

**Comparative Study of Cognitive Development and Home Intervention
for Children of Primary School**

Eshrat Jahan
Roll No. 09913
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Department of Special Education
Institute of Education and Research

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Submission Page

The undersigned certifies that she has read a thesis entitled “**Comparative Study of Cognitive Development and Home Intervention for Children of Primary School**” submitted by **Eshrat Jahan** in Partial Fulfillment of the Requirements for the Degree of Master of Philosophy and recommends to the University of Dhaka for its acceptance.

Sharmin Huq

Supervisor

Date

Abstract

Recently, there have been attempts to examine the effectiveness of home interventions as parent tutoring interventions and school–family collaborative interventions for improving students’ academic performance. Although empirical evaluation and synthesis of such programs is relatively recent and more work is needed, results of these initial examinations may serve to inform practice in schools and are relevant to educators as they endeavour to work with families to support student’s teaching learning (Carlson & Christenson, 2005). Over the years, many papers have been written about the way a child’s classroom performance and cognitive development are significantly influenced by the extent to which their parents become involved in school life, and the interest they take in their child’s education. The present analyses considered the comparison between cognitive development and home intervention for children of primary school in the following factors found to be important for this group of children. 1) quality of home intervention, 2) academic performance of school 3) parental education occupation and income, and 4) whether the difference also exists among government and private schools. Differences did exist in what contributed to school performance especially among the two categories of schools. Further, there was a difference between the school performance and the level of education of parents. Students achieving A+, A, A- were accumulated mostly between parents having primary to Master’s degree in comparison to parents who were illiterate.

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Chapter One

Introduction

Introduction

Childhood is not only a period of amazing physical growth; it is also a time of remarkable mental development. Cognitive abilities associated with memory, reasoning, problem-solving and thinking continue to emerge throughout childhood. Child development is a process every child goes through. This process involves learning and mastering skills like sitting, walking, talking, skipping, and tying shoes. Children learn these skills, during predictable time periods. Each child is an individual and may meet developmental level a little earlier or later than his peers (Rice, Phillip F. 2001). It is essential that we value and give importance to educate children and realize that it will unlock doors for them to avail a prosperous future. Having an education doesn't mean that your child's life will be easy, but without it their life can definitely be more difficult. Education is the backbone of sustainable development. Education stimulates and empowers people to participate in their own development. A plan for sustainable development must address the issue of education because it plays critical role not in expending further educational opportunities; but also in fostering basic intellectual abilities such as literacy that are crucial to success in a world where power is closely linked with knowledge, Primary education must receive a great amount of attention in developing nations for this reason.

Education means the process of development which consists the passage of the human body from infancy to maturity, the process whereby he gradually adopts himself in various ways to the physical, social and spiritual environment" (Raymond 1968) Education is the influence exercised by adult generation on those who are not yet ready for social life. Its objects is to arouse and to develop in children those physical, intellectual and moral states which are required of them both by their social as a whole and by the milieu for which they are specially destined Education is the influence exercised by adult generation on those who are not yet ready for social life. Its objects is to arouse and to develop in children those physical, intellectual and moral states which are required of them both by their social as a whole and by the milieu for which they are specially destined (Durkheim1956).

Primary education plays the vital role in this development. Every country takes various steps for creating human resources. Education is the basic input of familial socio-economical transformation and of a country. Education is a constitutional right of Bangladesh. In such promising society human development must have a rightful place. The core concern of academic achievement for depends enlarging familial conditions. The most critical choice is to live a long

and healthy environment to be educated and have access to resources needed for decent standard of living.

In countries such as the United States and Canada, primary education is the first stage of compulsory education. Primary education generally covers the first six or seven years of school life. Primary education aims to achieve several goals, as encapsulated in the institutions' program-goal statements. Students are taught to think critically, to strive to attain high standards, to meet the challenges posed by technological advancements and to develop citizenship and basic values. In order to achieve these goals, schools aim to provide orderly and safe environments, where supervised learning can take place. Primary education lays the groundwork for future learning and future success. The skills and values that primary education instils are no less than foundational, and serve as bases for all future learning—whether formal or informal. Students build on their primary education in their succeeding years in the educational system.

The decade of the 1990's saw many international conferences and summits including the World Conference on Education for All (1990), the International Conference on Population and Development (1995), the International Conference on Women (1994), the World Social Summit (1995) and the World Summit for Children (1990). One common message that came out of all these was to ensure education for all children. The 1990 declaration of the World Conference on Education for All (WCEFA), held in Jomtien, Thailand, had reaffirmed the “right of all people to education” (UNESCO, 1994). In 1993, a conference of the heads of governments of the nine most populous developing nations in Delhi, India, reinforced the WCEFA declaration by calling for the removal of disparities in access to primary education due to “gender, age, income, family, cultural, ethnic and linguistic differences and geographical remoteness” (UNDP, 1996). Over the decade some progress has been made in making education accessible to a large portion of world's children and this has been documented widely (UNDP, 1999). However, what is lacking is an assessment of the progress made in eradicating, or more pragmatically reducing, inequities in educational access and actual learning.

Government Initiative towards Primary Education in Bangladesh

The Government of Bangladesh recognises education as a means of reducing poverty and improving the quality of life for children. As a signatory to the Convention on the Rights of the Child, the Government of Bangladesh, with assistance from development partners, has made positive steps towards fulfilling children's rights to education, according to the Education for

All and Millennium Development Goals. As a result, the country has made significant progress towards achieving universal primary education and gender parity in schools.

The Government of Bangladesh took many initiatives in the years following the WCEFA, including: the 1993 Compulsory Primary Education Act, which made the five-year primary education program free in all government schools and declared education for girls in rural areas free through grade eight; the establishment of the ministry for Primary and Mass Education in 1992, which set as its objective the universalization of primary education as well as the elimination of the gender- and poverty-gaps; demand-side interventions such as the Female Stipend program, the Food for Education (FFE) program; and most recently the Primary Education Development Program (PEDP II and III), programmes beginning in the year 2000 which aims to increase access, quality and efficiency across the board in the primary education sector. These measures have resulted in impressive gains in the achievement of Bangladesh's primary education goals. Nationwide enrolment rates have sharply increased, dropout rates have gone down, significant progress has been made in raising equality of access between different geographic and socioeconomic groups, and the gender gap has literally been removed at the primary level. Girls have actually overtaken boys in rates of enrolment, completion, and attendance in primary schools (Kabeer et al, 2003).

In comparison with progress in other fronts of primary education such as net and gross enrolment rate achievement in the area of primary cycle completion has been quite disappointing. Data on completion dropout rate is available only for a few years with no gender level dis-aggregation. However, in the first half of the 1990s the growth in completion rate was 7.5% per annum which slowed down to 5.8% in the second half of the decade. Compared to other indicators the baseline completion rate figure was very low – only 40% in the year 1991. Surprisingly, since 2000 the rate became virtually stagnant at 67%. Moreover, in 2005, the survival rate to grade 5 is to be, 52.9% and the dropout rate is reported to be 47.2%. Both are significantly higher than the earlier figures. In the two school surveys conducted in 2006 and 2007 survival rate is found to have fluctuated a bit – 50.2% in 2006 and 51.9% in 2007 (Chowdhury, 2002).

The potential low primary cycle completion rate and a very high dropout rate is manifested in the all the three survey findings. Survival rate of the primary level students to grade V as 4 years of primary is also important for a sustainable level of education. Before 2005, dropout rate was calculated based on the sample survey conducted in Dhaka using reconstructed cohort

method. In 2005, 47.2% dropout rate has been calculated based on the data collected only from GPSs and RNGPSs. The pupils who left these two categories of schools and joined other schools are not taken into account. As a result, transfer of pupils was treated as dropouts and thus the real dropout rate was overstated. Several reasons behind the low primary completion rate or high dropout rate at the primary level have been identified (Chowdhury, 2002).

Among these, poverty in the family has been identified by several studies as the major one. This, however, leads to student absenteeism in general in the schools due to high opportunity cost and other hidden costs. The 2005 baseline survey data estimated 22% rate of absenteeism in the three major categories of schools – GPS, RNGPS, and community schools. Overcrowded classrooms and lack of facilities at the schools are generally considered to be responsible for low school attendance rate (Chowdhury, 2002). Still, one-third (31.5 percent) of the population of Bangladesh is living under the poverty line. Recent price hike of essential commodities (especially, food prices) makes it difficult to maintain their livelihood. People (especially poor) spend a large part of their expenditure on food and cut off expenditure from other basic necessities like education for their children.

There is a positive correlation between net enrolment and parental education and home environment. The proportion of never schooled parents decreased over time - from 47.7% in 1998 to 45.4% in 2000, 35.4% in 2005 and 33.3% in 2008. The net enrolment rate increased for the children of both never and ever schooled parents during 1998-2005, which became stagnant in 2008 for both the groups (Education Watch Report, 2008). If the parents remain unaware, the progress in the child education would remain elusive.

The primary education of Bangladesh constitutes of five levels from grade one to grade five. The age range of the children is from six to eleven years. The basic criteria are to obtain literacy skills in reading, writing and arithmetic. It is integrated to lifelong education. The curriculum of primary education is prepared on the basis of a child's physical and mental abilities. Thus, primary education plays an important role to develop child's personality as well as to develop him/her towards becoming a more self reliant social human being.

Present Situation of Primary Government and Registered Non–Government Schools in Bangladesh

Type of School	Number of Schools	Total number of Teachers	Total number of Students
Government Primary Schools	37,672	201,900	10,687,349
Registered Non-Government Primary Schools	20,168	73,211	3,838,932

Source: Bangladesh Bureau of Education Information and Statistics-2012

Cognitive Development of Children:

Cognitive development is a field of study in neuroscience and psychology focusing on a child's development in terms of information processing, conceptual resources, perceptual skill, language learning, and other aspects of brain development in comparison to an adult's point of view. In other words, cognitive development is the emergence of the ability to think and understand. Most children tend to develop skills for thinking and learning in a predictable sequence (e.g. children start to tell stories by looking at pictures in a book before they learn to recognise words). However, it is important to remember that each child develops at a different rate and that individual differences are common. Differences may be due to children's inherited tendencies, the experiences and opportunities they are exposed to, or a combination of both. As children learn to use language in increasingly complex ways it supports further learning and development. Language helps to organise children's thinking. It allows them to use basic logic and gradually develops their capacities for thinking through situations, solving problems and developing their own ideas (Schacter, Daniel L 2009). Although children already have certain knowledge and skills by the time they start school, school encourages the development of more complex skills. At school, children have new responsibilities, such as completing their work in class and bringing the things they need each day. This requires them to learn to organise themselves and to prioritise important tasks. During the primary school years, children have many opportunities to build on and improve their cognitive skills: language, attention, memory, planning and problem solving, thinking about thinking and understanding the views of others (Bjorklund, David F. 2000).

Cognitive abilities allow processing the sensory information that a child requires to collect. These include their ability to analyze, evaluate, retain information, recall experiences, make

comparisons, and determine action. Although cognitive skills have an innate component, the bulk of cognitive skills is learned at home through parent's stimulation and further at school. When this development does not occur naturally, cognitive weaknesses are the result. These weaknesses diminish an individual's capacity to learn and are difficult to correct without specific and appropriate intervention. Like sensory and motor skills, cognitive skills can be practiced and improved with the right training. Changes in cognitive ability can be seen dramatically in cases where an injury affects a certain physical area of the brain. The correct therapy will actually "rewire a child's" brain and cognitive function can be restored or enhanced. This is also true in students. Weak cognitive skills can be strengthened, and normal cognitive skills can be enhanced to increase ease and performance in learning (Bjorklund, David F. 2000).

As children grow and as academic challenges increase in complexity, it becomes important that the underlying skills supporting those challenges are in place and functioning properly. Strong cognitive skills are the key to strong academic performance. Without them in place, it is impossible for an individual with *learning or reading problems* to perform to their potential. Parents and school should simultaneously focus on training and developing the underlying cognitive skills required to excel academically. Through accurate testing and skill-specific training exercises, the programs are tailored to overcome a child's weaknesses. The training is delivered in a one-on-one environment to produce rapid, noticeable, measurable changes. It is only after an individual's cognitive skill set is in place and functioning effectively that they will be able to successfully conquer the challenges of learning (Bjorklund, David F. 2000).

A group of researchers along with Dr. Woolley (2012) at the Children's Research Laboratory has conducted a series of studies involving Santa, the Tooth Fairy and a newly made-up character known as the "Candy Witch" in order to examine the age at which children are able to distinguish between real and fictional entities and how they process contexts and cues when dealing with them. The researchers found that while children as young as 3 understand the concept of what is real and what isn't, until they are about 7 kids can be easily misled by adults' persuasive words or by "evidence." They hold onto their beliefs about some fantastical characters—like Santa—longer than others, such as monsters or dragons. Most of the kids in the study were Christian, and the numbers of those who believed in Santa would likely be smaller if there were children of other religious backgrounds in the sample.

Home Intervention:

Children are motivated to work on activities and learn new information and skills when their environments are rich in interesting activities that arouse their curiosity and offer moderate challenges. The same can be said about the home intervention. Unfortunately, there is much variability in motivational influences in homes. Some homes have many activities that stimulate children's thinking, as well as computers, books, puzzles, and the like. Parents may be heavily invested in their children's cognitive development, and spend time with them on learning. Other homes do not have these resources and adults in the environment may pay little attention to children's education (Eccles et al., 1998). Home intervention refers to all sorts of moral and ethical values and emotional, social and intellectual climate set up by the family members to contribute to the wholesome development of a child's academic independence. Family with its physical, intellectual and emotional aspects shapes a child's life in his journey towards self fulfillment. Individual differences owe their origin mostly to a number of variables created by home, which may hinder or help the progressive growth of the child. Tizard & Hughes (1984) found home as a powerful learning environment for a child with their presentation of concept such as: the encouragement of incidental learning as a natural reaction to their environment, individualized attention from adults and the close relationship between parent and child as an important factor in learning experiences. Further, parent involvement in the educational development of their children improves attainment more than any other single factor. Parents can help their child most by having regular and meaningful conversations with them, by setting high aspirations and by demonstrating their own interest in and support of learning at home and at school. While research shows a clear relationship between levels of parent involvement and levels of student achievement, it does not yet adequately describe exactly why certain kinds of parent or school-initiated engagement work best (William J. 2005).

Education of Parents:

A 1990 study by fifteen of the nation's largest youth organizations found that the United States has done poorly in solving the problems affecting today's youth. There was broad agreement that the number-one solution to these problems was . . . better parents. As a result of their findings, the final report calls for a massive increase in parent education. President Bush then released a statement of six national goals for education. The number-one goal states that "by the year 2000, all children in America will start school ready to learn." To attain this goal "parents will have access to the

training and support they need." President Bush's comments represent a movement in thinking which places more value on the importance of a parent's role in preparing children for school and life. It is encouraging to see that there is a growing awareness that families need support and education . . . in order to strengthen parents' skills and prevent future problems.

Benefits for the Children

- Children tend to achieve more, regardless of ethnic or racial background, socioeconomic status, or parents' education level.
- Children generally achieve better grades, test scores, and attendance.
- Children consistently complete their homework.
- Children have better self-esteem, are more self-disciplined, and show higher aspirations and motivation toward school.
- Children's positive attitude about school often results in improved behaviour in school and less suspension for disciplinary reasons.
- Fewer children are being placed in special education and remedial classes.
- Children from diverse cultural backgrounds tend to do better when parents and professionals work together to bridge the gap between the culture at home and the culture in school.
- Junior high and high school students whose parents remain involved usually make better transitions and are less likely to drop out of school (G. Olsen, M.L. Fuller 2008).

Benefits for the Parents

- Parents increase their interaction and discussion with their children and are more responsive and sensitive to their children's social, emotional, and intellectual developmental needs.
- Parents are more confident in their parenting and decision-making skills.
- As parents gain more knowledge of child development, there is more use of affection and positive reinforcement and less punishment on their children.
- Parents have a better understanding of the teacher's job and school curriculum.
- When parents are aware of what their children are learning, they are more likely to help when they are requested by teachers to become more involved in their children's learning activities at home.

- Parents' perceptions of the school are improved and there are stronger ties and commitment to the school.
- Parents are more aware of, and become more active regarding, policies that affect their children's education when parents are requested by school to be part of the decision-making team (G. Olsen, M.L. Fuller 2008).

Benefits for the Educators

- When schools have a high percentage of involved parents in and out of schools, teachers and principals are more likely to experience higher morale.
- Teachers and principals often earn greater respect for their profession from the parents.
- Consistent parent involvement leads to improved communication and relations between parents, teachers, and administrators.
- Teachers and principals acquire a better understanding of families' cultures and diversity, and they form deeper respect for parents' abilities and time.
- Teachers and principals report an increase in job satisfaction (G. Olsen, M.L. Fuller 2008)

Benefits for the School

- Schools that actively involve parents and the community tend to establish better reputations in the community.
- Schools also experience better community support.
- School programs that encourage and involve parents usually do better and have higher quality programs than programs that do not involve parents (G. Olsen, M.L. Fuller 2008).

Children's Cognitive Development and Parents Education:

Cognitive development refers to growth in a range of thinking and learning skills, including language, attention, planning, problem solving and memory. This overview outlines some of the key developments in children's skills for thinking and learning and suggests ways that parents and carers can support children's growth in these areas. One of the best ways for parents and carers to support primary school children's thinking and learning is through taking an active interest in their learning at school so that they can support and build on it at home. International research has found

that the involvement of parents and carers with their children's schooling contributes to children's achievement at school and has positive effects on their mental health. Parents and carers can support children's learning in many ways. Taking an active interest in the process of learning (and not just the product or outcome) helps children see that learning is fun. Getting to know your children's strengths and weaknesses allows you to match tasks to their level of ability and development. This also increases the likelihood that they will succeed, helping them build a belief in their own abilities and encouraging them to attempt further tasks.

Encourage children and build confidence

Praise and acknowledge children's attempts and not just their successes. Showing children you value their effort helps to give them the confidence to keep trying.

Remove distractions

Children need focused time to learn and think. Help children develop attention and concentration by making sure that quiet time is set aside for homework and other learning tasks without TV or other distractions. Encouraging and rewarding children for concentrating and persisting with learning tasks will support good study habits and effective learning.

Provide 'scaffolding' for children's learning

Extend children's learning by asking questions, giving children hints and prompts or showing them how (but not what) to do.

Children's Cognitive Development and Home Environment:

Maintaining a good environment at home for children is very important, as it is the first training a child gets before going in to the real world. For instance, a child starts learning from his/her home at the beginning stage. Although this seems to be a difficult job which needs lots of patience, struggle and time to mould the entire system, courtesy, manners and punctuality are some of the key aspects of discipline which a child should ideally learn in the early years. The school that a child attends has a massive impact on creating and moulding these fundamental behavioural aspects. At home a child needs to be taught behavioural qualities, and rude behaviour needs to be thwarted out. Patience is an important and a successful element in maintaining a good environment at home. Sometimes parents have difficulty to keep pace with a child's problem behaviour and have accepted them as a challenge to overcome the real situation. It requires a lot of concentration, persistence and hard work to maintain a pleasant environment at home. A parent should take steps at the beginning by setting out

guidelines and goals to achieve and stick to them, thus chances of maintaining a pleasant environment will be far higher (Judy Abbott 1996)

When your child stays at home all day, and you take on the dual role of teacher and parent, issues of discipline will arise. It is easy for the child to take on a negative attitude towards understanding discipline. Correct discipline needs to be adhered from the start of your homeschooling, to avoid potential difficulties later on in your child's development and learning. Discipline provides both yourself and your child with immense levels of freedom, and there will be an enticement to stretch this freedom. Certain rules and practices need to be implemented at the beginning stages of your child as it may be very difficult for you to change your child's habits at later stage especially in school settings (Judy Abbott 1996). There should be a friendly and enabling environment at home. The members of the family should listen and have a great respect for one another. This is very important to maintain a good environment free from all misunderstandings and confusions among the family members. Parents' relations play a significant role in maintaining a better environment at home. Negative relations and disputes can spoil the atmosphere of a house. Instead of a better environment the entire house plunges into chaos which not only affects the psychology of children but also makes them suffer in various complexes. The bottom line is that maintaining a good environment is in the hands of sensible parents who can build a child's career by playing and affective role so that their children should always feel at home a place where one wants to be relaxed putting aside tensions and worries of life (Judy Abbott 1996).

School Environment:

A School's environment is the thread that connects the multitude of activities on a campus. In many respects this thread is almost invisible, yet everyone experiences its influence. A school's physical environment includes the school building and the surrounding environs such as noise, temperature, and lighting as well as physical, biological, or chemical agents. The Psycho - social school environment encompasses the attitudes, feelings, and values of students and staff. Physical and psychological safety, positive interpersonal relationships, recognition of the needs and success of the individual, and support for learning are all part of the psychosocial environment. Other factors that can affect a school's environment include: the economy; social, cultural, and religious influences; geography: socioeconomic status of students' families and legal, political, and social institutions (Abouchaar, A. (2003).

According to Abouchaar, A. (2003) the school environment can have a dramatic impact on how students learn. It can affect mood, motivation, creativity and productivity of students- positively or negatively. Creativity is a mental and social process involving the generation of new ideas or concepts, or new associations of the creative mind between existing ideas or concepts. The process of either conscious or unconscious insight fuels creativity. An alternative conception of creativity is that it is simply the act of making something new. Good education proper care and provision of opportunities for creative expression inspire, stimulate and sharpen creative minds. Creativity encourages and demands complete freedom to accept and express the varied responses. A positive environment that is available in a well and standard school and classroom environment Pande & Nanda (2005) conducted a study to find the impact of environment of nursery school on the school readiness of children. The sample comprised of 60 children attending different level of quality of nursery school education in terms of school environment (good/average/Poor). The children were taken randomly from 12 nursery schools of Ludhiana district in Punjab. Results revealed that good school environment improved the level of school readiness of children.

Relation between Home Intervention and School Learning:

While it may be a given that parents love their children, not all parents know how best to show this love. Love is demonstrated not in material things such as toys or even food, but rather through human interaction. Give children your time and attention by playing with them and doing things together, but also provide them with appropriate amounts of structure and consistency. The quality and number of experiences a child has greatly influence development and future learning. Through the study of brain development, we know that brain cells become “connected” or “wired” when the child has new experiences. New knowledge is built on old knowledge much like a brick wall. Experience is a key to both at home and at school Gesell, A. (1940). What’s more, research has shown that reading to children plays a significant role in determining readers and non-readers at the end of first grade. By reading to children often, encouraging imaginative play, conversing with children, and using everyday activities as learning opportunities, parents and teachers alike can make valuable contributions to child progress Grotberg, E. (1979).

From a systematic search of educational, psychological, and sociological literature, 18 studies of 5,831 school-aged students on the correlation of home environment and learning in eight countries over a 19-year period were selected. Correlations (the units of analysis) of intelligence, motivation, and achievement with indexes of parent stimulation of the student in the home are considerably

higher than those with indexes of socioeconomic status (SES); specifically the medians (and ranges) of 92 simple correlations of home environment and learning are .37 (and .02 to .82) and of 62 multiple regression-weighted composites are .44 (and .23 to .81). Jackknifed regression estimates indicate that gender and SES of the sample affect the sizes of the correlations and suggest priorities for future primary investigations. The analyses suggest that ability and achievement are more closely linked to the socio-psychological environment and intellectual stimulation in the home than they are to parental socioeconomic status indicators such as occupation and amount of education Rudner, L. M. (1999).

Statement of the Problem:

Comparative Study of Cognitive Development and Home Intervention for Children of Primary School

Objectives:

- To identify the performance level of the students in their respective class
- To find out the home status of the students in context to their socio-economic status
- To compare the academic performance of the students with their home intervention

Rationale of the study:

Academic performance means success in bringing an effort to the desire end, the end gained the think accomplished, the degree, or level of success attained in some specific area(scholastic) or in general. In other sense achievement is the measure of success attained after putting certain amount of effort. It is also an output which reflects physical or intellectual competencies of individual students relates not only to intelligence but also indicates the effectiveness of family's better guidance and supervision, social environment, school curriculum, teacher and the school administration. Assessment of student's achievement plays a vital role in determining the quality of students as well as the effectiveness of an educational programme. Achievement is the measure of success attained after putting certain amount of efforts. It is also an output of student's competencies. Student achievement relates not only to their intelligence but also acts as an indicator of the home intervention, school curriculum, teacher and administrative system. Similarly, family plays a vital role in formation of children's good performance of their institutions. Thus performance development becomes interrelated phenomenon Rudner, L. M. (1999). In Bangladesh achieving quality of education is the major problem of education. To reduce weakness this area the

government of Bangladesh has introduced the compulsory primary education which was acted in 6th February, 1990 and is giving many financial support and facilities like free primary education and scholarship.

In terms of access, the high enrolment rates achieved for both boys and girls do not yet equate to covering ALL the children in Bangladesh. It is currently estimated that there are more than 3.3 million out-of-school children throughout the country. Schooling opportunities are also very limited for some specific groups such as working children, disabled children, indigenous children and those in remote areas or living in extreme poverty. The UNICEF 2006 Multiple Indicator Cluster Survey reports that only about half of the children living in urban slums attend school compared to a national average of 81% net attendance ratio, and about 24% of slum girls never enrol in any form of formal or non-formal school. Even for those who are enrolled, completion of the primary education cycle is a critical issue. Only 55% of children eventually reach Grade 5.

However, Bangladesh still faces obstacles towards the long-term success of its education system. Government expenditure on education in Bangladesh is currently the lowest in South Asia (2.3 of GNP, compared to 3.5 regional averages [“MGD Issues”]). Net enrolment rate is still only 80% (Chowdhury et al 2002). This means that about three million children 6-10 years old are currently not enrolled in school (Dhar 2005). At least 15% of primary school age children never enter the educational system. Most of these children are poor. When this figure is combined with the 25% primary school dropout rate, it is seen that 40% of Bangladeshi children never receive a full primary education (USAID). Equity and access issues: this includes male/female success rates, enrolment rates in rural vs. urban areas, and poverty-related access restrictions. Large indigenous populations living largely in the Chittagong region as well as Sylhet and remote parts in the north of the country have not yet been reaching by primary school expansion.

Quality Issues:

Disparities in the quality of education are by far the biggest problem Bangladesh faces in the primary education sector. Most important is the stark contrast in the quality of education received in a government school as opposed to a NGO-run school. By addressing these problems Bangladesh will be much more likely to succeed in providing its population with high-quality, universal primary education. This will provide the basis for sustainable economic and social development in the nation. In this report we will outline these problems in-depth, and then discuss potential reforms and how we believe SAARC can help.

Problems of Equity and Access

Much has been written recently regarding the successes Bangladesh has experienced in increasing access to primary education among disadvantaged groups such as girls, those who live in rural areas, and the urban poor. While these achievements should not be underestimated, it is imperative to recognize that there are still many challenges that must be met in enhancing equity and access in the primary education sector. The national net enrolment rate is 80%, which means that 20% of all primary school age children in Bangladesh are for one reason or another inhibited from attending school. The majority of these children are either living in isolated rural communities, homeless, or from marginalized tribal minorities. The Asian Development Bank's Summary Poverty Reduction and Social Strategy states that there is a large indigenous population living in the Chittagong and Sylhet regions as well as remote northern parts that have yet to be supplied with access to primary education (Asian Development Bank). Additionally, gender inequities in primary education have not been totally eradicated, even though primary enrolment levels now have achieved gender parity. Bangladesh has set the goal of reaching 95% enrolment rate by the year 2015, and through its PEDP II program has expressed the desire to drastically increase the equality of access to primary education among all populations. Much work is still to be done if these goals are to be achieved.

Gender Inequity

The gains in enrolment for girls have been seen to the greatest degree at the primary level. The rate of female enrolment at the secondary level is still significantly lower than that of male enrolment. This is due to low achievement rates for girls at the primary level which put them at a disadvantage when entering secondary school. Girls are more likely than boys to drop out of secondary school, and their achievement scores tend to be significantly lower, especially in rural areas and among the urban poor (UNICEF 2009). The principle reasons for this are the following:

Gender discrimination:

The perceived inferiority of women and girls is deeply embedded in Bangladeshi society. Discrimination starts from birth—female infanticide is widely practiced—and persists throughout life. Many families still keep their girls from school simply because they don't believe a girl needs or should have an education. Many girls are married at very young ages, eliminating any chance they had to receive an education beyond the primary level. Especially in rural areas, girls are also frequently kept in the home to work, further exacerbating the problems of access they already face.

There are currently 1.5 million primary school age girls un-enrolled in primary education (UNICEF 2009); it will take concerted effort on the part of the Government of Bangladesh as well as its partnering NGOs through mass media, community outreach, construction of community-based schools, and incentive programs to reach out to these children.

Access for Girls:

Gender parity has been achieved in primary school enrolments, and in many cases girls have higher enrolment levels than boys. This does not mean, however, that access to education is equal for girls. Studies have shown that although girls have been targeted for primary school enrolments in rural areas, their attendance rates are considerably lower than the rates for boys since girls are often kept at home to work and take care of younger siblings. This puts them at an immediate disadvantage in the learning process. The same holds true, although to a lesser degree, in urban areas. In both urban and rural areas, the problem is worst for girls of poor families.

Quality of primary education:

The biggest problem Bangladesh seems to face in the pursuit of its educational goals is the lingering poor quality of primary education. Achievement and competency levels of most children are very low. This doubly disadvantages girls since they already face overwhelming gender discrimination in other arenas. Thus when girls enter the secondary school system many of them drop out before completion because, when the inadequacy of their preparation for secondary school is combined with all the other societal forces already stacked up against them, they are set up for failure.

Urban Poverty and Child Labour

Urban poverty deserves special treatment in this section because it has traditionally been almost entirely ignored by the government and has received considerably less attention from NGOs than rural poverty has. This is because the rural population in Bangladesh has always been so much greater than the urban population, and consequently the majority of educationally deprived children have historically lived in rural areas. In recent times urban poverty has been exponentially increasing; urbanization is currently growing in Bangladesh at well over double the annual rate of population growth (UNICEF 2009). This is largely due to Bangladesh's increasing exposure to the forces of globalization, decreases in the agricultural sector, a lack of adequate rural infrastructure to support population growth, and the widespread rural poverty and unemployment. Bangladesh's cities have not been able to support the massive influx of people and as a result slum communities

have sharply risen in number and size. Though primary school enrolment is higher in urban areas than it is in rural areas, this is largely because the majority of wealthy and middle-class Bangladeshis live in cities. The enrolment rate is very low for the urban poor, in some cases even lower than that of rural populations. It is estimated that only 9.4 percent of slums have primary schools within their reach (Sharafuddin 1998); the problem therefore is one of both financial and geographical access. Many children are also prohibited from enrolling in government schools because they do not have an official address.

Even among those children that do have geographic access to primary schools and whose housing status allows them to enrol in formal schools, incentives to attend are low due to the reliance of families on their children's labour. Forty-five percent of the population in Bangladesh lives below the poverty line (CIA World Fact book); this means that they don't make enough money to meet their basic needs. Children are thus needed to help make ends meet. This problem is one of the biggest hindrances in the growth of primary school enrolment. The same is true in rural areas. Urban child labour has received comparatively little attention, and it is growing at a much higher rate. According to a recent report by the NGO Arise, "3 out of 10 urban children live in difficult circumstances and are involved in dangerous jobs (Lawson 2002)." Even though primary education is free and even if a school is nearby, many poor children cannot attend school because of the vital income their family would lose if they did. Homeless children comprise a substantial population of children who are also restricted from public education. Not only are these children forced to work, many in hazardous jobs such as garbage dump scavenging, but they face the additional burden of living on the street, often with their families. Going to school is the last priority for children such as these. Additionally these children could not enter the government schools even if they wanted to, as they lack an address. The estimated number of street children in Bangladesh is almost 450,000 (Consortium for Street Children).

As these issues are relatively recent phenomena, at least to the degree that they are currently being experienced, the government and the NGO community are only beginning to really focus on increasing access to the urban poor. An NGO known as Gano Shahajyo Sangstha, or GSS, has begun to implement informal education programs in slums (Sharafuddin 1998). This program has been very successful, with an over 90 percent attendance rate, less than a 5 percent dropout rate, and very high achievement levels (ibid). Another NGO focusing on urban children is ASD, or Assistance for Slum Dwellers. The government also has expressed a renewed commitment to the integration of these children into the primary education sector through its PEDP II program which aims to vastly improve quality of education and equity of access. The PEDP II has recently initiated

a new project called Basic Education for Urban Working Children in conjunction with several local NGOs which aims to “provide non-formal education and life skills for 200,000 children (60 percent girls), impart livelihood skills training...and undertake social mobilization activities to raise awareness of child labour issues and to advocate for the elimination of the worse forms of child labour” (UNICEF 2009). These are positive steps but many more drastic measures need to be taken to combat the exponentially increasing problems urban children are facing.

Problems of Quality: Government and Private Schools versus NGO Schools

The education system in Bangladesh is comprised of four separate systems: government run schools, private schools, Madrassas (Islamic religious schools), and schools run by Nongovernmental Organizations (NGOs). Government and private schools support the vast majority of Bangladesh’s students. According to the Education Watch Survey 2001, access to and quality of education has been increasing steadily since the early 90s. For example:

- Enrolment rates and gender equity has increased, especially since 1999.
- Dropout rates have declined and more students are completing the entire five year primary education program.
- Management committees have been implemented in most schools.

The Bangladesh government has not been fully responsible for this improvement and there are still areas of the country with little or no access to public schooling (Chowdhury, 2002). While the government has focused on building and maintaining schools, it has not been focusing other important aspects of education, such as teacher quality, location of schools, and relevance of material taught, class size and management/supervision of schools (Kabeer, 2003). The improvements that are taking place are thus not across the board. To name a few ongoing problems:

- Many villages and rural areas continue to lack formal education institutions. 4.5% of villages have only a 50% education rate.
- Children from low socioeconomic families and children with uneducated parents are 24% less likely to receive education than other children from wealthier families and who have educated parents. This number grew between the 1998 and 2001 surveys.
- Education opportunities for children in urban slums and children from ethnic minorities who do not speak Bengali as a first language have decreased (Chowdhury, 2002). What we notice most is that there is a major disparity between the quality of education received

by students in NGO-operated schools compared to government institutions. We feel that it is important to get an understanding of why this is, in order to see what lessons we may have to learn from these organizations. What follows is a comparison between the current government system of education and the system used by BRAC, or Bangladesh Rural A

In the absence of any empirical study on primary education system and the overall performance of students in Bangladesh, it has not yet been possible to evaluate the effectiveness of the existing standard as implemented by the government. Whereas various research studies in India have been conducted and the findings reported that learning achievement of primary school children in general is far from satisfactory (Das, 2000).

The above discussion gives a clear concept that there is scarcity of empirical research and investigation related to the achievements of student's performance not only in context to school related issues moreover, the status of the same child or children in his or her socio- economic circumstances as well as other quality interventions available to enhance a child's cognitive development. Thus the present study could be able to substantiate knowledge and information to highlight the present scenario.

Chapter Two

Review of Related Literature

Review of Related Literature

The present research study attempts to review the literature on the determinants of primary education outcomes in developed and developing countries. In today's world, simply getting children into schools is not enough, governments must also ensure that children complete the primary cycle and attain the basic knowledge and skills needed for personal well-being and national development.

Hanushek (1986) was one of the first economists to emphasize the issue of inefficiency and declining productivity of education, first in the U.S. context. This was based on the empirical results that show more resources per student (measured by expenditures per student) do not result in commensurate gains in achievement (as measured on a variety of test scores). In the United States, achievement gains appear to be non-existent, and maybe even declining while spending per student keeps rising. Good data from the poorest developing countries on both achievement and per student cost over time are rare, but there are some studies that also indicate widespread educational inefficiencies in developing countries.

In a similar way Coleman Report stirred up considerable controversy by coming to the surprising conclusion that variations in school resources did not explain much of the variation in students' achievement. The importance of schools and teachers for the achievement of students seemed much less critical than that of the students' socioeconomic status (SES) as indicated by a number of family background characteristics, such as parental education, profession, and income. The controversy surrounding these conclusions inspired a large body of research in both developed and developing countries. In one of the first of these studies for developing countries, Heyneman, (1979) analyzed a large sample survey of Ugandan students and found that SES was not as important in Uganda as it was in the United States.

The Coleman Report was criticized for a number of methodological reasons, and more studies were conducted on the question of the variations in effectiveness of teachers, student-teacher ratios, and other dimensions of schools. Hanushek's (1986) more recent review of production function studies in the United States shows average spending to have risen over time while test scores remained flat, a problem he attributes to the weak affect of school inputs. His subsequent review in developing countries in 1995 reached essentially the same conclusion. He found the traditional approach to improving student outcomes increasing inputs—an ineffective policy

option, given that no systematic relationship can be found between inputs in the aggregate and test scores. Even when reviewing the studies of particular inputs, like teacher quality, he found equivocal results. Other researchers, such as Kremer (commenting on Hanushek's article, 1995), while agreeing with the overall conclusion about aggregated inputs, maintained that particular input resources, such as more text books or use of educational radio, had been clearly demonstrated to affect student test scores.

Much of the variability in the relation between family income and children's intellectual development comes not from SES but rather from the family's provision of a stimulating home environment (Yeung, Linver, & Brooks-Gunn, 2002). As Meece (2002) noted. Few child development researchers today question the influence of the environment on children's intellectual development...Children's intellectual development is most strongly influenced by the home environment during infancy and early childhood when they are under the direct influence of parents. As children mature, schools and peers also begin to play a role in their intellectual socialization.

There is much evidence supporting the hypothesis that the quality of a child's early learning in the home environment relates positively to the development of intelligence and reading skills (Meece, 2002; Sénéchal & Lefevre, 2002), and parental involvement in schooling also predicts achievement (Englund, Luckner, Whaley, & Egeland, 2004). Various home factors have been shown to be important: mother's responsiveness, discipline style, and involvement with the child; organization of the environment; availability of appropriate learning materials; opportunities for daily stimulation. Parents who provide a warm, responsive, and supportive home environment; encourage exploration; stimulate curiosity; and provide play and learning materials accelerate their children's intellectual development (Meece, 2002).

Gottfried, Fleming, and Gottfried (1998) conducted longitudinal research examining the role of cognitive stimulation in the home on children's academic intrinsic motivation. Home environment variables measured included family discussions; attendance at cultural events; library visits; trips taken; importance of reading; provision of private lessons; access to play equipment; and family interest in music, art, and literature. The authors assessed home environment when children were age 8 and academic motivation at ages 9, 10, and 13

The results showed that children whose homes had greater cognitive stimulation displayed higher academic motivation from ages 9 through 13. The effect of SES was indirect: Families of higher SES were more likely to provide cognitively stimulating home environments, which in turn directly increased academic motivation. The fact that home environment effects were both short- and long-term suggests that home environment continues to play a role in early adolescence when peer influence becomes more powerful. These results highlight the need for parent awareness programs that teach them how to provide rich learning experiences for their children. Within the home environment, we must examine both the roles of mothers and fathers, because differential parent behaviour has often been implicated as a variable affecting children's development (Eccles et al., 1998; Volling & Elins, 1998). Eccles et al. (1998) listed six potential parental beliefs that can influence children's motivational beliefs:

1. attributions for the child's school performance,
2. perceptions of the task difficulty of schoolwork,
3. expectations and confidence in children's abilities,
4. values for schoolwork,
5. actual achievement standards, and
6. beliefs about barriers to success and strategies for overcoming these barriers.

Researchers have evidence for the positive effects of parent involvement on children, families, and school when schools and parents continuously support and encourage the children's learning and development (Eccles & Harold, 1993; Illinois State Board of Education, 1993). According to Henderson and Berla (1994), "the most accurate predictor of a student's achievement in school is not income or social status but the extent to which that student's family is able to:

- Create a home environment that encourages learning
- Express high (but not unrealistic) expectations for their children's achievement and future careers
- Become involved in their children's education at school and in the community

Henderson and Berla (1994) reviewed and analyzed eighty-five studies that documented the comprehensive benefits of parent involvement in children's education. This and other studies show that parent involvement activities that are effectively planned and well implemented result in substantial benefits to children, parents, educators, and the school.

Children's Home Cultural Environment and Student – Teacher Relationship

In exploring how student's family background may influence the formation of supportive student-teacher relationships at school. Many studies have pointed to the importance of students' family cultural environment. These studies have focused on how family cultural environment may influence the standards that educators use to evaluate students and their parents (Kingston 2001: (Lareau and weininger 2003: Reay 2004). Using data from a central-city urban southwestern school district, Farkas et al. (1990) conducted a study of cultural resources and social interaction in educational stratification. The study looked at differences in school achievements across gender, ethnicity and SES groups by examining the informal academic standards that teachers used to reward more general skills, habits, and styles of students. The author's found that school rewards were based upon the teachers' judgment of student's no cognitive traits, such as study habits and appearance as well as their cognitive performance. Students' cultural resources, represented by their skills, styles, and habits, served as signals: teachers, as gatekeepers perceived such signals and conferred appropriate rewards. Students conduct was in turn shaped by teachers' rewards. Other studies have conceptualized home cultural environment and skills that child can bring from home to include parents' having difficulty helping with homework (Smrekar 1999): the sense of confidence and entitlement students feel when interacting with teachers (Lareau and Horvat 1999): how comfortable students feel approaching teachers (Blackledge 2001): language styles used at home: clothing styles: and styles of interaction between students and teachers (Carter 2003).

These studies have measured children's home cultural environment in different ways, but they all taps on the evaluative standards that teachers use to evaluate students beyond students' academic achievement. Research on the impact of family background on student-teacher relationships emphasize limited resources at home and the lack of skills children may bring to school. The above-cited studies indicate that teachers' perceptions should also be taken into consideration when examining factors that may influence student-teacher relationships in general and teachers' evaluations and educational expectations in particular.

The Impact of Student – Teacher Relationship on Children's Schooling

In understanding the disparities in educational outcomes, many studies have pointed to the importance of the interpersonal aspects of schooling, including student-teacher relationships. These studies recognize that the quality of students' relationships with teachers is an important

predictor of students' school outcomes. Supportive relationships with teachers can provide students with academic guidance, counseling on educational decisions, and encouragement and emotional support through daily interactions at school. Socially disadvantaged students often lack all forms of resources social, material, and cultural at home and from family networks. These students can benefit most from close student—teacher relationships (Goyette and Conchas 2002). Student-teacher relationships are closely associated with students' academic achievement and school persistence. Some studies have found that stronger bonding with teachers was associated with higher academic achievements controlling for previous level of achievement. Other researchers have concluded that students with higher grades and higher occupational expectations have better relationships with teachers and counselors (Stanton-Salazar and Dornbusch 1995). Several studies have showed that poor student-teacher relationships are a major cause of student's alienation from school which in turn may lead to dropping out of high school (Jordan Lara and McPartland 1996).

One of the important indicators of student-teacher relationships is the teacher's evaluation of and their educational expectations for children. The teachers' evaluation of students' learning capacity and behavior may impact how teachers interact with students in the classroom (Hauser-Cram Sirin and Stipek 2003). Meanwhile teachers' evaluations have strong influence on children whether these evaluations are accurate or not (Hallinan 2008, Hauser-Cram, Sirin and Stipek 2003). Many studies have found that teachers' expectations of children's future educational attainment serve as an important predictor of children's future school persistence. Teachers have generally been found to hold lower educational expectations for children from families with lower SES (Rubie-Davies, Hattie. and Hamilton 2006). Besides family background teachers' perceptions of value differences between themselves and parents also influence teachers' judgment of children's learning capacity (Hauser—Cram Sirin, and Stipek 2003). Hauser-Cram, Sirin, and Stipek (2003) found that teachers have lower ratings of children when teachers perceive a difference in values held by' parents, controlling liw children's skills and family SES. Hughes Gleason and Zhang (2005) found those teachers' perceptions of 'student teacher relationships and parent-teacher relationships also add variations to teachers' evaluations of children's learning capacities in addition to children's measured achievements (Hughes Gleason and Zhang 2005).

Another recent study (Gundlach and Wossman 2001) also indicates declining educational productivity in OECD and East Asian countries, some of them the high performing ones like

Singapore that have been leading in education. Again, this was inferred on the basis of changes in test scores and increases in spending per student that implied learning achievement per dollar spent has been declining. An important question is to what extent this may apply to poorest countries of Africa and Asia, which are at much lower levels of both achievement and resources per student. This is especially pertinent as these poor countries strive to meet the goals of primary education for all by 2015.

In the U.S. context, Card and Krueger have done studies that seem to show some significant exceptions to the model of increasing inefficiencies. In an interesting symposium on primary and secondary education sponsored by Journal of Economic Perspectives (1996), Card and Krueger used data from two southern states (North and South Carolina) of the United States to show that increasing resources did result in increased quality of education during the 1930s. Their methodology was more along the lines of a natural experiment as described above for the Indonesia study, which to some extent used the Card and Krueger work as a model. They used data on school spending and subsequent labour market outcomes to argue that the spending must have resulted in quality improvement in education.

In the same symposium, Hanushek presented an updated version of the argument about resources and quality of education using much better data. The National Assessment of Education Progress (NAEP), which has been testing students in primary and secondary schools in the United States nationwide since the early 1970s, provided a time series of test scores in reading, mathematics, and other subjects that is widely regarded as a valid picture of achievement in the U.S. education system. The overall trend in achievement is flat, sometimes slightly declining, depending upon the subject matter of the tests. While Hanushek noted that the expenditure data could be better categorized according to areas of spending, it is overall a reliable time series of per student resources allocated to primary and secondary education in the United States. The conclusion about declining productivity of U.S. primary and secondary education seems to be supported by empirical evidence, however difficult or complex it is to explain.

These national results and the North and South Carolina cases present interesting contrasts in conclusions as well as methods. Hanushek points out that one way of reconciling these opposite results is that resources do matter when they are added to an already low resource base, such as the poorer states of the south during the depression era of the 1930s. He does not say so, but by

extension, it seems plausible that in poor developing countries additional resources may make a significant impact as well, especially if they are directed into the right areas. Observations like these lead to some interesting work about allocating resources to the right area as was done by (Pritchett and Filmer 1999).

Before 1980's there was a little work on assessing students achievement of NFPE programmes .In November 1991,an Inter Agency Advisory commission was formed to provide direction to the assessment study. The commission consisted of representatives from the Ministry of Primary and Mass Education (MoPME) and Directorate of Primary Education (DPE), National Curriculum and Mass Education Programme (MEP) several studies on assessing learning achievement were conducted by several NGOs and Govt.

In Bangladesh the Institute of Education and Research (IER), University of Dhaka is pioneer institution conducting research in the field of Education. Some student of IER have constructed research on Measuring the learning achievement .But no research was done on assessing the learners achievement in Primary Education of Government and Nongovernment level so considering the relationship with the parents. Some literature has been reviewed. Studies so far conducted were based other academic provisions. Hossain, Akter and Kamal 1999, in their study on Learning Achievement of students after completion of grade five from BRAC School. The study revealed that means score of the learner's (out of 100) is comparatively higher in Bangla (46.7) than English (34.51) and mathematics (33.00).There was a wide range of regional variance in performance. Overall performance of Dhaka region was to be found comparatively better than other region. The study found a significant relationship between student's access to the radio, TV fans computers and their academic performance

In a similar study (Khan 2002) on an Assessment of the Learning Achievement in Environmental Studies of Primary schools of PROSHIKA found that the learner did better in those competencies which were related to the social studies and which involved much thinking and reasoning. The contract hour was not enough for the students and use of learning aids had negative effect on learning achievement as the inadequate skill on preparation.

Schooling in developing countries must also include efforts to improve the health and nutrition status of students exposed to that schooling. Environment circumstances in which it occurs

evidence of a direct causal relation between mild –to-moderate Protein Energy Malnutrition (PEM) alone and impaired intellectual competence has not yet been established (Riciulti, H. N. 1970). Thus there is a need for research to examine the question of how socio cultural economic and other environmental influences combine in affecting mental development and cognitive capacity.

Relatively little is known about the degree to which PEM is present among school aged children. However, studies under taken in a wide variety of developing countries India, Nepal, and China reveal a high level of PEM present in poor rural populations research of Kenya identified home environment is very effective for child academic performance . Several studies were carried out to explore the relationship between familial atmosphere, indicators and school indicators like grade level, enrolment age, absenteeism achievement test scores, IQ and performance on selected cognitive tasks including concentration in the classroom (Pollitt 1977) reviewed nine studies and found that all studies reported significant findings among the above indicators. For the children as a group, the best predictors of cognitive ability were duration of schooling, food intake physical stature and socio economic status. Regardless of the and economic resources of the family children who had more adequate diets scored higher on the cognitive battery than those with less adequate intake achievement children's enrolled in school with iron deficient showed poor performance on a verity of achievement has been reported by several authors.

School quality and learning outcomes can play a role in both supply and demand of education, as with most goods and services. If parents in poor rural households perceive the quality of their children's schooling to be poor (for example, the building is unsafe or teachers do not show up) they may be reluctant to send their children (White 2004). Moreover, if they find that children who attend learn no more that those who do not, as has been demonstrated in some studies in Bangladesh (Glewwe 2002, and Galabawa et al. 2000), then families may decide that benefits do not justify the costs. Thus, families may have access to schools (at a reasonable distance and cost) but choose not to enrol or send their children on a regular basis. Demand factors often include judgments on the part of families about the returns to schooling in terms of marketable knowledge and skills (literacy and numeracy) compared to school costs in terms of both direct costs (fees, supplies, and uniforms) and indirect ones (loss of household labour). A favourable calculation would increase the demand for education, even by poor and rural households (Glewwe 2002).

In terms of socioeconomic status (SES) factors, the positive link between SES and children's achievement is well-established (Sirin, 2005; White, 1982). McLoyd's 1998) seminal literature

reviews also have documented well the relation of poverty and low socioeconomic status to a range of negative child outcomes, including low IQ, educational attainment and achievement, and social-emotional problems. Parental education is an important index of socioeconomic status, and as noted, it predicts children's educational and behavioural outcomes. However, McLoyd has pointed out the value of distinguishing among various indices of family socioeconomic status, including parental education, persistent versus transitory poverty, income, and parental occupational status, because studies have found that income level and poverty might be stronger predictors of children's cognitive outcomes compared to other SES indices (e.g., Duncan et al., 1994; Stipek, 1998)

In fact, research suggests that home intervention is indeed an important and significant unique predictor of child achievement. For example, in an analysis of data from several large-scale developmental studies, Duncan G.J. (1997) concluded that maternal education was linked significantly to children's intellectual outcomes even after controlling for a variety of other SES indicators such as household income. Davis-Kean (2005) found direct effects of parental education and home intervention, but not income, on European American children's standardized achievement scores; both parental education and home intervention exerted indirect effects on parents' achievement-fostering behaviours, and subsequently children's achievement, through their effects on parents' educational expectations.

Evidence indicates there are both a need and a demand for increased parental involvement in education. Over the past thirty years many research studies have focused on parental involvement in education. Henderson (1981, 1987) and Henderson & Beria (1994) have reviewed a total of 125 research studies, carried out between 1966 and 1993, which examine evidence regarding the effect of parental involvement on student academic achievement and the performance of schools. She states that the studies have documented benefits for students including higher grades and test scores, better attendance, more positive attitudes and behaviour, and higher graduation rates. Parents develop more confidence about helping their children learn at home and more understanding of the school. As well, parents often enrol in continuing education. Schools that work well with families show improved teacher morale, produce higher ratings of teachers by parents, and have better reputations in the community (Henderson, 1994).

Chapter Three

Methodology

Methodology

Introduction

The present study considered the following methodology to analyze the outcome of the research to compare the academic performance of primary school students with their socio – economic context and their parent education and monthly income.

Participants:

Participants for the presents study was a total of 400 children selected through purposive random sampling. The children were from 10 governments and 10 private primary schools of Chittagong metropolitan city.

Table: 1 shows the number of children selected from government and private primary schools by class and sex.

Class	Government School		Private School		Total
	Male	Female	Male	Female	
1	20	20	20	20	80
2	20	20	20	20	80
3	20	20	20	20	80
4	20	20	20	20	80
5	20	20	20	20	80
Grand Total					400

Instruments used:

Two sets of questionnaire were developed for the present study:

- A. Questionnaire for socioeconomic and demographic information.
- B. Score sheet to obtain student's academic results.
- C. Parent involvement questionnaire for home intervention.

Before administering the questionnaires the draft items were first given to the teacher's of the Institute of Education and Research, University of Dhaka to avail their comments and opinion. Later based on the experts comments the questionnaire was again re organized and in few cases the question was rewritten. Finally few more items were included and the questionnaire was rearranged based on their opinion.

Procedure:

The Chittagong Metropolitan city was selected as the study area for the present research. Chittagong metropolitan city consists of 6 thanas under which the schools are distributed. There are approximately 684 schools within the 6 thanas. From among the 684 schools there are 160 government schools whereas there are 524 private schools source district education office Chittagong 2011. The following table gives view of the schools considered for the study sites.

Table: II Showing the schools taken for the research based on the respective thanas.

Name of the Thanas	Name of the Government Schools	Name of the Private Schools
Chadgong	Bakulia Government High School	Merit Bangladesh
Bandar	Eastern Refinery Primary School	Dokhin Hali Shahor Primary School
Double Mooring	Bangladesh Bank Colony Primary School Kadamtoly High School	Chittagong Police Institute Ispahani Public School and College
Panjlaish	Bon Gobeshonagar High School Sholoshahar Public School	Aunqur Society School Sermon Pre- Cadet School
Pahartoli	Dokhin Kattuly Primary School Abul Mia Government Primary School	Academy Laboratory School Abu Siddique Register Primary School
Kotoali	Railway Hospital Colony Primary School Municipal Model High School	Railway Station Colony High school Ideal School and College

Besides, before going into details regarding the data collection procedure an official letter was taken from the supervisor. The letter was given to each head master. The head masters from each school were informed of the requirement for the respective schools to support the researcher

obtaining the information's as necessary. Later the other teachers were also given a briefing about research work. The head master was also given assurance that the information's will be confidential and not disclosed. Later a list was prepared for each student who was selected for the study to obtain their first term examination scores. Further, the home addresses of each student were also gathered by the researcher for the home visit. The home visit was also done by the researcher herself. During the visit detailed information was collected based on the information as given by the household owners. Finally the Parent involvement questionnaire for home intervention was also filled up by the researcher by directly talking to the parents.

Chapter Four

Result

Result

The result describes the different section of the research that was required to fulfil the objectives of the study. An in-depth analysis was conducted to identify the actual status of the relationship between families their socio – economic status and the child’s actual school performance.

Table: III Shows the Demographic Information of Parents from Government School

Classes	Fathers Age		Fathers Education		Fathers Income		Mothers Age		Mothers Education		Mothers Income	
	Mean Score	Std	Mean Score	Std	Mean Score	Std	Mean Score	Std	Mean Score	Std	Mean Score	Std
1	40	4	10	3	20475	9454	32	4	9	3	15666	24382
2	41	7	10	3	22548	9782	35	6	8	3	12000	3265
3	43	5	10	3	22378	12487	9	3	9	3	11500	5099
4	44	4	10	4	30526	17934	35	4	10	1	13117	8162
5	46	4	10	4	33026	15304	37	3	10	2	12333	4952

The above table shows the basic information of the family along with their specific mean and standard deviation from government school.

Table: IV Shows the Demographic Information of Parents from Private School

Classes	Fathers Age		Fathers Education		Fathers Income		Mothers Age		Mothers Education		Mothers Income	
	Mean Score	Std	Mean Score	Std	Mean Score	Std	Mean Score	Std	Mean Score	Std	Mean Score	Std
1	32	5	1	4	8000	13083	21	4	5	1	10001	18240
2	32	4	1	4	10000	10698	25	4	3	2	15000	15838
3	30	5	1	4	8000	15000	26	4	5	2	21000	6000
4	41	4	1	4	30526	17934	26	4	5	1	6000	8162
5	38	3	1	4	15000	15304	30	3	5	2	6000	4952

The above table shows the basic information of the family along with their specific mean and standard deviation from private school.

Table: V Showing the Home Status of Students from Government Schools

Classes	Rooms		Television		Fridge		Fans		Computer		Air Condition		Washing Machine	
	MS*	Std*	MS	Std	MS	Std	MS	Std	MS	Std	MS	Std	MS	Std
1	1	.6	1	.0	.8	.3	2	.6	.3	.6	.2	.6	.0	.1
2	2	.7	1	.0	.8	.3	3	.7	.4	.5	.0	.7	.0	.2
3	2	.8	1	.0	.9	.3	3	.3	.2	.0	.0	.2	.0	.3
4	2	.7	1	.2	.9	.2	2	.7	.4	.5	.0	.3	.0	.2
5	2	.7	.9	.1	.9	.2	3	.7	.3	.4	.0	.2	.0	.3

MS: Mean Score Std: Standard Deviation

The above table shows the mean and standard deviation of the home status of government schools.

Table: VI Showing the Home Status of Students from Private Schools

Classes	Rooms		Television		Fridge		Fans		Computer		Air Condition		Washing Machine	
	MS*	Std*	MS	Std	MS	Std	MS	Std	MS	Std	MS	Std	MS	Std
1	3	.9	1	.0	2	.0	3	1	1	.1	.2	.4	.2	.4
2	2	.9	1	.0	2	1	3	.0	.2	.0	.2	.0	.2	.4
3	2	.9	1	.0	.9	1	3	.4	2	.4	.2	.4	.2	.4
4	3	.9	2	.0	3	.4	3	.0	2	1	.2	.4	.1	3
5	3	2	1	.0	1	.0	3	1	.8	.3	.2	.4	.2	.4

*MS: Mean Score *Std: Standard Deviation

The above table shows the mean and standard deviation of the home status of private schools.

Chapter Five

Discussion

Discussion

It has been well established that home intervention during childhood is highly predictive of a wide array of outcomes, including physical and mental health, cognitive ability, and academic achievement (Adler & Rehkopf, 2008). It is also widely recognised that the more involved parents are in their child's education, the better the pupil performs at school. Over the years, many papers have been written about the way a child's classroom performance and academic achievements are significantly influenced by the extent to which its parents become involved in school life, and the interest they take in their child's education.

Academic literature maintains that to understand the educational system of Bangladesh, one must be familiar with the wider context of the use of education in the country (Drewes, 2003). Blaug (1970) and others argue that education serves a different purpose in Bangladesh than in industrialized nations. Indeed, Blaug (1970) maintains that any nation undergoing economic development and growth, such as Bangladesh, requires an increasing supply of highly educated manpower, which contributes to the production of efficient citizens who keep an economy functioning. However, with problems affecting the education system in Bangladesh, such as poor quality of teachers, administration flaws, and insufficient access for poor populations, the countries schools cannot produce enough human capital to benefit the economy (Drewes, 2003). In addition, there is concern that inadequate improvements in education will aggravate social and economic rifts among the nation's population (Ahmed, 2005). Therefore, in a nation such as Bangladesh, which is in need of raising its source of human capital, raising quality of and access to education is of central concern.

This study sought to explore the cognitive development of home intervention in context to a student's socio-economic status in primary school. Although a growing body of work has demonstrated relationships between a student's overall family background and his/her readiness for schools and what happens both at home with parents and at school with teachers, there is a lack of research that considers the relationships between school readiness and the home and school intervention simultaneously for both higher and lower income children. The findings of the current study indicate that there is a relationship of a student's good performance along with his/her parents education, profession, income of both parents as well as income of a single parent. Besides, the study also found out that students having working mothers achieved lower grades compared to mothers who were housewives.

Findings for the full sample:

For the presents study was a total of 400 children were selected through purposive random sampling. The children were from 10 governments and 10 private primary schools of Chittagong metropolitan city based on the respective thanas.

Whether family income is a key factor determining educational attainment is a critical policy question. It matters for questions to do with equality of opportunity, for questions of child welfare and for broader questions of fairness in society. Yet, despite the existence of a large body of work on the role of income, we lack real insight into the extent to which income matters, and further if this has altered through time. Part of the reason for this is the emphasis of the academic work on detailed measurement questions (McLoyd, V. 1998). Currently, it is estimated that nearly 1 in every 5 children in the United States lives in poverty (Wight & Chau, 2009). Of the 25 million American children under the age of 6, 44% live in low-income families, which are defined as families making no more than 200% of the federal poverty level. The 2010 federal poverty level for a family of four is \$22,050 (U.S. Department of Health and Human Services, 2010). Thus, a family of four making less than \$44,100 in 2010 would be considered low-income. Research supports the notion, that on average to adequately meet the most basic needs of a family of four, at least twice the federal poverty level annual income would be needed (Cauthen & Fass, 2008). Similarly, it is apparent from table III and IV that there is not much variation among the age, education and income of parents between government and private schools which is also corresponding with the family profile P-value in table VII.

The socio economic level of home need not determine how well a child does at school. Parents with different levels of education, occupation or income status can provide very stimulating home intervention which support and encourage the learning of their children (Iverson, B. K., and Walberg, H. J.1982). Several thousand socio- economic status (SES) and sibling size studies have been published, a search of educational, psychological, and sociological literature (Iverson and Walberg, 1982) turned up only 18 non-interventional, parent-interview studies of the association between home-intervention constructs and learning in samples of about five-thousand students in eight countries. Correlations (the units of analysis) of intelligence, motivation, and achievement with indexes of parental stimulation of the student in the home were substantial. These learning correlates are considerably higher than those involving SES. The magnitudes of the correlations do not depend on the sex of the student; SES, age, or nationality of the sample, or the type of learning measured. The present study also depicts a similar result on the home status of students from

government and private schools (table V and VI). Even though there was slight difference among the income status of families sending their children to private schools compare to children attending government schools the study also has a similarity. Besides P – Value in table VII corresponds with family profile for government and private school students.

Two-thirds of students in Bangladesh attend schools administered or assisted by the government (BANBEIS 2008). In 2005, the Ministry of Primary and Mass Education reported that there were 37,672 government primary schools, 19,862 registered non-government (private) schools, and 8,329 primary schools attached to high madrasas. The system serves more than 16 million children, evenly attended by boys and girls (MoPME 2008). Private schools offering primary education have grown at a rapid rate in Bangladesh and one of the recurrent themes in our educational system is the difference in the outcomes or achievements, as measured by the results of the school final examinations. It is generally accepted that pupils in the private schools perform better than those in the government school. In context to this view point the present study also found a similar result even though the sample size was quite small and the samples represented only one specific metropolitan city of Chittagong(table IX and X). Besides, (table XVI) shows that when single parent is working the result are better in comparison to parents of whom both are working. This might be that children are deprived of their support at home when their parents especially the mother is unable to monitor their children's studies at home. The other factor might be that for primary aged children supervision is necessary for a child when he/she is doing his/her home studies.

A number of studies in India found that even after four and five years of schooling, children in government schools do not acquire the basic skills in literacy and numeracy (Pandey et al, 2008). Many reasons have been put forward for the poor quality of government schools. Earlier studies considered poor school resources and the poverty and illiteracy of parents as the prime reasons. Recent research highlights the pervasiveness of teacher absence and inactivity in government schools. Researchers have also looked at the relative learning achievements across government and private schools. On raw scores alone, in most studies, private schools have a distinct advantage over government schools. Based on a survey in urban and semi-urban areas of Hyderabad in south India, Tooley (2003) find that private school children, including those in unrecognized schools, outperform government school children. The size of the difference falls substantially when background variables are controlled for but the difference continues to be significant. A study of rural primary schools in Punjab province of Pakistan finds that after adjusting for school and student, significant differences remain in test scores between government

and private schools (LEAPS, 2007). Similar results are found for schools in the Indian states of Orissa and Rajasthan (Goyal 2006a; Goyal, 2006b). Some also report large variation in scores for government and private schools implying there are good and bad schools within each (Goyal 2006a, 2006b). Studies indicate that the sources of private school advantage lie in the following factors: a. private schools have higher teacher attendance and activity b. private school teachers get a fraction of the salary of government school teachers, and c. private schools have smaller class sizes (LEAPS 2007; Goyal 2006a and 2006b; Kremer and Muralidharan 2006).

Traditionally, family status variables such as parents' level of education have been regarded as predictors of children's academic achievement. Increasingly, research has suggested that, rather than having a direct association with children's academic achievement, parents' level of education is part of a larger constellation of psychological and sociological variables influencing children's school outcomes. Even though with a small sample size the present study also portrays a familiar result in context to children's educational status as against parental education (table XVII and XIX). Students achieving A+, A, A- were accumulated mostly between parents having primary to Master's degree in comparison to parents who were illiterate. The literature review by (Clark, R. 1983) suggests that level of education influences parents' knowledge, beliefs, values, and goals about childrearing, so that a variety of parental behaviours are indirectly related to children's school performance. For example, higher levels of education may enhance parents' facility at becoming involved in their children's education, and also enable parents to acquire and model social skills and problem-solving strategies conducive to children's school success. Thus, students whose parents have higher levels of education may have an enhanced regard for learning, more positive ability beliefs, a stronger work orientation, and they may use more effective learning strategies than children of parents with lower levels of education.

There is an extensive research literature that treats questions related to comparisons of public and private schools. An excellent review is provided by McEwan (2000), who argues that, with a few exceptions, there is generally insufficient evidence to reach strong conclusions with regard to such comparisons. Methodological difficulties found in the literature include the size and nature of the available samples of schools and students (e.g., small sample sizes, self-selection into public or private schools), as well as key student, family, school, and community variables that remain unmeasured but may be associated with both public versus private school attendance and student achievement. Parallel to the above literature the present study also found that the difference between the government and private school is significant having P-value of .000 for each subjects and each class among both the government and private schools table X.

Table XI to XV highlights the individual grades (A+, A, A-, and B) achieved by the number of students in different classes and among the government and private schools. The overall scenario illustrates that there are slight variations among grades between the two types of schools. A similar study conducted by (Figlio, D. N., & Stone, J. A. 1997) without controlling for student background differences, private schools scored higher than non charter public schools, as would be expected. However, this study examined these patterns further, determining whether they are due simply to the fact that higher proportions of disadvantaged students are enrolled in public schools, and the extent to which the gaps persist after controlling for potential student- and school-level confounding variables, including measures of socioeconomic status, race/ethnicity, gender, disability, limited English proficiency, and school location. Overall, the study demonstrates those demographic differences between students in public and private school more than account for the relatively high raw scores of private schools. Indeed, after controlling for these differences, the presumably advantageous “private school effect” disappears, and even reverses in most cases. Finally the parents were also requested to respond to a short questionnaire related to their involvement in their children’s school issues as well as their support in helping their child’s home tasks assigned by the school. Thus table XXI depicts an overall impression as to what extent the parents were giving time for their child to complete the home work as well as giving them time exclusively to stimulate their children for quality learning. The analysis shows that in comparison to parents whose educational background was below SSC, 95% parents of higher education category helped their children to complete their assigned homework. Whereas only 41% of the below SSC group gave support to their children in completing their homework. Besides, for a similar question as to whether the parents spend extra time with their children by telling story, reading a book, watching academic television programmes together the response had a gradual decline along with the parental education as 85%, 88%, 50% and 25% respectively for higher education, graduate, HSC and SSC respectively. The analysis also justifies the notion that parental education has a positive effective on the capability and willingness of the parents to guide their children. Similarly, McLoyd 1998 reported that improved parenting skills and patterns that are highly supportive, as well as provision of appropriate developmental stimulation in the home, are related to improved development in children and can ameliorate the differences in academic achievement within and between income groups. “Research suggests that home intervention appears to be the most important factor associated with educational achievement at age 10, which in turn is strongly associated with achievement in later life. Parental involvement in education seems to be a more important influence than poverty, school environment and the influence of peers”. (Every Child

Matters, 2003) Additionally, Desforges (2003) has demonstrated a large body of evidence which points to the link between a parent's involvement in a child's learning and a child's subsequent achievement.

Conclusion

Education is a key factor in the development of Bangladesh. Indeed, the GoB has realized the importance of primary education in the contribution of the nation's human capital growth, as evidenced by the numerous different forms of primary education available to families with primary-aged children. In this regard, success has been realized by improving the *quantity* of and access to primary education, yet the policy question is how to incorporate the advantages of both non-formal schools and formal schools into a system that strives to provide *quality* education to the children and communities they serve (CAMPE, 2003).

The main goal of this study was to determine the pattern of relationships between home and school factor outcomes for children's overall cognitive or academic performance between the government and private schools. Despite the families not representing the economic extremes and despite the majority of the children being above average and average, different indicators display that there were no gross differences within any options beginning from parental education, occupation, home environment as well as the academic performance taken as a whole. These analyses suggest that this consistency of values between home and school appears to have helped foster the development of secure relationships within the classroom.

Implications

There are several implications to this study. First, it seems for all children in the study, what the home environment along with parents behaviour were it shows a relation to overall school performance. For both groups, government and private schools the learning activities they engaged in at home did impact school academic outcomes, either directly or indirectly. Thus, continued attention should be paid to what type of home environment a child belongs is important to prepare their children for school, and more specifically, how what they are doing in the home may prepare their children for positive relationships with teachers. Secondly, since to some extent parental education showed a greater preference for parents to give priority to educate their children, thus the parents must also show inclination for their children to be regular in school as well as continue their education to the maximum. Third, be it government or private or if the home or parents education are taken into consideration responsibility of school authority along with teacher and

their qualification cannot be ignored for students overall performance. Thus it implies that to achieve quality education schools have to create a standard in order for their students to maintain and obtain a benchmark of success. Fourth, since the overall administrative factors responsible for quality education is bestowed at the policy level of the government, to ensure the standard of education to be effective and successful on the ground there needs to be flexibility and changes as required for schools to fulfil the achievable targets. Finally, the results found in this study can provide impetus for other researchers to conduct further studies aimed at bringing about best practices for parents and teachers to change their school and home environments to stimulate interest in children. A child's home as well as school can be a wonderful place for creative adventure and growth when stimulated and prepared by good parental attitude, family culture and healthy school environment. The home as well as school is the place of primary influence for a child. This is a fertile ground for stimulation and growth and this study sought to equip parents and teachers to plough that fertile ground.

Limitations

There were several limitations to this study. First, a significant limitation of this study is the low level of external validity of sampling method used. The participants were all willing volunteers, which may, in fact, make them characteristically different than the general population. Thus, the results are specific to the children who participated and definitive generalizations to the larger population of children are not possible.

As time, resources and manpower allocated for the proposed research were very limited; the data collection was limited to only Chittagong metropolitan city. Thus further research need to be conducted to obtain in-depth as well as other factors of reliability and validity issues are to be taken into consideration to justify the reason for the impact of home environment and cognitive development of primary school students.

Finally, this study relied heavily on the home intervention and the student's school results. A student's home environment and their school results are undoubtedly important in understanding children's lives and academic achievement; however, the use of objective observation of the families in their homes and the children in their classroom could have strengthened the experimental nature of the study and improve the overall external validity.

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Table: VII Shows the P – Value Corresponding with Family Profile for Government and Private School Students.

Classes	Fathers Age			Fathers Education			Fathers Income			Mothers Age			Mothers Education			Mothers Income		
	GS*	PS*	PV*	GS	PS	PV	GS	PS	PV	GS	PS	PV	GS	PS	PV	GS	PS	PV
1	4	5	.000	3	4	.000	9454	13083	.000	4	4	.000	3	1	.000	24382	18240	.000
2	7	4	.000	3	4	.000	10001	10591	.000	6	4	.000	3	2	.000	3265	3674	.000
3	5	4	.000	3	4	.000	1248	15838	.000	6	4	.000	3	2	.000	5099	4529	.000
4	4	5	.000	4	4	.000	1008	1793	.000	5	4	.000	2	1	.000	3850	8162	.000
5	4	3	.000	4	4	.000	8170	1530	.000	4	3	.000	3	2	.000	5553	4952	.000

*GS: Government School *PS: Private School *PV: p - Value

The above table depicts that there are not much variations among the age, education and income of parents between government and private schools.

Table: VIII Shows the Information Related to the Basic Subjects of Students from Government School

Name of the Subjects																		
Class	Bangla one		Bangla two		English one		English two		Mathematics		Drawing		Religion		Social science		General Science	
	*MS	*Std	MS	Std	MS	Std	MS	Std	MS	Std	MS	Std	MS	Std	MS	Std	MS	Std
1	79	10			79	12			86	11	88	12						
2	75	11			75	15			82	13	88	11						
3	77	08			72	14			83	08	85	11	83	08	81	07	79	13
4	74	07	78	05	72	07	75	08	81	08	82	18	79	06	76	06	75	08
5	73	08	73	11	68	10	73	11	79	09	82	11	77	09	75	10	71	08
Total	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40

*MS: Mean Score * Std: Standard Deviation

The above table shows that even though there is apparently not much difference among the standard deviation but it can be seen that in Bangla and English and for other subjects the standard deviation scores gradually decreases as the student's reaches higher class.

Table: IX Shows the Information Related to the Basic Subjects of Students from Private School

Name of the Subjects																		
Class	Bangla one		Bangla two		English one		English two		Mathematics		Drawing		Religion		Social science		General Science	
	*MS	* Std	MS	Std	MS	Std	MS	Std	MS	Std	MS	Std	MS	Std	MS	Std	MS	Std
1	60	10			51	11			61	11	54	12						
2	51	11			47	15			48	13	50	18						
3	61	08	52	11	65	14			72	08	64	11	62	8	68	7	54	13
4	63	08	53	11	48	10	56	11	51	09	44	11	41	9	62	6	54	8
5	51	07	66	05	50	08	54	08	65	08	54	11	62	6	50	10	50	8
Total	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40

*MS: Mean Score *: Std Standard Deviation

The above table shows that there is apparently not much difference among the standard deviation of different subject

Table: X Shows the P – Value Corresponding with Subject Profile for Government and Private School Student

Subjects	Classes														
	Class 1			Class 2			Class 3			Class 4			Class 5		
	GS Std	PS Std	PV	GS Std	PS Std	PV	GS Std	PS Std	PV	GS Std	PS Std	PV	GS Std	PS Std	PV
Bangla one	10	10	.000	11	09	.000	08	10	.000	11	10	.000	07	08	.000
Bangla two	----	----	----	----	----	----	----	----	.000	10	05	.000	05	06	.000
English one	12	11	.000	15	10	.000	14	10	.000	11	08	.000	07	09	.000
English two	----	----	----	----	----	----	----	----	----	09	07	.000	08	07	.000
Mathematics	11	13	.000	13	12	.000	08	11	.000	11	11	.000	08	09	.000
Drawing	12	06	.000	18	09	.000	11	08	.000	09	06	.000	11	08	.000
Religion	----	-----	----	----	-----	----	08	09	.000	06	06	.000	06	09	.000
Social Science	-----		----	----	-----	----	07	09	.000	07	08	.000	10	06	.000
General Science	-----	-----	----	----	-----	----	13	09	.000	08	08	.000	08	05	.000

*GS: Government School *PS: Private School *PV: p - Value

The above table stress that the difference between the government and private school is significant having P-value of .000 for each subjects and each class.

Table: XI Comparison of Percentage of Grades Achieved by Students of Class One

Subject	Government School		Private School		Government School		Private School		Government School		Private School		Government School		Private School	
	Total A+	Percentage	Total A+	Percentage	Total A	Percentage	Total A	Percentage	Total A-	Percentage	Total A-	Percentage	Total B	Percentage	Total B	Percentage
Bangla	13	32.5	20	50	16	40	16	40	08	20	02	05	03	7.5	02	05
English	28	70	30	75	08	20	06	15	02	05	03	7.5	02	05	01	2.5
Math	16	40	26	65	20	50	10	25	02	05	02	05	02	05	02	05
Drawing	30	75	35	87.5	7	17.5	03	7.5	01	2.5	01	2.5	02	05	02	05

The above table depicts the variation of grades achieved by the students of both the government and private schools.

Table: XII Comparison of Percentage of Grades Achieved by Students of Class Two

Subject	Government School		Private School		Government School		Private School		Government School		Private School		Government School		Private School	
	Total A+	Percentage	Total A+	Percentage	Total A	Percentage	Total A	Percentage	Total A-	Percentage	Total A-	Percentage	Total B	Percentage	Total B	Percentage
Bangla	14	35	22	55	16	40	14	35	06	15	02	05	04	10	02	05
English	12	30	30	75	18	45	06	15	04	10	03	7.5	06	15	01	2.5
Math	10	25	28	70	16	40	10	25	12	30	02	05	02	05	02	05
Drawing	20	50	30	75	12	30	02	5	06	15	02	05	02	05	--	--

The above table depicts the variation of grades achieved by the students of both the government and private schools.

Table: XIII Comparison of Percentage of Grades Achieved by Students of Class Three

Subject	Government school		Private school		Government school		Private school		Government School		Private School		Government School		Private School	
	Total A+	Percentage	Total A+	Percentage	Total A	Percentage	Total A	Percentage	Total A-	Percentage	Total A-	Percentage	Total B	Percentage	Total B	Percentage
Bangla	14	35	26	65	16	40	12	30	06	15	01	2.5	04	10	01	2.5
English	12	30	30	75	18	45	4	10	04	10	04	10	06	15	02	05
Math	10	25	28	70	16	40	10	25	10	25	02	05	04	10	08	20
Drawing	20	50	30	75	12	30	8	20	06	15	02	05	02	05	06	15
Religion	16	40	25	64.5	18	45	10	25	04	10	03	7.5	02	05	02	05
Social Science	14	35	28	70	20	50	10	25	02	05	02	05	04	10	10	25
General Science	12	30	22	55	16	40	12	30	10	25	04	10	02	05	02	05

The above table depicts the variation of grades achieved by the students of both the government and private schools.

Table: XIV Comparison of Percentage of Grades Achieved by Students of Class Four

Subject	Government School		Private School		Government School		Private School		Government School		Private School		Government School		Private School	
	Total A+	Percentage	Total A+	Percentage	Total A	Percentage	Total A	Percentage	Total A-	Percentage	Total A-	Percentage	Total B	Percentage	Total B	Percentage
Bangla 1	12	30	28	70	18	45	12	30	06	15	02	05	04	10	02	05
Bangla 2	10	25	12	30	15	37.5	18	45	09	22.5	06	15	06	15	04	10
English 1	07	17.05	32	80	18	45	04	10	09	22.5	02	05	06	15	02	05
English 2	05	12.5	14	35	10	25	13	23.5	19	47.5	07	17.05	06	15	06	15
Math	10	25	28	70	16	40	10	25	10	25	02	05	04	10	16	40
Drawing	10	25	30	75	14	35	08	20	12	30	02	05	02	5	12	30
Religion	12	30	26	65	18	45	10	25	06	15	03	7.5	04	10	1	2.5
Social Science	14	35	28	70	20	50	10	25	02	05	02	05	04	10	10	25
General Science	12	30	24	60	16	40	10	25	10	25	04	10	02	05	02	05

The above table depicts the variation of grades achieved by the students of both the government and private schools.

Table: XV Comparison of Percentage of Grades Achieved by Students of Class Five

Subject	Government School		Private School		Government School		Private School		Government School		Private School		Government School		Private School	
	Total A+	Percentage	Total A+	Percentage	Total A	Percentage	Total A	Percentage	Total A-	Percentage	Total A-	Percentage	Total B	Percentage	Total B	Percentage
Bangla 1	10	25	20	70	18	45	10	25	10	25	06	15	02	05	04	10
Bangla 2	08	20	22	55	20	70	12	30	10	25	06	15	02	05	22	55
English 1	12	30	25	75	20	50	10	15	4	10	03	7.5	04	10	02	05
English 2	10	25	21	52.5	22	55	14	35	4	10	04	10	04	10	01	2.5
Math	11	27.05	26	65	16	40	06	15	9	22.5	04	10	04	10	03	7.5
Drawing	10	25	28	70	14	35	10	25	12	30	02	5	02	5	0	2.5
Religion	12	30	26	65	18	45	10	25	06	15	03	7.5	04	10	01	2.5
Social Science	14	35	22	55	20	50	10	25	02	05	02	05	04	10	22	55
General Science	12	30	26	70	16	40	8	25	10	25	04	10	02	05	01	2.5

The above table depicts the variation of grades achieved by the students of both the government and private schools.

Table: XVI Shows the Distribution of Grades Based on the Monthly Income of 80 Families per Class

Grade	Class 1		Class-2		Class-3		Class-4		Class-5	
	One parent	Both parents	One parent	Both parents	One parent	Both parents	One parent	Both parents	One parent	Both parents
A+	40	19	42	18	33	14	24	16	24	11
A	11	05	08	01	17	06	20	10	30	11
A-	03	---	04	01	05	04	03	05	02	---
B	02	---	06	---	01	---	01	01	01	01
Total	56	24	60	20	56	24	48	32	57	23

The above table shows that for working parents the grades achieved by children were lower (All Grades) than children from single working parent

Table: XVII Shows the Distribution of Grades achieved by Students According to their Father Education

Grades	Illiterate	Primary	Secondary	Higher Secondary	Graduate	Masters	Doctor	Engineer
A+	01	24	26	35	92	55	01	02
A	---	17	19	17	41	27	---	01
A-	---	01	11	02	13	03	---	---

The above table shows that father's with graduate and master degree achieved good grades compared to other educational backgrounds.

Table: XVIII Shows the Distribution of Grades Earned by Students According to their Fathers Profession

Grades	Engineer	Doctor	Service	Teacher	Business	Abroad	Unskilled job
A+	02	02	122	17	94	04	--
A	--	03	55	08	40	22	01
A-	--	--	13	02	10	07	03
B	--	--	03	02	05	02	02

The above table shows that children fathers in skilled services have achieved good grades as compared to fathers with unskilled job.

Table: XIX Shows the Distribution of Grades achieved by Students According to their Mother Education

Grades	Illiterate	Primary	Secondary	Higher Secondary	Graduate	Masters
A+	02	23	82	38	58	15
A	01	14	53	22	32	04
A-	01	06	15	02	19	--
B	--	--	06	02	--	05

The above table shows that mother's with secondary, higher secondary, graduate and master degree children achieved good grades compared to other educational background.

Table: XX Shows the Distribution of Grades Earned by Students According to their Mothers Profession

Grades	Service	Teacher	House wife	Business	Unskilled job
A+	47	25	155	05	--
A	19	10	86	04	01
A-	08	02	18	01	02
B	02	02	10	03	---

The above table shows that children from non working mothers achieved good grades

Table: XXI shows the responses in percentages among the four categories of educational background for home intervention

SL	Items	Higher Education	Graduate	HSC	Below SSC
1	Does your child go to school regularly?	75%	62.5%	50%	25%
2	Are you satisfied with child's academic performance?	81.25%	68.75%	56.25%	31.25%
3	Does your child have difficulty coping with his academic courses?	87.5%	75%	62.5%	36.5%
4	Does the school have any complain about your child?	93.75%	85%	73%	44%
5	Does the school assign any homework for your child?	92%	83%	71%	45%
6	Do you help your child in completing his/her homework?	95%	87%	76%	41%
7	Besides helping for his/ her academic work what other activities you do with your child?	85%	88%	50%	25%
8	How often do you visit your child's school?	80%	90%	60%	26%
9	Does your child's school organize parents meeting?	90%	85%	71%	32%
10	In your opinion do you agree to get involved with your child's school in any other ways?	65%	70%	75%	35%

The above table depicts that parents with less education belongs to low percentages group among all the items related to the involvement with their children's support for better performance in school.

APPENDIX: A

Household Information Form

পারিবারিক তথ্য সংক্রান্ত ফর্ম:-

তথ্য সংগ্রহকারীর নাম..... তারিখ:.....

পরিবারের নম্বর:

থানা

স্কুলের সংখ্যা

শিশু ক্রমিক নং

শিশুর নাম:

শিশুর বয়স:..... শিশুর শ্রেণী.....

বিদ্যালয়ের ধরন: সরকারি বেসরকারি

বাবার নাম:.....

বাবার বয়স:.....

বাবার শিক্ষাগত যোগ্যতা:

(১) ইঞ্জিনিয়ার (২) ডাক্তার (৩) পাতকোত্তর (৪) পাতক (৫) উচ্চ মাধ্যমিক (৬) মাধ্যমিক (৭) প্রাথমিক

(৮) কখনো স্কুলে যায়নি

বাবার পেশাগত যোগ্যতা:

(১) ইঞ্জিনিয়ার (২) ডাক্তার (৩) সার্ভিস (৪) শিক্ষক (৫) ব্যবসায়ী (৬) বিদেশে চাকুরীরত

(৭) অদক্ষ শ্রমিক (৮) অন্যান্য

বাবার মাসিক আয়:

মায়ের নাম:.....

মায়ের বয়স:.....

মায়ের শিক্ষাগত যোগ্যতা:

(১) ইঞ্জিনিয়ার (২) ডাক্তার (৩) স্নাতকোত্তর (৪) স্নাতক (৫) উচ্চ মাধ্যমিক (৬) মাধ্যমিক (৭) প্রাথমিক

(৮) কখনো স্কুলে যায়নি

মায়ের পেশগত যোগ্যতা:

(১) ইঞ্জিনিয়ার (২) ডাক্তার (৩) গ্রহিণী (৪) শিক্ষক (৫) ব্যবসায়ী (৬) বিদেশে চাকুরীরত

(৭) অদক্ষ শ্রমিক (৮) অন্যান্য

আয়ের মাসিক আয়:

পারিবার প্রধানের এটা কী নিজস্ব বাড়ী না ভাড়া বাড়ী?

১। নিজস্ব বাড়ী

২। ভাড়া বাড়ী

আপনার বাড়ী কয়টি কক্ষ আছে?

আপনার বাড়ীতে নিম্নলিখিত জিনিস আছে কী?

হ্যাঁ না

১। বৈদ্যুতিক পাখা

হ্যাঁ না

২। রেডিও

হ্যাঁ না

৩। টেলিভিশন

হ্যাঁ না

৪। ফ্রিজ

হ্যাঁ না

৫। কম্পিউটার

হ্যাঁ না

৬। এসি

হ্যাঁ না

৭। ওয়াশিং মেশিন

৮। গাড়ী

হ্যাঁ না

৯। দুই চাকা সাইকেল

হ্যাঁ না

১০। মোটর সাইকেল

হ্যাঁ না

দশ বছর ও তার চেয়ে বেশী বয়সের কত জন সাধারণত আপনার বাড়ী বাস করেন?

এরা ছাড়া আপনার বাড়ীতে আর কেউ বাস করে কী? যাদের সাথে এর আগে গণনা করা হয়নি?

উত্তর দাতা কে ছিলেন?

১। বাবা ২। মা ৩। অন্যান্য

ধন্যবাদ এর মাধ্যমে সাক্ষাৎকার গ্রহণ শেষে হয়েছে।

হোম এনভায়রনমেন্ট সংক্রান্ত তথ্য :

অনুগ্রহপূর্বক নিচের প্রশ্নগুলোর উত্তর দিন

০১। আপনার সন্তান কি প্রতিদিন স্কুলে যায়?

প্রতিদিন উপস্থিত থাকে

মাঝে মাঝে উপস্থিত থাকে

বেশির ভাগ সময় অনুপস্থিত থাকে।

০২। আপনি কি আপনার ফলাফলের প্রতি সন্তুষ্ট?

খুব সন্তুষ্ট

মোটামুটি সন্তুষ্ট

একেবারেই সন্তুষ্ট নয়।

০৩। আপনার সন্তান কি স্কুলের পাঠ্য বিষয় গুলোর সাথে নিজেকে খাপ খাওয়াতে পারছে কিনা?

পুরোপুরি পারে

মাঝে মাঝে সমস্যা হয়

সব সময়ই সমস্যা হয়

০৪। স্কুল থেকে আপনার সন্তান সম্পর্কে কোন অভিযোগ আসে কিনা?

সব সময় আসে

মাঝে মাঝে আসে

কখনো আসে না।

০৫। স্কুল থেকে কি আপনার সন্তানকে নির্ধারিত বাড়ীর কাজ দেয় কিনা?

সব সময় দেয়

মাঝে মাঝে দেয়

কখনো দেয় না।

০৬। স্কুলের নির্ধারিত বাড়ীর কাজে আপনি সহযোগিতা করেন কিনা?

সব সময় করেন

মাঝে মাঝে করেন

কখনো করেন না।

০৭। লেখা পড়ায় সহযোগিতা করা ছাড়াও আপনার সন্তানের সাথে আপনি কি আর কোন ভাবে সময় কাটান কিনা?

গল্প বলা

বই পড়ে শুনানো

শিক্ষণীয় কোন টিভি প্রোগ্রাম দেখা

০৮। আপনার কি আপনার সন্তানের স্কুলে যান?

প্রতি তিন মাসে

বছরে একবার

কখনো যান না

০৯। আপনার সন্তানের স্কুলে অভিভাবক সভা হয় কিনা?

প্রতি তিন মাসে

ছয় মাসে একবার

বছরে একবার

১০। আপনার সন্তানের স্কুলের অন্যান্য কর্মকান্ডের সাথে সম্পৃক্ত থাকতে চান কিনা?

খুব আগ্রহী

কিছুটা আগ্রহী

সময় পাই না।

ধন্যবাদের মাধ্যমে সাক্ষাৎকার গ্রহণ শেষ হয়েছে।