Thesis Title

Relationship of Parental Expectations for Their Child's Future Achievements to the Child's Language Development

"A Thesis presented to the Thesis Committee, BRAC University Institute of Education Development."

In partial Fulfillment of the Requirements for the Degree of Master of Child Development

By

Muhammad Obaidullah Khan Wahedi

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EXECUTIVE SUMMARY

I. Introduction

Parental expectations appear to be different from other definitions of parental involvement in that parental expectations are beliefs, whereas other measures of parental involvement focus on actual behaviors, such as attending a child at home or helping with homework, and it is possible that parents' beliefs influence their behaviors. Parents, caregivers, teachers, and guardians are the chief resources in language development. Children learn much from each other, but adults are the main conversationalists, questioners, listeners, responders, and sustainers of language development and growth. It is hypothesized that parental expectations about their children of their achievements influences the development of their language in early years.

Socioeconomic status (SES) has been consistently linked to educational expectations. High-SES parents have usually more education than low-SES parents, which is linked to higher educational expectations for their children. Bangladesh is one of the poorest countries of the world where 42% of households live below poverty line (BBS, 2004). Parents from low -SES groups have limited aspirations and expectations about their children's academic attainment and some even do not send their children to school. This can affect the language development of children in early years which may further hamper their academic achievement in future. These delays are particularly evident in children living in economically disadvantaged households. Children of low income background lag behind their peers in language skills early on and have been shown to develop vocabularies up to four times slower than their peers from more economically advantaged backgrounds. Therefore it is likely that there is

an intricate relation between parental expectations, early child language development which again is related with SES; and altogether they determine the actual achievement of children in future. If parental expectations are high then the achievements will be higher. In this study, it was hypothesized that: (a) parental expectations of their children's future achievements including educational attainment, and children's actual achievement are related; (b) parental expectations have relations with the early development, and as such the development of language which in turn relates to the school readiness and academic achievements.

The research questions that guided the study reported here were as follows: (1) Do levels of expectations of parents for their children' future academic achievements vary among the parents and; (2) Is there any relationship between these parental expectations and their children's language development. The objectives of the study were:

- To explore the relationship between the parental expectations of their children's future achievements and their children's language development.
- To measure the language development of the children of these parent groups.
- To assess the variation of parental expectations of children's achievements of different SES and the differences in their children's language development.
- To determine the variation of parental expectations and language development and their relationship among the urban and rural parents and children

II. Methodology

This is a non-experimental correlational study. The independent variable is the parental expectations level and the dependent variable is the language level of children.

A nonprobabilty purposive sampling method was used and children were selected from both urban and rural population. A total of 101 children (51 urban and 50 rural) aged 5 and 6 years and one of their parents (n=101) participated in the crosssectional study over a period of three months.

Parental expectations were measured by the Parental Expectations Scale (PES), developed as a questionnaire in Bengali. The PES (Appendix A), is a 20 item instrument using a five point Likert-type rating scale from 0-5, with 0 indicating ''Never or almost never true'' and 5 indicating ''Almost always or always true."

A sub-scale of the Wechsler Preschool and Primary Scale of Intelligence (WPPSI), i.e. Verbal Intelligence Quotient (VIQ) score was used to measure children's language development. WPPSI tests had been translated into the local language, modified, tested and retested for Bangladesh and used in studies of International Centre for Diarrhoeal Disease Research, Bangladesh (ICDDR,B) at Matalab and was validated for use in Bangladeshi children (aged 4-6 years).

Socio-economic status is typically defined in terms of assets or wealth, rather than in terms of income or consumption, named as the asset approach. The asset information was gathered through the demographic household questionnaire (appendix B). In this study Asset Index used by HNP/Poverty Thematic Group of The

World Bank was applied to see the socio-economic differences in health, nutrition, and population in Bangladesh was followed.

III. Findings

The parental expectation scores ranged between 49 to 93, with a mean of 71.0 and a standard deviation (SD) of 8.7. The recorded Verbal IQ ranged from 64 to 110 with a mean±SD of 83±9.1. There was a positive correlation between Total Parental expectations scores and the Verbal IQ ($r = 0.31$, $p = 0.002$) analyzed by Pearson's Correlations. The correlation between SES and PE score was also positive.

IV. Discussion

Language development is related to children's cognition and studies have shown high associations of language and cognition. It is important to identify important contributors to children's language development in order to support optimal developmental outcomes including their intellectual growth and academic achievement.

This study examined the links between parental expectations for their children's future achievements, children's socio economic status, and children's language development. In brief, this study found that children had better language development if their parents had higher aspirations for them. Moreover, parents who were better off in terms of standard socio-economic status indicators had higher expectations for their children compared to poorer parents and those with lower educational levels. The hypothesis of the study that there would be an association between parental

expectations and the language development of children was confirmed. In addition, there were observed differences between the mean scores of urban and rural groups.

V. Conclusion

Higher socioeconomic status is associated with higher parental expectations which are also related to better language development of children. Therefore improvement of the socioeconomic status of the population is an important factor for better verbal IQ of the children that will affect their overall performance in later life. Further, randomized controlled trials may be undertaken in this field to know the causal association of parental expectations and different areas of child development including language and literacy. Development of culturally appropriate valid tools to measure parental expectations and children's language development and literacy is also required.

GLOSSARY OF TERMS

Parental Expectations: Parents beliefs about the future achievements of their children.

Parental Expectations Scale: - 20 item instrument that assess the five dimensions of parental expectancies in academic, extra-curricular, household, social and general success areas.

Language Development: Acquisition of skills to speak, understand, comprehend and use words.

Verbal IQ: The verbal IQ (VIQ) is typically derived from the combination of three subtest scores WPPSI, and is an estimate of verbal reasoning and comprehension, acquired knowledge, and attention to verbal stimuli.

Socio economic status: Status classified on social and economic variables e.g., persons occupation, education, assets and belongings, divided into quintiles of rich, upper middle class, middle class, and lower middle class and poor.

WPPSI- the Wechsler Preschool and Primary Scale of Intelligence (WPPSI) is an intelligence test designed for children aged 2 years 6 months to 7 years 3 months developed by David Wechsler in 1967.

INTRODUCTION

This is a correlational study undertaken to explore the relationship between the Parental Expectations of children's future achievement and the children's language development among different socioeconomic status families in Bangladesh. Parental expectations appear to be different from other definitions of parental involvement in that parental expectations are beliefs, whereas other measures of parental involvement focus on actual behaviors, such as attending a child at home or helping with homework, and it is possible that parents' beliefs influence their behaviors. Given the potential importance of both parental involvement and parental expectations on child's achievement, it is important to examine these variables early in children's lives. Some researchers have suggested that parental involvement and parental expectations may have a stronger influence on younger children's achievement compared with that of children in the later years of elementary school through high school (Rogala, 2001; Singh et al., 1995). Furthermore, early experiences with parents in problem-solving situations prior to school entry may play an important role in later academic achievement. Early experiences may be especially important in that the scaffolding parents provide for their children in problem-solving situations may prepare children for later learning and facilitate children's development of early adaptive skills.

Parents, caregivers, teachers, and guardians are the chief resources in language development. Children learn much from each other, but adults are the main conversationalists, questioners, listeners, responders, and sustainers of language development and growth. Therefore in this study it is hypothesized that the parental expectations about their children of their achievements influences the development of

their language in early years. This research only looked into the relationship of parental expectations with the language development which might be basis of further research to find the causal association in future.

Socioeconomic status (SES) has been consistently linked to educational expectancies (Astone & McLanahan, 1991; Englund et al., 2004; Hao & Bonstead-Bruns, 1998; Muijs, 1997; Trusty, 1998; Trusty, 2000). High-SES parents have more education than low-SES parents, which is linked to higher educational expectations for children (Hao & Bonstead-Bruns, 1998). Parents may base their expectations for their children in part on their own educational attainment, expecting their children to equal or surpass their own education level. Moreover, high-SES families have greater financial resources, which can be vital in the pursuit of higher education.

Bangladesh is one of the poorest countries of the world where 42% of households live below poverty line (BBS, 2004). Parents from low socioeconomic status (SES) have limited aspiration and expectation about their children's academic attainment and even some do not send their children to school. This can affect the language development of children in early years which may further hamper their academic achievement in future. Current research has revealed that a great deal of language and literacy learning takes place before children enter school highlighting the importance of parents and other caregivers in planting the seeds for language development. Most of the current research on language and literacy is guided by a theory called Emergent Literacy, which refers to the attitudes, knowledge and skills about reading, writing, listening and speaking that the children gain as they develop. According to this theory verbal language, reading, and writing develop simultaneously from early infancy and continue to develop throughout the life span (Morrow, 2001). Moreover,

development is greatly influenced by social interactions, because children learn from everyday experiences with more literate peers and adults. (Snow et al. , 1998.; Whitehurst et al., 1988.).

Children enter school with different levels of skill, and these initial differences often affect children's subsequent language and cognitive development, literacy and academic achievement (Dickinson et al., 1994.; Hart et al., 1995). Children who exhibit delays at onset of schooling are at substantial risk for early academic difficulties and more likely to experience grade retention, special education placement and failure to complete school (Adams et al., 1990.) These delays are particularly evident in children living in economically disadvantaged households. Children of low income background lag behind their peers in language skills early on and have been shown to develop vocabularies up to four times slower than their peers from more economically advantaged backgrounds (Hart et al., 1995; Catherine et al., 2008).

In Bangladesh universal free primary education along with different government incentives has resulted in an increase in enrollment in primary school to above 90%. However, despite high enrollments at the outset of primary school, the percentage of completion of primary school is below 40%. Much work is currently focused on improving SES, home conditions, providing incentives in schools including meals and cash money to the parents, but no effort is directed towards increasing the parental expectations. Poor parents think their children will never be completing higher educations like doctor or engineer and so they never provide sufficient support and time for education. Therefore it is hypothesized that there is an intricate relation

between parental expectations, early child language development which again is related with SES; and all together they determine the actual achievement of children in future. Therefore if the parental expectations are high then the achievements will be higher.

The influence of parental expectations and the mediating effects of expectations on the language development are important in early part of child development, and are necessary for their academic achievements and success in school, which have rarely been examined. In this study, it was hypothesized that (a) parental expectations of their children's future achievements including educational attainment, and children's actual achievement are related; (b) parental expectations have relations with the early development , and as such the development of language which in turn relates to the school readiness and academic achievements . It is important to examine parental expectations when identifying factors that contribute to children's academic achievement. Empirical studies show that high parental expectations are related to high levels of student's achievement and vice versa (Seiginer, 1983).

The research questions are: (1) Do the levels of expectations of parents for their children' future academic achievements vary among the parents and, (2) Is there any relation of parental expectations with their children's language development.

Both policy makers and developmental scientists are interested in the association between family social class and the educational progress of children in the families. This association is quite high in most countries of the world (Haveman & Wolfe, 1995). A wide variety of explanations for this have been offered ranging from the macro-political/sociological, focusing on the inequitable distribution of resources and

opportunities across social class (Haveman & Wolfe, 1995; Klebanov, Brooks-Gunn, & Duncan, 1994), to the micro/psychological, focusing on day-to-day interactions within the family that influence children's developing psychological and intellectual capital (Conger et al., 2002; Marjoribanks, 2002; Schneider & Coleman, 1993). Research of family influence on academic outcomes by and large shows that children raised in families with more financial and social resources do better academically (Brooks-Gunn &Duncan, 1997; Magnuson, 2003; Marjoribanks, 2002; Yeung, Linver, & Brooks-Gunn, 2002; meta-analysis by Sirin, 2005). Family financial resources are a strong indicator of social class. Additionally, research shows that both parents' educational level and family income positively correspond with parents' expectations for their children's education (Alexander et al., 1994).

BACKGROUND AND LITERATURE REVIEW

Parental expectations

Parental and child expectations of educational achievement have each been linked to a range of beneficial child outcomes. A relationship between higher parental educational expectations and a diverse range of beneficial outcomes in children has been saeen. Higher parental expectations for children have been associated with a greater likelihood of attending college (Hossler & Stage, 1992), selection of more core academic courses (Catsambis, 2001), better school attendance (Kurdek & Sinclair, 1988), and better academic performance (Fehrmann, Keith, & Reimers, 1987; Gill & Reynolds, 1999). Parental expectations also influence child expectations (Patrikakou, 1996, 1997; Trusty, 1998) and motivation (Jacobs, Davis-Kean, Bleeker, Eccles, & Malachuk, 2005), both of which are associated with better academic performance. Parents with higher expectations for their children are more likely to set higher standards for their children's schooling and social functioning than parents with lower expectations. They are also more likely to transmit the values of doing well in school and of getting along well with teachers and peers. Consequently, as conceptualized in some literature (Reynolds & Lee, 1991; Reynolds & Walberg, 1992), parent expectations may be viewed as a dimension of the home environment that directly as well as indirectly influences children's behaviors and achievement. Empirical literature provides consistent support for the positive relationship between parent expectations or aspirations toward their children and their children's educational achievement (Axinn et al., 1997; Furstenberg & Hughes, 1995; Hanson, McLanahan, & Thomson, 1997; Reynolds & Gill, 1994; Smith, Beaulieu, & Seraphine, 1995). Smith and colleagues (1995) found that parental expectation of

their children's college attendance was a strong and positive predictor of actual subsequent college attendance of their children across urban, suburban, towns, and rural areas. Furstenberg and Hughes (1995) found similar results among African-American teenage mothers and their children. In most of these studies, parent expectations and aspirations are viewed as independent traits.

These parental expectations are directly and powerfully related to children's academic success, even in financially impoverished contexts (Brooks-Gunn, Linver, & Fauth, 2005; Davis-Kean, Eccles, & Schnabel, 2002; Furstenberg, Cook, Eccles, Elder, & Sameroff, 1999). Parental expectations serve as a mediator of social class effects on academic outcomes (Alexander, Entwistle, & Bedinger, 1994; Davis-Kean, 2005; Davis-Kean, Malanchuk, Peck, & Eccles, 2003; Teachman, Paasch, & Carver, 1997).

Language development:

Almost all children learn the rules of their language at an early age through use, and over time, without formal instruction. Thus one source for learning must be genetic. Humans beings are born to speak; they have an innate gift for figuring out the rules of the language used in their environment. The environment itself is also a significant factor. Children learn the specific variety of language (dialect) that the important people around them speak. The point of learning language and interacting socially is to make connections with other people and to make sense of experiences (Wells, 1986). In summary, language occurs through an interaction among genes (which hold innate tendencies to communicate and be sociable), environment, and the

child's own thinking abilities. In general, children say their first words between 12 and 18 months of age. They begin to use complex sentences by the age of 4 to 4 1/2 years. By the time they start kindergarten, children know most of the fundamentals of their language, so that they are able to converse easily with someone who speaks as they do (that is, in their dialect). As with other aspects of development, language acquisition is not entirely predictable. One child may say her first word at 10 months, another at 20 months. One child may use complex sentences at 5 1/2 years, another at 3 years.

Oral language, the complex system that relates sounds to meanings, is made up of three components: the phonological, semantic, and syntactic (Lindfors, 1987). The phonological component involves the rules for combining sounds. The semantic component is made up of morphemes, the smallest units of meaning that may be combined with each other to make up words and sentences (Brown, 1973). The syntactic component consists of the rules that enable us to combine morphemes into sentences. Some language experts would add a fourth component: pragmatics, which deals with rules of language use. Pragmatic rules are part of our communicative competence, our ability to speak appropriately in different situations Young children need to learn the ways of speaking in the day care center or school where, for example, teachers often ask rhetorical questions. Learning pragmatic rules is as important as learning the rules of the other components of language since people are perceived and judged based on both what they say and how and when they say it.

Developmental scholars have long been interested in documenting the social experiences that help explain within- and between-group variation in children's early language and learning. (Burns et al., 1999). Brunner and Vygotsky described how

learning occurs in a socio-cultural context in which adults and primary caregivers support or "scaffold" young children to higher levels of thinking and acting (Brunner, 1975.; Brunner, 1985; Vygotsky, 1962). According to this view, children who experience sensitive, cognitively stimulating home environments early in development are at an advantage in the learning process. Three aspects of parenting are thought to be central to children's early language and learning: (1) the frequency of children's participation in routine *learning activities* (e.g., shared book reading, storytelling); (2) the *quality of caregiver-child engagements* (e.g., parents' cognitive stimulation and sensitivity/responsiveness); and (3) the provision of age-appropriate *learning materials* (e.g., books and toys).

Researchers agree that parenting is multiply determined by characteristics of both parents and children. In terms of parent characteristics, parent age, education, income, and race/ethnicity have all been shown to relate to the three aspects of parenting discussed above. Parental education, relates to household income, persistent poverty are strongly associated with less stimulating home environments, (Garret et al., 1994) and parents living in poverty have children who are at risk for cognitive, academic, and social-emotional difficulties.(Brooks –Gunn et al., 1997; Smith et al 1997.) Child characteristics, such as gender and birth order (as two of many examples), have also been linked to early measures of language and learning. For example, girls tend to have a slight advantage over boys in the early stages of vocabulary development, (Bornstein et al., 1998; Fenson et al., 1994; Patrikakou et al., 2005.) and studies have documented that families spend substantially more time in literacy-related activities with girls than with boys.(Teale et al., 1986.)

In sum, there exists irrefutable evidence for the importance of children's early language and learning for later school readiness, engagement and performance. Children's experiences at home are critical to early language growth and learning. In particular, the home literacy environments promote children's learning and language: learning activities (e.g., daily book reading), parenting quality (e.g., responsiveness), and learning materials (e.g., age-appropriate toys and books). Additionally, parents with more resources (e.g., education, income) are better able to provide positive learning experiences for their young children.

RATIONALE / JUSTIFICATION

Bangladesh is a densely populated country with a population of about 140 million where literacy rate is 47% and 42% of its total population lives under poverty level (BBS, 2004) . Since a large number of parents of Bangladeshi children are from low socioeconomic status, their parents are assumed to have low expectations of academic achievement of their children. Research also shows that parents from low SES have low expectations for their children, which in turn are thought to influence their language development. In Bangladesh only 5-15% of all primary school age children complete primary school education and the reasons are socioeconomic (Gustaffson, 1990). Since the expectations of a parent influences their decision for child's health and education, as well as psychosocial interactions they will have with their children; it can affect child's overall school readiness. This study looked at the relationship of parental expectations and children's language development through which we may be able to direct the policy makers to the point of intervention for language and literacy development. Moreover, by recognizing the relation of level of expectations that influences high academic achievement in the homes of students, educators will have a better understanding of the gaps affecting academic achievement of children in their homes.

Parent's expectations can be expressed in different ways - e.g. larger life goals, expected school performances, or in terms of perceptions of child abilities. Expectations could be also framed in terms of the supports parents wish or are able to provide for a child(Evans et al., 2000). It is important to examine parental expectations when identifying factors that contribute to student academic

family factors that contribute to children's school achievement (Seiginer, 1983; Hoge, 1997; Patrikakou 1997).

Research shows that both parents' educational level and family income positively correspond with parents' expectations for their children's education and lower income parents and parents with less education tend to report lower educational expectations for their children in comparison with higher income and more educated parents. These lower adult expectations are a significant challenge for low-income children given the repeatedly illustrated link between low parent and teacher expectations and poorer grades in school, lower achievement test scores (Gill et al. 1999, ; Halle et al. 1997, ; Schoon et al. 2004.), and later decisions to drop out of school. High adult expectations, in contrast, may serve a critical role in promoting educational success for low-income children's. . De Civita (2004) and colleagues compared educational outcomes for youths from Canadian families experiencing varying levels of financial hardship and welfare dependence and found that welfare-dependent and working-poor families were more likely to hold lower educational aspirations for their children than never-poor families; and children in these lower income families were more likely to experience later school failure than their never-poor peers. However, when welfare-dependent and working-poor families held higher educational aspirations for their children, it reduced their children's risk for later school failure.

Bangladesh ranks among the bottom 20 countries in the literacy league table. (UNDP, 2002:151) Between 1980 and 1998, the adult literacy rate rose marginally from 32 to 38 % with the rate for females at only half of males. Recent statistics provided by the government indicate that the literacy rate reached 42% in 2001 (BBS 2001, 2004). In Bangladesh, primary education has never been equally accessible for

all groups in the population. Children living in rural areas and urban slums, children from socio-economically disadvantaged families and ethnic minorities were particularly deprived of access to education. In most developing societies including Bangladesh, differences in educational output are reported between boys and girls, urban and rural areas, and for different socio-economic and ethnic groups

The expectations a parent has for a child will influence decisions about feeding and diet, preventive and curative health care and the frequency and quality of psychosocial interactions they will have with their children, all of which affects child development. At the same time improvements in the conditions of children that occurs as a result of early intervention, some focusing directly on children and some on providing parents with knowledge, have been shown to influence the expectations that they will have for their children and the support that they are willing to provide for them. Accordingly an indicator of the readiness of children for school may be the expectations of parents. Pervasive negative stereotypes of low-income and ethnic minority parents misrepresent them as having little value for education and as incompetent to engage in their children's education. When explaining the overrepresentation of low-income, ethnic minority children experiencing school failure, parents from these high risk groups are often blamed. It is imperative for research to address social ills, such as the achievement gap and negative stereotypes, by understanding the perspectives of parents from high risk populations. (Aprile et al., 2007)

The study will provide an insight into the gaps that remain in children's literacy and language development pertaining to their parents' expectations. The results will

be important for the policy makers to provide interventions to fill the gaps that prevent the children to achieve their full potential

Research on children's early learning environments is relevant to policy makers, educators, and practitioners who seek to promote the positive language development and learning of young children. Intervention and preventive efforts should target multiple aspects of children's early language and learning environments, including supporting parents in their provision of literacy-promoting activities, sensitive and responsive engagements, and age-appropriate materials that facilitate learning. Moreover, these efforts should begin early in development, as children are likely to benefit most from supportive home environments during the formative years of rapid language growth and learning. (Nord et al. 200; Tamis Le Monda et al.2006; Hirsh-Pasek et al.2006.) Finally, interventions with parents that aim to support children's learning should attend to the cultural context of early development when working with parents from different backgrounds, and also consider the broader social context of parenting by attending to the barriers created by poverty and low parental education.

Research into the factors that promote positive language growth and learning in young children is central to addressing achievement gaps that exist in children from different ethnic, language, racial, and socioeconomic backgrounds. Children enter school with different levels of skill, and these initial differences often affect children's subsequent language growth, cognitive development, literacy and academic achievement.(Dickinson et al1994; Hart et al. 1995; ; Snow et al. 2007). Children who exhibit delays at the onset of schooling are at risk for early academic difficulties, these delays are particularly evident in children living in poverty. Children from low-

income households lag behind their peers in language skills from early on, (Hoff 2003; Nord 2000.) and have been shown to develop vocabularies at slower rates than their peers from more economically advantaged households. (Hart et al., 1995).

Much research has been done on the language development issue, and the factors associated with the parent's expectations but the associations and complexity of language development has not been much studied to see how the parental expectation's might affect the language development. This study intends only to find if there is any relation between the parental expectations and the language development.

OPERATIONAL DEFINITIONS

Parental expectations

Parents expectations of achievement of their children in school, extracurricular, general, social, and home related functioning are their beliefs on how much they think they can attain is the aggregated score of response to the individual questions on parents expectations, scored as 0 (''Never or almost never true'') to 5 (''Almost always or always true'') on a Likert-type scale.

Language development:

Acquisitions of skills to speak, understand, and use words and is measured as the Verbal Intelligent quotient.

Verbal IQ: the verbal intelligent quotient, measured as subset of test of WPPSI. It includes

1. Information - For Picture Items, the child responds to a question by choosing a picture from four response options. For Verbal Items, the child answers questions that address a broad range of general knowledge topics. 2. Vocabulary - For Picture Items, the child names pictures that are displayed in a Stimulus Book. For Verbal Items, the child gives definitions for words that the examiner reads aloud. 3. Comprehension - The child answers questions based on his or her understanding of general principles and social situations.

Socioeconomic state:

Social and economic class, classifying one into rich, upper middle, middle, and lower middle class and poor according to their assets

OBJECTIVES

- To see the relationship between the parental expectations of their children's future achievements and their children's language development.
- To measure the language development of the children of these parent groups.
- To see the variation of parental expectations of children's achievements of different SES and the differences in their children's language development.
- To see the variation of parental expectations and language development and their relationship among the urban and rural parents and children

METHODOLOGY

Design

This is a non-experimental co relational the study and the independent variable is the parental expectations level and the dependent variable is the language level of children.

A nonprobabilty purposive sampling method was followed and children were selected from both urban and rural population with crossectional timeline

Participants or Subjects or Sample

A total of 101 children of age group 5 and 6 and one of their parents (n=101) participated in the crosssectional study over a period of three months. Sample included both urban (n=51) and rural (n=50) children. In urban group 51 children from three preschools in different areas of Dhaka city namely Agargaon (n=19), Mohammadpur (n=6) and Bhasantek (n=26) and in rural group 50 children from Matlab area. Rural children were selected from MATLAB, 60 kilometer from Dhaka city. Parents of 50 children from different socioeconomic status were included in the study and those parents were interviewed with PES and demographic questionnaire for assessment of their expectations and SES. One hundred and one children participated in the study of which 46.5% were boys, 96% were Muslim and 4% were Hindu.

Children participated in the study along with one of their parents. Healthy children and the willing parents were only included. The children of Bhasantek area came mostly from poor and low middle class status, Agargaon and Mohammad pur area

being mostly lower middle class and upper middle class status, but overlapping of different socio economic status is suppose to prevail in all areas. In rural area the settlements are not so socially differentiated in Matlab so different areas were rather not emphasized. Children from rural area were selected from a sample of previous study done in Matlab by Shiraji et al. after collaborating with the researcher and the institute where children were assessed with WPPSI in ICDDR,B. ICDDRB has a well organized health and research unit in Matlab and maintains a database of the local population. We collected data from the preselected children's parents, and collected their WPPSI result.

Measures

Parental expectations:

Parental expectations was measured by Parental Expectations Scale (PES), developed as a interview questionnaire in Bengali which was initially used by Departmet of Psychology , Child Anxiety Disorder Clinic , Farleigh Dickson University, Teaneck , and University of Nevada , Las Vegas , and NYU Child Study Center USA (Eisen, Spasaro Lisa et. al, 2004). We also included one item of parental expectations scale based on items from Medrich, Kagehiro, and Houser (1994), reporting how many years of schooling they expect their child to complete where the response be coded as years of academic achievments. This measure was validated in earlier studies, with adequate distribution across the set of response categories. Despite the difference in wording, maternal educational expectations were consistently and predictably related to study variables (Neuenschwander, MP, 2007).

The PES (Appendix A), a 20-item self-report instrument, is scored as 0 (''Never or almost never true'') to 5 (''Almost always or always true'') on a Likert-type scale. The PES assesses five dimensions of parental expectancies including academic achievement (e.g., I expect that academic success will be an important goal for my child), extra-curricular activities (e.g., I expect my child will distinguish him/herself with top performances in his/her extracurricular activities), household responsibilities (e.g., I expect my child to become more responsible and self-sufficient in home-related activities), peer activities (e.g., I expect that popularity and an active social life will be important goals for my child) and general success (e.g., I expect that experiences of success will be the best reinforces for my child's self-confidence). The PES assesses five dimensions of parental expectancies in academic, extra-curricular, household, social, and general success areas. PES has high test–retest reliability and internal consistency. Regarding validity, PES subscale scores discriminated clinical and normative groups. Principal component and confirmatory factor analyses supported the construct validity of the scale. The PES appears to be a reliable and valid instrument for quantifying parental expectancies. Since there remained very little option of developing a new scale for this research we translated the PES in Bengali, and again re-translated to English and field tested to see its compatibility, reproducibility in our context and transformed into an interview questionnaire from its self reporting character, as the parents of our context are mostly thought to be illiterate or with very little literacy.

Language level:

A sub component of WPPSAI, Verbal IQ score was considered for the measure of language development. The WPPSI-III contains the 14 subtests which are: Block

Design, Information, Matrix Reasoning, Vocabulary, Picture Concepts, Symbol Search, Word Reasoning, Coding, Comprehension, Picture Completion, Similarities, Receptive Vocabulary, Object Assembly, and Picture Naming. The subtests can also be combined to measure verbal IQ, performance (fluid) IQ, processing speed quotient, general language composite and a full scale IQ. The verbal IQ, performance IQ and full scale IQ are taken from the core subtests. The strengths of the test for preschoolers are that of being colorful, current (being the latest), and interesting for children. Subtests rules offer a variety samples and often second chances to assure the child performs at the best of his or her abilities. The layered scoring allows partial credit, for intermediate knowledge and rewards detailed or extensive knowledge on subject matter which makes up for most abilities. Quotient and Composite scores have a mean of 100 and a standard deviation of 15. Subtest scaled scores have a mean of 10 and a standard deviation of 3. For Quotient and Composite scores, below 69 is Extremely Low, 70-79 is Borderline, 80-89 is Low Average, 90-109 is Average, 110-119 is High Average, 120-129 is Superior, 130+ is Very Superior. This is true for all Wechsler Scales.

WPPSI tests had been translated into local language, modified, tested and retested for Bangladesh and used in studies of ICDDRB at Matalab and WPPSI was validated for use in Bangladeshi children (aged 4-6 years). Pearson's product-moment correlation between test-retest measures were conducted for full-scale IQ, its subscales and subtests by Shiraji et al in their study for cultural validation of WPPSI . Strong to moderate relationships were observed (verbal-IQ $r= 0.89$, $p=0.01$), and the reliability for the vocabulary items was ($r=0.79$, $p=0.01$). Only Verbal IQ will be used in this study.

Socioeconomic status:

Socio-economic status is defined in terms of assets or wealth, rather than in terms of income or consumption, named as the asset approach. The asset information was gathered through the demographic household questionnaire (appendix B). This questionnaire included questions, typically posed to the head of each surveyed household, concerning the household's ownership of a number of consumer items ranging from a television and bicycle; dwelling characteristics such as flooring material; type of drinking water source and toilet facilities used; and other characteristics that are related to wealth status. Each household asset for which information was collected through the demographic health survey was assigned a weight or factor score.

In this study Asset Index used by HNP/Poverty Thematic Group of The World Bank to see the socio-economic differences in health, nutrition, and population in Bangladesh was used (Davidson. et al., 2000)

A demographic questionnaire was developed to collect Information during interview to classify SES regarding their family wealth (number of possessions— e.g., television, radio, bicycle,) family income, family type, structure and parental characteristics (parents' education and employment), and housing (floor, walls, or roof structure), sanitation (drinking water source and toilet), quality following the asset index questionnaire of HNP/ poverty thematic group. (Appendix)

Anthropometric Data:

Additional measurements of height, weight, Occipitofrontal circumference (OFC) and mid upper arm circumference (MUAC) were made. Statdiometer was used for

measuring the height, Bathroom Scale for weight and non stretchable tape was used to measure the OFC and MUAC.

Procedures

Children were selected from Mohammadpur, Agargaon, and Bhasantek, three areas of Dhaka City through communication with reputed NGOs, local leaders, and social workers and school teachers of that vicinity. If the participants satisfied the sampling frame then informed consent was obtained. As shown in Appendix A, consent form developed in Bengali and in non technical term was read to parent and were either signed or thumb print were taken as a document of their consent (APPENDIX :D).

Interviewer recruitment and training:

The interviewers were trained interviewer who worked previously in an ICDDRB project of cultural validation of WPPSI when they were officially trained in WPPSI Administration and assessment by ICDDR, B. Two days orientation and one day field training was given with the PES and demographic questionnaire for this research before the collection of data by a core group trainers comprised of the researcher, a programme specialist from BRAC, and supported by the national mentor of this research.

Children were then assessed using WPPSI Scale and parents were interviewed with the PES and demographic questionnaire. 51 children and 51 parents were assessed and interviewed in the Dhaka city by two interviewers. The children were assessed at three preprimary schools in Dhaka in a quiet room, mother sat beside or stayed near by. Children were selected each day from the present students of the

specified age group with the help of school teacher. The child along with the mother was taken to a quiet room arranged earlier where consent was taken first and then child was tested with WPPSI, while mother waited outside the room. Anthropometric measurements were done after the WPPSI test. Mother was interviewed at home with Parental Expectations Questionnaire and the demographic questionnaire on the same day after the school was over. Father was not considered for the difficulty of their availability. Most days researcher attended the sight, observed almost half of the children tested and also attended the interviews of mother. Researcher also conducted 20% of the interviews of the parents. Overall 20% of the activities were directly supervised by the researcher in the fields.

The rural children were not assessed with WPPSI in this study. The WPPSI data was collected from Child development Unit of ICDDR,B with a view to use for this research through the head of Child Development Unit, their WPSSI test was done by Shiraji et al a researcher group of a previous study for cultural validation of WPPSI . Children of the specified 5-6 years age group were selected from the database of ICDDR, B study. Their parents were only interviewed by an interviewer with PES and demography questionnaire.

After collection Data entry was done using SPSS version 12 and the frequency table was prepared to check the missing variable and response which were then reentered. Thus finally after cleaning, data was made ready for analysis.

DATA ANALYSIS

After cleaning, data was analyzed using the statistical program, SPSS version 12. Frequency distribution and descriptive analysis were done to assess normal distribution of the data. We then conducted student's t test for continuous variables or chi-square test for dichotomous variables to determine the differences between the urban and rural children.

In order to examine the associations between parental expectations and children's language development Pearson's correlations were conducted.
We also looked at correlations of parental expectations and language development with other relevant socioeconomic variables.

RESULTS

Table 1. ***Characteristics of rural and urban children and their families in the total sample and in rural and urban groups.***

	All (n=101)	Rural (n=50)	Urban (n=51)	p-value
	Mean ±SD/%			<0.01
Age (mo)	64.6±2.8	64.8±2.2	64.4±3.3	0.465
Sex (boys)	46.5	53	47	0.312
Religion (Muslim)	97			
Height	105.0±5.3	103.8±4.0	106.1±6.1	<0.05
Weight	15.0±1.4	15.0±1.5	15.1±1.3	0.402
OFC	48.1±3.5	58.4±1.3	48.0±4.8	0.492
MUAC	15.5±3.5	15.3±1.0	1m.8±4.8	0.492
Mother's education				
Illiterate	30			
1-5	23			
6-9	28			
≥10	19			
Mother's occupation (housewife)	94			
Family income				
Family type				
Single	81.0	44	38	0.083
Joint	19.0	6	13	
Number of children				
SES				
Poor	20			
Lower middle class	19			
Middle class	22			
Upper middle class	20			
Rich	20			
Total PE	71.0±8.7	68.7±6.1	73.2±10.2	
General PE	14.3±1.9	14.5±1.6	14.1±2.2	.323
Home activity PE	16.2±3.1	16.0±2.0	16.3±4.0	.638
Popularity PE	11.9±2.7	11.7±1.5	12.2±3.6	.345
Extracurricular PE	13.1±4.5	11.1±3.8	15.0±4.3	<0.01
School PE	15.5±2.0	15.3±1.6	15.6±2.3	.598
PE(Highest Education)				
Up to SSC	41.6	25	16	
HSC	8.0	3	5	
Bachelor degree	23.8	13	11	
Masters and above	24.8	9	16	
VIQ	83±9.1	81±9.2	85±8.6	<0.05

The age of children were between 60 to 73 months, only 2 children being 73 months i.e. over 6 years of age. Height and weight ranged between 81.5 -119.5 cm and 11.7 -19.4 kg respectively (Table 1).

Among 101 mothers who participated in the study, 30 % were illiterate, 23% had an education from grade 1-5, 28% from grade 6- 9, and 19% ≥10. Majority (94%) of mothers was housewives and rest were factory workers or day laborers.

Socio Economic Status

Socio-economic status is defined in terms of assets or wealth, rather than in terms of income or consumption and toilet facilities used; and other characteristics that are related to wealth status.

Socio economic status was divided in to 5 quintiles, the poor; lower middle class, middle class, upper middle class and rich. The number of the children in each group is shown in Table 1.

Parental expectations (PE)

The ranges of parental expectations were between 49 to 93, with a mean±SD of 71.0±8.7. The highest level education range were between 1 t 9

Verbal IQ

The recorded Verbal IQ ranged from 64 to 110 with a mean of 83±9.1.

Correlations:

There is positive correlation between Total Parental expectations and the verbal IQ ($r = 0.31$, $p = 0.002$).

There is also positive correlation between verbal IQ with general ($r = 0.22$, $p = 0.05$) and extracurricular Parental Expectations ($r=0.25$, $p =0.05$) but there is no significant correlation with the Home and popularity PE. The Total PE definitely correlated positively with the other component PEs level. The correlation between SES and PE score were also positive

Table 2. Correlations of Parental Expectations, VIQ and SES

	Total PE (r)	**P value**	**VIQ (r)**	**P value**
Total PE	**-**	**-**	**0.31**	**<0.01**
General PE	**0.48**	**<0.001**	**0.22**	**0.027**
Home PE	**0.66**	**<0.001**	**0.16**	**0.114**
Popularity PE	**0.71**	**<0.001**	**0.12**	**0.221**
Extra curricular PE	**0.65**	**<0.001**	**0.25**	**0.013**
School PE	**0.49**	**<0.001**	**0.18**	**0.069**
VIQ	**0.31**	**0.002**	**-**	**-**
Score of SES	**0.23**	**0.022**	**0.42**	**<0.001**
SES	**0.23**	**0.019**	**0.43**	**<0.001**

DISCUSSION

This study examined the association between parental expectations for their children's future achievements, families' socio economic status, and children's language development. In brief, this study found that children of parents with higher expectations for their child's achievements has better language development than those parents who has lower expectations. Moreover, we also found that richer parents had higher expectations for their children compared to poorer parents. The hypotheses of the study that there would be an association between parental expectation and the language development of children, was confirmed and there were observed differences among the mean scores of urban and rural children.

Neuenschwander et al., (2007) found that parent's educational expectations predict standardized achievements in mathematics and native language. Jussim & Harber (2005) in their study showed that high parental educational expectations predicted subsequent performances: high parent expectations predicted increased performance and low parent expectations predicted lower performance. Epstein (1991) reported that parents' expectation explains actual achievement more strongly in language. Our finding is similar to these studies in that the children of parents with higher expectations had higher level of verbal IQ.

Language development is related to children's cognition and studies have shown high associations of language and cognition (Brooks –Gunn et al., 1997; Smith et al 1997). Therefore, children who have better language abilities can be more successful adults and be productive and active members of the society.

Alexander et al., (1994) and Davis Kean (2005) also showed that parents' socio economic status including their education level and income positively correspond with parents expectations for their children education. These parental expectations are directly related to children's academic success (Brooks- Gunn et al., 2005; Davis – Kean et al., 1999). Hart et al., (1995) and Catherine et al. (2008), showed children of low income background lag behind their peers in language skills early on and their vocabularies may be slower than their peers from more economically advantaged backgrounds up to four times. We also found that the parents of low socioeconomic status had lower level of expectations and their children's verbal IQ was lower than those in the higher SES group. The importance of preschool years and its effects on children's future development is well known (Nord et al. 200; Tamis Le Monda et al.,2006). Brooks and Gunns et al., (1997), Majoribanks (2002), Yeung (2002), and Sirin (2005) showed in their research that children raised in families with more financial and social resources do better academically and the financial resources are strong indicator of social class.

The current study showed a positive association between parental expectations to children's verbal IQ. Although there are a number of studies on parental expectations but a study of this kind showing relationship between the parental expectations and children's language development is probably first of its kind in Bangladesh. The results are similar to those found in studies conducted elsewhere (e.g. Astone & McLanahan 1991; Englund et al., 2004; Hao & Bonstead-Bruns, 1998; Muijs,1997; Trusty, 1998; Trusty, 2000) in respect to the relationship between parental expectations and socio economic conditions and academic and cognitive

achievement. Future interventions would do well to focus on parental expectations in order to stimulate and suport children's optimal developmental outcomes.

Limitations of the study:

This was a quantitative non experimental study, and the subjects were selected puposively which compromises some of its exteral validity. The study also suffered time constraint, and I had to collect the data in a very short time. In spite of the limited time I managed to collect data on a quite large sample size with representative rural and urban population.

Despite these caveats, this research is a valuable contribution to our knowledge about parenal expectations which contribute to the language development of at-risk children. Prior to this study, very little research was found that focused on the relationship of parental expectations with children's language development, and the socioeconomic factors that influence parental expectations. The overall results of this study suggest that the parental expectations of their children are related to children's future language development which is important for their academic achievements. Of special interest is the case of at-risk children for whom it is important to improve their school readiness to be able to become successful in their academic attainment.

When comparisons were made between rural and urban groups, there were significant differences in parental expectations, children's language development and socioeconomic status. The finding that urban children had higher verbal IQ emphasizes the effect of environmental stimulation, which has been shown in other places (Engle et al. 2007). Moreover, it is also found in other countries that parents

with higher educational level have higher expectations for their children's future (Crosnoe, 2002). This shows the importance of education and the policy makers need to take a note of this fact.

All parents do have their expectations about their children's future achievements, but it varies among different socio economic groups and different social context like rural and urban.

Universal primary educations is a priority of millennium developmental goal, but the rate of completion of primary education in Bangladesh is still far below expected, interventions at parental expectations level would certainly increase the language development of children in at-risk population and would directly influence child's school readiness and success in further education. Besides other factors necessary for early childhood language development, parental expectations should be considered as an important component.

CONCLUSIONS

Higher socioeconomic status is associated with higher parental expectations which are also related to better language development of children. Therefore improvement of the socioeconomic status of the population is an important factor for better verbal IQ of the children that will affect their overall performance in later life.

Further, randomized controlled trials may be undertaken in this field to know the causal association of parental expectations and different areas of child development including language and literacy.

Enforcement of the compulsory primary and secondary education law especially in rural areas, use of mass media in education of generality of people about the importance of education, quality education to children and provision of suitable jobs for poor and ultra-poor population are few of many steps that can be considered by the policy makers and NGOs.

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APPENDIX A:
PARENTAL EXPECTATIONS QUESTIONNAIRE

"শিশুর ভবিষ্যত অর্জন সম্পর্কিত অভিভাবকের আকাংখার পরিমাপ"

শিশুর কোড

শিশুর নাম:.....বয়স:.....লিঙ্গ: ছেলে ☐ মেয়ে ☐

মায়ের নাম:..... বাবার নাম:.....

ঠিকানা- গ্রাম/ মহলা:..... ডাকঘর..... থানা:..... জেলা:.....

স্কুলে যাই ☐ / যাই না ☐ গেলে শ্রেনী : .....

আপনার সন্তানকে নিয়ে ভবিষ্যতে আপনার কি ধরনের আশা আকাঙ্খা রয়েছে সে ব্যাপারে আপনাকে কিছু প্রশ্ন করব। প্রত্যেকটি প্রশ্নের ৬টি করে উত্তর আছে যেই উত্তরটা আপনার কাছে সঠিক মনে হয় সেটি বলবেন।
যেমন- কোন কোন বাবা-মা চায় তাদেও সন্তান যাই করবে বাবা-মার কাছ থেকে অনুমতি নিয়ে করবে এক্ষেত্রে আপনি কি চান

০ ১ ২ ৩ ৪ ৫
কখনো নিবেনা খুব কম নিবে কম নিবে মাঝে মাঝে নিবে বেশীরভাগ সময় নিবে সবসময়ই নিবে

ক)

১. আপনি কি আশা করেন যে আপনার সন্তানের জন্য লেখাপড়ায় (শিক্ষায়) ভাল করা বা সফলতা লাভ করাই হবে একটি গুরুত্বপূর্ন লক্ষ্য।

০ ১ ২ ৩ ৪ ৫
কখনো আশা করি না খুব কম আশা করি কম আশা করি মাঝে মাঝে আশা করি বেশীর ভাগ সময় আশা করি সবসময় আশা করি

২. আপনি কি আশা করেন যে, আপনার সন্তান লেখাপড়া ছাড়া অন্যান্য কাজে যেমন- গান বাজনা, নাচ, ছবি আঁকা বা খেলাধুলায় সে সব সময়ই খুব ভালো করবে ।

০ ১ ২ ৩ ৪ ৫
কখনো ভালো করবে না খুব কম ভালো করবে কম ভালো করবে মাঝে মাঝে ভালো করবে বেশীর ভাগ সময় ভালো করবে সবসময় ভালো করবে

৩. আপনি কি আশা করেন যে আপনার সন্তান যে বিষয়গুলোতে খুব ভাল শুধুমাত্র সেইগুলোর উপরই জোর দিবে।

০ ১ ২ ৩ ৪ ৫
কখনো আশা করি না খুব কম আশা করি কম আশা করি মাঝে মাঝে আশা করি বেশীর ভাগ সময় আশা করি সবসময় আশা করি

৪. আপনি কি আশা করেন যে আপনার সন্তানের খুব জনপ্রিয় হওয়া এবং একটি কর্মবহুল সামাজিক জীবন গুরুত্বপূর্ন লক্ষ্য হবে।

০ ১ ২ ৩ ৪ ৫
কখনো আশা করি না খুব কম আশা করি কম আশা করি মাঝে মাঝে আশা করি বেশীর ভাগ সময় আশা করি সবসময় আশা করি

৫. আপনি কি আশা করেন যে আপনার সন্তান পরীক্ষায় এখন যে ফলাফল করে (নম্বর পায়) তার চেয়ে সামনে আরো ভালো করবে।

০ ১ ২ ৩ ৪ ৫
কখনো আশা করি না খুব কম আশা করি কম আশা করি মাঝে মাঝে আশা করি বেশীর ভাগ সময় আশা করি সবসময় আশা করি

৬. আপনি কি আশা করেন যে আপনার সন্তান বাসার কাজে আরো দায়িত্ববান ও আত্মনির্ভরশীল হবে।

০ ১ ২ ৩ ৪ ৫
কখনো আশা করি না খুব কম আশা করি কম আশা করি মাঝে মাঝে আশা করি বেশীর ভাগ সময় আশা করি সবসময় আশা করি

৭. আপনি কি আশা করেন যে, আপনি আপনার সন্তানকে আরো সামাজিক হতে, নতুন বন্ধুত্ব গড়তে এবং বর্তমান বন্ধুদের সাথে বন্ধুত্ব চালিয়ে যেতে বিশেষ ভূমিকা রাখতে পারবেন।

০ ১ ২ ৩ ৪ ৫

কখনো আশা করি না খুব কম আশা করি কম আশা করি মাঝে মাঝে আশা করি বেশীর ভাগ সময় আশা করি সবসময় আশা করি

৮. আপনি কি আশা করেন যে আপনার সন্তান লেখা পড়ার বাইরে অন্যান্য কর্মকান্ডে যেমন -নাচ গান, ছবি আঁকা, খেলাধুলা ইত্যাদিতে আরো বেশী ভালো করবে।

০ ১ ২ ৩ ৪ ৫

কখনো ভালো করবে না খুব কম ভালো করবে কম ভালো করবে মাঝে মাঝে ভালো করবে বেশীর ভাগ সময় ভালো করবে সবসময় ভালো করবে

৯. আপনি কি আশা করেন যে অপনার সন্তানের সাফল্যগুলো তাকে আরো বেশি আত্মবিশ্বাসী করে তুলবে।

০ ১ ২ ৩ ৪ ৫

কখনো আশা করি না খুব কম আশা করি কম আশা করি মাঝে মাঝে আশা করি বেশীর ভাগ সময় আশা করি সবসময় আশা করি

১০. আপনি কি চান আপনার সন্তান তার বন্ধু সংখ্যা ও বন্ধুত্বের গভীরতা (বন্ধুত্ব) বাড়াবে।

০ ১ ২ ৩ ৪ ৫

কখনো চাই না খুব কম চাই কম চাই মাঝে মাঝে চাই বেশীর ভাগ সময় চাই সবসময় চাই

১১ আপনি কি আশা করেন যে আপনার সন্তান পড়াশুনার বাইরে অন্য অনেক সাংস্কৃতিক কর্মকান্ডে যেমন- খেলাধুলা, গানবাজনা, ছবি আকাঁয় ও অন্যান্য সৌখিন কাজে অংশগ্রহণ করবে।

০ ১ ২ ৩ ৪ ৫

কখনো আশা করি না খুব কম আশা করি কম আশা করি মাঝে মাঝে আশা করি বেশীর ভাগ সময় আশা করি সবসময় আশা করি

১২. আপনি কি মনে করেন আপনার সন্তানের তার বন্ধুদের সাথে যে সম্পর্ক তা আপনি যেমন চান তার থেকে আলাদা।

০ ১ ২ ৩ ৪ ৫

কখনো না খুব কম কম মাঝে মাঝে বেশীর ভাগ সময় সবসময়

১৩. আপনি কি আশা করেন যে আপনার সন্তান সংসারের সব কাজ নিয়মিত ভাবে করবে।

০ ১ ২ ৩ ৪ ৫

কখনো আশা করি না খুব কম আশা করি কম আশা করি মাঝে মাঝে আশা করি বেশীর ভাগ সময় আশা করি সবসময় আশা করি

১৪. আপনি কি আশা করেন যে আপনার সন্তান তার জীবনে সব যোগ্যতা অর্জন করতে পারবে।

০ ১ ২ ৩ ৪ ৫

কখনো আশা করি না খুব কম আশা করি কম আশা করি মাঝে মাঝে আশা করি বেশীর ভাগ সময় আশা করি সবসময় আশা করি

১৫. আপনি কি মনে করেন আপনার সন্তানের লেখাপড়া নিয়ে আপনার প্রত্যাশা তার নিজস্ব আশা আকাঙ্খা বা ইচ্ছে থেকে আলাদা।

০ ১ ২ ৩ ৪ ৫

কখনো না খুব কম কম মাঝে মাঝে বেশীর ভাগ সময় সবসময়

১৬. আপনি কি আশা করেন আপনার সন্তান লেখাপড়ার বাইরে অন্যান্য কাজে যেমন খেলাধুলায়, ছবিআকা বা নাচে ও গানে খুব বড় হবে এবং নাম করবে।

০ ১ ২ ৩ ৪ ৫

কখনো আশা করি না খুব কম আশা করি কম আশা করি মাঝে মাঝে আশা করি বেশীর ভাগ সময় আশা করি সবসময় আশা করি

১৭. আপনি কি মনে করেন একজন শিশুর সাফল্য বেশীরভাগই তার পিতামাতার নির্দেশনা ও উৎসাহের উপর নির্ভর করে।

০ ১ ২ ৩ ৪ ৫

কখনো নির্ভর করে না খুব কম নির্ভর করে কম নির্ভর করে মাঝে মাঝে নির্ভর করে বেশীর ভাগ সময় নির্ভর করে সবসময় নির্ভর করে

১৮. আপনি কি আশা করেন যে বাসার কাজে আপনার সন্তান নিজেই সাহায্য করতে এগিয়ে আসবে।

০ ১ ২ ৩ ৪ ৫

কখনো আশা করি না খুব কম আশা করি কম আশা করি মাঝে মাঝে আশা করি বেশীর ভাগ সময় আশা করি সবসময় আশা করি

১৯. আপনার সন্তান যদি স্কুলে কখনো কম নম্বর পায় তখন আপনি কি আশা করেন যে পরবর্তীতে সে আরো বেশী চেষ্টা করবে।

০	১	২	৩	৪	৫
কখনো আশা করি না	খুব কম আশা করি	কম আশা করি	মাঝে মাঝে আশা করি	বেশীর ভাগ সময় আশা করি	সবসময় আশা করি

২০. আপনি কি আশা করেন যে আপনার বাসায় যখন কোন মেহমান বা অতিথি আসবে তখন আপনার সন্তান খুব ভাল ব্যবহার ও সুন্দর আচরন করবে।

০	১	২	৩	৪	৫
কখনো আশা করি না	খুব কম আশা করি	কম আশা করি	মাঝে মাঝে আশা করি	বেশীর ভাগ সময় আশা করি	সবসময় আশা করি

খ) আপনার সন্তান ভবিষ্যতে কতদুর পর্যন্ত লেখা পড়া করবে বলে আপনি মনে করেন।

১. কখনো স্কুলে যাবে না - ০
২. প্রাইমারী স্কুলে পড়বে - ১
৩. প্রাইমারী শেষ করবে - ২
৪. এস এস সি পাশ - ৩
৫. এস এস সি পাশ করে কারিগরী শিক্ষা - ৪
৬. কলেজে অধ্যায়ন - ৫
৭. এইচ এস সি পাশ - ৬
৮. ডিগ্রী পাশ - ৭
৯. এম এ/ ডাক্তার/ ইঞ্জিনিয়ার - ৮
১০. পি এইচ ডি / পরবর্তী শিক্ষা - ৯

সাক্ষাতের তারিখ

সাক্ষাৎকারীর দস্তখত
সাক্ষারকারী নাম

APPENDIX B

SOCIO DEMOGRAPHIC QUESTIONNAIRE

শিশু, মাতা ও পরিবার সংক্রান্ত তথ্যাদি

শিশুর নামঃ . . . . . শিশুর কোডঃ | | | |

শিশুর মায়ের নামঃ . . . . . শিশুর বাবার নামঃ . . . . . .

ঠিকানাঃ বাড়ি নংঃ. . . . . ., রাস্তাঃ. . . . . ., পাড়া/গ্রামঃ . . . ., পোষ্টঃ. . . . . , জেলাঃ. . . . . .

১. শিশুর বয়সঃ . . . . . বছর. . . . . মাস

২. লিঙ্গঃ ছেলে ☐ মেয়ে ☐

৩. শিশুর ধর্মঃ মুসলিম । হিন্দু । বৌদ্ধ । খৃষ্টান । অন্যান্য।

৪. শিশু প্রিস্কুলে কতদিন পড়েছেঃ . . . . . .বছর. . . . . মাস

৫. শিশুর মায়ের পেশাঃ গৃহকর্মী । চাকুরী । শিক্ষিকতা । কারখানা শ্রমিক । ব্যবসায়ী । দিনমজুর । অন্যের বাড়িতে কাজ করে অন্যান্যঃ . . . . . .

৬. মায়ের শিক্ষাগত যোগ্যতাঃ নিরক্ষর । স্কুলে পড়ে নাই । প্রাইমারী । সেকেন্ডারি। এসএসসি পাশ । এইচএসসি পাশ । স্নাতক পাশ
অন্যান্য ঃ. . . . . .

৭. শিশুর বাবার পেশাঃ গৃহকর্মী । চাকুরী । শিক্ষিকতা । কারখানা শ্রমিক । ব্যবসায়ী । দিনমজুর। বর্গাচাষী । অন্যান্য ঃ. . . . . .

৮. বাবার শিক্ষাগত যোগ্যতাঃ নিরক্ষর । স্কুলে পড়ে নাই । প্রাইমারি । সেকেন্ডারি । এসএসসি পাশ। এইচএসসি পাশ। স্নাতক পাশ। অন্যান্য ঃ. . . . . .

পরিবারের তথ্যঃ

৯. শিশুর পরিবারের সদস্য সংখ্যাঃ . . . . . .

১০. ভাই-বোনের সংখ্যাঃ . . . . . .

১১. শিশু পরিবারের কততম সদস্যঃ. . . . . .

১২. পরিবারের ধরণঃ একক ☐ যৌথ ☐

১৩. শিশু কোথায় বসবাস করেঃ গ্রাম ☐ শহর ☐

আর্থ-সামাজিক অবস্থাঃ

১৪. পরিবারের মোট মাসিক আয়ঃ. . . . . .টাকা (কথায়ঃ. . . . . .)

১৫. পরিবারের ব্যবহৃত ঘর/কক্ষ কয়টিঃ. . . . . ১৬. ঘরের চাল বা ছাদ কিসের তৈরিঃ . . . . . .

১৭. পরিবারের সম্পদের তথ্যাবলীঃ

ক) বাড়িতে বিদ্যুতের ব্যবস্থা ঃ ☐ হ্যা ☐ না

খ) বাড়িতে কি কি আছে ঃ রেডিও । টেলিভিশন । বাইসাইকেল ।

গ) পরিবারের নিজস্ব জমি কতটা আছেঃ বসবাসের-. . . . . শতাংশ।
চাষাবাদের-. . . . . শতাংশ।

ঘ) পরিবার নিজের জমিতে চাষ করে ☐ অন্যের জমিতে চাষ করে ☐

ঙ) পরিবারের খাবার পানির প্রধান উৎসঃ পাইপলাইন বাড়ির মধ্যে । পাইপলাইন বাড়ির বাইরে । টিউবওয়েল । পুকুর । কুয়া । নদী । বৃষ্টির পানি । খোলা নালা-ডোবা । অন্যান্য উৎস ।

চ) ঘরের মেঝে ঃ মাটির । কাঠ বা তক্তা। সিমেন্ট। অন্যান্য

ছ) ঘরের বেড়াঃ বেতের। টিন। ইট। কাঠ। বাশ। অন্যান্য

জ) পরিবারের সদস্যদের ব্যবহৃত টয়লেট-এর ধরনঃ সেপটিক ট্যাংক । পিট ল্যাট্রিন । স্ল্যাভ ল্যাট্রিন । ঝুলন্ত ল্যাট্রিন । খোলা জায়গা । ঝোপ-ঝাড়। অন্যান্য ।

তথ্য সংগ্রহকারীর নাম, স্বাক্ষর ও তথ্য সংগ্রহের তারিখঃ . . . . . .

পরীক্ষক/তত্বাবধায়কের নাম, স্বাক্ষর ও তারিখঃ . . . . . .

APPENDIX C

ASSETS ITEM CODED FOR SCORING

1. *In Your Dwelling Is There:*
   Electricity
   A radio
   A television
   A bicycle

2. *Do members of your household work on their own or the family's agricultural land*

3. *What is the principal household source of drinking water?*
   Piped drinking water in residence
   Piped drinking water outside residence
   Tubewell for drinking water
   Surface well
   Rain for drinking water
   River, canal or surface water for drinking
   Other source of drinking water

4. *What is the principal type of toilet facility used by 5.members of your household?*
   Septic tank or toilet
   Pit latrine
   Water-sealed or slab latrine
   Open latrine
   Hanging latrine
   Bush, field as latrine
   Other type of latrine

5. *What is the principal type of flooring in your dwelling?*
   Earth or bamboo
   Wood, plank
   Cement
   Other type of flooring

6. *What is the principal wall material in your house?*
   Cane, palm, trunks
   Rudimentary walls
   Tin
   Bricks, cement blocks, concrete walls
   Other material for walls

7. *What is the principal roofing material in your house?*
   Natural material roofing
   Rudimentary roofing
   Finished roof
   Other roofing

APPENDIX D

CONSENT FORM

সম্মতিপত্র

ব্র্যাক বিশ্ববিদ্যালয়ের শিক্ষা উন্নয়ণ ইনস্টিটিউটের পক্ষ থেকে আপনার এলাকায় একটি নতুন গবেষণা কর্মের উদ্যোগ নেওয়া হয়েছে। এই গবেষণা কর্মের উদ্দেশ্য হলো, ৪বছর ৬মাস হতে ৫বছর ৬মাস বয়সী শিশু যাদের বাবা-মা উচ্চশিক্ষা সম্পন্ন তাদের মৌখিক ও বৌদ্ধিক বিকাশের সাথে যাদের বাব-মা নিম্ন শিক্ষা সম্পন্ন তাদের মৌখিক ও বৌদ্ধিক বিকাশের তুলনা করা। সেই সাথে, শহরের শিশুদের সাথে গ্রামের শিশুদের মৌখিক ভাষা ও বৌদ্ধিক বিকাশের মধ্যে কোন পার্থক্য আছে কিনা তা যাচাই করাও এই গবেষণা কর্মের উদ্দেশ্য।

যদি আপনি এই গবেষণা কর্মে অংশগ্রহন করতে চান এবং আপনার শিশুদের অংশগ্রহনের অনুমতি প্রদান করেন তবে অনুগ্রহ করে সম্মতিপত্রটি পড়ার পর অথবা গবেষণা কর্মটি কী বিষয়ে তা শোনার পর নিচের ফর্মে স্বাক্ষর করুন। গবেষণার প্রয়োজনে আপনার শিশুকে কিছু প্রশ্ন করা হবে এবং তাকে কিছু কাজে অংশগ্রহন করতে হবে। এছাড়া আপনার কাছ থেকে পরিবারের আয়, পেশা, মায়ের শিক্ষা স্তর, পরিবারের সম্পদ ইত্যাদি সম্পর্কে তথ্য জানতে চাওয়া হবে। দুই জন সুপ্রশিক্ষিত ও অভিজ্ঞ নারী গবেষণা সহকারী এসকল তথ্য সংগ্রহে নিযুক্ত থাকবে। মৌখিক সাক্ষাতকার ও প্রশ্নপত্র অনুযায়ী তথ্য সংগ্রহের কাজে প্রায় দেড় ঘন্টা সময় ব্যয় হবে।

আপনার প্রদত্ত তথ্যের বিষয়ে গোপনীয়তা রক্ষার জন্য কোথাও আপনার বা আপনার পরিবারের সদস্যদের নাম লেখা হবে না এবং শুধুমাত্র গবেষকের এই তথ্য ব্যবহারের অধিকার থাকবে। সকল তথ্য ও এ সংক্রান্ত দলিলাদির নিরাপত্তা ও গোপনীয়তা রক্ষা করা হবে এবং নিচে নাম উল্লেখকারী গবেষক এই তথ্যের নিরাপত্তার ব্যাপারে দায়ী থাকবেন। আপনি এই গবেষণা কর্মে অংশগ্রহনে আগ্রহ থাকলে এবং তথ্য প্রদানে সম্মত হলে আপনাকে নিচে স্বাক্ষর করার জন্য সবিনয় অনুরোধ করা হলো।

এই গবেষণায় অংশগ্রহন সম্পূর্ণরূপে স্বেচ্ছাসেবাধর্মী বিধায় আপনি যেকোন সময় গবেষণায় অংশগ্রহন হতে বিরত হতে পারবেন এবং তথ্য সংগ্রহ ও বিশ্লেষণ চলাকালীন নিজেকে সরিয়ে নিতে পারবেন। আপনাকে একাজে অংশগ্রহনের জন্য কোনো প্রকার আর্থিক বা অন্যান্য সুবিধা প্রদান করা হবে না।

শিশুর নাম ১ ঃ .....

শিশুর নাম ২ ঃ .....

শিশুর নাম ৩ ঃ .....

আমি এই সম্মতিপত্রটি পড়েছি বা আমাকে পড়ে শোনানো হয়েছে। আমি আমার সন্তান/সন্তানদের অংশগ্রহনের অধিকার সম্পর্কে সম্পূর্ণরূপে সচেতন এবং আমি এই গবেষণায় তাদের এবং আমার নিজের অংশগ্রহন নিশ্চিত করতে ইচ্ছুক।

নাম (দয়া করে ছাপ দিন)..... স্বাক্ষরঃ.....

তারিখঃ.....