

The Role of Parental Engagement in Children's Academic Growth in the Rohingya Community in Bangladesh

By

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

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Declaration

It is hereby declared that

1. The thesis submitted is my/our own original work while completing the 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 reference.
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 the main sources of help.

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Ethics Statement

The research ensured the protection of its integrity by implementing several ethical measures. To safeguard the privacy of the interviewees, informed consent forms were developed to address ethical concerns. These forms outlined key aspects such as the study's purpose, assurance of no risk, confidentiality clauses, the right to withdraw at any time, and the voluntary nature of participation (Johnson & Christensen, n.d.). Special attention was given to confidentiality by establishing procedures for securing both digital and physical data. All data was accurately recorded in transcripts and stored securely to respect the participants' beliefs and perspectives.

Abstract

This study focusing on how parents in Rohingya community in Bangladesh support their children's education, the influence of demographic factors, and the challenges and opportunities they encounter in the camp context. Using a qualitative approach with purposive sampling of 20 participants, through semi-structured interviews, focus group discussions with male and female parents, and case studies of two learners. Thematic analysis was used for data analysis and credibility was ensured through triangulation of interviews and FGDs, along with member checking was used through a checklist. The study shows that parents actively engage in their children's by assisting with academic tasks, providing emotional support, and encouraging continuity of learning. However, demographic barriers such as gender roles, cultural norms, low literacy, and limited resources constrain their involvement and impede children's academic growth. The study recommends cultural sensitivity workshops, teacher training, and consistent progress monitoring to strengthen parental engagement and address these challenges.

Keyword: Academic Growth; Practice; Support; Learning Center; Parents.

Dedication

This thesis is dedicated to my teachers and family for their invaluable support and encouragement.

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List of Acronyms

NGO	Non-governmental organization
INGO	International Nongovernmental Organization
LC	Learning Center
CBLF	Community based learning facilities
PTM	Parents Teacher Meeting
CESG	Community Education Support Group

Chapter 1

Introduction and Background

1.1 Introduction

Parents shape their children's growth and learning processes as they progress through life. One primary parental role involves guiding and influencing how their children approach and achieve academic growth over their lifetime (Ruholt, Gore & Dukes, 2015). According to McCoach et al., (2006) academic growth refers to the measurable progress and development that students achieve in their cognitive, social, and academic skills over a defined period within an educational setting. In accordance with Chohan & Khan (2010), Parental support encompasses various dimensions and significantly influences students' school behavior and their attitude toward academic growth.

Amid the difficulties encountered by Rohingya children, enrolling in education continues to be a significant issue (Sadia, 2021). The Rohingya, an ethnic minority group from Myanmar, are among the most oppressed communities in modern history (Shohel, 2023). The 2020 UNHCR report states that by the end of 2019, the number of forcibly displaced people reached 79.5 million. This figure encompasses 26 million refugees, 45.7 million people displaced within their own countries, and 4.2 million asylum seekers, all of whom have been forced to leave their homes due to factors such as persecution, conflict, violence, or human rights abuses. By the end of 2018, 1.1 million individuals from Myanmar were displaced, with approximately 906,600 refugees, mostly from Myanmar, living in Bangladesh. More than half of these refugees are children and young people, many of whom struggle with interrupted education and an uncertain future. (UNHCR, 2020).

Although the host country has worked to support their rights and livelihoods, including the provision of formal education through the Myanmar curriculum (MC)

facilitated by non-governmental organizations, these efforts remain limited (Hossain, 2021). Desforges and Abouchaar (2003) argue in their research that to fully realize their potential in education, children need strong parental support. This belief is reflected across North America, Australasia, Continental Europe, Scandinavia, and the UK, where their research shows that parents have a crucial position in enhancing children's academic growth, contributing to overall education improvement, participating in the democratization of school governance.

With support from NGOs, the government initiated and approved the provision of nonformal education after 2015. However, there is no system in place allowing them to continue their education. Providing fundamental education is crucial to promote literacy and supporting the behavioral development of these individuals. To address the educational challenges, a Learning Competency Framework and Approach (LCFA) for camp context (UNICEF, 2018).

The LCFA was established in Cox's Bazar, under the direction of Education Sector 2, using a collaborative and inclusive approach that engaged multiple stakeholders and beneficiary groups. The LCFA framework was initially designed with four learning levels (UNICEF, 2018), which were expanded to 5 stages (LCFA, Revised Draft, 2019), each aligned with specific competencies in various content areas and academic levels:

- a) Stage 1: Pre-primaries Align (Preparatory Phase)
- b) Stage 2: Align to Grades one and two
- c) Stage 3: Align to Grades three, four, and five
- d) Stage 4: Align to Grades Six, seven, and eight
- e) Stage 5: Align to Grades nine and ten

In phase 1, LCFA stage 1 and 2 focused on subjects such as Language (English and Myanmar National Language), Math, and Life Skills. LCFA stage 3 and 4 included Language

(English and Myanmar Language), Math, Science, and Life Skills. However, the Government of Bangladesh has approved a document for stage-1 and stage-2 education, outlined in the GIEP for FDMN in Bangladesh.

The significance of parental involvement in education cannot be overstated, as it has been consistently linked to improved academic growth (Desforges and Abouchaar, 2003; Ugwuanyi, Okeke & Njeze, 2020). Research findings underscore the vital role played by parents and effective parenting strategies in enhancing student performance, particularly in subjects like Physics (Ugwuanyi, Okeke & Njeze, 2020). Moreover, parental education significantly influences children's learning outcomes, while cultural values and home-based learning activities also contribute to academic growth (Chohan & Khan, 2010). However, amidst the broader discourse on educational challenges, the plight of the Rohingya community stands out as a particularly pressing concern (Sohel, 2020). After resettlement in Bangladesh, Rohingya children face multifaceted obstacles to accessing quality education. The absence of institutional support, scarcity of experienced educators, and lack of parental involvement exacerbate the difficulties encountered in achieving academic growth within the informal education system (Hossain, 2023).

In previous research, parental support for children's academic growth has generally been studied in national contexts. However, the gap in the education regarding parental engagement in the education of Rohingya is significant, particularly in refugee settings. Although several studies on Rohingya camp education have highlighted the emergency of parental support, there is limited exploration of how parents within the Rohingya community involvement in education. Understanding the position of parental involvement in this context is essential for developing the academic growth of Rohingya children, especially given the unique challenges they face as refugees.

This study aims to address this gap by examining how parents in the Rohingya community engage in supporting their children's academic development. It aims to explore how parents support and the demographic factors that influence specific practices they use to foster children's academic progress, the challenges they encounter in providing this support, and the opportunities available within the camp setting. This research also intends to provide an understanding of the difficulties they face in parental support.

The study was conducted through qualitative research interviewing with a range of participants, including parents of Rohingya children, teachers at local education centers, and the learners themselves. The research was carried out in Balukhali Camp 8East, located in Ukhiya, Cox's Bazar district. By focusing on the experiences and perspectives of these key stakeholders, the study aimed to seek how the role of parental engagement in shaping the academic trajectory of Rohingya children, with the goal to inform future educational interventions and policies in refugee settings.

1.2 Research Topic

The study has tried to analyze the parental involvement, the demographic factors influencing involving parent's engagement in the academic growth of Rohingya children, as well as the challenges they encounter and the opportunities available to them within the camp environment to support their children's academic growth.

Topic: Parental support on academic growth

1.3 Statement of the Problem

The Rohingya generation displaced during the 2017 influx from Myanmar to Bangladesh faced one of the most significant educational setbacks in history (Hossain, 2021). For vulnerable children experiencing forced displacement, maintaining and achieving strong

academic performance is challenging without the support of their parents. Consequently, fostering academic growth has become crucial for Rohingya children as they progress through their educational journey. Apart from that, the APA (2020) explained, numerous children and adults face challenges struggling to remain concentrated on their academic without routines and parental guidance. For displaced Rohingya children, overcoming obstacles to education, including increasing parental involvement, is of vital importance (Rahman et al., 2022).

In response, NGOs in Bangladesh have collaborated with camps and host to establish Temporary Learning Centers. These initiatives give a doorway to education within a playful environment. The centers offer instruction in English, Burmese, and Arabic, alongside life skills, science, and mathematics (Shohel et al., 2023). Moreover, with technical support from UNICEF, Year-End tests are conducted in Rohingya camps to evaluate the academic growth of learners (UNICEF, 2023).

Student academic growth, often reflected in their test scores or grades, is a crucial indicator of their current knowledge and skills. The research conducted in North Carolina across diverse educational settings has emphasized the strong relationship between parental engagement and mathematics test scores, with parental involvement emerging as a key determinant of academic growth (Desforges and Abouchaar, 2003). The dire circumstances prevailing in these camps have resulted in limited access to quality education for Rohingya, who rely heavily on informal educational initiatives facilitated by organizations like UNICEF and supports from parents, various local and international entities (Shohel, 2020). The significance of parental support in education is highlighted by its hit on academic growth (Thompson & Mazer, 2012).

The yearly tests conducted in the camps, with the support of the education sector, are a valuable tool in helping learners make progress and create a promising future. However, the

academic growth of Rohingya children cannot be fully achieved without the active involvement of their parents. Parental support is essential in nurturing children's academic growth. To ensure equality and quality education for vulnerable groups, such as the Rohingya, it's crucial to explore the significant role that parental engagement can play in enhancing the educational development of these children. This study, therefore, seeks to explore the pathway of Rohingya parental involvement in academic growth. Understanding the practices, challenges and impact of parental support in this context is crucial for improving academic growth and providing better opportunities.

1.4 Research Questions

- a) What are the current practices of Rohingya community parents' involvement in their children's academic growth?
- b) How do demographic factors influence parental involvement in supporting children's academic growth?
- c) What are the challenges and opportunities faced by Rohingya parents in supporting their children's academic growth?

These questions helped to explore the practices and contributions of parents to support their children in academic growth, the challenges they are facing and the opportunities they get in the field directly.

1.5 Purpose of the Study

The purpose of this study is to explore the current practices of parental involvement in the academic growth of Rohingya children in Ukhiya, focusing on how parents contribute to and support their children's education. The study aims to explore how demographic factors influence parental involvement in supporting children's academic growth. It seeks to

understand the challenges and opportunities parents experience in this context, with the goal of generating insights and strategies to foster parental engagement and enhance children's academic progress.

Within the refugee camps situated in Bangladesh, educational services for children are supplied by Non-Governmental Organizations (NGOs) (Shohel, 2020). Noteworthy to mention that these educational services cannot play an effective role if parental support is missing or lacking behind as Chohan and Khan (2018) found that inadequate parental support significantly contributes to the poor academic performance. This study intentions to look for current support practices on their children's academic growth in Rohingya community, focusing on how parents in the Rohingya community contribute to their children's education improvement and how the demographic factors influence their support practices.

1.6 Significance of the Study

This study is important because it aims to improve the academic growth of Rohingya children by focusing on the role of parental engagement. The Rohingya community is one of the most marginalized groups in Southeast Asia (Hossain, 2023), and many of their children face numerous challenges in accessing education. Despite the fundamental right to education, many Rohingya refugee children have limited opportunities to achieve academic success (Shohel, 2022). This shortcoming of quality education impacts their growth and future opportunities (UNHCR, 2021). Education is crucial for these children's well-being and future (Hossain, 2023), and parents' engagement plays a key role in their growth, especially for those facing vulnerabilities (Hossain, 2024). Research also explained that Parents influenced children academic progress throughout their lives (Ruholt, Gore & Dukes, 2015).

The findings of this study will help policymakers develop more effective strategies for improving the education of Rohingya children by considering the importance of parental

engagement. Given the limited research on this topic, the findings will contribute to the present scenario and inform future efforts to enhance educational outcomes in the Rohingya community.

For teachers working in learning centers, this study will offer valuable insights into the strategy to support Rohingya children's academic growth, also the pathway to involve parents in LC activity. Understanding the role of parents will help teachers develop strategies to foster stronger cooperations with families, ensuring the necessary involvement both in and outside the classroom. Additionally, the findings will be useful for NGOs and humanitarian organizations in designing their educational interventions. The study will guide them in incorporating parental engagement into their programs, ensuring a more comprehensive approach to improving children's academic progress in refugee camps. In the end, these efforts will directly benefit the children by providing a conducive learning environment, ultimately enhancing academic success and future opportunities.

1.7 Operational Definition of Key Terms

Academic growth: Academic growth refers to the measurable progress a student makes in their knowledge and skills over time, often reflected in improvements in test scores or grades. It indicates how much a student has learned and developed academically, providing insight into their current level of understanding and ability (McCoach et al., 2006)

Parental Engagement: Parental involvement encompasses various activities, including parenting at home, establishing a safe environment, participating in discussions with children, and encouraging them (Desforges and Abouchaar, 2003).

Chapter 2

Literature Review and Conceptual Framework

I provide an overview of insights drawn from a range of books, articles, and journals to comprehend the parental support practices in fostering academic growth among Rohingya children. I have reviewed different programs, both government and non-government, as well as education sector strategies that aim to promote education within the Rohingya camp context. The section is organized under the following themes and sub-themes: 2.1) Academic Growth, 2.1.1) Diverse Perspectives on Academic Growth, 2.1.2) Approaches to Measuring Academic Growth, 2.1.3) Approaches to Measuring Academic Growth in the Rohingya Camp Context, 2.2) Parental Support and its important, 2.2.1) Types of Parental Support, 2.3) Demographic Factors Influencing Parental Involvement, 2.4) Education in the camp context, 2.5) Parental Support Perception in the Rohingya Community for Their Children.

2.1 Academic Growth

The increase in studies aiming to identify elements that enhance academic achievement is linked with broader evaluation changes and growing demands for education organizations to demonstrate learners' learning and progress (York, Gibson & Rankin, 2015). Martin (2015) highlighted that academic growth represents a crucial milestone for a diverse group of students. This achievement is closely linked to various factors, including goal orientations centered on growth, the process of setting growth-related goals, the development of self-concept over time, and the influence of mindsets. Additionally, he discussed the importance of assessments in tracking academic progress.

In addition, academic growth refers to the development of students' academic abilities that are essential for success at higher grade levels, as well as the knowledge and skills acquired because of their cumulative school experiences (Wai & Allen, 2018).

Schafer et al., (2012) said that Student academic growth refers to the improvement that a student demonstrates distinct topic. This could involve progress made during the school year or between different grade levels. It measures how much a student's knowledge and skills have developed during a specific period.

According to McCoach et al., (2006) academic growth refers to the measurable progress and development that students achieve in their cognitive, social, and academic skills over a defined period within an educational setting. This progress encompasses improvements in areas such as subject-specific knowledge, critical thinking abilities, problem-solving skills, and academic performance. Academic growth is often assessed through various quantitative and qualitative measures, including standardized tests, grades, teacher evaluations, and academic portfolios.

2.1.1 Diverse Perspectives on Academic Growth

According to Choi (2005), academic growth is linked to the successful completion of course activities, which contributes to enhancing students' academic development. Choi defines academic success as the completion of course assignments, while academic growth is specifically associated with improvements in students' GPA.

In contrast, Banta et al. (1996) argued that the distinction between academic growth and success lies in the focus on achieving learning objectives and acquiring specific skills. While academic success is often viewed as the accomplishment of these objectives, the term "learning objectives" is commonly used to refer to the explicit goals of an educational content or subjects. These objectives encompass the achievement of topic sense, subject-specific

expertise, thereby broadening the perspective on academic growth. In the context of attaining learning objectives, this includes tools to assess knowledge and cognitive skills. Regarding the development of skills and competencies, it involves tools aimed at assessing affective development.

On the other hand, Dorlak et al. (2011) identify social and emotional growth as another key component of academic growth. This type of growth involves the enhancement of students' social abilities, emotional intelligence, and self-regulation. These factors are essential for a student's overall academic achievement and are typically evaluated through teacher and peer observations and feedback. Growth in learning strategies is also a crucial aspect of self-growth and peer collaboration, which involves enhancing how students approach learning tasks. This includes improving study habits, time management skills, and the ability to effectively utilize various academic resources, all of which contribute to academic growth (Schunk & Zimmerman, 2011).

2.1.2 Approach of Measuring Academic Growth

Measuring students' academic growth is a complex task that involves various methods, each with its own procedures and purposes. Regardless of the approach, all growth measurement methods rely on certain key factors to ensure their validity and reliability. These methods can generally be categorized into two types of assessments: summative and formative.

Summative assessments are typically used at the year end of a learning period to assess what learners have learned. On the other hand, formative assessments are designed to provide continuous feedback on student learning throughout the course. These assessments are helpful in tracking day-to-day progress and guiding instructional decisions, as they help educators determine the next steps in teaching (Balow, 2017).

According to Yeagley (2014) growth models help to measure academic progress in students, a shift from the No Child Left Behind approach to accountability. These models, such as the value-added model (VAM), trajectory model, and learners' growth percentile (SGP) model, aim to assess the academic growth of students and schools. They focus on tracking learners' improvement over time, predicting future performance, and providing insights into how schools can improve. Although these models can be useful for improving instruction and evaluating performance, they have limitations and should be used alongside other evaluation methods.

Apart from this Blank (2010), discussed several growth models, which are commonly used to assess student progress and school performance for accountability purposes. The three primary growth models highlighted in the article include: Value-Added Model (VAM): This model evaluates the contribution of schools or teachers to student growth by measuring the difference in student achievement over time, controlling prior performance. VAM seeks to isolate the effect of education from other external factors, allowing for a clearer picture of how much a school or teacher has contributed to student learning. The second one is learners Growth Percentiles (SGP): This model compares a learner's academic growth to that of other learners. SGPs track how much a learner's performance improves than others, providing a measure of growth that is contextualized within the cohort. Third one is Growth to Proficiency Models: These models focus on predicting when students will meet specific proficiency levels on standardized tests, considering the pace at which students are progressing toward these benchmarks. The goal is to determine the learners' track to achieve goal within time.

2.1.3 Approach of Measuring Academic Growth in Rohingya Camp Context

To better suit the Rohingya context, many assessment items were adjusted to account for cultural, linguistic, and contextual factors. Since the Bangladesh government allows Rohingya children to be taught only in Burmese and English, some children have the chance to learn it in NGOs LC though education programs (UNICEF, 2018). The use of diverse languages and differing levels of expressions to them presents a challenge in determining the assessment on literacy of Rohingya children and preferred language to use for evaluating. Initially, enumerators were instructed to use the Rohingya terms for colors. Additionally, we consulted Rohingya parents to learn the words they use to teach, which the teller for assessment (Tofail, et.al, 2022). He also mentioned that to assess the learners' academic growth, various domains were considered, including literacy, numeracy, and socio-emotional development. Here is the table summarizing the domains and their associated tasks:

Table 1

Learners' Academic Growth Domain and Assessment Items (Tofail, et.al, 2022).

Domain	Assessment Tasks
<i>Literacy</i>	Recognizing color names, body parts, first letter sounds
<i>Numeracy</i>	Comparison by size and length, sorting, classification, puzzle tests
<i>Socio-Emotional and Socio-Cognitive</i>	Self-awareness, naming friends, emotion recognition, matching shapes, colors, build towers

According to the UNICEF (2022) Education Sector Strategy for Cox's Bazar, the measurement of academic growth for MCP learners will involve a placement assessment. Additionally, two other types of assessments will be implemented for these learners: (i) ongoing, grade-specific assessments conducted by learning facilitators or teachers, which will

guide decisions regarding the promotion of students to higher grades, and (ii) end-of-cycle assessments. In the absence of formal accreditation and certification, the assessment framework will be used to maintain a record of each learner's progress, and report cards will be issued to serve as proof of learning, supporting the continuation of education after repatriation.

2.2 Parental Support and Its Importance

Parents hold a crucial position in shaping children's growth and learning processes as they progress through life. One primary parental role involves guiding and influencing how their children approach and achieve academic success over their lifetime (Ruholt, Gore & Dukes, 2015). Many believe that family members serve as the initial educators. Parents not only take on the responsibility of being their children's first teachers but also collaborate as partners with educators (Okten, 2016). According to Chohan & Khan (2010), Parental support encompasses various dimensions and significantly influences students' school behavior and their attitude toward learning.

This multifaceted concept includes factors such as parents' expectations regarding academic success, their belief in the ability to achieve important goals, their involvement in their children's schoolwork, their satisfaction with the performance, the type and extent of assistance provided with homework, and their encouragement of their children's accomplishments. Research indicates that certain aspects of parental engagement may have more pronounced impacts on students' accomplishment than others (Chohan & Khan, 2010).

Parental support or involvement, geared towards enhancing children's academic achievements, encompasses a diverse set of skills within families. This includes parents who monitor their children, oversee homework, engage in conversations about daily occurrences, organize outings, establish consistent bedtime routines, and regulate television and gaming

hours (Okten, 2016). Moreover, Parents being invited to attend school engagements correlates positively the performance in mathematics. Research has indicated that parental engagement, particularly in activities like reading and learning with their children, significantly predicted notable advancements in students' academic performance (Ugwuanyi et al., 2020).

Broadly, parental involvement encompasses the engaged contribution of parents across various facets of their children's academic growth and expanding this concept, parental involvement encompasses diverse aspects such as the expectations parents have regarding their children's academic prospects, their influence on homework completion, their active participation in aiding children with assignments, and their frequency of presence at school events (Castro et al., 2015).

It's commonly observed that for students to improve their educational capabilities, they require complete support from their families (Okten, 2016). The consensus generally acknowledges that meeting the rigorous educational standards collaboration between family and schools is important (Castro et al., 2015). Necsoi, Porumbu, & Beldianu (2013) noted that in the Romanian primary school system, students' academic success was assessed using grades such as FB, B, S, or I. These grades stand for Very Good, Good, Sufficient, or Insufficient, respectively. The highest levels of achievement were 'Very Good' and 'Good'. According to the authors, students who achieved these high grades were often influenced by parenting styles that balanced parental supervision with encouragement and attentiveness.

2.2.1 Types of Parental Support

Epstein and Sander (2002) highlighted several ways of parent's involvement. The first one is encouraging literacy learning at home, where parents are advised by experts to create a language-rich environment from an early age and to model reading for their children. This

helps improve children's preparation to read and enhances their possibility of improvement in classroom. Research by Halpern (1990) also showed that when parents read with their children and engage in verbal interactions, it positively impacts children's reading abilities.

Another important form of parental support for children's academic growth is involvement with home tasks. Primary children's parents typically report spending time helping with homework improve strength in assisting their children compared to parents of older students (Danial, 2000). Epstein and Sander (2002) also shared that while parents' support in homework tends to reduce move to higher grades, it still plays a crucial role in influencing how much time students spend on homework, whether they complete their work, and the marks they receive on their report cards.

Some types of indirect parental support include parents' emotional impact also plans for college and future careers. A study shows that a parent's education level and their desire for their children are strong predictors of whether students will attend college or others education. Whether parents are helping with literacy skills, homework, or planning, studies suggest that well-designed parenting practices play a key role in helping students achieve these goals (Epstein & Sander, 2002). Another type of support is shared responsibilities for building partnerships between schools and families (Epstein, 1992).

2.3 Demographic Factors Influencing Parental Involvement

In social science, demographic factors encompass characteristics such as occupations status, residence, gender, age, marital status, and educational background. These factors shape individuals' attitudes and decisions, influencing their participation in various interventions across different demographic groups (Honeva et al., 2023). According to Grolnick et al. (1997), demographic factors play an important part in parental involvement, with family financial status being a key predictor. Different studies have also shown that the

parents' level of education is closely associated with their involvement in their children's academic activity (Davis-Kean et al., 2005). Davis-Kean et al. (2005) further suggest that the involvement with school has influences on organizing a good study environment at home and engage to foster education success. Additionally, researchers identify several obstacles to parental involvement, including challenges like obtaining leave, cultural variety with teachers, and psychological barriers stemming from educational experiences. These barriers are often tied to the economic, social and educational status of the parents (Georgiou, 2007). Georgiou (2007) also highlights that gender is another demographic factor influencing parental involvement, noting that mothers tend to be more engaged in three key areas of their children's schooling, treatment, cognitive support, and personal development. Gender refers to the complex and evolving set of attitudes, perceptions, and expectations surrounding the roles and behaviors of men and women, shaped by societal norms (Szadvári et al., 2023). From an early age, society influences individuals by assigning gender-specific roles, which in turn impacts their opportunities and experiences later in life (UNDP, 2021).

Parental involvement generally encompasses two key areas: school-based activities (e.g. PTM, school events) and home-based support (e.g., helping with homework, discussing school experiences) (Boonk et al., 2018). However, gender ideologies perform a significant responsibility in shaping parental styles or family dynamics for instance, in traditional parenthood fathers have no involvement in child upbringing (Bianchi et al., 2000). Such consecutive gender roles may also create tensions within couples, potentially leading to negative parenting outcomes. In contrast, societies that encourage more egalitarian gender roles, such as in the U.S., have seen greater paternal involvement and women's increased workforce participation (Gowda et al., 2019). When both mothers and fathers embrace more equal roles in child-rearing, fathers are generally more engaged and show greater warmth in

their interactions with children (Sabattini & Leaper, 2004). In these families, parenting strategies are often more consistent and cooperative (Deutsch, 2001).

2.4 Education in the camp context

International and local NGOs in Bangladesh have significance performance in supporting psychosocial well-being of Rohingya refugee learners through educational programs in the camps following the Myanmar curriculum. After 1997, the GoB permitted non-formal educational services for Rohingya children. Streaming the large-scale refugee arrival in 2017, several NGOs and INGOs set up TLCs to provide basic education to Rohingya children under the age of 14. Initially, 14 partner organizations collaborated to create around 1,200 safe and supportive learning spaces (Prodip & Roy, 2023). In response to the COVID-19 pandemic, BRAC launched a home-based learning initiative through tele-learning for Rohingya refugee children living in camps in Cox's Baza. BRAC originally set up fifty learning centers across twenty-nine locations (Guglielmi et al., 2020). According to Prodip & Roy (2023), in 2008, several INGOs and NGOs developed a guidance document called the "Education Sector Standards for Rohingya Response" to guide the education of refugee children. The primary goal of this emergency education was to offer basic education skills for children aged 5 to 14, along with essential psychosocial support and additional assistance. In a groundbreaking study of education and health for refugees in Bangladesh, it was found that despite the presence of gender issues in education, the educational opportunities for them in temporary settlements in Bangladesh had improved compared to what they had access to in Myanmar (Prodip, 2017).

According to UNICEF's 2023 year-end report, during the 2023/2024 academic year, 265,536 children (including 127,060 girls) were admitted in Myanmar Curriculums in the refugee camps. UNICEF's initiatives for Rohingya children benefited 219,357 learners

(including 105,897 girls and 1,497 children with disabilities) across Cox's Bazar and Bhasan Char. These programs covered Early Child Development (ECD), the Myanmar Curriculum, and vocational skills development. Additionally, in 2023, over 200 secondary classes exclusively for girls were offered in Learning Centres (LCs), along with 66 female-only secondary classes in Community-Based Learning Facilities (CBLFs). Female Rohingya volunteers, alongside teachers, caregivers, and religious leaders, helped to conduct the classes. To evaluate the academic growth of learners, the first end-of-year assessment for students in grades 6-9 was held in May 2023 across various camps and partners, including Bhasan Char. A total of 9,183 children from these grades participated. Additionally, 68,538 children sat for a placement test to transition from LCFA to the MC, as well as for out-of-school children to re-enter the education system (UNICEF, 2023).

2.5 Parental Support Perception in the Rohingya Community for Children

Children on the edge has assisted an undocumented Rohingya refugee group in establishing a distinct educational framework (Smitheram, 2017). In the Rohingya community, formal education access is scarce, making parental support a crucial element for educational progress. Findings reveal the severe lack of formal education for most Rohingya children (Chandan's, 2021). Despite this, non-formal education programs led by organizations such as UNICEF emphasize the potential impact of parental support in enhancing the educational prospects of Rohingya children in refugee camps (Rahman and Missingham, 2018).

Research indicates that most Rohingya children and adolescents maintain with parents a close and trusting relationship, who are often they're of support but its influence on their psychosocial well-being varies across different areas (UNHCR, 2019). Generally, quantitative studies reveal that adolescents are more inclined to discuss matters such as

education, future aspirations, marriage, bullying, and religion with their mothers rather than their fathers. In fact, 88% of adolescents reported discussing their education with their mothers, while 78% did so with their fathers. Nonetheless, parents tend to focus primarily on challenges related to financial difficulties and marital issues. Often, they encourage their children to be well-behaved primarily to secure good marriage prospects and gain social approval, emphasizing that only well-behaved children are praised by others (Silvia et al., 2020). When a child faces mental health challenges, Rohingya parents and community members typically do not perceive it as a significant issue, nor do they seek professional help for it. Instead, they rely on traditional forms of support, turning to religious figures like imams or community leaders (ustads) for guidance. This is largely because many within the Rohingya community believe that mental stress, depression, trauma, are caused by spirit possessions. As a result, religious leaders are often the first choice for addressing such concerns. Additionally, traditional healers, known as *boidu*, are commonly sought out for support in these cases (Mohamed et al., 2019). While parental support is recognized as vital in the academic growth of Rohingya children, it is often shaped by cultural and traditional values. Parents do provide emotional support and guidance, but the emphasis tends to be on moral upbringing and community acceptance rather than on academic excellence. Thus, while parents are supportive, their focus may not always align with fostering academic growth in a structured, formal sense.

2.6 Conceptual Framework

According to Vygotsky's Social Constructivism theory, three essential concepts—More Knowledgeable Other (MKO), Zone of Proximal Development (ZPD), and Scaffolding have a significant role in the learning process. These concepts highlight how learners acquire knowledge through guidance from individuals with a deeper understanding or higher skill

level, such as parents, teachers, adults, peers, or computer-assisted learning (CAL) tools (Churcher et al., 2014).

In addition, Epstein (2001), a prominent researcher explained six key types of parental engagement which include both direct and indirect involvement. The direct forms of engagement (1) parenting, (2) Supporting learning at home, and (3) volunteering, (4) communicating, (5) decision-making, and (6) collaborating with the community are indirect support forms (Tekin, 2011). These forms of involvement are recommended as part of a comprehensive approach to fostering partnerships between schools, families, and communities. Epstein's (1995) framework emphasizes that effective parental involvement is multifaceted, requiring diverse strategies to fully support a child's educational journey. In conformity with Epstein and Sander (2002) involving with homework tends to decrease as children move to higher grades, and easily accomplish their assignments, and the grades they receive on their report cards.

Many students express a desire to attend college, but often, they have less performance at accumulating the necessary subjects' marks to reach the goals. Similarly, many families share these expectations on their children that they require knowledge, school governance, and counselors regarding economic support, course requirements, accumulated credits, and other aspects of postsecondary planning, as well as emotional support and encouragement (Epstein & Sander, 2002). By actively engaging families in various educational activities, schools can enhance children's academic achievement, behavior, and attendance. Epstein argues that empowering parents to participate in different aspects of schooling guidance to better results, for example higher academic performance and improved student engagement.

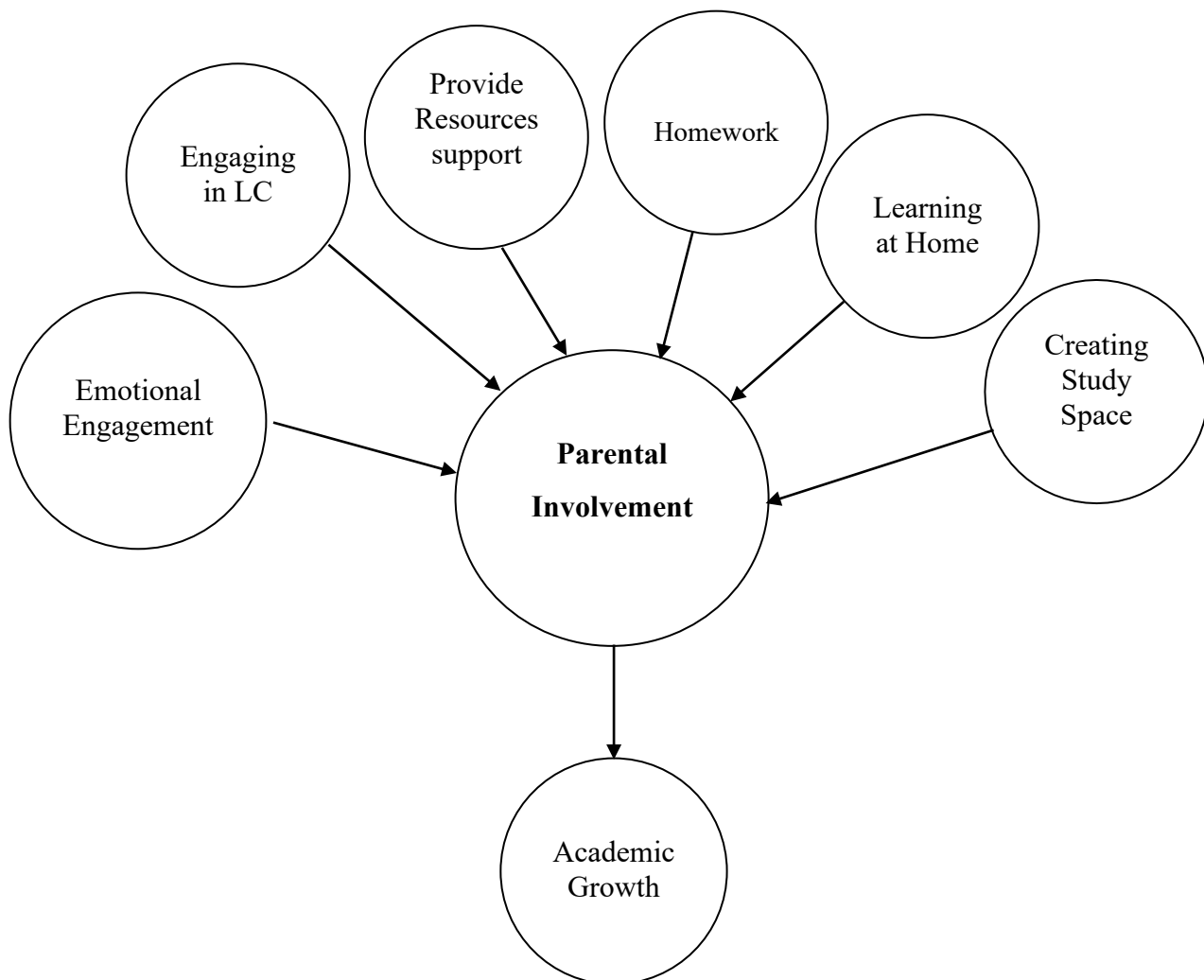


Figure 1: Conceptual Framework

The conceptual framework, explained in Figure 1, served as a guide for the entire research process. Churcher et al. (2014) emphasize Vygotsky's Social Constructivism, which explains how learners gain knowledge through the help of people with more experience or greater skills, such as parents, teachers, adults, peers, or even through computer-assisted learning tools. In addition, Epstein and Sander (2002) identify different types of parenting involvement that provide both direct and indirect support to help children with their academic growth. The study specifically concentrates on understanding the practices of parental

involvement that influence the academic growth of Rohingya children. Within this framework, parental support forms the central component, aiming to identify how different practices contribute to children's academic growth. While other stakeholders, such as teachers and the children themselves, also play significant roles, the primary focus remains on the parents' involvement. To explore these practices and perceptions, the framework was developed by combining Vygotsky's scaffolding learning process and Epstein parental involvement theory. This framework differentiates numerous types of parental support-This includes actions of active parental involvement, such as: Learning at home (assistant with homework, providing educational resources), School communications (maintaining contact with teachers and informed children's growth), Participation in learning center activities (encouraging engagement in non-formal educational settings, Providing a study space (that is quiet and free from distractions), Emotional encouragement (fostering motivation and a positive attitude toward learning).

This study explored that the various forms of support practiced by parents, whether direct or indirect, have a significant role involving academic growth. By investigating the specific practices among Rohingya parents and exploring their involvement, the research aims to identify strategies that could improve educational outcomes within this community. The framework not only highlights existing practices but also suggests possible areas for strengthening support mechanisms to foster better academic growth.

Chapter 3

Methodology

The research methodology follows a multi-step process, starting with the designing and methods of the study, the site of the research, and the characteristics of the participants. It also covers the tools used for data collection, followed by a brief discussion on the data collection and analysis processes, ethical considerations, and the limitations of the study.

3.1 Research Approach

The role of Parental engagement for Children's academic growth in the Rohingya community requires thorough study on the perceptions, practices, and experiences of participants in each context. Creswell (1998) explains that qualitative analysis is a research method used to understand a social or individual phenomenon, focusing on different approaches of study. To know the practices, perspective and experience of Parental engagement for Children's academic growth qualitative approach was followed. Qualitative research is a method of gaining a deep understanding of human behavior and the factors that influence it by observing, taking numerous interviews and subject experiencing (Gay, et al., 2012). This study aimed to explore parental support, the challenges they face while providing this support, and the opportunities they must assist in their children's learning. This approach allows for a detailed and in-depth description of the findings and results.

3.2 Research Site

The study was accompanied in Camp 8 East, Balukhali situated in Ukhiya, Cox's Bazar. This camp hosts a significant population of Rohingya refugees and numerous learning centers, including Community-Based Learning Centers (CBLF) operated by various NGOs.

The camp's setting provides a unique context to explore parental engagement and its impact on the academic growth of Rohingya children. The camp's demographic composition, cultural dynamics, and limited access to formal education facilities make it an ideal site for understanding how parental support involvement plays a significant role on academic growth of children in such marginalized and constrained environments. Conducting the study here allows for an insight into the challenges faced by Rohingya parents.

3.3 Research Participants

I have selected 20 participants from the Balukhali Camp 8 East. This group includes 16 parents from the Rohingya community, 2 educators, and 2 Rohingya refugee students. The students were from grades 6 to 9, following the Myanmar curriculum, and were between 11 to 15 years old.

Table 2 *Brief Overview of the Participants*

District- Cox's Bazar				
Camp-8East				
Category	Participants	Gender	Age	Garde
<i>Parents</i>	1	Male	28	6
	2	Female	26	2
	3	Female	29	1
	4	Female	26	2
	5	Male	31	7
	6	Male	26	10
	7	Male	29	5
	8	Male	23	8
	9	Male	25	6
	10	Female	20	3
	11	Female	21	2
	12	Female	28	1
	13	Female	22	Madrassa
	14	Female	23	0
	15	Female	25	3
	16	Female	24	4
<i>Teacher</i>	17	Male	25	10
	18	Male	24	10
<i>Learners</i>	19	Male	14	7
	20	Male	15	8

3.4 Sampling Procedure

The “purposive sampling” method was employed in this study. In qualitative research, purposive sampling is commonly used to carefully chosen individuals, optimizing the use of limited resources available for the study (Palinkas, L. et al. (2013)). Purposive sampling prioritizes participants’ willingness and availability to contribute their valuable insights and ideas to the study. It also involves identifying individuals or groups knowledgeable about the

study topic, experienced in the field, or keenly interested in that subject (Palinkas, L. et al. (2013).

To achieve the study's objective of exploring parental practices that support children's academic growth within the Rohingya community, participants were selected based on specific criteria. The study focused on parents whose children were already enrolled in a learning center in the camp. A total of 16 parents, both male and female, were chosen to understand their practices for supporting their children's education, as well as the challenges and opportunities they face. To explore academic growth, two learners were selected based on their academic journey. Additionally, two teachers from non-governmental learning centers were included to understand the role of parental involvement in their children's education progress.

The selection of participants was carefully made to ensure a balance of both genders and included those with educational experience. Inclusion criteria for parents were those aged between 20 and 35 years who had achieved at least 1 or 2 grades. Teachers were chosen from both INGO and NGO organizations, and they were able to read and write English. For the learners, those aged 11 to 16, who had already achieved grade 5 and were able to understand and respond to questions, were selected.

3.5 Data Collection Methods

Three types of data collection methods have been for this study:

3.5.1 Semi-structured Interview

The semi-structured interviews were conducted through in person meetings between the interviewer and the interviewees. The goal of these interviews was to gather data directly from the participants. I interviewed four parents, one male and three females, as well as two

male teachers from the learning center. I recorded the interviews using my mobile phone. Since the interviews were conducted in the Rohingya language, I translated the recordings into English and transcribed them as quickly as possible. The semi-structured questionnaire format allowed me to engage with participants individually, helping to identify their practices, challenges, and opportunities. The questions were semi-structured, as qualitative research typically uses such questions to allow participants to share their thoughts and perspectives freely (Creswell, 2012).

3.5.2 Focus Group Discussion

FGDs are valuable tools in qualitative research. This method helped me understand the challenges and opportunities that parents face in supporting their children's education within the camp context, as well as the different demographic factors that influence parental involvement on their children's academic growth. I organized 2 FGD with 16 parents where the first FGD was conducted with 6 fathers and second FGD was conducted with 6 mothers to learn about the challenges they face, the opportunities available to them, and how they are helping their children.

As the facilitator, I recorded their responses after getting their permission and took notes. To start, I shared myself with the group and worked to develop a favorable atmosphere by asking everyone to share their names and something fun they enjoyed doing as children. This helped participants feel comfortable and encouraged them to share their opinions openly. Then, I explained the purpose of the FGD and began asking questions one by one. I asked the questions and recorded the answers in Rohingya language to ensure everyone could understand and respond easily.

3.5.3 Case Study

To gain a deeper understanding of learners' academic growth, particularly in difference support from their parents, I conducted a case study with two learners aged 14 and 15, who were in grades 7 and 8. As Heale and Twycross (2018) explain, a case study involves a detailed investigation of an individual, group, or community, where the researcher examines various aspects of the case closely.

Initially, I visited the learning center and, with the help of the teachers, selected two learners, one an overachiever and the other a slow learner. I then visited their homes and conducted discussions with them using a case study template and specific questions. This approach allowed me to gain knowledge into the different experiences, challenges, and opportunities the learners face in getting parental support.

3.6 Research tools

Before conducting the interviews, I created a semi-structured questionnaire with 14 questions for parents and 12 questions for teachers. The questions were designed to assemble valuable data about the parents' practices to support their children's academic growth, the demographic factors that influence parental involvement as well as the challenges and opportunities they face in the camp. It is important for the interviewer to remain neutral during the interviews, allowing participants to share their opinions openly (Rossman & Rallis, 2017). The parent interview questions focused on their current practices of support on academic tasks, their strategies, and the challenges and opportunities they encounter. The interview questions of the teacher addressed the level of parental involvement, how parents engage with learning centers, the teachers' strategies for involving parents, their responsibilities, and the challenges and opportunities they face. After that I shared it with one of my supervisors for review. After receiving feedback from experts, I adjusted some of the

questions to improve clarity. Once I finalized the questions, I piloted the semi-structured interview, it was conducted with three participants who were not part of the sample of the main study.

For the Focus Group Discussions (FGD), I developed a guideline consisting of 12 questions. The FGDs were conducted separately with fathers and mothers, holding one session with fathers and another with mothers. The questions in the FGD guideline focused on the practices of parental support used to support children's academic tasks, the demographic factors in supporting their children, the challenges they face, and the opportunities available to them, as well as their perspectives on academic growth and the role of parental support in enhancing academic success. Before conducting the FGDs, I piloted the discussion with four parents who lived in different camps but shared similar characteristics to my study group. The FGD guide was designed to address the 2nd and 3rd research questions of the study.

I used case study methods with two learners of individuals who shared similar characteristics to my target population. The case study questions were semi-structured and aimed at exploring the learners' backgrounds, the support they receive from their parents, their academic experiences, and their academic progress. This approach was piloted with a student from a national school.

The piloting of these methods helped identify areas where the questions might have been too complex or unclear. Based on feedback from the pilot, I made adjustments to ensure the questions were open enough to allow participants to provide narrative responses while focusing on the key information relevant to the research objectives. To confirm the validity of the data collection tools, at first, I sent it to my supervisor to review the interview guide, FGD guide, and case study questions before piloting. Expert feedback helped refine the tools and confirmed that they were conceptually sound and aligned with the research goals. After

gathering feedback from the pilot participants regarding the clarity of the questions, ease of engagement with the tools, and the quality of the responses, I incorporated their suggestions to make necessary improvements. For both the piloting and main interviews, I used Excel sheets to track participant information. To record the sessions, I used a mobile phone, and for taking photos of relevant documents, I also used my phone's camera.

After completing the piloting phase, I have taken permission from the camp in charge. With permission later I started the semi-structured interviews with parents, learners, and educators, as well as facilitated 2 focus group discussions with parents 1 was for fathers and another was for mothers.

The interview questions have been combined as Appendix B, C, D. Appendix B1 is for Rohingya community parents, Appendix B2 is for teachers, Appendix C is for Rohingya learners and Appendix D is for FGD which is conducted among Rohingya parents. The questions are both Bangla and English for the participants convenience. The consent to record the interview has been taken before the interview. The recording has been translated then transcribed into a word document and all the files have been saved though a password protected folder. The interviews time has been prepared to keep in mind the atmosphere of the interview place and any emergence.

3.7 Role of the Researcher

In qualitative research, the goal is to gain a deep understanding of the context, behaviors, or the factors that influence them. Unlike quantitative research, qualitative research does not aim to generalize data but rather to provide detailed insights. The researcher must be reflective about their own position, assumptions, choice of methods, and how they apply them. It's important to minimize biases and subjectivity. Since the report is self-directed, the researchers must view themselves as an integral part of the research process

(Norris, W, 1997, p. 174). The researcher employed an emic approach, which focuses on understanding how members of a culture perceive and interpret their own experiences, beliefs, practices, and values (Markee, 2013). To collect data, I first obtained permission to access the camp and select participants on November 13, 2024. After getting approval from the camp authorities, parents, and schoolteachers, I studied the participants' performance from November 13 to November 19. Interviews were arranged at times that worked for both the participants and me, and they were informed about the process in advance. However, taking consent, maintaining confidentiality, also communicated with respect. Ethical issues refer to keeping confidentiality, not publishing original data, usage of data clearly with the participants (Creswell, 2012, pp 205). Consent was obtained before recording the interviews to ensure ethical standards were followed. The interviews were conducted using a simple yet relevant questionnaire that focused on the main research questions of the study. This approach helped keep the interviews brief for participants while still gathering detailed and valuable information.

3.8 Data Analysis

The “Thematic analysis” method was followed to analyze the data collected from the interviews. It involves looking for patterns or common meanings within the data and organizing it into categories or themes. This method helps in understanding and highlighting the key points of the information (Creswell, 2014). Data presentation involves structuring, condensing, and compiling information, which is essential for every stage of the analysis process (Punch, 2013). The data was first translated from Rohingya to English by listening to the recorded responses. The translated text, along with field notes, was carefully organized and transcribed. Initially, all spoken words from the participants were highlighted in the written text to create a clear transcript. After thoroughly reviewing the data multiple times,

the transcriptions were typed and combined into a single file. After reading the transcripts several times, I gained a deeper understanding of the data. This allowed me to find the key themes and nuances that emerged in the participants' responses.

Once I became familiar with the data, I began the coding process. Coding is the initial step in qualitative analysis and forms the basis for subsequent stages. When the analysis aims to identify patterns in the data, coding plays a key role. It marks the beginning of the analysis process and continues at various stages throughout. Codes serve as tags, names, or labels, and coding involves assigning these identifiers to specific sections of the data (Punch, 2013). Following a mixed-methods approach, I identified significant words, phrases, and sentences that were relevant to the research questions.

According to Punch, (2013), initial coding is usually straightforward and descriptive, with minimal interpretation, while subsequent coding involves organizing the data into more complex, higher-level concepts. I have completed the coding following the initial coding, I looked for patterns and similarities among the codes. Related codes were grouped together to form categories. Each important data segment was assigned a code and organized in a table, marking the first step toward identifying broader themes within the data.

Based on the initial coding and analysis of the raw data, I developed themes that were relevant to the study's objectives and research questions. A thematic analysis combines groups of data (in case of vast information) categorizing them according to similarities or themes, aiding in comprehending the information and uncovering its importance (Creswell, 2014). The key themes identified were related to understanding parental support, the different practices of parental support, the challenges faced in providing support, and the opportunities available for parental involvement. Each theme was further divided into subthemes to capture a wider range of concepts and insights derived from the participants' narratives.

3.9 Ethical Issues and Concerns

All ethical guidelines were followed throughout the research process. Before beginning the study, I obtained explicit and informed consent from the participants. For the learners, it was necessary to have parental consent. Participants were made aware that their confidentiality and privacy would be maintained. A letter of consent was provided, which explained key aims of the study, assurance of no risks, confidentiality measures, the voluntary nature of participation, and their right to withdraw from the study at any time. In qualitative research, participants are protected from any mental or physical harm and have the option to withdraw at any point, based on their personal values (Johnson & Christensen, 2004). By following these guidelines, I ensured that all participants voluntarily took part in the study with full transparency (Johnson & Christensen, 2004).

Before the interviews, I shared the aim of the study with the selected participants and arranged interview times that were convenient for them. I also obtained prior permission to conduct the interviews and secured the necessary recording permissions. To protect participants' privacy, no data that could identify them (such as names, learning center names, grade, block/subblock, or smart card ID numbers) was collected. The data collected were transcribed accurately and securely stored with password protection to ensure confidentiality and respect for participants' perspectives.

3.10 Credibility and Rigor

Credibility is defined by terms such as "Authentic" and "Accurate." Efforts were made to minimize bias and enhance the trustworthiness of the findings through various methods, including long engagement, member checks, triangulation, and ensuring reliability (Ghafouri & Ofoghi, 2016). To begin with, the research tool, including the interview questions and guides for Focus Group Discussions (FGDs) and case studies, was reviewed by

a supervisor. This review process helped ensure the tools were conceptually sound and aligned with the research objectives. Based on the feedback from the supervisor necessary revisions were made to improve the clarity, relevance, and focus of the questions. The researcher made changes to the wording of certain questions to ensure they were understandable and would elicit meaningful responses from the participants. Additionally, a pilot interview was conducted with 8 participants who had similar characteristics to selected participants. The piloting phase provided valuable insights into the clarity of the questions, and no procedural gaps were identified. The researcher ensured participant verification by confirming the information provided and maintaining confidentiality. It confirmed the feasibility and coherence of the research tools.

In qualitative research, credibility cannot be achieved without reliability in some cases, is understood as the consistency of methods, which includes a clear explanation of details, a description of the coding approach, an audit trail, and review by colleagues (Tobin & Begley, 2004). Once the semi-structured interviews and FGDs were completed, the recorded responses were translated from Rohingya to English. The researcher first listened to the audio recordings carefully and then transcribed the data into written form. The transcribed text, alongside field notes, was organized and reviewed multiple times to ensure the accuracy of the data. During the transcription process, all participant speech was highlighted to create a clear and structured transcript. After transcribing, the researcher conducted a detailed review of the data. Reviewing the transcripts several times helped researchers gain a deeper understanding of the participants' experiences and the nuances in their responses. This thorough process enabled the identification of key themes that flowed out from the data. The coding process followed a mixed-methods approach, where significant words, phrases, and sentences were identified as relevant to the research questions. Initial codes were developed, and the researcher looked for patterns or recurring ideas. Each data segment was assigned a

specific code after grouping the codes, and the data was organized in a table to facilitate the identification of broader themes. Through the analysis of these codes and categories, the researcher was able to develop themes that aligned with the study's research objectives. Subsequently, the researcher got feedback from the supervisor to assess the overall reliability and ensured that the guidelines were followed. By utilizing these systematic and rigorous procedures for data collection, transcription, and analysis, the study maintained its credibility and validity. Each step was carefully planned and executed to ensure that the findings were accurate, reflective of participants' experiences, and aligned with the research goals.

For triangulation, the researcher utilized both semi-structured Interviews and FGD, ensuring that the same key questions were asked in different ways across the two methods. This approach allowed the researcher to cross-check the consistency of the responses and increase the robustness of the data. Data triangulation, which involved using different processes of data collection, helped to give more comprehensive and reflective understanding of the research topic. This method is considered essential to confirm that the findings are valid and trustworthy (Zeegers & Barron, 2015).

3.11 Limitations of the study

There were several limitations encountered during the research process. Obtaining permission from the Camp-in-Charge (CIC) was a significant challenge, as access to the camp for data collection is typically restricted without prior approval. Managing participants for interviews was also difficult, as the authorized camp access hours were from 8:00 AM to 3:00 PM, which coincided with the working hours of many Rohingya individuals. Most participants were occupied with their work during this time and were reluctant to participate in the study due to their commitments.

Collecting data from female participants posed additional challenges. Due to cultural customs, women needed to seek permission from their husbands to participate. In one case, a selected participant was unable to join because her husband did not grant approval.

One limitation faced during the study was the lower literacy levels of some female participants, which made it challenging for them to fully understand the questions posed in English and Bangla. To address this, I had to immediately translate all questions into Rohingya to ensure clarity and facilitate effective communication. Another challenge arose during the focus group discussions (FGDs), where some fathers were in a hurry to complete the session as they had to return to work. Similarly, when interviewing female participants, many were occupied with household chores, requiring me to wait for them to finish their tasks before conducting the interview. This created time constraints, as my access to participants was limited to between 8 am and 3 pm. These factors influenced the flow and timing of the data collection process.

Language barriers added another layer of difficulty, as the Rohingya people have their own language, distinct from the local language. Translating interviews from Rohingya to Bangla was particularly challenging and required careful attention to preserve the accuracy and meaning of their responses. While the analysis was conducted based on the data collected, there was no opportunity for participants to review and provide feedback on the results. This could have helped confirm whether the themes and interpretations derived from the data accurately reflected their experiences.

Chapter 4

Results

This section is based on information gathered from semi-structured interviews and focus group discussions, which provided insights into how parents support the academic growth of children in the Rohingya community. The findings include a case study that provides a detailed example of how learners' academic growth is shaped by their parents' support, complementing the broader patterns observed across the wider participant group. Data was collected from both semi-structured interviews and focus group discussions to understand the challenges and opportunities parents face in the camp while supporting their children's education. The findings were organized into coding and themes according to the research questions.

4.1 Participants demographic details

The study involved semi-structured interviews with a diverse group of participants, including 3 mothers and 1 father, conducted between November 13, 2024, and November 17, 2024. All participants reside in the refugee camp, with varying ages, educational backgrounds, and occupations. Each participant has at least three children, aged between 11 and 15, who are currently enrolled in the Learning Centers (LC) within the camp. Additionally, the parents who participated in the Focus Group Discussion (FGD) on November 17, 2024, also shared similar demographic characteristics. The first focus group discussion (FGD) included six fathers, all of whom had completed up to grade 5. The second FGD consisted of six mothers, each having completed up to grade 2, and all participants had two or more children currently attending school. A case study was conducted with two learners, one in grade 7 and the other in grade 8, aged 14 and 15, respectively. Furthermore,

two Rohingya teachers with three years of experience teaching in various NGOs were interviewed as part of the study. These teachers currently work at an NGO-supported Learning Center in Balukhali Camp, specifically in the 8 East area.

4.2 Understanding of Parental Support on Their Children's Academic Growth

These following sub themes represent parents' different understanding of parental support on their children academic growth.

4.2.1 Father Understanding

Fathers generally perceive parental support in their children's academic growth as involving several key components. First, they emphasize the importance of guiding their children through academic challenges, offering advice and encouragement when difficulties arise. Additionally, many fathers highlight the role of providing financial support to ensure that their children have access to necessary resources such as books, school fees, or tutoring. Lastly, fathers believe that ensuring their children complete daily tasks assigned by the learning center is a crucial aspect of their academic development, reinforcing the structure and routine needed for academic success. These support, they believe, ensure their children move up to the next grade and build a better future. One father shared his view on parental support for academic growth, saying,

“When parents take their children to the learning center and spend quality time helping them solve challenges in subjects like math and science, this is what I consider parental support for their children's academic growth” (Interview #1, 13/11/24).

Another father defined parental support as:

“To me, supporting our children’s academic progress means checking their school notebooks, making sure they do their homework every day by confirming with the teacher, attending school meetings, and visiting the learning center classes to ensure the quality of teaching, all to help brighten our children’s future” (Interview #2, 14/11/24).

4.2.2 Mothers Understanding

Mothers have a different understanding of parental support for their children’s academic growth compared to fathers. Their focus is mainly on the physical well-being and emotional support of their children. One mother (Interview #3, 17/11/24) stated, “Parental support means feeding my children on time and ensuring their clothes are clean because this helps them stay healthy, which in turn helps them study better.” One mother emphasized the importance of creating an environment that fosters academic success. She explained that parental support involves more than just academic guidance, it includes nurturing an atmosphere where children feel safe and motivated to study. According to a mother,

“Parental support means creating a positive environment for our children so they can study effectively, listening to their challenges, and offering solutions to support their emotional well-being’ (Interview #3, 17/11/24).

Another mother shared a view like that of the fathers, emphasizing that parental support goes beyond just being present at home. She explained that while providing emotional support is important, it is equally crucial to actively monitor and guide children’s academic activities. As she stated,

“Supporting children at home alone is not enough for their academic growth. In my opinion, to help our children progress academically, monitoring their homework and study materials is also parental support” (Interview #2, 14/11/24).

4.2.3 Teacher Understanding

Most teachers have a similar understanding of parental support for children's academic growth. For them, parental support means involvement both at home and in the learning center. One teacher explained,

“When parents take responsibility for sending their children to the learning center on time and monitor the homework assigned to them, that is what we consider parental support” (Interview #5, 13/11/24).

Teachers generally emphasize that parental support for children's academic growth involves participating in LC activity, which helps clarify their children's challenges and provides support at home as well. A teacher from an INGO stated,

“In my view, parental support for academic growth means attending parent-teacher meetings and staying in regular communication with the teacher to track their children's academic progress” (Interview #6, 14/11/24).

Overall, there is a variety of perspectives on what parental support for children's academic growth means. Different individuals, including parents and teachers, have different views on how they contribute to a child's education. Some focus on providing physical and emotional support at home, while others emphasize the importance of involvement in school activities and direct engagement with teachers.

4.3 Parental Support Practices in Rohingya Community

The first research question of this study focused on the current practices of parental involvement in academic growth and the second one is the parents' contributions of children academic growth in the Rohingya community. This section focuses on the various ways parents support and make contributions that their children's academic development.

4.3.1 Father's Involvement

In the Rohingya community, fathers play a central role in supporting their children's education, particularly in literacy, from primary to higher education. Before their children are enrolled in learning centers, fathers often practice reading and writing skills with them. Even after enrollment, fathers continue to assist their children with academic challenges, particularly in strengthening their reading and writing abilities. This support is especially important in the Burmese language, where fathers help their children with foundational skills like learning the alphabet and vowels, which are essential for constructing sentences. Fathers are the primary source of this early literacy support.

"I usually support my three children in both academic and religious education. Before they enrolled in the learning center, I taught them the 32 Burmese alphabet for reading and writing. My eldest child is now in grade 7, and the others are in grade 4 following the MC curriculum," said a father (Interview #1, 13/11/24).

Another father (Interview #2, 14/11/24) shared,

"My child is in grade 6. Whenever he struggles with division in mathematics, he always waits for me to help him because I assist him in a fun and engaging way. His mother, on the other hand, is often busy taking care of his younger siblings and handling other household chores".

In the camp, the curriculum follows the Myanmar system, and most fathers have an education level ranging from grade 3 to 5, with greater proficiency in Burmese than in English. Which is easier for them to help literacy in Burmese. One learner shared (Interview #14, 19/11/24),

"My father and I regularly recite Burmese poems, which has helped me become fluent in reading the Burmese language."

4.3.2 Parents Time Allocations

Many fathers mentioned that they dedicate extra time to assist their children's study, particularly in reading and writing, especially in Burmese subjects. One father explained (Interview #1, 13/11/24),

“I always sit down to review my children's Burmese reading and writing. If they face any difficulties, we practice reading together, and this becomes part of our study time.”

Another father shared a similar perspective, emphasizing the importance of dedicating time to his children's academic support. He explained that he actively schedules specific hours to focus on key subjects. For instance, he mentioned that when his children were below grade 5, he set aside one hour each for basic math and for Burmese reading and writing. As he put it,

“I fixed 1 hour to give my children time to teach basic math and 1 hour for Burmese writing and reading, I give total 2 hours for my children when they were under grade level 5” (Interview #2, 14/11/24).

The information highlights how fathers contribute to supporting their children's academic development, which in turn helps advance their academic growth. Fathers have significant role in enhancing reading and writing skills of their children, particularly in the Burmese language, by dedicating time to practice with them.

4.3.3 Mother's Support Practices for Children's Well-being

Mothers primarily navel on assisting well-being on their children, which indirectly contributes to their academic growth. Many mothers believe that parental support for academic progress involves ensuring their children are well-fed, sent to the learning center on time, and having clean clothes. They also make time to listen to their children's challenges and achievements. One mother shared,

“I have two children—one attends an Arabic school, and the other is in a formal school. When they come home, I make sure to feed them on time and clean their clothes because it’s important for their health, which helps them perform well in school” (Interview #3, 17/11/24).

In FGD2, participants discussed how mothers take on significant responsibility for their children’s well-being, particularly in the absence of fathers, who are often busy with work. Participants #15 and #16 shared that, due to fathers being away for work, it is primarily the mother’s role to ensure their children’s overall well-being. They explained that this includes practical aspects such as encouraging good hygiene and inspiring children to stay clean, which they believe is fundamental for both physical health and academic focus. As they put it,

“Fathers are always outside for work, and only we can ensure their overall well-being, for example, inspiring children to stay clean” (FGD #15, #16, #17, #18, #19, #20, 8/01/2025).

4.3.4 Mothers Emotional Support on Their Children

To assist their children’s well-being, some are also described how they support their children navigate academic struggles, especially when it comes to subjects like English. Emotional support was another important aspect of the discussions. Participants #17 and #19 explained that, while they may not be able to directly assist with homework, they provide emotional support during difficult moments. One participant shared that when her child struggles with English and becomes overwhelmed, she encourages patience and resilience. She sits beside her child to offer moral support, ensuring that the child stays focused on completing other homework. As she explained,

“Though I cannot help my child with homework, when my child faces challenges in English and becomes overwhelmed, I support my child by telling him to keep patience and wait for the teacher. I also sit beside my child so that he can complete other homework, so that for the one subject challenges, he can’t neglect the other subject” (FGD #15, #16, #17, #18, #19, #20, 8/01/2025).

Many mothers highlighted the importance of showing appreciation for their children’s efforts and achievements, regardless of the outcome. One mother shared that they make an effort to celebrate their children’s accomplishments, such as drawing or completing tasks, by providing positive reinforcement. Additionally, they also ensure that their children feel valued by catering to their preferences, particularly when it comes to food. For example, the mother mentioned that they often cook dishes that their children love, such as chicken, to show care and appreciation. As she shared,

“My children like chicken, so me and their father always try to cook it to make our children happy. Whenever they share any achievement with us, we try to give them new clothes. But if they’re not getting the expected results, we also encourage them to try their best for next time” (Interview #2, 14/11/24).

Well-being support is seen as essential for fostering an environment conducive to academic growth.

4.3.5 Mothers Create a Supportive Learning Environment

Mothers play a significant role in establishing a learning environment that encourages their children’s academic success. One key aspect is ensuring that the home environment is conducive to studying. Study routines are an important part of this, with many mothers emphasizing the need for a structured day. One mother explained that she helps her children maintain a healthy balance between study and daily life. She shared,

“I make sure my children stick to regular mealtimes, manage their daily routines, and have a quiet, dedicated space for studying. I also keep the area around them quiet to avoid any distractions, helping to maintain their mental well-being while they study and engage in academic activities” (Interview #2, 14/11/24).

In addition to daily routines, creating a quiet and focused learning space is another key strategy that mothers use to support their children’s studies. One mother, who has limited space at home, explained how she adapted their living situation to provide a distraction-free study environment. She shared that she selected their bedroom as the study area because it was the only room that remained quiet, away from outside noise. To further support her children’s learning, she ensured that there was adequate lighting, even using a solar lamp when electricity was unavailable. As she explained,

“I selected our bedroom for my children’s study room for the time being they studied because this is the only room where outside and near shelter noises are not coming. I always keep charge on the solar lamp so that I can provide it for my children’s study time inside shelter” (Interview #4, 18/11/24).

4.3.6 Involvement in Children’s Homework

Most fathers directly assist their children with homework. If their children encounter difficulties with any subject, fathers help them solve the problems and keep track of their homework progress,

“I actively participate in my child’s education by helping with homework and accompanying them to school” One father (Interview #2, 14/11/24).

Mothers play an essential role in supporting their children’s academic growth, even when their own educational backgrounds are limited. Many mothers have only a basic education, with most participants having attained no more than a grade 2 literacy level, where they

learned the Burmese alphabet and numbers but received only a very basic understanding of reading and writing in Burmese, some have had experience studying in a Madrasa only. Their literacy skills in subjects such as math and English are even more limited, with little to no knowledge of these subjects. Furthermore, due to their involvement in household work and the lack of opportunities to continue their education, many mothers have not had the chance to further their studies. Despite these challenges, these mothers are determined to support their children's education in whatever ways they can. One mother shared,

“Unfortunately, since both my husband and I are uneducated, we can't help with homework or school assignments. However, I always sit next to my child while they study, and if they face any difficulties, I tell them to make a note of it and share it with their teacher” (Interview #3, 17/11/24).

Fathers, in addition, frequently review their children's homework, and make corrections when necessary. They take an active role in checking their children's work and guiding them to improve. For example, one father described his approach:

“I always assist my children with their homework, especially in mathematics. But if the school doesn't assign homework that day, we practice Burmese writing instead” (Interview #2, 14/11/24).

4.3.7 Building Confidence and Strengthening Academic Foundations:

Parents' involvement in homework helps reinforce their academic learning and plays a vital role in building their self-confidence. One of the key points that emerged from the data is the confidence-building effect that parental support has on children. Learners consistently expressed that when their parents assist them with homework, it makes them feel more secure in their academic abilities. For many students, the classroom environment can feel

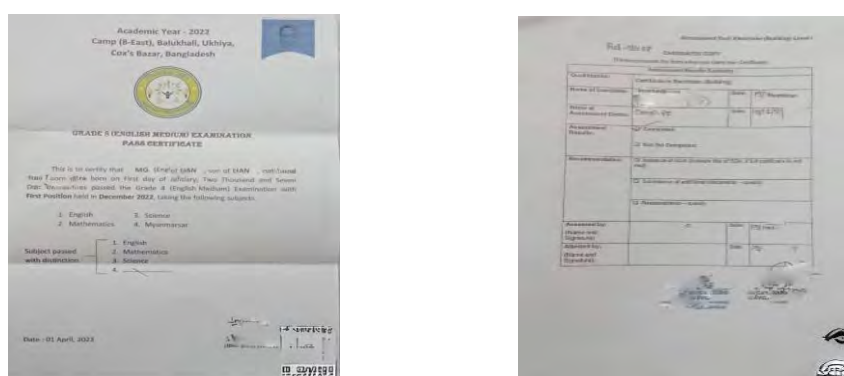
overwhelming because of the large number of learners and the limited individual attention from teachers. As one learner shared,

“When my father helps me with my homework, I feel more confident” (Case study #14, 19/11/24).

According to the learners’ explanations, home-based support plays in creating a safe and supportive learning environment where children feel comfortable making mistakes and asking questions. Many students highlighted that the learning center, due to its large size, doesn’t always provide the personalized attention they need, leaving them feeling hesitant to ask for help in front of their peers. However, at home, where parents are available for one-on-one guidance, students feel more open to seeking assistance and clarifying their doubts. Moreover, personalized attention at home is seen as an opportunity to strengthen their academic foundation and growth. The same learners also added that,

“At the learning center, there are many students, and teachers can barely provide individual support if we face challenges. I also feel shy asking questions there, so home feels like a safer place where I can ask my parents about any mistakes. Doing homework at home is another chance to build my self-confidence, and I made good results by getting this support” (Case study 1 #14, 19/11/24).

Here, I have attached two result cards shared by the learner, showing the academic growth made after receiving direct support on his study from his father.



Picture 1: Academic Result Card of Learner

A Case Study of Academic Growth

Basic Information	
Learners profile: Grade: 6 Age: 14	Parents profile: Father: Shopkeeper Mother: Housewife Children: 5
The learner, originally from the Arakan State of Myanmar, faced significant barriers in his early education due to his family’s lack of official recognition as Myanmar citizens. Despite these challenges, his parents were deeply committed to his academic success. His father, who had only completed Grade 7, made substantial efforts to support his learning. Every morning at 6 AM, before leaving for work, his father would wake him up to help revise his homework, establishing a consistent routine that prioritized education. His mother also played an integral role by providing constant motivation to study, particularly when his father was away working. Parental Involvement: The learner enrolled in a learning center, where he faced multiple difficulties, including inadequate resources and a lack of confidence. However, his father’s consistent guidance played a pivotal role in overcoming these obstacles. Kaiser recalled how his father would create geometric shapes by hand, helping him understand the concept of geometry better. This hands-on approach contributed significantly to his academic growth, particularly in geometry, where he initially struggled. His confidence grew as he practiced these methods, and eventually, his learning center provided him with a geometry box that enhanced his ability to grasp the subject. Furthermore, his father helped him with basic literacy and numeracy, ensuring he could excel	

in reading and writing, especially in Burmese and English. He shared that his father's hands-on support helped him master the alphabet in both languages, setting a strong foundation for his academic progress. His mother also played a supportive role by taking care of his younger siblings during his study time, ensuring he had a quiet and uninterrupted environment to focus.

Academic Improvement:

His academic performance showed significant improvement, and he attributes much of his success to the routine his father established for him. This routine included homework from school and extra study sessions outlined by his father. His dedication and parental support contributed to Kaiser becoming a top student in his learning center. He consistently followed the study schedule, ensuring he completed assignments on time and studied each subject thoroughly

His parents demonstrated consistent involvement in his education. His father's hands-on approach, waking him up early for homework revision and creating practical learning tools, was essential for his academic growth. Additionally, his mother supported him by providing a quiet study environment and offering constant encouragement.

The learner academic improvement is notable. Initially struggling with subjects like geometry, his father's interactive methods significantly boosted his understanding and performance in the subject. Over time, his confidence grew, and he became the top student at his learning center. His commitment to the study routine, supported by his parents, helped him achieve remarkable academic progress.

4.3.8 Parents Encouragement on Children's Academic Activities

Parents play a key role in encouraging their children to stay active in their daily routines. They help establish a schedule, ensure their children wake up in the morning to attend school, and motivate them to study. Both fathers and mothers contribute to this effort. One father (Interview #1, 13/11/24) shared,

“I always make sure my children wake up early and get ready for Moktob (Islamic school) and the learning center. I assist them with their school assignments and remind them about their homework if they get distracted or forget”.

Similarly, a mother shared,

“I am actively involved in his education, making sure he goes to school and returns home every day. I have established a routine for his studies, ensuring he focuses on learning after the Esha prayer and in the mornings.” (Interview #4, 18/11/24).

4.3.9 Parents decision making on children's academic activities:

Parents influence their children's school enrollment decisions. By monitoring and assessing the conditions of learning centers, they encourage and decide where to enroll their children. One mother (Interview #4, 18/11/24) explained,

“When he turned four, I enrolled him in both an Arabic school and a formal school, even though the teacher initially resisted. I guided him through the admission process by demonstrating his abilities.”

Similarly, a father shared,

“My son first attended a school near our shelter in block B16, but the teacher was not properly qualified. My son, who attends private tuition and has a strong foundation, became frustrated and often said, ‘Baba, I can't learn anything at this school. It feels

like a play center.’ Eventually, I moved him to a better school in block B25.”
(Interview#3,17/11/24).

The information highlights the decision-making process provide in their children’s educational activities. Parents play an active role in selecting the right learning environment for their children by carefully evaluating and monitoring different schools and learning centers. They make informed decisions based on the conditions they observe, ensuring their children are enrolled in institutions that support their academic growth.

4.3.10 Support through attending learning center activities:

In the camp, the primary activities involving parents at the learning centers are parent-teacher meetings (PTM) and community education support group (CESG) meetings. Interviews with teachers and parents revealed various types of parental involvement in children’s academic growth. A teacher (Interview #5, 13/11/24) explained:

“We categorize parental involvement into three main types: Parents-Teacher Meetings (PTMs), Community Education Support Groups (CESGs), and home visits. PTMs are the primary platform where we discuss their challenges and achievements with parents on children’s education. In CESG meetings, we involve only two or three parents at a time, focusing on raising community awareness, often facilitated by the *Majhi* (community leader).”

However, it is primarily fathers who attend these meetings. The situation differs for female learners, as their mothers occasionally attend these meetings, although this is rare. A mother (Interview #3, 17/11/24) shared,

“I haven’t participated in my son’s teacher meetings because of the meeting conducted by the male teacher, but his father has attended two or three times”.

For male learners, it is almost always the fathers who participate. Another mother shared,

“I haven’t been involved in any school activities because the school is far from our shelter, and there haven’t been any parent conferences. Additionally, all the teachers are male, as my son attends a male learning center. That’s why I haven’t had the chance to meet with the teachers or attend any meetings” (Interview #4, 18/11/24).

If the teacher is male, mothers rarely engage in any meetings at the centers due to certain cultural norms and beliefs within the Rohingya community. In FGD 2, several mothers shared their experiences regarding involvement in their children’s learning center (LC) activities. Four mothers explained that since their sons attend a male learning center with a male teacher, they have never been invited to attend any of the meetings. As one participant (#17) shared,

“Our children’s teacher is male, and since our children are boys who study at the boys’ LC, we have never been invited to attend any meetings” (FGD #15, 8/01/2025).

On the other hand, the other two mothers in the discussion, whose children are female, explained that while they do receive invitations to meetings from the female teachers at their daughters’ learning centers, attending these meetings is still a challenge. These mothers noted that despite the invitations from the female teachers (or Sarama), the distance to the learning center makes it difficult for them to attend regularly. As participant #19 shared,

“Our children’s teacher is female because our children are girls, and they attend the girls’ LC. We do get invited to meetings by the female teacher, but the LC is quite far from our block, so we hardly attend” (FGD #17, 8/01/2025).

On the other hand, fathers expressed different practices regarding attending these meetings. During a focus group discussion, two fathers (Interviews #7 and #8, 17/11/24) shared,

“We have attended parent-teacher meetings twice and a community education support group meeting once. During one of the PTMs, a teacher said, ‘If you encourage your children to attend class regularly, I can guide them more effectively.’ This statement

motivated us to attend future meetings and teach our children how to stay engaged and motivated in their academic work.”

Another father (Interview #2, 14/11/24) shared a similar approach to involvement, saying,

“I attend the monthly parent-teacher meetings and offer support to teachers whenever I receive an invitation.”

4.3.11 Communication between Children and School on Academic Purpose

Communication with school from parents’ side for the children’s academic matters is quite rare and typically only occurs from the teacher’s side. It usually happens when teachers conduct home visits to ensure full attendance, prevent duplication, and distribute materials. Aside from these instances, direct communication between parents and teachers is infrequent. A teacher (Interview #6, 14/11/24) emphasized,

“If we notice any absences or lack of participation in class, we make home visits. During these visits, we often interact with the parents. However, this is the only time we engage with parents directly; otherwise, it is very rare for them to communicate with the LC for children educational purpose”.

Fathers are especially often engaging in academic discussions with their children. Many mothers also shared that when their children face challenges, whether academic or other, they are the first ones their children turn to for support. One mother (Interview #4, 18/11/24) shared,

“I have one child, and when he was three years old, I taught him the Arabic, Burmese, and English alphabets, as well as basic counting. We frequently discussed academic activities, and I helped maintain a routine for him. I also often suggested he watch tutorials if he struggled with any subject.”

4.4 Challenges They Are Facing to Support Their Children Academic Growth

4.4.1 Parents Literacy Challenges

Most of the participants mentioned that in the camp, very few mothers have literacy skills, while many fathers possess good literacy knowledge that could help support their children's education. However, a common challenge arises because most fathers work outside the home and return late. As a result, when children face difficulties with their homework or studies, they often must wait until their fathers are available to assist them. One learner shared,

"I struggle with math, and my father used to help me when we lived together. However, now that he is in Palongkhali, I can no longer receive his support."
(Interview #14, 19/11/24).

This delay can create difficulties in completing their academic tasks on time, posing a challenge to the children's ability to keep up with their studies. One of mother said,

"When my child comes home from school and private tuition, he sometimes struggles to understand his lessons, his father stays outside for the work and I have limited literacy skills, tries to help but struggles as the subjects become more advanced, particularly now that our child is in Grade 7. so, he occasionally fails to complete all his schoolwork at home" (Interview #4, 18/11/24).

Due to the literacy gap among many parents, especially mothers, most are unsure how to check if their assigned children's schoolwork is correct. As a result, some students struggle to complete their homework and perform poorly in class. One learner shared,

"One day, I couldn't finish my homework because my father came home late, and my mother couldn't help with the grade 7 science work. The next day, I was the only one who didn't do well in class, and I felt really embarrassed." (Interview #13, 19/11/24).

A Case Study of Academic Challenges

Basic Information	
Learners Profile: Grade: 8 Age: 15	Learners Profile: Grade: 8 Age: 15
Parental Involvement: While financial limitations often impeded the learners' access to education, his parents were actively involved in his academic journey. They took a hands-on approach in encouraging him to study. For example, when he faced difficulties paying for school fees, his parents stepped in to speak with the teachers, ensuring that he could continue his education despite the financial strain. They also encouraged him to remain dedicated to his studies, reinforcing the idea that education was the key to a better future. Challenges in Academic Journey: The learner's academic journey has been fraught with numerous struggles, most notably stemming from financial constraints and parents' lack of literacy issues. When his parents were unable to pay the monthly school fees during his time in Grade 7, his attendance began to suffer. The lack of financial support led to his feeling embarrassed and hesitant to attend school. And his parents are not educating the reason he didn't get support from his parents. This setback significantly impacted on his academic performance, as he found it difficult to focus without consistent attendance.	

4.4.2 Create Conducive Environment at Home

According to the participants, creating a good learning environment has become a luxury for them. The Rohingya community lives in camps, and their shelters are typically small, consisting of only two or three rooms made from bamboo. Many of these families have more than seven members, with several children attending the learning centers in the camp but they cannot provide any table or chair for their study. One father said, “At home, my children study on a mat on the floor without a table or chair” (Interview #1, 13/11/24).

Parents mentioned that the shelters in the camp are cramped, making it hard to create a quiet space for studying. One father explained, “I try to keep a peaceful environment, but the shelters are so close together that it’s hard to block out all the noise” (Interview #1, 13/11/24). Many parents face significant constraints due to overcrowded living conditions. One mother shared,

“I don’t have a separate room for my child to study because we live in a refugee camp. With five children—both boys and girls—and very limited space, it’s impossible to provide a comfortable study area” (Interview #3, 17/11/24).

Despite these challenges, some parents make efforts to create a study space. One mother shared,

“Living in a refugee camp in Bangladesh, we have very little space, even for sleeping. However, I was able to set up a small, separate study area for my child within our shelter.” (Interview #4, 18/11/24).

4.4.3 Create Conducive Environment at LC

In the learning centers, teachers try to create a conducive environment for children, following the guidelines set by their organizations. However, it is challenging to provide adequate seating for the students. One teacher explained,

“In our classrooms, we arrange the seating in a U-shape, use small RFL plastic stools for books, and include culturally relevant decorations to make the space feel familiar and engaging” (Interview #5, 13/11/24).

According to the teachers, the environment in the camp is mostly designed based on Myanmar culture rather than catering to the specific needs of the learners. Classrooms are decorated with symbols like the Myanmar flag, national animals, flowers, and other motivating imagery. One teacher noted, “We make sure that symbols like the Myanmar flag, national animals, flowers, and other inspiring images are visible in the classroom” (Interview #6, 14/11/24). He also added, “We decorate the classrooms to be learner-friendly, as our organization’s assistants and officers often visit and guide us in this process.”

Despite having only basic tools in the classroom, without proper tables, chairs, or other educational resources, students face difficulties in their studies. One learner shared,

“It’s hard to study in a small room without a proper table or proper tools. In Myanmar, I had a table for my studies, but now I have to use a mat. We only have one solar lamp, and it doesn’t last long. This has affected my preparation for this year’s final exams.” (Interview #14, 19/11/24).

4.4.4 Challenges to Involve Parents in LC Activities

4.4.4.1 Lack of Communication

Involving parents in Learning Center (LC) activities is challenging for teachers. According to parents’ responses, there is often a lack of communication from teachers, which hinders their participation. One teacher mentioned, “Engaging parents depends on the communication skills of the teacher” (Interview #6, 14/11/24).

In FGD 2, participants #15, #16, and #17 discussed the challenges they face in attending meetings at their children’s learning center. They mentioned that while many

organizations have volunteers who call parents to remind them about meetings, the teachers at their children's learning center usually inform them through their children. However, the participants explained that their children often forget to relay the information. As a result, these mothers stated that they may miss the opportunity to attend important meetings unless the teacher visits their homes personally to explain the significance of the meeting. In such cases, they noted that family members, such as their husbands or mothers-in-law, might give permission for them to attend. One participant shared,

“Most organizations have volunteers to call parents for meetings, but at our children's LC, the teacher often informs us through our children. However, our children usually forget to tell us. It's only when the teacher visits our home and makes us understand the importance of the meeting that our husbands or mothers-in-law may allow us to attend” (FGD #15, #16, #17, 8/01/2025).

The teachers also pointed out that many parents expect snacks or other incentives from the organization during meetings, as some organizations provide refreshments to encourage attendance. However, in their case, the organization does not offer snacks, making it more difficult to get parents to attend. One Rohingya teacher explained,

“Some organizations provide snacks during parent-teacher meetings (PTMs) to encourage participation, but our organization does not, which is why we have to repeatedly call parents to get them to attend” (Interview #6, 14/11/24).

4.4.4.2 Managing time

According to the participants, managing time for meetings is one of the biggest challenges for teachers. Most meetings are scheduled during the lunch break or between 10 a.m. and 12 p.m., as this is when both national and Rohingya teachers are available at the center. However, this timing poses a problem for many parents, particularly fathers who are

working during these hours or attending to other duties like collecting rations, and mothers who are often busy with tasks like gathering water and rations, one mother said that,

“I could attend once in my child LC teacher meetings, because each month meeting time is 10 am or 11 am in that time we have collect water because water supply once in a day” (Interview #3, 17/11/24).

This makes it difficult to ensure full participation from all parents in the activities. One teacher mentioned,

“Although we manage to involve some parents in our center’s activities, many face barriers. For example, some parents work outside the camp to support their families, so they cannot attend” (Interview #5, 13/11/24).

During a focus group discussion 1, two fathers (FGD #7 and #8, 17/11/24) shared, “Unfortunately, most meetings are scheduled around 3 p.m., which is when we are busy with work, making it difficult for us to attend.”

4.4.4.3 Cultural restrictions

Within the community, it also poses significant challenges on parents’ engagement in learning center tasks, as expressed by both teachers and parents. Many parents prefer separate meetings for men and women. One father explained, “We prefer that our wives do not attend meetings with other men” (Interview #3, 17/11/24). Similarly, a mother shared,

“I do not participate in school activities because my child studies at a male center, and the teacher is also male. My main focus is on supporting my children’s household needs” (Interview #3, 17/11/24).

Another mother highlighted the cultural and logistical challenges, stating,

“I haven’t participated in any school activities because the school is far from our shelter, and there are no female teachers to conduct the meetings. This is why I

haven't met with the teachers or attended any meetings. In our community, people believe that it's not acceptable for men and women to meet in such settings" (Interview #4, 18/11/24).

These responses reflect how cultural norms and gender roles influence parents' participation in their children's education within the camp.

4.5 Opportunities They Are Getting in the Camp

According to the participants, most of the opportunities available for supporting children's academic growth in the camp come from non-governmental organizations (NGOs). This section will explore the various opportunities provided in the camp context that contribute to the academic development of children. These opportunities play a crucial role in shaping the educational environment, and this discussion aligns with the third research question, which focuses on identifying the opportunities available for children's academic growth in the camp.

4.5.1 Aid from NGOs

From the NGO's Rohingya learners get study material such as books, notebooks, pencils, bags, and pens which are supporting part for the learners' study. In a Focus Group Discussion (FGD), one participant (Interview #7, 17/11/24) noted,

"In the Rohingya refugee camp, there are two main types of schools: BRAC schools and community schools which provide free cost of our children study but not free the community school".

A learner shared how the study materials provided by the NGO helped improve their academic progress. The learner explained,

“Math was particularly difficult for me because I didn’t have basic tools like a geometry box, and the education center didn’t provide them either. However, after receiving educational materials from an NGO, including the geometry box I needed, I gained confidence and was able to overcome my difficulties in the subject” (Interview #14, 19/11/24).

While some participants appreciate the materials provided, others expressed concerns about their adequacy. One mother said,

“Although my child receives materials like books, notebooks, pens, and pencils from the education center, these are not enough for their needs. One or two white notebooks aren’t sufficient for six subjects,” (Interview #4, 18/11/24).

She further mentioned, “They only provide math notebooks but not English notebooks.”

On the other hand, teachers also receive various materials to support their work in the learning centers. “I receive an umbrella for home visits, bags, and notebooks,” said one teacher (Interview #6, 14/11/24).

Teachers also get guides to help create lesson plans and attend meetings with staff to discuss strategies for involving parents in academic activities. However, one teacher noted a challenge in using these materials effectively.

“Many teachers struggle to use these materials properly because of the lack of training opportunities. There is a strong need for capacity-building programs for Rohingya teachers, focusing on teaching techniques and subject-specific strategies,” (Interview #6, 14/11/24).

Other FGD participants (FGD #8, #9, #10, #11, #12, 17/11/24) shared their perspectives on NGO-run schools,

“NGOs like BRAC, CODEC, and NRC offer free education for our children, but the teaching quality in these schools is not sufficient, and they fail to provide significant advantages to learners.”

4.5.2 Opportunity of Private Tuition

After the NGO support, private centers have emerged as one of the most significant opportunities for the academic growth of Rohingya children. These private centers, managed by Rohingya teachers and requiring payment, are often chosen by learners who struggle with academic performance. Though the centers don't have any significant parental activity but if any learners are absent, so teacher calls them by meeting with the parents. One learner shared,

“After enrolling in the NGO school, I was having trouble with English. I then joined a private center run by a teacher named Huson, who specializes in teaching English and Burmese, to improve my English skills” (Interview #13, 19/11/24).

Another learner had a similar experience, stating, “To improve my English, I joined private classes with Teacher Najib to enhance my speaking skills” (Interview #14, 19/11/24).

This opportunity is valuable for parents who cannot directly support in education, whether by assisting with homework, studying, or addressing subject-related challenges. During focus group discussion 1, several parents shared, “Now, we feel a bit less worried because of the private centers where our children can study, especially when we are unable to provide any academic support” (FGD #8, #9, #10, #11, #12, 17/11/24). Two learners in the same discussion shared these sentiments, saying,

“If we don't understand something in class, it can be difficult because there are learners from different blocks, and we feel shy to ask questions. But in the private

center, the students are from our own block, so it's easier to ask the teacher if we don't understand a topic" (FGD #8, #9, #10, #11, #12, 17/11/24).

The information primarily focuses on the various opportunities available to only learners in the learning centers, as shared by the participants. These opportunities include access to academic materials provided by NGOs, such as books, notebooks, and essential study tools, which help learners improve their academic performance. In addition, private learning centers led by Rohingya teachers offer valuable opportunities for students who may struggle in certain subjects, particularly in English and Burmese. These private centers allow students to receive targeted support in a smaller, more focused setting, enabling them to ask questions and clarify doubts more easily.

Chapter 5

Discussion and Conclusion

The findings of this study illuminated the significant role of parental involvement in the academic growth of children, revealing differences in the practices followed by fathers and mothers to support their children's education. It also underscores the challenges parents face in actively engaging with their children's learning centers. Additionally, the support provided by NGOs has been instrumental in promoting educational progress within the Rohingya refugee camps. Despite facing numerous challenges, cultural restrictions, and limited resources, certain practices and interventions have proven essential in enhancing educational outcomes. This discussion will focus on key themes identified from the study's findings.

5.1 Current Support Practices of Parents on Their Children Academic Growth

It is evident from the study findings that parental involvement is a critical determinant of learners' academic growth, as it fosters a supportive environment that enhances academic performance and cognitive development. Research has shown that strong parent-child relationships, engaging in shared reading activities, and listening to children read have a notable impact on the development of children's reading abilities (Bronstein, 2002). This study found the academic support practices within the Rohingya community and found that both direct and indirect parental involvement play significant roles in fostering children's academic development. Specifically, the research highlighted how parents' direct engagement, such as assisting with homework and providing academic guidance, positively contributes to their children's academic growth. Additionally, the study observed that parents

encourage daily academic activities, further reinforcing the importance of consistent support in a child's learning process.

Moreover, the findings suggest that children whose parents engage directly in activities like reading, writing, and homework tend to achieve better academic results. This observation aligns with Vygotsky's Social Constructivism Theory, particularly the concept of the Zone of Proximal Development (ZPD), which emphasizes that cognitive development is most effectively supported when learners engage in activities within their ZPD, receiving guidance from adults or peers (Churcher et al., 2014).

In addition to providing direct academic assistance, Rohingya parents also offer indirect support by actively encouraging their children's engagement with academic tasks and making decisions regarding their education. For instance, they are involved in selecting appropriate learning centers, ensuring these institutions meet quality standards, and monitoring their children's progress. This supports Epstein's (2001) notion that effective parental involvement is multifaceted, requiring diverse strategies to fully support a child's educational journey.

The findings of this study also revealed a notable difference in the academic support practices provided by fathers and mothers, which introduced a gender dimension to the overall support structure. Observations indicated that mothers were more focused on household-related support, while fathers tended to play a more direct role in supporting their children's academic tasks. This distinction underscores the varying contributions of each parent and highlights the gendered nature of parental involvement in the Rohingya community. In line with this, a study by UNICEF (2022) similarly found that women, particularly mothers, are often more engaged in household duties, which can contribute to a literacy gap between male and female children in the community.

5.1.1 Gender Based Differences in Parental Support

In the Rohingya community, fathers are typically more involved in their children's academic tasks. Many fathers mentioned that they provide support when their children struggle with reading or writing. According to UNICEF (2022), approximately 80% of Rohingya children aged 6 to 11 are enrolled in learning centers, with equal participation from both girls and boys. However, as children reach the ages of 12 to 14, the gender disparity increases, with a significant number of boys continuing their education while girls' participation diminishes. This trend is largely since, in many cases, fathers are the primary educated members of the household. The researcher found that most fathers are the ones who are educated, children often must wait until their fathers return from work to get help with their studies. Fathers also mentioned using poems to enhance their children's fluency in Burmese.

The study findings also reveal that within the Rohingya community, fathers take an active role in assisting their children with homework. When children face challenges in any subject, fathers step in to provide guidance, help them work through difficulties, and monitor their academic progress. This active involvement appears to be crucial in ensuring that children stay on top of their assignments.

One important observation in this study is that the active involvement of fathers, particularly in a context where they are often the primary educated members of the household, highlights an important dynamic in the Rohingya community. This also underscores the influence of gender roles within the family unit and the unique position fathers occupy in supporting academic growth. The fact that fathers play a pivotal role in helping with homework and guiding their children through academic struggles suggests a deep value placed on education, particularly when it comes to providing an avenue for their children's success. However, this reliance on fathers could also present challenges, as it

places the responsibility for academic support on a single individual, often creating gaps when fathers are unavailable due to work or other commitments. As a researcher, I believe the disparity between fathers' and mothers' roles in academic support also reflects broader societal and cultural factors, such as gender expectations and the educational opportunities available to parents.

In contrast, mothers typically oversee their children's homework, ensuring they remain focused. However, due to a lack of expertise in certain subjects, mothers are often unable to offer direct academic support when their children face difficulties. One student shared that the support he received from his father greatly enhanced his confidence. He explained that when his father helped him with homework, he felt more capable and motivated to continue improving academically. This encouragement, he noted, was pivotal to his academic growth and success. Research has also shown that elementary school children who receive help from their parents with homework tend to spend more time on assignments and feel more confident in seeking assistance when they encounter problems (Epstein, 1992). This type of parental support not only strengthens academic skills but also fosters a sense of self-assurance in children.

The researcher also revealed that in the Rohingya community, mothers typically bear the primary duty for their children's physical and emotional well-being. Since fathers are often away for work, children frequently share their daily challenges and successes with their mothers first. These challenges include difficulties related to school subjects, such as problems in reading, writing, or math, as well as emotional struggles like feeling overwhelmed or frustrated with schoolwork. When children share their academic achievements, mothers express pride and offer praise, which helps to build the child's confidence. However, when children face subject-specific challenges, such as struggling with math concepts or understanding reading materials, mothers often feel unable to provide the

necessary academic support. This is mainly because most mothers have limited literacy skills because women are frequently kept out of education due to the expectation that they focus on domestic duties, which reflects societal expectations (UNICEF, 2022), which prevents them from helping their children with homework or understanding complex school subjects. In these cases, the mothers typically suggest seeking help from their teachers or waiting until their fathers return home to discuss the issues. This situation highlights the gap between emotional support and academic assistance within the community, where mothers fulfill crucial emotional roles but lack the resources to address academic difficulties. The researcher also discovered that, despite these challenges, mothers play a pivotal role in fostering their children's overall well-being and academic motivation. A comparable study also found that increased extrinsic motivation from mothers is associated with school involvement, which is recognized as a key factor in academic success (Gabel, 2017). They make sure their children are well-nourished, their clothes are neat, and that they arrive at school on time. Beyond these basic needs, mothers often go above and beyond to create a calm, tidy environment at home, encouraging a focus on studies. Even in the face of limited space and resources, their unwavering dedication provides the emotional and extrinsic motivation that drives their children's academic growth and determination to succeed. Their love and emotional support inspire their children to strive for academic success.

5.2 The Influence of Demographic Factors

5.2.1 Encouragement

The research study highlights that parental encouragement plays a vital role in supporting children, especially those in vulnerable situations (Hossain, 2024). In the community under study, both fathers and mothers are actively involved in encouraging their children to stay engaged in their daily routines and academic tasks. According to the data

gathered from the participants researchers found that there is minimal difference in the encouragement provided by mothers and fathers in terms of academic involvement. Both parents are equally committed to ensuring that their children follow a structured routine, wake up on time to attend school, and stay motivated to focus on their studies. From the researcher's perspective, this shared responsibility for encouragement between fathers and mothers is significant. The fact that both parents, despite possibly differing roles and resources, engage in fostering academic motivation speaks to the importance of a collective family effort in encouraging children to make their academic growth. Similar research by Epstein (1992) further strengthens this view, emphasizing that parental encouragement is crucial for helping students achieve various academic goals, including improving literacy, completing homework, and preparing for higher education. From my perspective, the shared responsibility between both fathers and mothers in encouraging academic engagement is a positive and powerful reflection of the strong familial bond and communal values within the Rohingya community. The equal involvement of both parents in fostering academic motivation illustrates that the community prioritizes education despite facing multiple challenges, such as resource constraints and cultural barriers. The importance of both parents being involved in their children's academic journey cannot be overstated. This reflects an understanding that encouragement is not just about academic tasks, but also about shaping children's attitudes toward education and instilling a sense of discipline and motivation.

5.2.2 Decision Making

The findings from the study reveal that practices on decision-making, particularly regarding education, are predominantly controlled by fathers within this community. The researcher discovered that, in efforts to ensure a quality education for their children, many fathers took an active role in monitoring and, when necessary, changing their children's LC.

One father shared in an interview that the LC his child had been attending was not offering grade-level appropriate education. After discussing the issue with his child, the father decided to transfer him to a better school, where his academic performance significantly improved. In researcher perspectives the decision-making process, however, did not reflect any involvement from the mother, highlighting a gendered division of responsibility within the family structure. A study also found that in Rohingya community, this societal structure restricts women's participation and decision making in key areas such as socioeconomic development, community progress, and their children's education does not allow (Ferdousi, et.al, 2023).

5.2.3 Attending Learning Center Activities

The researcher identified that in the context of parental involvement in education, it is observed that fathers are the primary attendees of meetings related to male learners. In contrast, for female learners, mothers occasionally participate in these meetings, although their involvement is less frequent. According to Epstein (1992), in his six types of family involvement, he explains that parents that collaborate with school offer information about various aspects of children's well-being, including health, safety, supervision, nutrition, discipline, and guidance. Additionally, schools provide families with resources to create positive home environments that support learning and development at every grade level. Some schools assist parents with their parenting responsibilities through support programs, workshops at the school or other venues, parent-to-parent networks, and other forms of education, training, and information sharing. According to the teachers' responses, they engage parents through parent-teacher meetings, CESG meetings, and home visits, which help connect parents directly with the learning centers. In this community, it is mostly fathers who attend their children's parent-teacher meetings and CESG meetings. While mothers do

attend meetings, this usually happens only when the facilitator is female. From my perspective, the disparity in attendance between fathers and mothers at educational meetings underscores the deep-rooted cultural norms and gender roles within the Rohingya community. While fathers seem to be more visible in the educational context, especially when it comes to male students, mothers' involvement is limited due to cultural and gender restrictions. This highlights an important gap in the overall parental engagement process, as mothers are often the primary caregivers and their insights into their children's needs and well-being could be vital for creating a holistic approach to education. During these meetings, both parents and teachers discuss the challenges faced by the children. Information gathered from the Focus Group Discussions (FGD) indicates that parents feel motivated and gain valuable insights into parenting whenever they attend these meetings. This pattern is especially noticeable when the teacher is male, as cultural norms and beliefs within the Rohingya community often prevent mothers from participating in meetings at educational centers. As a researcher, I believe that these gender-based disparities should be carefully considered when designing educational interventions in the Rohingya community. It is crucial to engage both parents, especially mothers, to ensure balanced and supportive involvement in their children's education.

5.2.4 Communication between Children and School for Academic Purposes

Communication methods commonly include memos, notices, phone calls, newsletters, report cards, conferences, and open-house events. More recently, schools and individual teachers have also begun using voicemail, email, and websites to connect with students' families. Effective communication provides families with important details about available programs before school, during the school day, and after school, as well as how their children can benefit from these opportunities (Epstein & Sanders, 2002). According to the findings, in

the Rohingya community, teachers explained that communication between parents and the school concerning children's academic progress is relatively rare. When it does occur, it is typically initiated by the teachers. This communication mostly takes place during home visits, which serve various purposes, such as ensuring that children attend school regularly, preventing any duplication of efforts in the curriculum, and distributing learning materials. However, parents, especially fathers, tend to be more actively involved in their children's academic discussions. They frequently engage in conversations about their children's learning and school activities. On the other hand, mothers also play a significant role in supporting their children, particularly when challenges arise whether academic or personal. Many mothers shared that, in times of difficulty, their children often turn to them first for guidance and emotional support, demonstrating the crucial role that parents, both fathers and mothers, play in their children's overall well-being and educational journey. As a researcher, I see a potential gap in the lack of structured communication strategies that could bridge the divide between both parents and teachers. Developing regular channels for two-way communication such as parent-teacher meetings, phone calls, or even digital tools like WhatsApp or local community platforms would benefit the entire family unit. This would ensure both parents, regardless of their primary role, are equally informed and empowered to support their children's education.

5.3 Challenges Parents are Facing

5.3.1 Parents Literacy Challenges

Findings from the study demonstrated that most of the participants pointed out that in the camp, very few mothers have literacy skills, while many fathers possess strong reading and writing abilities that could help support their children's education. Experts suggest that parents should create a language-rich environment at home, starting from an early age, and

actively engage in reading with and to their children. This can prepare children for reading and increase their chances of success in school (Epstein, 1992). However, a significant challenge researchers found that most fathers work outside the home and return late. As a result, when children encounter difficulties with their homework or studies, they often have to wait until their fathers are available to assist them. One student shared how challenging it was for him to do well in math, as his father only visits him once or twice a week and usually arrives late. This delay in receiving help made it difficult for him to achieve good results in his class. This delay often leads to difficulties in completing academic tasks on time, which further hinders the children's ability to stay on track with their studies. In contrast, Bano et al. (2018) argue that parents can play a significant role in helping children set reading goals, making them aware of what they are reading, and enhancing their reading skills, all of which contribute to their academic advancement. Researchers further realized that many parents, especially mothers, face a literacy gap, making it hard for them to check if their children's homework is completed correctly. As a result, some students struggle to finish their homework and perform poorly in their classes, as they lack the support and guidance needed to succeed academically.

5.3.2 Create Conducive Environment

According to Muola (2010), the home environment plays a crucial role in a child's academic success. Children from different home environments experience varying impacts on their academic performance. In the Rohingya context according to the participants' information the researchers have found that creating a conducive learning environment in the shelter is a significant challenge. The Rohingya community lives in camps where shelters are typically small, often consisting of only two or three rooms made from bamboo. Many families in these shelters have more than seven members, with several children attending the

learning centers. However, participants shared about the lack of resources, such as tables or chairs, for their children's studies. One father shared that his child usually studies on a mat on the floor, with no other study materials available. Parents also mentioned that the crowded conditions in the shelters make it difficult to create a quiet, distraction-free space for studying. The close proximity of the shelters to each other results in high noise levels, which further hampers the learning process. Foster et al. (2016) found that a lack of a supportive home learning environment during early childhood is a strong indicator of poor academic performance in the later stages. Researchers also found many parents face significant challenges to ensure their children's conducive environment for academic growth due to overcrowded living conditions, and they expressed that these circumstances make it hard to study and make good result.

The learning environment (LE) refers to the psychological, social, cultural, and physical aspects of the place where learning happens. It includes the overall situation of the setting, where participants interact, and shape shared experiences and expectations (Rusticus et al., 2023). According to the teachers' responses, researchers found that in Rohingya camp context teachers make significant efforts to create a conducive environment for learning, adhering to guidelines set by their organizations. For instance, classrooms are arranged in a U-shape, and culturally relevant decorations are incorporated, such as symbols of the Myanmar flag, national animals, and flowers, which help make the space feel familiar and engaging for the students. These practices reflect an attempt to provide a welcoming and motivational atmosphere, aligning with cultural norms and creating a sense of connection for the students. Teachers and a well decorated learning center can inspire, guide their learners, and is the most important factor in providing quality education (Hossain, 2023). But researchers found that despite some limited efforts, the basic infrastructure remains inadequate, leading to difficulties in effective teaching and learning. A significant issue

highlighted by the teachers and students is the lack of appropriate seating and educational tools. One teacher mentioned that despite decorating classrooms with motivational symbols and arranging seating in a way that encourages interaction, the classrooms are still primarily designed based on Myanmar culture, which may not fully cater to the unique needs of the learners. While the intention is to make the learning space engaging, the challenge of insufficient resources such as tables, chairs, and proper lighting is a glaring concern.

5.3.3 Challenges to Involve Parents in LC Activities

The study discovered that involving parents in learning center activities is a challenging task. Several key issues were identified in the data, including 1) time management for parents and 2) cultural restrictions, particularly for mothers. As McDaniel (2000) suggests, parents who face difficulties in their own lives to support their children's academic task are generally less engaged in their children's academic responsibilities. Fathers in the study highlighted that one of the biggest challenges for them is managing time for meetings at the learning center. The data showed that most meetings are scheduled during the lunch break or between 10 a.m. and 12 p.m., as these are the hours when both national and Rohingya teachers are available at the center. According to the researcher's view, this timing presents a significant problem for many parents. Fathers, who are often working during these hours, find it difficult to attend, as they are also responsible for other tasks such as collecting rations. Similarly, mothers face their own challenges, as they are frequently busy with household duties, such as gathering water and collecting rations. These overlapping responsibilities make it hard for parents, especially mothers, to find the time to participate in meetings and support their children's learning.

On the other hand, the researcher found that most fathers are uncomfortable with their wives attending meetings with male participants. This view was also shared by many

mothers, reflecting the cultural norms within the community. Cultural restrictions play a significant role in limiting parental involvement in learning center activities, as noted by both teachers and parents. Many families prefer to have separate meetings for men and women, which further complicates efforts to involve both parents in their children's education.

5.4 Opportunities They Are Getting in the Camp

The data findings revealed that NGOs in the camp provide academic support to children, but the study found that there is no indication of any opportunities that help parents understand how subjects are taught in the classrooms. While parent-teacher meetings (PTM) and CESG meetings are the primary channels for engaging parents in academic tasks, both parents and teachers highlighted that communication gaps, timing conflicts, and cultural restrictions limit the involvement of parents, particularly in the Rohingya community.

A study on academic growth opportunities emphasizes the importance of families understanding the organization of their children's schools and how school structures are evolving to improve student experiences (Dauber and Epstein, 1993). They also added that this includes comprehension of grade-level organization, how students are assigned and grouped for classes or specific subjects, and whether models like "schools within schools," "houses," "teams," or "academies" are being used to enhance learning.

The data also showed that learners receive basic educational supplies such as pens, pencils, notebooks, books, and bags from NGOs. However, some parents and teachers expressed concerns about the quality and suitability of these materials. One parent mentioned that although notebooks are provided, they are not divided by subject, making it difficult for children to organize their work properly, especially in subjects like English. From the researcher perspectives this lack of organization in learning materials makes it harder for students to focus and complete their assignments. A similar study found that due to lack of

quality logistics support in the camp make learners more active in the learning center beyond imagination (Hossain, 2023). Additionally, many parents shared that due to financial limitations, they are unable to buy extra notebooks, pens, or other school supplies for their children. With limited income, parents are already struggling to meet basic needs, which makes it challenging for them to support their children's education beyond the materials provided by the NGOs.

From the above discussion, within the Rohingya community, the support for children's academic growth varies between fathers and mothers. Fathers tend to be more directly involved in supporting their children's academic tasks, while mothers primarily focus on ensuring their children's well-being, helping them stay healthy, and creating conditions for them to perform well academically. The discussion also highlighted the significant challenges parents face in providing a conducive learning environment within their shelters. Additionally, learners often struggle to receive the necessary support for their homework and subject-related issues at home.

On the other hand, there are some opportunities for academic growth, such as receiving basic study materials from NGOs. However, there is limited engagement with parents regarding their children's academic progress, and fewer strategies to involve them in supporting their children's learning, particularly within the learning center (LC). These limitations point to the restricted opportunities for parental involvement and academic development, which is especially challenging for the Rohingya community as a vulnerable group.

5.5 Conclusion

This study highlights the multifaceted challenges that influence education within the Rohingya refugee camps, emphasizing the conclusive role of parental engagement in fostering academic growth.

The first research question explored how parents in the Rohingya community practice and contribute to their children's academic growth. Insights were gathered from interviews with four parents (two men and two women), which revealed a gender-segregated approach to supporting education. The second research question explored how demographic factors such as gender, culture, and education influence parental support. Insights were gathered from participants regarding how their gender affected decision-making, encouragement, and involvement in various activities, highlighting the significant role these factors play in shaping parental support. Mothers primarily provided emotional and household-related support categorized as indirect support while fathers assumed responsibility for direct academic guidance. Through 2 focus group discussions (FGDs) with 6 fathers and 6 mothers additional insights emerged about parents' aspirations for their children's education. These discussions highlighted both their hopes and the reality of limited engagement due to cultural restrictions. Both male and female participants acknowledged these limitations and the need for greater awareness of the value of parental involvement.

Teachers also emphasized the importance of effective communication and motivational skills to engage parents in their children's education. However, according to the data many educators lack the necessary training in soft skills and empowerment techniques, further limiting parental involvement. This gap in teacher capacity highlights the need for targeted professional development to strengthen teacher-parent collaboration.

According to the research questions 3 the findings of this study underscore several critical challenges that affect the support for children's academic growth, particularly within

marginalized communities like the Rohingya refugee camps. One significant challenge is the cultural barriers that influence both parental involvement and the educational environment. Many parents face difficulties in navigating the formal education system due to limited understanding of its processes and lack of access to necessary resources and managing time to attend the educational activities also create became barriers for the fathers. Additionally, the study highlights the requirement of teacher training to mitigate these cultural and practical challenges, ensuring that educators are equipped to support students from diverse backgrounds. Furthermore, the study emphasizes the importance of designing interventions that are accessible and inclusive, considering the specific needs of refugee families. Ultimately, focusing on these areas will help overcome the obstacles to academic growth and improve educational outcomes for children in refugee communities. About the opportunities, humanitarian organizations and community support systems play a pivotal role in addressing these challenges by providing resources and programs for education. However, their efforts are often constrained by limited resources and a lack of tailored interventions. For instance, while schools benefit from NGO support, parents are unable to provide additional materials or resources to enhance their children's learning environment beyond necessities such as mats or study spaces. Teachers and parents noted this during interviews, and learners' case studies further revealed the reliance on private tutoring centers, which many families cannot afford. By focusing on these priorities, it is possible to enhance parental involvement and bridge the gaps that currently hinder educational outcomes in marginalized communities like the Rohingya refugee camps.

5.6 Recommendations

Based on the findings of this study, the following recommendations are proposed to address the challenges of involving parents and enhance their children's academic growth.

Cultural Sensitivity Workshops for Parents: I recommend organizing cultural sensitivity workshops for parents which should focus on raising awareness about the importance of active parental engagement and providing culturally relevant strategies to support children's education.

- a) **Teacher Training in Parental Support:** Conduct monthly soft skills training (e.g., Communication, accountability) focused on parental engagement strategies by experts.
- b) **Implement Literacy Sessions for Parents:** I recommend implementing literacy sessions for parents. These sessions should focus on enhancing parents' basic literacy skills and providing them with tools and strategies to support their children's learning at home.
- c) **Provide Need-Based Quality Educational Resources:** It is crucial to provide essential need-based quality educational resources such as books, stationery, and reliable lighting, table chairs to families and learning centers with collaborating NGOs.
- d) **Regular Monitoring and Feedback on Parental Involvement:** To ensure that the strategies for enhancing parental involvement and academic support are effective, I recommend setting up regular monitoring and feedback systems. These could involve monthly meetings between teachers, parents and NGO staff to discuss feedback, suggestions on students' progress, identify challenges, and adjust strategies as needed.

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Appendices

Appendix A Letter of Consent

Research Title: The Role of Parental Engagement in Children's Academic Growth in the Rohingya Community in Bangladesh.

Dear Participant,

Warm greetings! I am Tin Tin Oo, a student pursuing my M.Ed. at BRAC University, conducting research for my thesis titled "Exploring Parental Engagement for Children's Academic Growth in the Rohingya Community." Your cooperation in this study is immensely valuable. The research aims to delve into the support and practices of Rohingya parents concerning their children's academic progress. Additionally, it seeks to understand the challenges faced by parents in supporting their children's education. Your participation will be handled with the utmost confidentiality, and your responses will not be disclosed or published. Anonymity and privacy are assured, with pseudonyms used where necessary. The data collected will be securely stored and analyzed solely by me.

Your sincere input, taking around 25-30 minutes, is greatly appreciated. Your comfort in answering questions is paramount, and if any queries make you uneasy, please feel free to communicate your concerns during the interview. Thank you in advance for your time and cooperation.

Best regards

Tin Tin Oo

If you are agreeing (Put Tick)

Yes Or No

Signature

Appendix B Semi-Structured Interview Guideline

B-1. Semi-structured Interview Guideline for Parents -

Date:

Name-

Number of Children-

Age-

Number of School going Children-

Sex-

Grade of learner-

Educational Qualification-

Children Age-

Profession-

Sex-

Interview Questions

1. Are you involved with your child's daily activities? If yes, can you describe what kind of activities there are? If no, can you describe why?
2. Do you participate in child's school activities? If yes, can you describe what kind of activities these are? If no, can you describe why?
3. Do you have specific practices or routines in your home with you children? If yes, can you describe it with an example? If no, can you describe why?
4. How do you usually support your child's homework or school assignments?
5. What strategies do you employ to create a conducive learning environment for your child at home?
6. How often do you engage in educational activities or discussions with your child?
7. Can you share instances when your child was struggling academically?
8. How did you assist them during these times?
9. Do you think teachers are only responsible for students' academic growth? If yes, can you explain how? If no, can you explain why?

10. Do you think parents need to take any responsibility for children's academic growth?

If yes, can you explain how? If no, can you explain why?

11. What are the challenges you face while getting involved in your children's learning?

Can you share an example?

12. Do you follow any strategies to overcome the challenges? If yes, can you explain what the strategies are? If no, can you explain why?

13. What is your opinion on parents and teachers' collaboration for children's academic growth?

14. In what ways do you collaborate with your child's teachers to support their academic growth?

B-2. Semi-structured Interview Guideline for Teacher:

Date:

Name-

Profession:

Age-

Educational Qualification:

Sex-

Working Year:

1. How many learning centers you are assigned to? How many learners are you teaching?
2. Do parents get involved in your center's children's academic activities? If yes, can you describe what kind of activities? If no, can you describe why?
3. What can you provide to parents for assisting their children's homework or any other educational activities?
4. How do you recommend parents to communicate with teachers regarding their child's academic needs?

5. Could you describe the impact of parental' involvement on a student's academic performance from your experience?
6. Is there any difference in students' academic performance based on their parents' involvement? If yes, can you describe how? If no, can you describe why?
7. In your opinion, what are the challenges parents face while getting involved in their students' learning? Can you share an example?
8. Can you share any strategies to overcome the challenges that parents face? If yes, can you explain what the strategies are? If no, can you explain why?
9. What is your opinion on parental involvement in children's academic growth?
10. Do you think teachers are only responsible for students' academic growth? If yes, can you explain how? If no, can you explain why?
11. Do you think parents need to take any responsibility for children's academic growth? If yes, can you explain how? If no, can you explain why?
12. What is your opinion on parents and teachers' collaboration for children's academic growth?

Appendix C Case Study Note Template

Date:

Name:

Profession:

Age:

Grade:

Sex:

Curriculum:

Story of Academic Growth	
How do parents support your activities?	
How did your academic performance change because of parental support?	
Can you provide examples of specific achievement or improvement?	
Learners Profile-	Parents Profile-
Parental Involvement:	
Academic Improvement:	

Story of Challenges in Academic Experience	
How do parents support your academic activities?	
How did the lack of parental support affect your academic performance?	
Why do you think it is not sufficient?	
Can you provide examples of specific struggles or setbacks faced?	
Learners Profile-	Parents Profile-
Parental Involvement:	
Challenges in Academic Journey:	

Appendix D FGD Guideline

1. Can you describe how you are currently involved in your child's education?
2. Do you regularly attend parent-teacher meetings? If yes, what do you find most helpful about these meetings? If no, what prevents you from attending?
3. How often do you discuss school-related topics with your child? What do these discussions usually involve? Could you please share any incidents
4. Have you attended any school activities or events for your child? If yes, what kind of activities? If no, what are the reasons?
5. Do you provide your child with educational materials, such as books, internet access, or tutoring? If yes, which ones and why? If no, why not?
6. Can you share an example of a time when you felt your support made a difference in your child's academic performance?
7. What challenges do you face in supporting your child's education? Are there any specific difficulties related to language, cultural differences, or lack of resources or anything else?
8. What opportunities do you see that could help improve your involvement in your child's education? Are there community or school programs that you think could better support you and your child?
9. What kind of support would help your child's academic growth? From whom can you get support?
10. How would you like to be more involved in your child's education in the future?
11. Are there any new practices or programs you think would help you support your child's learning?
12. Is there anything else you would like to share that we haven't covered in this interview?

Semi-structured Interview

B-1. Semi-structured Interview Guideline for Parents –Bangla:

তারিখ: সন্তানের সংখ্যা:

নাম: স্কুলে পড়া সন্তান:

বয়স: শ্রেণি:

লিঙ্গ: সন্তানের বয়স:

শিক্ষাগত যোগ্যতা: সন্তানের লিঙ্গ:

পেশা:

1. আপনি কি আপনার সন্তানের দৈনন্দিন কাজকর্মের সাথে জড়িত? যদি হ্যাঁ হয়, কাজগুলো বর্ণনা করতে পারবেন? যদি না হয়, কেন না সেটা কী আপনি বর্ণনা করতে পারবেন?
2. আপনি কি শিশুর স্কুল কার্যক্রমে অংশগ্রহণ করেন? যদি হ্যাঁ হয়, আপনি কি এই ধরনের কার্যকলাপ বর্ণনা করতে পারবেন? যদি না হয়, কেন না আপনি বর্ণনা করতে পারবেন?
3. আপনার বাচ্চাদের সাথে আপনার বাড়িতে কি নির্দিষ্ট কোন অভ্যাস বা রুটিন আছে? যদি হ্যাঁ হয়, আপনি একটি উদাহরণ দিয়ে এটি বর্ণনা করতে পারেন? যদি না হয়, কেন না আপনি বর্ণনা করতে পারেন?
4. আপনি কী আপনার সন্তানের হোমওয়ার্ক বা স্কুল অ্যাসাইনমেন্ট সহায়তা করেন? যদি হ্যাঁ হয়, কিভাবে করেন?
5. বাড়িতে আপনার সন্তানের জন্য একটি উপযুক্ত শিক্ষার পরিবেশ তৈরি করতে আপনি কোন কৌশল অবলম্বন করেন?
6. আপনি কত ঘন ঘন আপনার সন্তানের সাথে লেখাপড়ার কার্যক্রম বা আলোচনায় জড়িত হন?
7. আপনার সন্তানের পড়াশুনার সময় অসুবিধা হয় এমন ঘটনা কী আছে? যদি থাকে তাহলে একটু শেয়ার করতে পারবেন?
8. এই সময়ে আপনি কিভাবে তাদের সাহায্য করেছেন?
9. আপনি কি মনে করেন যে শিক্ষার্থীদের একাডেমিক বৃদ্ধির জন্য শুধুমাত্র শিক্ষকরাই দায়ী? যদি হ্যাঁ হয়, কীভাবে সেটা ব্যাখ্যা করতে পারেন? যদি না হয়, কেন না ব্যাখ্যা করতে পারেন।

10. আপনি কি মনে করেন বাচ্চাদের শিক্ষাগত বৃদ্ধির জন্য পিতামাতার কোন দায়িত্ব নেওয়া দরকার? যদি হ্যাঁ হয়, তাহলে কিভাবে সেটা ব্যাখ্যা করবেন? যদি না হয়, কেন না ব্যাখ্যা করতে পারেন।
11. আপনার সন্তানদের কার্যকলাপের সহায়তার সময় আপনি কী কী চ্যালেঞ্জের মুখোমুখি হন? একটি উদাহরণ দিয়ে ব্যাখ্যা করুন।
12. আপনি কি চ্যালেঞ্জগুলি অতিক্রম করার জন্য কোন কৌশল অনুসরণ করেন? যদি হ্যাঁ হয়, কৌশলগুলি কী ব্যাখ্যা করতে পারেন? যদি না হয়, তাহলে কেন না আপনি ব্যাখ্যা করতে পারেন।
13. শিশুদের একাডেমিক বৃদ্ধির জন্য পিতামাতা এবং শিক্ষকদের সহযোগিতার বিষয়ে আপনার মতামত কী?
14. কোন উপায়ে আপনি আপনার সন্তানের শিক্ষকদের সাথে তাদের একাডেমিক বৃদ্ধিকে সহায়তা করার জন্য সহযোগিতা করেন?

B-2. Semi-structured Interview Guideline for Teacher-Bangla:

তারিখ:

পেশা:

নাম:

শিক্ষাগত যোগ্যতা:

বয়স:

কাজের বছর:

লিঙ্গ:

1. আপনাকে কতগুলি শিক্ষা কেন্দ্রে নিয়োগ দেওয়া হয়েছে? আপনি কতজন শিক্ষার্থীকে পড়াচ্ছেন?
2. অভিভাবকরা কি আপনার কেন্দ্রের শিশুদের একাডেমিক কার্যক্রমে জড়িত হন? যদি হ্যাঁ, সেটা কি ধরনের কার্যকলাপ বর্ণনা করতে পারেন। যদি না হয়, কেন করেননা সেটা বর্ণনা করতে পারেন?
3. আপনি তাদের সন্তানদের হোমওয়ার্ক বা অন্য কোন শিক্ষামূলক কার্যক্রমে সহায়তা করার জন্য পিতামাতাকে কোন ধরনের সহায়তা করে থাকেন?
4. আপনি কীভাবে অভিভাবকদের তাদের সন্তানের শিক্ষাগত চাহিদার বিষয়ে শিক্ষকদের সাথে যোগাযোগ করার পরামর্শ দেন?
5. আপনার অভিজ্ঞতা থেকে একজন শিক্ষার্থীর একাডেমিক পারফরম্যান্সের উপর পিতামাতার জড়িত থাকার প্রভাব বর্ণনা করুন।
6. তাদের পিতামাতার সম্পৃক্ততার উপর ভিত্তি করে ছাত্রদের একাডেমিক পারফরম্যান্সে কোন পার্থক্য আছে কি? যদি হ্যাঁ হয়, কিভাবে তা বর্ণনা করতে পারেন? যদি না হয়, কেন না তা বর্ণনা করতে পারেন?
7. আপনার মতে, তাদের ছাত্রদের শেখার সাথে জড়িত থাকার সময় পিতামাতারা কি কি চ্যালেঞ্জের সম্মুখীন হয়? আপনি একটি উদাহরণ শেয়ার করতে পারেন?
8. বাবা-মায়ের মুখোমুখি হওয়া চ্যালেঞ্জগুলি কাটিয়ে উঠতে আপনি কি কোনো কৌশল শেয়ার করেন? যদি হ্যাঁ হয়, কৌশলগুলি কী ব্যাখ্যা করতে পারেন। যদি না হয়, কেন না ব্যাখ্যা করতে পারেন।
9. শিশুদের একাডেমিক বৃদ্ধিতে পিতামাতার জড়িত থাকার বিষয়ে আপনার মতামত কী?
10. আপনি কি মনে করেন ছাত্রদের একাডেমিক বৃদ্ধির জন্য শুধুমাত্র শিক্ষকরাই দায়ী? যদি হ্যাঁ হয়, কিভাবে ব্যাখ্যা করতে পারেন? যদি না হয়, আপনি ব্যাখ্যা করতে পারেন কেন

11. আপনি কি মনে করেন যে শিশুদের শিক্ষাগত বৃদ্ধির জন্য পিতামাতার দায়িত্ব নেওয়া দরকার? যদি হ্যাঁ হয়, কিভাবে ব্যাখ্যা

করতে পারেন? যদি না হয়, আপনি ব্যাখ্যা করতে পারেন কেন

12. শিশুদের একাডেমিক বৃদ্ধির জন্য পিতামাতা এবং শিক্ষকদের সহযোগিতার বিষয়ে আপনার মতামত কী?

Case Study Note Template-Bangla

তারিখ:

নাম:

পেশা:

বয়স:

শ্রেণি:

লিঙ্গ:

কারিকুলাম:

Story of Academic Growth

1. পিতামাতা কিভাবে আপনার কার্যকলাপ সহায়তা করে?
2. পিতামাতার সমর্থনের কারণে আপনার একাডেমিক কর্মক্ষমতা কীভাবে পরিবর্তিত হয়েছে?
3. আপনি কি নির্দিষ্ট অর্জন বা উন্নতির উদাহরণ দিতে পারেন?

শিক্ষার্থীর প্রোফাইল -

পিতামাতার প্রোফাইল -

পিতামাতার সহায়তা:

একাডেমিক ক্রমবিকাশ:

Story of Challenges in Academic Experience

1. পিতামাতা কীভাবে আপনার একাডেমিক কার্যক্রমকে সহায়তা করেন?
2. পিতামাতার সমর্থনের অভাব কীভাবে আপনার একাডেমিক পারফরম্যান্সকে প্রভাবিত করেছিল?

3. কেন আপনি মনে করেন এটা যথেষ্ট নয়? 4. আপনি কি নির্দিষ্ট সংগ্রাম বা বিপত্তির সম্মুখীন হওয়ার উদাহরণ দিতে পারেন?	
শিক্ষার্থীর প্রোফাইল -	পিতামাতার প্রোফাইল -
পিতামাতার সহায়তা:	
একাডেমিক জার্নির চ্যালেঞ্জ:	

FGD Guideline

1. আপনি বর্তমানে আপনার সন্তানের শিক্ষার সাথে কীভাবে জড়িত? বর্ণনা করুন।
2. আপনি কি নিয়মিত অভিভাবক-শিক্ষক সভায় যোগ দেন? যদি হয়, আপনি এই মিটিং সম্পর্কে সবচেয়ে সহায়ক কি খুঁজে পান? যদি না হয়, তাহলে আপনাকে মিটিং যোগ দিতে কী বাধা দেয়?
3. আপনি কত ঘন ঘন আপনার সন্তানের সাথে স্কুল-সম্পর্কিত বিষয় নিয়ে আলোচনা করেন? এই আলোচনা সাধারণত কি বিষয় জড়িত? একটি উদাহরণ বর্ণনা করুন।
4. আপনি কি আপনার সন্তানের জন্য স্কুলের কোনো কার্যক্রম বা অনুষ্ঠানে যোগ দিয়েছেন? যদি হয়, কি ধরনের কার্যক্রম? যদি না হয়, কারণ কি?
5. আপনি কি আপনার সন্তানকে শিক্ষার উপকরণ প্রদান করেন, যেমন বই, ইন্টারনেট অ্যাক্সেস, বা টিউটরিং? যদি হয়, কোনটি এবং কেন? যদি না হয়, কেন নয়?
6. আপনি কি এমন একটি সময়ের উদাহরণ শেয়ার করতে পারবেন যখন আপনি অনুভব করেন যে আপনার সহায়তায় আপনার সন্তানের একাডেমিক পারফরম্যান্সে পার্থক্য বুঝতে পেরেছেন?
7. আপনার সন্তানের শিক্ষাকে সমর্থন করার ক্ষেত্রে আপনি কোন চ্যালেঞ্জের মুখোমুখি হন? ভাষা, সাংস্কৃতিক পার্থক্য, বা সম্পদের অভাব বা অন্য কিছু সম্পর্কিত কোন নির্দিষ্ট অসুবিধা আছে কি?
8. আপনি কোন সুযোগগুলি দেখতে পান যা আপনার সন্তানের শিক্ষায় আপনার সম্পৃক্ততা উন্নত করতে সাহায্য করতে পারে? এমন সম্প্রদায় বা স্কুল প্রোগ্রাম আছে যা আপনি মনে করেন যে আপনাকে এবং আপনার সন্তানকে আরও ভালভাবে সহায়তা করতে পারে?
9. কোন ধরনের সহায়তা আপনার সন্তানের শিক্ষাগত বৃদ্ধিতে সাহায্য করবে? আপনি কার কাছ থেকে সমর্থন পেতে পারেন বলে মনে করেন?
10. ভবিষ্যতে আপনি কীভাবে আপনার সন্তানের শিক্ষায় আরও জড়িত হতে চান?
11. এমন কোন নতুন অভ্যাস বা প্রোগ্রাম আছে যা আপনি মনে করেন যে আপনার সন্তানের শেখার ক্ষেত্রে সাহায্য করবে?
12. আপনি কি অন্য কিছু শেয়ার করতে চান যা আমরা এই সাক্ষাত্কারে কভার করিনি?

