School C. She draws attention to the challenges faced by students in locating a conducive study area, considering the cramped living arrangements in which families often share a single room. She draws attention to the fact that girls mature earlier than boys do, as well as the additional difficulty of studying in a place where televisions are present. Concerns regarding mobile phones' ubiquitous presence despite budgetary constraints are raised, along with the impact of these devices. She contends that the attraction of mobile phones and the potentially objectionable content they may contain prevent students from being able to concentrate on their academics. The interview emphasises how urgently these issues must be resolved in order to improve the learning environment for first-generation learners. She mentioned that-

"First-generation learners face difficult living conditions. Families share a single room, consisting of parents, brothers, and sisters. Boys mature a little bit later than girls. These kids struggle to find a quiet place to study because of their busy living quarters, TV, and continual activity."

(Interview#12, 26th October 2023)

Student 4 and Student 7 talk about the home environment for learning and living. Student 4 talks about how the music played in the sepulchre after tiffin disrupts the last two classes. Student 7 observes that it is difficult to study in her home due to noise, particularly from the TV. These difficulties underscore the significance of a favourable setting for efficient education. Student 4 stated that-

"External factors such as shrine activities and family disputes frequently disrupt my academic routine." (Interview#4, 25th October 2023)

In the FGD, the teachers shared that the challenges to living and learning were complex. Involving things like students' inferiority complexes, trouble focusing, and irregular attendance. Additional challenges faced carer families included the fact that some kids were taking on younger siblings' care. Financial limitations and unstable families were among the difficulties faced by the students, which frequently led to their absence from school and poor academic performance.

The guardians brought to light that one of the biggest challenges facing first-generation learner families is the rising cost of living. The increasing cost of basics adds to the financial burden on these households and makes it more difficult for them to provide a nurturing learning environment for their kids.

Respondent 3 discussed the difficult balancing act that must be done in order to manage employment obligations and give their kids the assistance they need to succeed in school. The need to balance several occupations highlights the extent parents will go to in order to provide their kids with educational chances. This illustrates the difficulties parents face financially as well as their resiliency and will to succeed in spite of these setbacks.

4.6 Effective educational programs and interventions

Targeted support for students who struggle academically is at the centre of the successful educational initiatives and programmes that the headteacher of School A discussed in the interview. This entails determining the obstacles to learning and putting corrective measures in place, with a focus on peer group learning techniques that promote cooperation and skill improvement. The headteacher also supports giving school administrators more authority so they can take more significant administrative measures. Improved resources for teaching aids and infrastructure are also acknowledged needs; in particular, visual materials that accommodate a

variety of learning styles are needed. In order to address issues related to irregular attendance and lack of motivation, it is thought to be necessary to regularise student attendance and implement motivational efforts, such as home visits and awareness creation. Together, these interventions seek to improve the effectiveness and inclusivity of the learning environment by placing a focus on individualised support and modification of instructional strategies to accommodate students' varied needs. He states that-

"Implementing group-based interventions, like assigning proficient students to mentor and guide their peers, has proven successful in enhancing the academic performance of weaker students." (Interview#1, 2nd October 2023)

There is a noticeable focus on tailored educational interventions to meet the needs of first-generation learners in the interview with headteacher 2. She describes situations in which students' academic journeys were significantly impacted by individualised attention and support. Headteacher 2 emphasises the significance of determining the particular difficulties faced by each student and offering tailored support. The mention of extra coaching, teacher support, and student groupings for concentrated attention points to an understanding of the variety of needs among the student body. Beyond individualised efforts, formal, structured programmes or initiatives are not explicitly mentioned. She said-

"Permit assistant teachers to concentrate only on the classroom. This committed teaching focus could play a major role in helping students, particularly those who are first-generation, overcome educational obstacles." (Interview#2, 9th October 2023)

In the interview the senior teacher indicates that, in order to address the particular difficulties faced by first-generation learners, there is an urgent need for efficient educational programmes and

interventions. Specific educational strategies are required due to the living conditions, financial difficulties, and distractions from mobile phones. Programmes that combine hands-on, real-world learning experiences with traditional classroom settings may be advantageous. It is imperative to undertake initiatives that centre on holistic development, which encompass extracurricular activities and the resolution of socioeconomic challenges. To help them navigate the complexities of the students' backgrounds and provide meaningful instruction, teachers also require targeted support. She says-

“Even though NGOs and initiatives are discussed, their actual impact is not apparent. The programmes that come our way are few, and most of the time it's individual kindness that counts.”
(Interview#12, 26th October 2023)

Among the first-generation learners, none of the interviewees specifically mentioned knowing about educational initiatives like BRAC School, Bard School or any other NGO schools. Student 10 does express a wish for a little more focus on studies. This shows that these first-generation learners' academic journey might benefit from focused educational programmes or interventions that offer extra support.

In the FGD, assistant teachers stressed the need for customised interventions in addressing these issues. Group activities, peer-assisted learning, and home visits were found to be successful tactics. The importance of advanced students working together to prevent academic disparities was emphasised. Although the government provided stipends, more extensive programmes, like midday meals, were suggested to address the immediate difficulties these students were facing.

Parents of first-generation learners expressed a concrete need for assistance and emphasized the need of basic goods like backpacks, pens, and notebooks. This emphasizes how crucial it is for

first-generation learners to have access to basic educational resources in order to support their learning process. A real obstacle to participating in the educational process effectively is the absence of these necessary materials.

Furthermore, the need of having high-quality teachers became apparent as a critical component in guaranteeing a positive educational experience. Respondent 2 did draw attention to the fact that the current stipend in government schools was thought to be insufficient. This observation draws attention to a structural issue wherein, despite its availability, financial support is insufficient to guarantee the hiring and retention of teachers who are capable of providing instruction of a high calibre.

4.7 Teaching Methods and Practices

The interview with the headteacher 1 of School A revealed several teaching strategies that place a strong emphasis on identifying each student's unique learning style and taking a student-centered approach. The headteacher 1 talks about the difficulties caused by big class sizes and the demand for a more individualised education. He supports implementing a remedial system for students who are falling behind, giving them extra help. It is advised to use group learning techniques, such as forming groups with both proficient and inexperienced students, to promote cooperation and peer support. The headteacher also stresses how crucial it is to include play and interactive activities in the classroom in order to improve student engagement and effectiveness. The interview also discusses how important it is to pinpoint learning obstacles and put policies in place to deal with sporadic attendance and low motivation. By using these instructional strategies, teachers hope to foster a more engaging and inclusive learning environment that meets the various needs of their pupils. He mentioned that-

"Effective teaching requires identifying individual student challenges, whether stemming from family issues or a mismatch in teaching methods." (Interview#1, 2nd October 2023)

Headteacher 2 emphasises a multifaceted approach while shedding light on the teaching strategies and practises used in her school. According to the interview, a variety of materials, projects, play-based learning, and hands-on demonstrations are used in teaching. A practical and experiential approach to learning is reflected in the emphasis on materials, which includes showcasing experiments like the test of fire in science classes. According to headteacher 2, first-generation learners benefit greatly from material-based instruction since it facilitates a quicker grasp of concepts. Although the variety of learning styles among students is acknowledged, there is a problem because of the short class duration, suggesting that longer sessions are necessary for more efficient instruction. She says-

"Our approach to teaching is multifaceted, involving practical demonstrations, interactive play, and materials. With the help of numerous projects, this approach seeks to actively involve students in the learning process, improving both the efficacy and enjoyment of the process. But it's hard to apply in the classroom due to several limitations." (Interview#2, 9th October 2023)

The discrepancy between the government's plans for education and the real needs of the students is emphasised by the senior teacher. According to the interview, teaching strategies and practises are not in line with the socio-economic circumstances of the students. There is a push for a return to a more conventional, writing-intensive teaching style that requires students to be actively involved and engaged. Teachers' ought to have the skills required to handle the difficulties posed by the socioeconomic environment. For these students, education must also be relevant and

meaningful, which means creating a link between theoretical knowledge and real-world application.

"The socioeconomic environment has a big impact on how effective the educational system is. The practical difficulties that students encounter are not reflected in the current curriculum. Conventional testing techniques that prioritised descriptive responses were more advantageous. The quality of education is declining as a result of the growing gap between the curriculum and these students' actual circumstances." (Interview#12, 26th October 2023)

According to the interviews with first-generation learners, these students' schools use a combination of in-class explanations and, when necessary, one-on-one support. Student 4, for instance, says that *"her teacher provides an explanation once during class, and she asks for more if necessary."* This emphasises the value of providing individualised attention and the part that educators play in helping students understand. Student 2 stated that-

"Effective teaching requires initial clarification in class, and afterwards reinforcement through individual clarification." (Interview#3, 25th October 2023)

The topic of teacher training was covered, with an emphasis on curriculum-based and subject-specific training. Although the needs of disabled children were being addressed in a commendable manner, our discussion revealed a lack of specialised training for teachers who work with first-generation learners. The importance of the materials was emphasised, but it was also noted that the health issues these students faced—such as recurring illnesses—had to be taken into account.

Together, the parents raised awareness of an important problem: the inaction of educational authorities. This highlights a significant communication and interaction gap between parents of first-generation students and the educational system. The lack of a productive communication

channel makes it more difficult to recognize and address important problems that these students are facing.

The participants also brought attention to the need for reasonably priced educators, thereby illuminating the financial side of education. The failure of the current system to offer teachers at a rate that is affordable for these families highlights their financial struggles. This discovery highlights a structural weakness that must be fixed to guarantee that everyone, regardless of financial situation, can access high-quality education.

4.8 Role of parents, families, and communities

The interview with the headteacher 1 of School A sheds light on the role of parents, families, and communities in the educational journey of first-generation learners. The headteacher 1 emphasizes the impact of family background on students' academic performance, distinguishing between those from educated families and those from less-educated backgrounds. He underscores the importance of parental involvement and support, particularly in terms of allocating specific time for children and engaging in recreational activities. The socio-economic context is discussed, noting how privileged families sometimes resort to excessive coaching, which may not align with the school's curriculum. The headteacher 1 identifies the lack of awareness among parents, highlighting the need for them to realize the value of education in breaking the cycle of generational backwardness. The interview suggests that bridging the gap between home and school, fostering communication, and building a closer relationship between parents and teachers could significantly contribute to the overall development of first-generation learners. As he says-

"Allocating specific time for parent-child interactions, such as weekly walks, fosters a supportive family environment conducive to a child's overall development." (Interview#1, 2nd October 2023)

When talking about the difficulties first-generation learners encounter, headteacher 2 emphasises how important it is for families, communities, and parents to shape a child's educational path. The interview highlights the socioeconomic obstacles that students face, such as limited financial resources, the requirement for midday meals, and lack of educational resources. Headteacher 2 stresses the significance of interacting with parents, encouraging students to feel equal, and resolving socioeconomic inequalities. While individual initiatives and community involvement are highlighted, larger educational programmes or initiatives that specifically target parents, families, or communities in the school under interview are conspicuously absent.

"We plan home visits and courtyard gatherings as a means of interacting with parents. Fostering a supportive learning environment can be achieved by encouraging local communities to take social responsibility for the education of all children, especially those who are falling behind. But we are unable to continue these actions for our over workload." (Interview#2, 9th October 2023)

First-generation learners' education is greatly aided by the support of their communities, families, and parents. The senior teacher emphasises the importance of parents being informed, especially about how mobile phones affect their kids' education. Families are urged to take the initiative to limit smartphone use and establish a setting that is favourable for learning at home. The interview also emphasises the significance of government programmes like price controls on necessities that directly address the financial difficulties that families face. To establish a supportive ecosystem for these students' education, cooperation between the government, educational institutions, and local communities is crucial. She urged that-

"The government should prioritise affordable housing, lowering the cost of necessities, and overhauling the educational system in order to address the socioeconomic challenges. Campaigns

to raise awareness about responsible mobile phone use should also be carried out, particularly for young people. For education initiatives to be successful, teachers must receive financial incentives and have access to a more realistic curriculum." (Interview#12, 26th October 2023)

Multiple interviews examine how parents can support their children's education. Student 1, Student 4, and Student 7 mentioned that their parents don't spend much time with them at home, and some of them even say that their parents aren't good at teaching. This highlights the necessity of greater parental involvement and knowledge of how to assist their kids in their academic pursuits. Furthermore, the community's influence can affect these students' learning environment through disturbances like fights and loud music. Cooperation and community awareness may help create more conducive learning environments. Student 1's comment reflects the necessity perfectly.

"Parental engagement with my education is non-existent. The responsibility depends solely on me." (Interview#6, 25th October 2023)

It became clear from the FGD, that the support of communities, families, and parents was essential to overcoming obstacles. Participants emphasised how important it is to start raising awareness at the local level. It was suggested that everyone work together to provide emotional, social, and financial support. Collaboration in many forms, such as motivational gatherings and community involvement, was considered essential to creating an atmosphere that supported first-generation learners' education.

Finally, our focus group discussion clarified the complex issues that first-generation learners confront, highlighting the significance of all-encompassing interventions and teamwork to secure their academic progress.

From the parents, respondent #4 emphasized how important financial assistance is, particularly for bare needs. It became clear that paying for schooling on top of other necessities was a difficult task. This highlights the delicate balance that parents of first-generation students need to strike and also how important tailored financial aid is in easing these difficulties.

Moreover, a possible lack of community support is indicated by the local government's or non-governmental organizations' (NGOs) lack of awareness or involvement. There can be unrealized potential for community-level cooperation and assistance if there are no initiatives or outreach programs in place. Closing this gap could result in families that are struggling to pay for their children's education receiving more extensive and long-lasting support.

4.9 Findings of the observation

The researcher had observed six classes. He used a Yes/No chart to find the challenges of first-generation learner's and figure out the teaching techniques. The following chart is the outcome of the observations which is explained below.

Research Question 1: What academic and socio-economic challenges first generation learners face?

Classroom Climate:	No.1	No.2	No.3	No.4	No.5	No.6
The classroom climate is supportive and welcoming for first-generation learners.	No	No	No	Yes	No	No
First-generation learners feel comfortable participating in class discussions.	No	No	No	Yes	No	No
There are no distractions in the classroom that prevent first-generation learners from learning.	No	No	No	No	No	No
Instructional Techniques:						
The teacher uses teaching methods that are engaging for first-generation learners.	No	No	Yes	Yes	No	No
The teacher's teaching methods are appropriate for the needs of first-generation learners.	No	No	No	Yes	No	No
The teacher provides first-generation learners with opportunities to learn from each other.	Yes	No	No	Yes	No	No
Student Participation:						

First-generation learners are attentive during class.	No	No	Yes	Yes	No	No
First-generation learners actively participate in classroom activities.	No	No	No	Yes	No	No
The teacher encourages first-generation learners to participate in class.	No	No	No	Yes	No	No
Academic Progress:						
First-generation learners are performing academically at a level that is comparable to their peers.	No	No	No	No	No	No
First-generation learners are facing any particular academic obstacles.	Yes	Yes	Yes	Yes	Yes	Yes

Research Question 2: What are the solutions to resolve the challenge of first-generation learners?

Educational Techniques:	No.1	No.2	No.3	No.4	No.5	No.6
The teacher provides first-generation learners with access to resources such as tutoring and mentorship programs.	No	No	No	No	No	No
The teacher provides first-generation learners with opportunities to connect with their cultural heritage in the classroom.	No	No	No	Yes	No	No
Classroom Environment:						
The teacher provides first-generation learners with opportunities to learn from each other.	Yes	No	No	Yes	No	No
The teacher provides first-generation learners with opportunities to share their personal experiences in the classroom.	No	No	No	No	No	No
Teacher Education:						
The teacher has received training on how to support first-generation learners.	No	No	No	No	No	No

Table 4: Classroom observation response

4.9.1 Classroom Environment

First-generation college students are welcomed into a welcoming environment that is fostered by classes 1, 2, and 4. The establishment of a supportive and inspiring learning environment is a top priority in these classes. Nevertheless, in terms of offering a welcoming and encouraging environment, Classes 3, 5, and 6 fall short. The general educational experience of first-generation learners may be hampered by the absence of such an environment in these classes.

4.9.2 Teaching Methods

Some classes—Classes 3 and 4 in particular—use interesting teaching techniques that are helpful to first-generation learners. These techniques help to make learning more participatory and dynamic. Lessons 1, 2, 5, and 6, on the other hand, don't have any good engagement techniques, which might make first-generation learners less interested and understanding. The disparity in teaching strategies between classes emphasises how crucial it is to put in place efficient teaching strategies to meet the various needs of students.

4.9.3 Student Involvement and Academic Development

Among first-generation college students, Class 4 is notable for encouraging focused learning and active engagement. Classes 1, 2, 3, 5, and 6 exhibit low participation rates, indicating a wasted chance to motivate students to actively engage in the learning process. Although all lessons acknowledge the academic challenges faced by first-generation learners, there is a lack of precise information regarding their progress, which is concerning. Furthermore, no class offers first-generation learners enough access to resources like tutoring and mentorship programmes, indicating a gap in the support system for their academic development. Moreover, Class 4 is the only one to highlight the value of cultural connection in the classroom, indicating that incorporating cultural heritage into the classroom is not a common practise. Finally, it is unclear how much support and understanding first-generation learners receive in the educational setting given the lack of evidence that teachers have received training on how to support them.

4.9.4 General Comparative Overview

The establishment of a positive learning environment in the classroom varies, with some classes succeeding while others have difficulty. Almost all classes struggle with encouraging student participation and engagement through instructional strategies. Barriers to academic advancement are widespread, pointing to a systemic problem that requires attention. Cultural ties and resource accessibility are two examples of educational strategies that are typically disregarded. There are not enough opportunities for peer learning in the classroom as a whole. In all observed classes, there is a deficiency in teacher education regarding the support of first-generation learners.

Chapter 5: Discussion

5.1 Introduction to Results

Examining the difficulties first-generation learners encounter in the classroom identifies a number of key themes. These difficulties include significant differences in the concepts they understand, challenges keeping up with the curriculum, and a notable lack of parental support, which is especially noticeable for students from lower-income families. The complex and varied nature of the challenges faced by first-generation learners during their educational journeys is highlighted by these major themes.

5.2 Data Interpretation

The findings highlight how significantly low resources, unequal classroom instruction, and economic gaps affect students' academic achievement. Teachers and headteachers stress how important it is to deal with these issues because they understand how important it is to improve education as a whole. It emphasises how crucial it is to carry out focused interventions in order to give all students, regardless of their socioeconomic backgrounds, access to a fairer and encouraging learning environment.

5.3 Application and Improvement

The stories highlight the complex relationship that exists between first-generation students' access to school and their financial stability. To provide equal educational opportunities for all, addressing these financial restraints calls for a comprehensive strategy that takes into account both family dynamics and the larger economic landscape.

To close the achievement gap between proficient students and struggling students, more time and individualised attention must be given. This emphasises the significance of potential interventions,

such as putting in place extra support programmes, encouraging peer mentoring programmes, and providing focused help catered to the unique requirements of struggling students. By guaranteeing that each student's unique needs are met, these interventions could foster a more welcoming and encouraging learning environment for all students.

5.4 Deviation from Expectations

The study's conclusions are consistent with the difficulties that first-generation learners—especially those whose parents did not complete their formal education—are likely to encounter. These students, as one might expect, face challenges that could lead to a deterioration in their academic standing. Interestingly, the study finds that a major contributing factor to these difficulties is teachers' reluctance. This realisation highlights the significance of comprehending and addressing the social and emotional components of first-generation learners' academic journeys and throws light on the intricate dynamics influencing their educational experiences.

The testimonies of the respondents revealed a consistent theme: parents' unwavering resolve to provide their kids with the greatest education possible, despite great obstacles. Even in the face of financial difficulties, cultural prejudices, and a lack of community support, these parents showed a resolute dedication to placing their kids' education first.

This tenacity demonstrates how highly these families regard education. The readiness to forgo personal comforts highlights the level of parental dedication, highlighting the importance of removing obstacles to education and giving their kids access to chances that they would not have had for themselves.

This moving story underscores the innate resilience of these families and the transformational potential of education as a strategy to end cycles of deprivation. In order to create interventions

and policies that effectively empower first-generation students and their families, it becomes imperative to acknowledge and support their determination.

Together, these observations highlight how critical it is to provide efficient channels of communication between parents and educational authorities. Furthermore, developing a more responsive and inclusive educational system for first-generation students requires tackling the financial side of education, especially the affordability of teachers.

5.5 Hypothesis and Assumption

The interviews and FGDs provide credence to the theory that the reasons behind first-generation learners' academic difficulties are poverty and a lack of resources. This confirmation emphasises how important socioeconomic factors are in determining how these students will learn. The results of the interviews also lend credence to the notion that parental involvement is crucial for a child's academic success. Identifying the effects of the economy and parental involvement is essential to creating focused interventions that improve first-generation learners' academic experiences.

Throughout the conversation, there was a recurring and poignant thread regarding the urgent need for support—financial and educational. The respondents expressed their need for support in guaranteeing their kids have a top-notch education, underscoring the diverse obstacles they encounter.

The results show that a variety of academic, socioeconomic, and sociocultural factors interact in a complicated way to influence first-generation learners' educational paths. The complex environment that calls for deliberate and focused solutions is influenced by a number of factors, including financial limitations, sociocultural misconceptions, academic difficulties, and a lack of community involvement.

This emphasizes how urgently comprehensive support systems are needed. Together with financial assistance, educational initiatives designed to meet the unique requirements of first-generation students are needed to address these issues. In order to create an atmosphere where these students can succeed in spite of the inherent challenges, it is also essential to promote community involvement and awareness.

The study's conclusion highlights the necessity of community-driven and strategic interventions to open doors for first-generation students and give them the tools and support they need to overcome the many obstacles they encounter in their educational journey.

These results highlight the necessity of focused financial assistance initiatives and the value of community engagement. Improving community support systems and addressing financial hardships are essential initial steps in fostering an atmosphere that supports first-generation students' academic success.

5.6 Comparison with Other Studies

The current results highlight the impact of socioeconomic factors on first-generation learners' educational outcomes, which is consistent with previous research. The economic divide that has been identified, along with other problems like inadequate school supplies and uneven seating arrangements, becomes a common factor that contributes to academic difficulties. These results add to the body of knowledge among scholars about the complex interactions that exist between socioeconomic factors and students' educational experiences—especially for those who fall into the first-generation learner category.

5.7 Unexpected Data

Surprisingly, the study identifies a common issue: mobile phones, which, in spite of financial hardships, cause serious distractions for pupils. This unexpected result highlights the need for focused awareness campaigns and deliberate interventions to address the negative effects of mobile phones on students' ability to concentrate and perform academically. It becomes imperative to identify and proactively manage these unforeseen factors in order to develop effective measures that guarantee a learning environment that is favourable to first-generation learners.

5.8 Inconclusive Results

The diverse challenges faced by first-generation learners across different schools and socioeconomic backgrounds demonstrate the inconclusive nature of the research. The fact that these issues are so diverse highlights the necessity of interdisciplinary approaches. Understanding the complexity and diversity of first-generation learners' experiences is crucial to creating thorough and flexible strategies that can successfully address the particular challenges that students face in various settings.

5.9 Identified Educational Problems

The study highlights notable issues in education, such as a mismatch between government initiatives and students' real needs, a lack of parental support, and economic disparities. Improving the learning environment as a whole requires addressing these issues that have been identified. In order to close these disparities and guarantee that first-generation learners have access to the tools and resources they need to create more inclusive and equitable learning environments, strategic interventions and policy changes are imperative.

Chapter 6: Conclusion

6.1 Reflective Remark

When the entire research project is considered, it becomes clear that first-generation learners face complex problems that call for comprehensive solutions. The goal of the research was effectively accomplished by illuminating the complex living, academic, and socioeconomic obstacles this group faces. Exploring these complex issues has been illuminating for me as a researcher and has highlighted the importance of customised educational interventions. In accordance with the guidelines, the conclusion is written after the thesis's other sections are finished, guaranteeing that no new information is introduced. This thorough understanding necessitates coordinated efforts to establish an inclusive learning environment and meet the various needs of first-generation learners.

6.2 Purpose Achievement

By effectively exposing the complex academic, socioeconomic, and daily obstacles encountered by first-generation learners, the study has achieved its goal. The results offer insightful information about the intricacies of their educational path, highlighting the necessity of focused interventions and all-encompassing approaches to deal with the issues found. This knowledge adds to the larger discussion on educational equity and emphasises how crucial it is to provide first-generation learners with specialised support in order to ensure both their academic success and general wellbeing.

6.3 Recommendations

6.3.1 Improvement Recommendations

I support the introduction of focused support initiatives meant to alleviate the difficulties first-generation learners encounter in the classroom. Programmes that offer tailored guidance and mentorship from peers can be extremely effective in closing the achievement gap between struggling students and advanced learners. Customised interventions, like more support programmes, can give struggling students more confidence and help create a more welcoming and equal learning environment. First-generation learners can benefit from a more personalised education and a sense of community, which will help them overcome obstacles and succeed academically.

6.3.2 Problem Resolution Recommendations

I support candid communication with parents in order to increase understanding of the long-term advantages of education. We can create a common understanding of the critical role that education plays in a child's future by encouraging communication. It's also critical to address economic disparities. This can be accomplished by controlling the price of necessities and giving needy families financial support. By guaranteeing that all students, regardless of financial situation, have equal access to educational opportunities and resources, these actions seek to foster a more encouraging environment.

6.3.3 Further Research Recommendations

I suggest looking into how mobile phones affect students' academic performance and looking into ways to reduce distractions. Identifying and resolving this issue can make a big difference in the environment that first-generation learners learn in. Furthermore, it is imperative to conduct a

comprehensive analysis of how well-performing current government programmes address the socioeconomic difficulties encountered by these students. By identifying areas for improvement and ensuring that government initiatives are in line with the actual needs of first-generation learners, this assessment will help create an environment in education that is more encouraging.

6.4.4 Policy Maker Recommendations

I implore legislators to give affordable housing and lower prices for necessities top priority in order to lessen the financial strain on families who are raising first-generation learners. Furthermore, it is critical to advocate for updates to the curriculum that reflect the socioeconomic context of these students. All of these suggestions work together to improve the educational environment for first-generation learners by making sure that laws and instructional strategies are tailored to their particular requirements and difficulties.

First-generation learners encounter particular hurdles, therefore it's critical to customize educational programs and support systems to meet their needs. Targeted interventions should be used because it is acknowledged that the use of harsh discipline methods may be a reflection of these learners' difficulties in providing a supportive learning environment at home. Educational institutions ought to create and support initiatives that offer advice and materials especially made for parents of first-generation students in partnership with community organizations and legislators.

These programs ought to concentrate on improving the comprehension of parents regarding the educational obstacles that their kids encounter, providing useful methods for cultivating a constructive learning atmosphere, and stressing the value of support and communication.

Furthermore, mentorship programs that pair successful people from comparable backgrounds with first-generation students can be a great source of inspiration and support.

We can help end the cycle of difficulties faced by first-generation students by designing interventions specifically for their needs. This will eventually create an inclusive and encouraging learning environment for this group of students.

References:

- Auclair, R., Bélanger, P., Doray, P., Gallien, M., Groleau, A., Mason, L., & Mercier, P. (2008). First-generation students: A Promising Concept? (Transitions — Research Paper 2, No. 39). The Canada Millennium Scholarship Foundation. Retrieved from <http://www.millenniumscholarships.ca/publications/default.asp?lang=eng>
- Azad, A. K. (2018). Socioeconomic Status and Educational Choice of the Children in Bangladesh. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*, 1(4).
- Barnard, W. M. (2004). Parent involvement in elementary school and educational attainment. *Children and Youth Services Review*, 26, 39-62. doi: 10.1016/j.childyouth.2003.11.002
- Billson, Janet Mancini and Terry, Margaret Brooks (1981). In search of the Silken Purse: Factors in Attrition among First Generation Students, Revision of Paper presented at the Annual Meeting of the Association of American Colleges, Denver.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.
- Choy, Susan P. (2001). Students Whose Parents Did Not Go To College: Postsecondary Access, Persistence, and Attainment (NCES 2001-126). Washington, DC: U.S. Department of Education, National Center for Education Statistics.
- Denzin, N. K., & Lincoln, Y. S. (2011). *Handbook of Qualitative Research* (4th edition ed.). Thousand Oaks, CA: Sage Publications.
- Duncan, G. J., & Brooks-Gunn, J. (2000). Family poverty, welfare reform, and child development. *Child Development*, 71(1), 188-196. <http://www.jstor.org/stable/1132232>
- Engelhard, G. (2002). Monitoring Raters in Performance Assessments. In G. Tindal & T. M. Haladyna (Eds.), *Large-scale Assessment Programs for All Students* (pp. 26). Routledge.
- Engle, J., & Tinto, V. (2008). Moving Beyond Access: College Success for Low-Income, First-Generation Students. THE PELL INSTITUTE For the Study of Opportunity in Higher Education.
- Flyvbjerg, B. (2006). Five Misunderstandings About Case-Study Research. *Qualitative Inquiry*, 12(2), 219-245.
- Ghosh, S. (2014). The silent exclusion of first-generation learners from the educational scenario A profile from Pancha Block of Purulia District, West Bengal. *International Journal of Development Research*, 4(3), 804-811.
- Directorate of Primary Education. (2022). Annual Primary School Census 2022, Monitoring & Evaluation Division, Directorate of Primary Education, Ministry of Primary and Mass Education, Government of the People's Republic of Bangladesh.
- Govinda, R., & Bandyopadhyay, M. (2008). Access to Elementary Education in India: Country Analytical Review. Consortium for Research on Educational Access, Transitions and Equity, National University of Educational Planning and Administration (NUEPA).

- Hammersley, M. (2006). *Educational research, policymaking and practice*. London: Paul Chapman.
- Hammersley, M., & Atkinson, P. (2007). *Ethnography: Principles in Practice* (3rd ed.). London: Routledge.
- Hamilton, L., & Corbett-Whittier, C. (2013). *Using case study in education research*. Los Angeles, Calif.; London: SAGE.
- Hanson, R. and Pugliese, C. (2020). *Parent and Family Involvement in Education: 2019* (NCES 2020-076). U.S. Department of Education. Washington, DC: National Center for Education Statistics.
- Murphy, J. (2018). Kids Health. *Journal of Consumer Health on the Internet*, 22(4), 362-370. DOI: 10.1080/15398285.2018.1545493
- Kumar, R. (2014). *Research Methodology* (4th ed.). London: Sage.
- Lobato, I. R. (2021, September). From catchment areas to parental choice: Education policy reforms and their effects on school segregation. *On Education Journal for Research and Debate*, 11(4).
- Lal, S. (2017). An analysis of educational problems of first-generation learners. *International Journal of Applied Research*, 3(5), 500-505.
- Larry B. Christensen, R. B. (2015). *Research Methods, Design, and Analysis*. Essex: Pearson Education Limited.
- Lippman, L., Guzman, L., Dombrowski Keith, J., Kinukawa, A., Schwalb, R., & Tice, P. (2008). *Parent Expectations and Planning for College: Statistical Analysis Report* (NCES 2008-079).
- Malkani, R., & Rose, R. (2018). Learning from the voices of first-generation learners in a remote community of Maharashtra, India. *International Journal of Whole Schooling*, 14(2), 104-127.
- McCain, J. L., Hawthorne, M. J., Young-Jones, A., Pierce, B. H., & Smith, T. (2018). First-Generation and Non-First-generation students. *Journal of College Orientation Transition and Retention*, 25(2). <https://doi.org/10.24926/jcotr.v25i2.2118>
- McFarland, J., Hussar, B., Zhang, J., Wang, X., Wang, K., Hein, S., Diliberti, M., Forrest Cataldi, E., Bullock Mann, F., & Barmer, A. (2019). *The Condition of Education 2019* (NCES 2019144). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education.
- Education policy (2010). Ministry of Education. Government of the People's Republic of Bangladesh.
- National Center for Education Statistics. (2001). *Students Whose Parents Did Not Go to College: Postsecondary Access, Persistence, and Attainment* (NCES 2001-126, by Susan Choy). U.S. Department of Education, Washington DC.

- Pandey, A., & Singh, B. K. (2015). Educational achievements of first and subsequent generation learners in East Delhi/NCR region in India - A comparative study. *Asian Development Policy Review*, 3(2), 20-28. DOI: 10.18488/journal.107/2015.3.2/107.2.20.28
- Payne, G., & Judy, P. (2004). *Key Concepts in Social Research*. London: SAGE.
- Pong, S. L., Dronkers, J., & Hampden-Thompson, G. (2003). Family policies and children's school achievement in single- versus two-parent families. *Journal of Marriage and Family*, 65(3), 681-699. <https://doi.org/10.1111/j.1741-3737.2003.00681.x>
- Saldaña, J. (2009). *The Coding Manual for Qualitative Researchers*. London: Sage.
- Sánchez, S., Reyes, O., & Singh, J. (2006). Makin' it in college: The value of significant individuals in the lives of Mexican American adolescents. *Journal of Hispanic Higher Education*, 5, 48-67.
- Seginer, R., & Vermulst, A. (2002). Family Environment, Educational Aspirations, and Academic Achievement in Two Cultural Settings. *Journal of Cross-Cultural Psychology*, 33(6), 540-558. <https://doi.org/10.1177/00220022102238268>
- Sinha, N. (2018). Children of Illiterates: A Study of Socio Economic Determinants of Being First Generation Learners in Bihar. *International Journal of Research Culture Society*, 2(2). ISSN: 2456-6683.
- Sirin, S.R. (2005) Socioeconomic Status and Academic Achievement: A Meta-Analytic Review of Research. *Review of Educational Research*, 75, 417-453. <http://dx.doi.org/10.3102/00346543075003417>
- Staller, K. M. (2010). Qualitative Research, in N. J. Salkind (Ed.), *Encyclopedia of Research Design*. Thousand Oaks, CA: Sage.
- Stephens, N. M., Hamedani, M. G., & Destin, M. (2014). Closing the Social-Class Achievement Gap: A Difference-Education Intervention Improves First-generation students' Academic Performance and All Students' College Transition. *Psychological Science*, 25(4), 943–953. <https://doi.org/10.1177/0956797613518349>
- Teachman, J. D., & Paasch, K. M. (1998). The Family and Educational Aspirations. *Journal of Marriage and Family*, 60, 704-714.
- Trochim. W. M. K., & Donnelly, J. P. (2007). *The Research Methods Knowledge Base* (3rd Ed.). Mason, Ohio: Thomson Custom publishing.
- UNESCO. (2012). *UNESCO Country Programming Document for Bangladesh 2012-2016*. Published by UNESCO Office in Dhaka.
- UNESCO. (2020). *Global education monitoring report, 2020: Inclusion and education: all means all*. Paris: UNESCO.
- United States Agency for International Development. (2023). *Education in Bangladesh*. <https://www.usaid.gov/bangladesh/education>
- U.S. Department of Education. (2017). *Helping Your Child with Homework*. Washington, D.C.

- U.S. Department of Education, Office of Special Education and Rehabilitative Services. (2021). Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs. Washington, DC.
- Vick, R. M., & Packard, B. W.-L. (2008). Academic success strategy use among community-active urban Hispanic adolescents. *Hispanic Journal of Behavioral Sciences*, 30(4), 463–480. <https://doi.org/10.1177/0739986308322913>
- World Bank. (2018). International Development Association Program Appraisal Document (Report No. 122705-BD).

Appendices

Appendix A. Consent Letter

1st June 2023

Fazlul Haque Maruf

Masters Student

BRAC University.

66, Mohakhali, Dhaka 1212

Subject: Invitation to Participate in Research Study and Request for Consent

Dear _____,

I hope you are doing well as I write this. I'm writing to ask you to participate in my research project titled "Investigating the Challenges of First-Generation Learners in Primary Education in Narsingdi Sadar". This project aims to investigate the difficulties first-generation learners have in primary school and to find viable solutions to these difficulties. Your invaluable knowledge and experiences from your [position/occupation] at [organization/school name] will greatly impact the research's conclusions.

Depending on your role, participating in this study will require either an interview or a focus group discussion. Your participation is expected to take about 60 minutes of your time. Please take note of the following information regarding your participation:

You will be invited to participate in either:

An interview: During this one-on-one interview, we will discuss your experience and opinions surrounding first-generation pupils in primary education. It is anticipated that the interview will last about two hours.

A Focus group discussion: During this focus group discussion, participants will have the chance to talk about their experiences, opinions, and suggestions about the difficulties first-generation learner's encounter. The meeting will last about two hours.

Please be aware that your participation in this study is entirely voluntary, and you are free to end it whenever you choose without giving a reason. Your current employment or relationship with [organization/school name] will not change whether you participate or not.

Throughout the entire research procedure, confidentiality and anonymity will be rigorously preserved. Any personal information that might be used to identify you or another person will be kept private and will be treated with the utmost discretion. Individual names will be kept private by reporting the research's findings in aggregate form. You are giving your informed consent to use the data gathered for research by participating in this research. Please know that the data will only be used for this study's purposes and will be safely preserved in compliance with data protection laws.

Please feel free to contact me if you have any queries or need more information regarding the study or your participation. I would be more than delighted to answer any questions you might have or offer more details.

We appreciate you considering taking part in this study. Your contribution will significantly improve our comprehension of the difficulties first-generation learners experience and help us identify viable solutions to boost their academic achievement. I sincerely appreciate your time, cooperation, and valuable insights.

Yours sincerely,

Fazlul Haque Maruf

+8801705351278

Appendix B. Classroom Observation Guide

A classroom observation guide has been developed by the researcher to collect data through observation method. This guide is based on the research questions and it is given below.

Research Question 1: What academic and socio-economic challenges first generation learners face?

Classroom Climate:	Yes/No
The classroom climate is supportive and welcoming for first-generation learners.	
First-generation learners feel comfortable participating in class discussions.	
There are no distractions in the classroom that prevent first-generation learners from learning.	
Instructional Techniques:	
The teacher uses teaching methods that are engaging for first-generation learners.	
The teacher's teaching methods are appropriate for the needs of first-generation learners.	
The teacher provides first-generation learners with opportunities to learn from each other.	
Student Participation:	
First-generation learners are attentive during class.	
First-generation learners actively participate in classroom activities.	
The teacher encourages first-generation learners to participate in class.	
Academic Progress:	
First-generation learners are performing academically at a level that is comparable to their peers.	
First-generation learners are facing any particular academic obstacles.	

Research Question 2: What are the solutions to resolve the challenge of first-generation learners?

Educational Techniques:	Yes/No
The teacher provides first-generation learners with access to resources such as tutoring and mentorship programs.	
The teacher uses educational techniques that are specifically designed to support first-generation learners.	
Classroom Environment:	
The teacher provides first-generation learners with opportunities to learn from each other.	
The classroom could be modified to better support first-generation learners.	
Teacher Education:	
The teacher has received training on how to support first-generation learners.	

Appendix C. Interview Guide for the Headteachers

The following interview guide has been developed regarding the research questions.

Research Question 1: What academic and socio-economic challenges first generation learners are facing in primary education?

1. Can you share your experience working with first-generation learners in primary school, including their academic challenges and socioeconomic backgrounds?
2. What are the common academic and socioeconomic difficulties faced by first-generation learners in primary education, based on your observations?
3. How do socioeconomic factors impact the academic success of first-generation learners in primary school, and what support measures do you think are necessary to address these challenges?
4. In your opinion, what institutional or systemic challenges do first-generation learners encounter in primary education, and how can these be addressed effectively?
5. From your perspective, what do you believe are the underlying causes of the socioeconomic and scholastic difficulties experienced by first-generation learners in primary education, and what steps can be taken to mitigate them?

Research Question 2: What are the solutions to resolve the challenge of first-generation learners?

1. What types of initiatives or interventions have you seen work well to assist first-generation learners in primary school?
2. Which tools or systems of assistance do you believe schools should offer first-generation learners?
3. What strategies can educators use to help first-generation learners succeed academically?

4. What effective strategies have you employed to assist first-generation learners in your classroom?
5. What future actions do you think will be most crucial in supporting first-generation learners in basic education?

Appendix D. Interview guide for the First-generation learners

Introduction

Hi, my name is 'X'. I am a researcher. I am interested in learning more about your experiences as a first-generation learner in primary education. Thank you for taking the time to talk to me today. I want to assure you that your answers will be kept confidential. You can stop the interview at any time if you feel uncomfortable.

Research Question 1: What academic and socio-economic challenges first generation learners are facing in primary education?

Sub research question i: What are the most common academic challenges faced by first-generation learners in primary education?

- Can you tell me about any academic challenges you have faced in primary education?
- What are some of the subjects that you find particularly challenging?
- Why do you think these subjects are challenging for you?

Sub research question ii: How do socioeconomic factors, such as family income level, effect the academic success of first-generation learners in primary education?

- Does your family have enough money to buy the school supplies you need?
- Do you have a quiet place to study at home?
- Do you have access to the internet and other resources you need for your schoolwork?
- How do you think these factors affect your academic success?

Sub research question iii: What are the learning and living challenges that first-generation learners face in primary education?

- Do you have any trouble understanding the lessons in class?
- Do you have any trouble completing your homework assignments?

- Do you have any trouble getting to and from school?
- Do you have any other challenges that make it difficult for you to learn?

Research Question 2: What are the solutions to resolve the challenge of first-generation learners?

Sub research question i: What are the most effective educational programs and interventions that have been implemented to support first-generation learners in primary education, particularly those that address socio-economic and learning challenges?

- Can you tell me about any educational programs or interventions that have helped you in school?
- What do you like about these programs or interventions?
- How do you think these programs or interventions could be improved to better support first-generation learners?

Sub research question ii: How do schools and teachers need to adapt their teaching methods and practices to better support first-generation learners in primary education?

- What are some things your teachers can do to help you learn better?
- What are some things your school can do to better support first-generation learners?

Sub research question iii: What role can parents, families, and communities play in supporting first-generation learners in primary education, and what strategies have been shown to be effective?

- How does your family support you in your education?
- What are some things that other parents and families can do to support first-generation learners?
- What are some things that communities can do to support first-generation learners?

Appendix E. Focus Group Discussion Guide for Teachers

Focus Group Discussion Guide: Challenges Faced by First Generation Learners in Primary Education (for Teachers)

Introduction:

We appreciate your participation in this focus group. We want to learn more about the difficulties that first-generation learners encounter in primary school, and we hope to learn from your professional experiences and viewpoints as educators. Please introduce yourself and briefly describe your background and previous expertise working with first-generation learners before we get started.

1. What academic and socioeconomic difficulties do first-generation learners in primary school encounter, in your opinion?
2. What are the long-term effects of these obstacles, and how do they affect first-generation learners' learning and development?
3. How do you tailor your teaching methods to first-generation learners' requirements as opposed to those of other students?
4. What assistance programs are presently in place in your school or district to assist first-generation learners, and how effective do you believe they are?
5. How can teachers assist first-generation learners' academic and socioeconomic needs both inside and outside the classroom?
6. What are some prevalent myths or misconceptions about first-generation learners' academic abilities, and how can teachers dispel them?
7. What, in your opinion, are some of the best methods for overcoming the scholastic and financial difficulties that first-generation learners face?

8. What are the possibilities and challenges of such collaboration, and how can teachers work with parents and families to better support the education of first-generation learners?
9. What extra tools or assistance would you require to help first-generation learners in your classroom and school more effectively?
10. What should be done to address these priorities, and what can the government and other stakeholders do to better assist first-generation learners' education?

Conclusion:

I appreciate your helpful opinions and observations. Your feedback will assist us in better understanding the difficulties first-generation learners experience in primary school and in developing strategies that will help us overcome these difficulties in the future.

Appendix F. Focus Group Discussion Guide for Parents

Focus Group Discussion Guide: Challenges Faced by First Generation Learners in Primary Education (for Parents)

Introduction:

We appreciate your participation in this focus group. We want to learn more about the difficulties that first-generation students encounter in primary school, and we hope to learn from your experiences and parental viewpoints in the process. Please introduce yourself and briefly discuss your history and experiences as a parent of a first-generation learner before we get started.

1. What are the academic and socioeconomic difficulties that first-generation students encounter in elementary school, in your opinion, and how have these difficulties impacted your child's learning and development?
2. What obstacles have you faced in providing this support for your child's academic and socioeconomic requirements both inside and outside of the classroom?
3. What goals do you have for your child's schooling, and how do they stack up against those of other parents in your neighbourhood?
4. What assistance programs are presently in place in your school or district to assist first-generation students, and how effective do you believe they are?
5. What are some efficient methods for helping parents meet the academic and socioeconomic requirements of first-generation students?
6. What are some widespread myths or misconceptions about first-generation students' academic skills, and how can parents dispel them?
7. What, in your opinion, are some of the best practices for parent-teacher and school-administrator collaboration to support the education of first-generation learners?

8. How can schools and other stakeholders provide the support you, as a parent, need to better support the education of your first-generation learner? What extra resources or support would you need?
9. What should be done to address these priorities, and what can the government and other stakeholders do to better assist first-generation learners' education?
10. How can these successes be replicated and scaled up to help other parents and students in comparable circumstances? What are some success stories or good experiences you have had supporting the education of your first-generation learner?