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Parental Socio-Economic Status and their Children's Primary Education: A Comparative Study on Santal and Oraon Communities in Rural Bangladesh

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A Thesis
Submitted to the Institute of Education and Research (IER)
University of Rajshahi
For the Degree
Of
Master of Philosophy

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February, 2014

DECLARATION

I do hereby declare that the dissertation entitled, “**Parental Socio-Economic Status and their Children’s Primary Education: A Comparative Study on Santal and Oraon Communities in Rural Bangladesh**” submitted as a partial fulfillment of the requirements for the award of the degree of Master of Philosophy (M. Phil.) at the Institute of Education and Research (IER), University of Rajshahi, is exclusively the outcome of my own research work done under the supervisors of Md. Jalal Uddin, Professor, Department of Social Work, University of Rajshahi and Dr. Md. Emaj Uddin, Professor, Department of Social Work, University of Rajshahi.

I further declare that this dissertation has not been submitted in part or in full to any other academic institute or organization for the award of any degree or for receiving financial grant.

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CERTIFICATE

It is pleasure to certify that the dissertation entitled ``**Parental Socio-Economic Status and their Children's Primary Education: A Comparative Study on Santal and Oraon Communities in Rural Bangladesh**`` is an original research work of Md. Delwar Hossain under my direct guidance and supervision for the award of the degree of M. Phil from the Institute of Education and Research (IER), University of Rajshahi. As far I know this research work is his own achievement and is not a conjoint work.

I have gone through the draft and final version of the dissertation and it appears to me all right for submission to the Institute of Education and Research (IER), University of Rajshahi as a partial fulfillment of the requirements for the award of the degree of Master of Philosophy (M. Phil.).

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Md. Delwar Hossain

The Author

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LIST OF ABBREVIATIONS

ASPR	Annual Sector Performance Report
BAF	Bangladesh Adivasi Forum
CAMPE	Campaign for Popular Education
DPE	Directorate of Primary Education
EFA	Education For All
HRDF	Human Resources Development Foundation
MDG	Millennium Development Goal
SES	Socio-Economic Status
SPSS	Statistical Package for Social Science
TMSA	Trans-generational Model of Status Attainment
TOMM	Trans-generational Occupational Mobility Model
UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific and Cultural Organization
USA	United State of America
WM	Wisconsin Model

ABSTRACT

Purpose of the study was to explore and examine the relationship of parental socio-economic status (e.g. education, occupation and annual family income) and their children's primary education (viz. first enrollment, attendance and performance) between Santal and Oraon communities in rural Bangladesh. In so doing, this study hypothesized that better achievement of Oraon children's primary education than the Santal ones was significantly associated with their higher parental socio-economic status than the Santal parents' in rural Bangladesh. In order to examine the hypothesis a total of 180 parents (90 for Oraon and 90 for Santal) and their primary school-going children with class 3, class 4 and class 2 were selected through simple random sampling. Pearson's Chi-Square test and partial correlation techniques were applied to find out similarities or differences in and associations between parental socio-economic statuses and children's primary education between Santal and Oraon communities in the study villages of Bangladesh.

Pearson Chi-Square test suggested that frequency distributions of parental educational status ($X^2=24.56$, $p=.006$ for father's education and $X^2=16.63$, $p=.034$ for mother's education) and annual family income except parental occupational statuses ($X^2 = 8.24$, $p=.083$ for father's occupation and $X^2 = 3.67$, $p=.299$ for mother's occupation) were significant differences ($X^2 = 78.02$, $p=.000$) at $p<0.05$ level. Likely, the frequency distributions of first enrollment age ($X^2 = 25.57$, $p=.000$) at $p<0.01$ level, class attendance ($X^2 = 80.85$, $p=.002$) and class performance were significant differences ($X^2 = 25.73$, $p=.000$) were significantly different between the two communities at $p<0.01$ level. Result of *Partial Co-relation coefficients* suggested that parental socio-economic status, especially parents education, occupation and yearly family income were not related to age of first enrollment but negatively related to class attendance ($r^2= -.212$, $p=.005$). It was interesting to note that parental education ($r^2= -.144$, $p=.057$) and income ($r^2= .191$, $p=.011$) positively related to educational performance between the two communities in study area.

The present research clearly showed that there were significant associations between parental SES (e.g. education, occupation and income) and children's primary education (e.g. enrollment, attainment and performance). Based on the findings social policy-makers may reformulate social policy and programs to provide social and economic support to the poor parents to enhance their children's primary education in which social development is realized and social change is accelerated in rural Bangladesh.

CHAPTER I

INTRODUCTION

1.1 Purpose of the Study

Primary education is the back-bone of a nation. Actually, primary education is a foundation on which social development, social changes and social reforms in the family, community life in any society is accelerated. In order to achieve these social goals the government of Bangladesh since her independence has formulated social policy and programs to ensure primary education for all children irrespective social class, religion, region and ethnicity in Bangladesh. But relevant research studies suggest that primary education is unrealized to the lower class and ethnic group parents and even their school-age-going children in this country. Recent research studies reveal that about three million children in Bangladesh still do not enroll to primary school, and about 50 percent of the students admitted in the primary school dropout before completing their primary education. It is interesting to note that literacy rate at primary level remains tremendously low as is targeted (Deabnath and Sabuktagin, 2009). A report by UNESCO, “Education for All (EFA): “Global Monitoring Report 2009”, has projected that 29 million children would remain out of primary school by 2015 because of mass poverty, poor access in and quality of education, lack of proper educational environment and resources in the family as well as in the school. Relevant cross-cultural studies reveal that socio-cultural disparities (e. g. curricula, language and social distance) impede children’s primary education among the ethnic/minority groups. These problems of primary education are widely reflected among the poor and ethnic groups, like Santal, Oraon, and Mahali in the north-western region of Bangladesh. In this situation, Bangladesh cannot achieve the net enrollment rate, quality of primary education and also cannot prevent dropout rate as are targeted in the primary educational policy. As a result social development or social change cannot be enhanced.

Purpose of the study was to examine relationship of parental socio-economic status (e.g. education, occupation and income) and their children’s primary education (e.g. first enrolment, attendance and performance) between Santal and Oraon communities in rural Bangladesh. Children’s primary education in relation to parents’

socio-economic status (SES) is the achievement aspect of human behavior around the world (Uddin, 2009a). Relevant studies suggest that parents' SES is a strong predictor to their children's primary educational attainment (Coleman's, Campbell, Hobson et al. 1966; Hill NE, et al., 2004; Eamon, 2005; Majoribanks, 1996; Jeyness, 2002). These studies argue that children from the parents with high SES are enrolled earlier in school than children from the parents with low SES background. In addition, their educational attendance and performance of the former are also higher than the later (Huisman and Smits, 2009; Mingat, 2007; Shavit & Blossfeld, 1993; Jencks, 1972; Coleman, et al., 1966; and Hill NE et al., 2004). Regarding this comparative studies conducted in the western cultures reveal that relationship between parents' SES and children's educational enrollment, attendance and performance not only significantly varies from one cultural group to another but also varies among sub-cultures within a given society (Colen, & Knutson, 2009; Wang, Li-Ya, et al., 1999; Castro & Bornstein 2005; and Weiner, 1992). In this connection several research studies found that lower SES attainment of the minority or ethnic parents or non-dominant groups (Black, Hispanic, Asian and African) compared to the majority or dominants ones (such as the White) was positively related to their children's primary educational enrollment, attendance and performance (Bhattacharyya & et. al., 2003; Battle & Michael, 2002; Crosnoe et. al., 2004; Tam et. al., 2004; Seyfried, 1998; Rivera-Batiz, 2002; and Ganzeboom et. al., 1991). Another research (Greenwood et al., 2002) reveals that relationship between parental SES and students' educational outcome is much weaker among ethnic students. This study indicates that the students from higher SES families do not perform substantially better than the students come from lower SES families.

Likewise, both the Santal and Oraon in Bangladesh are the poorest of the poor (Toufique & Turton, 2002; World Bank, 2000). They are socio-culturally disadvantaged. Most of them have no small piece of land for farming and even housing and their SES is so vulnerable to maintain their livelihood. In addition, mother languages of the communities are not matched with the medium of primary education adopted in the country. In such situation, both parents, including children are always busy for their livelihood and children's education of the disadvantaged groups tend to feel less demanding due to facing socio-economic and cultural

problems in everyday life (Bandura, 1982; cited in Wilson, 1991; Orfield, 1998). As a result, their children's primary school enrollment, attendance, performance and attainment compared to the other groups are lower in association with their parent's lower socio-economic position in rural Bangladesh (Kispotta, 1997; Paul, 2006; Rahaman, 2004; Uddin, 2009a). Reviewing empirical studies related to this field in Bangladesh this study found some limitations of the previous studies: 1) Findings on the relationship between parental socio-economic status and children's primary education are reverse, both positive and negative; 2) there are substantial knowledge-gap on the relationship between parental socio-economic status and children's primary education in rural Bangladesh. Therefore, the main aim of this study was to explore and examine the relationship between parent's socio-economic status and their children's primary education: a comparative study on Santal and Oraon communities in rural Bangladesh. The findings of the study may contribute to improve the quality of primary education of the minority children in relation to their parental socio-economic status attainment. The findings may also promote social development, social progress and social change between the ethnic communities in Bangladesh.

1.2 Defining Key Concepts

Over the decades theories and research traditions in social science disciplines have defined the key terms used in this study "parental socio-economic status" and "children's primary education" in many ways. Based on scientific approach this study has defined the key concepts in the following ways:

1.2.1 Concept of Parents

The concept of parents varies in time, space and culture. It also varies from one generation to the next within a cultural and social system. In classic literature, parents have been defined as the persons who produce or generate offspring and nurture and raise him or her according to social system. A parent is a caretaker of the offspring in their own species. Children can have one or more parents, but they must have two biological parents. Biological parents consist of the male who desires the child and the female who gives birth to the child. In all human societies, the biological mother and father are both responsible for raising their young. According to Oxford Advanced

Learner's Dictionary parents means those "persons" who are called as a "father" or "mother" (Hornby, 2000).

Father is defined as a male parent of any type of offspring. Traditionally, fathers act in a protective, supportive and responsible way towards their children's social stability, educational achievement and their potentiality. The father figure does not always have to be a child's biological father and some children will have a biological father as well as a step- or nurturing father. When the biological father dies, or divorces, the mother may marry a second man who becomes the step-father of the child. Where a child is conceived through sperm donation, the donor will be the "biological father" of the child, and if the mother has a male partner, he will be the nurturing father.

A **Mother** is a woman who has conceived, given birth to, or raised a child in the role of a parent. Because of the complexity and differences of a mother's social, cultural, and religious definitions and roles, it is challenging to define a mother to suit a universally accepted definition. The social role and experience of motherhood varies greatly, depending upon location. Mothers are more likely than fathers to encourage assimilative and communion-enhancing patterns among their children. In many cultures, especially in western societies a mother is usually the wife of a married couple. Mothers frequently have very important roles in raising offspring and the title can be given to a non-biological mother that fills this role. In most family structures the mother is both a biological parent and a primary caregiver. In the study, the concept 'parents' used to know their socio-economic status by the Santal and Oraon couples at Godagari upazila in Rajshahi district, Bangladesh where both the fathers and mothers of the communities were biological parents. Actually, the role of father and mother for their child rearing in both the communities were very interesting. Most of the Santal and Oraon couples adopted day- laboring for their livelihood.

1.2.2 Concept of Socio-Economic Status

Socio-economic status is a composite term which includes education, occupation and income that are widely used in social sciences, especially in sociology to study and explain social status and social behavior. The term "socio-economic status" has been defined in many ways. Sociologists usually think of education, occupation, and

income as the main aspects of socio-economic status and the study of status attainment is therefore the study of how these attributes of people are interrelated within and across the generations. For example, Eshleman and Cashion (1985) and others (Miech & Hauser, 2000) defined socio-economic status as an assessment of person's education, occupation and income position within a particular social system. The second issue is the factors other than the status of parents that affect education, occupation, and income. Of course, some factors may be correlated with the status of parents and also may have an independent effect. For example, there is a modest negative correlation between socioeconomic status and fertility—high-status people tend to have fewer children—and there is also a tendency for people from large families not to go as far in school as people from small families do. Thus, part of the reason the children of high-status people go further in school is that such people have smaller families. However, it is also true that at any given level of parental status (e.g., for families where both parents are college-educated professionals), people from smaller families go further in school. Therefore, the number of siblings has an independent effect on educational attainment apart from its correlation with parental status. Sorting out such effects is facilitated by the application of path analysis.

1.2.3 Concept of Primary Education

Primary school education is most often referred to as elementary school, which is usually composed of 5 years of formal schooling (class / grades I - V). It is the first stage of compulsory education, at this stage, normally begins at 5+ years of age up to 10 years. Primary education is generally imparted in primary schools. Nevertheless, other types of institutions like kindergartens and junior sections attached to English medium schools are also imparting it.

The main purpose of primary education is to give children a strong foundation in the basics of a general curriculum, with an emphasis on reading and math. The other goals of primary education are achieving basic literacy and numeracy among all pupils as well as establishing foundations in science, mathematics, geography, history and other social sciences. The relative priority of various areas, and the methods used to teach them, are an area of considerable political debate. Typically, primary

education is provided in schools, where the children will stay in steadily advancing classes until they complete it and move on to high school/secondary school.

1.3 Objective of the Study

Children's primary education in relation to lower parental socio-economic status among ethnic/tribal groups is the burning question in Bangladesh. The aim of this study was to explore and examine the relationship between parent's socio-economic status and their children's primary education between Santal and Oraon communities in rural Bangladesh. In doing so objectives of the study investigated are given below:

1. To explore and compare first primary education enrollment of children in association with parental socio-economic status between Santal and Oraon communities in rural Bangladesh;
2. To find out and compare class attendance in connection with parental socio-economic status between Santal and Oraon communities in rural Bangladesh;
3. To examine and compare children's primary educational performance in association with parental socio-economic status between Santal and Oraon communities in rural Bangladesh.

1.4 Research Questions

Primary education in Bangladesh is the compulsory education for all children including minority groups and it is a foundation of all education which aims to build up conscious and good citizens. The mission of UNDP's eight Millennium Development Goals (MDGs) was to attain universal primary education in Bangladesh as well as in other developing countries. For Bangladesh the net target of enrollment rate was to attain 100 percent and the primary school dropout rate was to prevent 0 percent by 2015. In addition, the different government of Bangladesh was committed to its national election that it would achieve 100% literacy rate with quality of primary education in the country by 2014. In spite of it current research reports suggest that this development sector is questionable in enrollment, dropout, performance, and attainment in association with poverty, corruption, low socio-economic status, political instability, low investment, policy-implications and its proper evaluation. As a result these problems in the sector are gradually increasing among the poor families

and the minority groups. Bangladesh Adivasi Forum (BAF), a National Adivasi Organization, reports that around 45 ethnic minorities that amounts 2% of the total population are living side by side with the Bengali majority people in Bangladesh (Hul Publication, 2008). Minority people are deprived from socio-cultural progress and political empowerment and tend to be in the lower socio-economic groups. As a result their children's primary educational enrolment, attendance and performance are lower than the dominant group, especially Muslim and Hindu community.

According to Directorate of Primary Education (DPE), Annual Sector Performance Report (ASPR) 2009, net enrollment rate in primary school was 90.8 % and completion rate of the 5 years school cycle was only 55%. Education Watch Report, 2008 indicated that primary enrollment rate in Bangladesh came down from 86.8% in 2005 to 86.4% in 2008. The report also revealed that the rate of dropouts and failure in final exam at the primary level also increased in the last decades. The report also indicated that on average 77.4% of the students who enrolled in class 1 could reach up to class 3, 58.4% up to class 5 and only 50.1% completed their primary education. Another report showed that about three million children in the country still do not go to primary school, and 50% of the total students who admitted to class one dropout before completing their primary education (class 5). The literacy rate in primary education is only 63% (Deabnath and Sabuktagin, 2009). A study of Campaign for Popular Education (CAMPE) showed that 44.49 % children of the different ethnic groups, who would dwell in plain land of northern region and whose age range was 6-10 years, enrolled in primary education (63 %) which was far from the national primary literacy rate (Sakhorota Bulletin, 2003). Another study conducted among ethnic children in northwestern Bangladesh shows that only 22% ethnic children completed five years of primary education and 18% attended some school but dropped out substantially (Sarker & Davey, 2009). Our research questions on the problems situation mentioned:

1. Are there significant differences in parent's socio-economic status between Santal and Oraon communities in rural Bangladesh?
2. Are there significant differences in children's primary education between two communities in rural Bangladesh?

3. Are there significant relationships between parent's socio-economic status and their children's primary education between Santal and Oraon communities in rural Bangladesh, after controlling parental aspiration/expectation, expenditure for education, parental involvement for education, number of rooms in the household and number of communication with school teacher ?

Based on socio-cultural approaches (e.g. Blau & Duncan and Wisconsin's model) to generate relevant research hypotheses, design and its proper investigation these research questions are very important to the policy makers to design appropriate curriculum/syllabus, policy and programs to promote children's primary education among the ethnic communities in rural Bangladesh.

1.5 Justification of the Study

Over the past decades empirical research showed that primary education in relation to social, psychological, political, economic, demographic, geographic and administrative factors varied among the ethnic or racial groups in European and Western societies. In addition, the failure in primary education pervasively affected the society in many ways or on many areas, including low social progress and social change. The findings of the research in those societies were also applied to reformulate social policy and program on primary education in which skillful man power was made as well as social change was accelerated at the grassroots level. We would recall that most of the researches on primary education in Bangladesh were descriptive in nature. Therefore, purpose of the study was to examine the relationship between parental socio-economic status and their children's primary education between Santal and Oraon communities in rural Bangladesh. In so doing we drew two main research questions: 1) Are there significant differences in children's primary education in association with parent's socio-economic status between two communities? 2) Are there significant relationships between parent's socio-economic status and their children's primary education between Santal and Oraon communities in rural Bangladesh, after controlling parental aspiration/expectation, expenditure for education, parental involvement for education, number of rooms in the household and number of communication with school teacher? In causal model including proper sample, research instrument and statistical techniques selected these questions to be

investigated and analyzed between the communities in rural Bangladesh are very important in the following reasons: Both the Santal and Oraon are historically poor and disadvantaged. These situations are cyclically transformed into the next generation. Parents with poverty and disadvantaged situations, especially lower socio-economic status are always busy for their livelihood and they cannot invest sufficient money, time and experience to their children's primary education and other skill training. They cannot provide social, cultural/psychological, environment facilities to the children for their primary education. As a result most of the children are reluctant to admit and continue their education in the primary school. Many of them enroll late at primary level. Those who are enrolled have less attendance and poor performance at the level. Educational researcher in the field argues that most of the parents motivate their children to involve in child labor for supplement family income rather than their primary education. As a result their social and occupational mobility are lower than the other community in Bangladesh. Therefore, this cross-ethnic study is very important to explore differences and relationships between parental socio-economic status and their children's primary education in rural Bangladesh.

CHAPTER II

THEORETICAL BACKGROUND AND HYPOTHESIS

2.1 Theoretical Perspectives

Variation in children's primary education (e.g. enrolment, attendance and outcome) in association with parental socio-economic status is an age-old problem in human civilization. Over the past several decades sociologists and social psychologists in respective disciplines have developed theoretical frameworks and its related methodologies to study, understand and explain variation in children's primary education in connection with parental status across the individual, social group or racial/ethnic communities within a particular society (Hauser, et al., 1982). Regarding this status attainment models: functional approach by Davis (1948), Parsons (1953), Blau & Duncan (1967), and Weberian conflict approach by Collins (1979) are very popular to explain the problem situation. In order to study the problem situations properly Trans-generational Occupational Mobility Model (TOMM) by Blau and Duncan (1968) and Wisconsin Model (WM) by Sewell and his collaborators (1957, 1967, and 1969) are very appropriate for methodological guidelines. The following section describes competing assumptions, arguments and methodological orientations of the approaches and models that may help not only to draw plausible hypotheses related to variations in children's primary education associated with parental socio-economic status but these may help design to methodology to study the problem situations prevailed between the Santal and Oraon communities in rural Bangladesh.

2.1.1 Functional Theory

Functionalism is a popular theoretical framework to explain educational attainment in relation to socio-economic status in a given society. Reviewing over the century literature functionalists assume that industrialization and technological change demand relatively more knowledgeable, skillful and qualified manpower to meet functional needs of a society. In so doing, modern education system is adopted and operated to provide skillful manpower to be effective the society (Blau & Duncan, 1968; Davis, 1948; Parsons, 1953). The principles of functional theory summarized by Collins (1979) are reflected that 1) the educational requirements of jobs in the industrialized societies are increased as a result of technological change, 2) Formal

education provides necessary training for the persons who undertakes the highly skillful jobs, and 3) In so doing, people are required to spend longer periods of time for formal education. Following these principles some literature on educational attainment in the USA and Europe reveals that educational attainment/achievement varies according to social class (e.g. lower, middle and upper), religion, race/ethnicity and region. Based on the facts related to education Blau and Duncan (1968), Davis (1948) and Parsons (1953) hypothesizes that social class value and parental socio-economic status, including race/ethnicity, residence and locality influence their children's educational attainment. This basic hypothesis drawn by the functionalists is well-proved in later several researches. Studies by Blau and Duncan (1967) tested the correlation between son's occupational status and father's occupational status. Their studies were limited to males and showed two aspects of a person's social class of origin: father's educational achievements and occupational prestige; both ascriptive status traits (fixed at birth). The purpose of the study was to test whether ascriptive or achieved characteristics directly affected status attainment of the child. Higher the father's educational achievements could yield higher child's educational achievement due to higher expectations and more support for attainment. Higher the father's occupational prestige could increase educational expectations for the child as well as providing financial resources to support higher education. This model set the foundation for further investigation.

2.1.2 Credential Approach

Collins (1979) contributed the idea of credential approach to the study of class-based differences in educational attainment. Collins maintains that public schools are socializing institutions that teach and reward middle-class values of competition and achievement. Anglo-Protestant elites are selectively separated from other students and place into prestigious schools and colleges, where they are trained to hold positions of power. By teaching middle-class culture through the public education system, the elite class ensures a monopoly over positions of power, while others acquire the credentials to compete in a subordinate job market and economy.

2.1.3 Cultural Capital Approach

Many scholars have studied educational attainment in the USA as a form of social reproduction and stratification. Bourdieu (1977) presented the idea that education

leads to social reproduction and a stratified society by honoring the cultural capital of elite classes. Students who possess the valued cultural capital, according to Bourdieu, are rewarded with high academic achievement. When elite class members enter into the workforce, they are channeled into high paying jobs and powerful positions within society, while those who do not achieve the same level of academic success fall into subordinate occupations and status levels. By rewarding the desired cultural capital with high academic achievement, upper classes are able and prepared to reach higher levels of educational attainment. Members of the working class, on the other hand, are not rewarded for their cultural capital in schools, and are instead socialized for working class jobs.

2.1.4 Concerted Cultivation Approach

Lareau (2003) also addresses the factors that lead to social stratification in educational attainment. Lareau's idea of concerted cultivation refers to an active involvement of parents in a child's learning and development experiences by creating and controlling organized activities for their children. According to Lareau, middle-class parents engage in concerted cultivation to teach their children, while lower- and working-class parents do not. Lareau further explains that schools firmly encourage and expect parents to use concerted cultivation as a child-rearing strategy. The child-rearing practices of lower- and working-class families thus do not comply with the standards of educational institutions. As a result, lower- and working-class students develop a sense of "distance, distrust, and constraint" in educational institutions, while children of middle-class families gain a sense of entitlement. These differences in child-rearing practices lead to children of lower- and working-class families to lack the necessary life skills that the children of the middle class possess, further isolating them from educational opportunities.

2.2 Models

Blau and Duncan (1967) developed and analyzed status attainment within a wide framework by using a basic mobility model. They thought that it would be easiest to analyze if they examined the process by which men move up and down the social ladder in their family of origin to adult positions in a hierarchy of occupations. Rather than depicting the father-son relationship in a cross-tabular form, the regression

method made it possible to approximate the process by which the son's status was attained. Actually, Blau and Duncan developed a Trans-generational Model of Status Attainment (TMSA) that includes father's education, occupation and income. These antecedent variables of parents work for the potential mediating role of children's school motivation and educational attainment. Later they modified their basic model in that they includes broader framework such as early intelligence, number of siblings, father's education and occupation that together influence children's educational attainment (Blau & Duncan, 1968). It focused on the processes of individuals developing personal qualities, such as motivation or skills at a given task that lead to educational achievement and eventually to positions on the occupational ladder. Acknowledgments between education, family status, and young people's ability levels as well as their motivations and aspirations were all contributive to one's status attainment, especially educational attainment.

Social Psychological Approach (Wisconsin model) developed by Sewell, Haller & Ohlendorf, 1970) is a comprehensive process framework that includes parents' socio-economic status, child's mental ability, peer influence and personal aspirations that help link stratification and mental ability inputs through a set of social psychological and behavioral mechanisms to children's academic or educational performance. These subjective variables add a social psychological side that Blau and Duncan lacked in their research. This model makes definite solutions of children's educational and occupational status attainment. The overview of theoretical perspectives and models discussed above may help to formulate research hypotheses and its examination related to parental socio-economic status and children's primary education between Santal and Oraon communities in rural Bangladesh.

2.3 Hypothesis

A community is a group of people who share the same belief system developed in evolutionary process and accordingly they behave in social, economic, political, religious and cultural situations to a particular environment. Similarly, an ethnic community is a collection of people who identify with a common culture, share a common heritage of food and styles of dress, music and literature, and look back upon a history that reflects the collective experience of their people (Johnson, 1989).

Bangladesh is an agrarian economy based rural country where several ethnic communities, especially *Santal* and *Oraon* live side by side or adjacent villages in the northwestern region of Bangladesh. Relevant literature reveals that the original home of *Santal* is in radha (in West Bengla), the forests of adjacent Bihar (Jhadkhand) and Orissa, and Chhota Nagpur. The Santal are one of the oldest and largest ethnic communities in the northwest belt of Bangladesh. They are known as *Hor*, which means man.

On the other hand, there is no concrete evidence that the *Oraon* have migrated from Konkan or Maharashtra to Chotanagpur region of present Jharkhand, Chhattisgarh and Orissa. However, few believe that they might have migrated from Konkan region of Maharashtra. The *Oraons* are the people best known in many parts of India as *Dhangar*. According to the Human Resources Development Foundation (HRDF), most of the *Oraon* people (31834) are living around Godagari thana of Rajshahi, Mithapookur of Rangpur, Pothnitola, Niamathpur and Porsha of Naogaon districts. These areas are the highest *Oraon* zones among the Upazilas which numbers were 6638, 6615, 6511, 6262 and 6260 respectively (Sattar, 1975 cited in Jolil, 1999).

Both the Santal and the Oraon communities are socio-culturally distinct from each other. In Bangladesh, the *Santal* and *Oraon*, covering less than 1% of the populations, racially belong to *Proto-Australoid* stocks and speak in *Austriac-Mundary* language for the former (Ali, 1998) and *Sadri* and *Kuruk* for the later. Sometimes both the Santal and Oraon as a minority and non-dominant cultural group speak in Bengali language when they converse with the others community people (Bandopadhyay, 2003; Kispotta, 1997; Paul, 2006). Religiously, the Santal and the Oraon believe in *animism*, nature worships such as birth, death, illness, Sun, Moon, stars, rain, air, cyclone and other natural disasters (Ali, 1998; Bandyopadhyay, 1999; Kispotta, 1997; Rahaman, 2004). In line these variations in basic cultural systems SES including wealth/land ownership, home ownership, education, occupation, and income of the non dominant group Santal and Oraon compared to the dominant one are more vulnerable in rural Bangladesh. The lower class and minority groups with less-dominance, low SES attainment and limited psycho-social coping resources cannot fulfill their all demands, need and wishes; they cannot equal access to societal opportunity structure; they

cannot maintain their life as well as their children education according to the societal means and goals prescribed in this country Uddin, 2008a & Uddin, 2008c). Based on socio-cultural approach this section formulates relationships between parental socio-economic status (education, occupation and income) and it's related their children's primary education (first enrolment, class attendance and performance) between Santal and Oraon communities in rural Bangladesh.

2.3.1 Parental Education and Children's Primary Education

Education attainment is a basic criterion not only to acquire social status in the family as well as in the wider community but also the first requirement to access in formal labor force participation and earnings in any society. Educational attainment here refers to the years of formal education/learning in schools or educational institutions recognized by a given society (Wang, et al., 1999; Hauser, et al., 1982). Sociological theories and its related research studies assume that primary education of ethnic minority children varies in relation to their parent's education attainment (Jerrim & Micklewright, 2009). Actually, parental education especially both mother and father's education strongly affects their children's primary education, including enrolment, class attendance and educational performance. Several research reports have showed that children from better educated parents admit early in the primary school, attend in class more and have better performance and tend to fewer drops out than the less educated parents (UNESCO, 2010; Huisman & Smits, 2009; Ersado, 2005; Buchmann & Brakewood, 2000; Colclough, et al., 2000; Shavit, et al., 1993). Likewise, Parents who have completed the highest educational level might want their children to achieve at least that level, involving in their children's education process (Breen & Goldthorpe, 1997). Additional research has also showed that uniquely the mother's educational level is a more potent predictor of a child's educational achievement than father's educational level and has significant impact on her children's learning process. Generally, traditional research has revealed that more highly educated mothers have greater success in providing their children with the cognitive and languages skills that contribute to early success in school (Ann, 1993). On the other hand, less educated parents are less likely to be involved in their children's education process and they do not realize their children's schools experiences, including high dropout, low performance and irregularity in schooling

(Sarker & Davey, 2009). Actually, parents may transmit their education to their children through mobilizing social, psychological and economic resources, promoting the social values of higher education in the family context or providing their children with a widest range of educational options (Coleman & Rainwater, 1978). The arguments of social capital as well as human capital theory suggest that parental education is the most important influential factor to build up further social capital among their children. If parental human capital is not complemented with social capital then it is useless for children’s education since children cannot benefit from parents’ knowledge and support (Erikson & johnsson, 1996, Coleman, 1988).

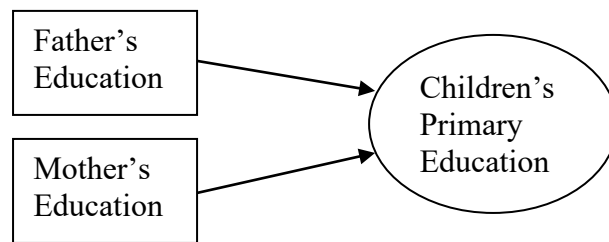


FIGURE 2.1: Model of Intergenerational Transmission of Primary Education

Relevant cross-cultural researches report that timing of formal education in a particular education system not only varies from one person to another within a system but also varies between sub-cultures within given society influenced by the parental educational background, aspiration, self efficacy and belief (Angela et al., 2007; Graaf & Kalmijn, 2001; Castro Ribas Jr. et al., 2005; Takennoshita, 2008; Rubenson et al., 2007; Kaur & Kalaramna, 2004; Nsamenang, 2007). Relevant cultural specific studies reveal that education of minority ethnic parents or non-dominant groups compared to the majority or dominants ones is low because of hierarchical social structure in which they live (Uddin, 2009a). Cross-cultural studies (Uddin, 2006; Uddin, 2008b; Uddin, 2008c; and Siddiquee, 1984) found that average years of majority group couples’ education were higher than the minority ethnic couples, because of their high dominance in rural power structure and parental aspiration in education. Studying 89 sample for Santal and 90 sample for Oraon Uddin (2008) found that average years of schooling (2.71 years) of the Oraon was higher than the Santal (2.11 years). Another study Uddin (2009) studied educational attainment by Muslim and Santal couples and found that educational attainment of Muslim couples was higher than the Santal couples. Most of the Santal husbands

(68.53%) compared to the Muslim ones (29.66%) never went to school. Educational attainment of Muslim husbands at both primary (43.45% for Muslim, 22.38% for Santal) and secondary levels or so (26.89% for Muslim, 9.09% for Santal) was higher than the Santal husbands. Like husbands' educational status attainment most of the Santal wives (72%) compared to the Muslim wives (40.69%) had no formal education. In addition, Santal wives' educational attainment at both levels (44.83% and 14.48% for Muslim and 24.48% and 5 cases for Santal respectively) was also lower than the Muslim ones. These differential educational statuses of the Santal and Oraon may differentially influence their children's primary education. However, based on literature review we may, in the given area, hypothesize in the following way:

Hypothesis 1: Increased proportions of Oraon parents' education compared to the Santal parents have significant association with differences in their children's primary education: enrolment, class attendance and performance.

2.3.2 Parental Occupation and Children's Primary Education

Occupational attainment of individual person in an economic system fully depends on his or her educational attainment. Occupation refers to the formal and informal labor force participation to earn monthly or daily income through which someone purchases his or her daily necessity and fulfills human demands. According to the previous researches formal education and skill training in any culture are essential in involving in formal labor force participation (Ganzeboom, et al., 1991; Hauser et al., 1982; and Peek, 1979). But what type of job a person will adopt depends on his or her level of education achieved. Parental occupation in this study refers to the informal labor force participation related to agriculture, day laboring, or small business to earn yearly, monthly or daily income.

Children educational outcome (enrollment, attendance and performance) greatly influenced by their parent's occupational status. Previous research shows that parent who are involved in formal occupational institutions are more aware of the importance of education and hence to invest more in their children's educational process and to be more likely to motivate them to do their best (Breen & Goldthorpe,

1997). On the other hand, for parents who are self-employed, such as (small) farmers, day laboring or small business the opportunity costs of keeping their children in school are believed to become more important after a certain threshold. Consequently, they are more likely to expect their children to stay home and help in the family business and in turn have more likely to less attendance and performance in primary school (Huisman & Smits, 2009; Tansel, 2002).

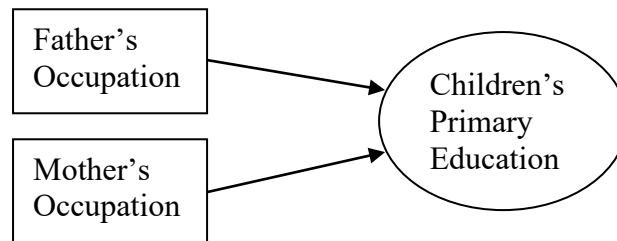


FIGURE 2.2: Model of Intergenerational Transmission of Primary Education

Minority ethnic group such as Santal and Oraon live in rural area of Bangladesh. They adopt several occupations related to agricultural system because of illiteracy, un-skillfulness and low land-man ratio. Several cross-cultural studies reveal that most of the Santal and Oraon are day laborers and frequently they remain unemployed (Uddin, 2009b). Several research studies (Uddin, 2006; Uddin, 2008b; Uddin, 2008c; Shafiq, 2007; Khanam, 2004; Alam, et al., 2008) found that both Santal and Oraon adult men and women take part in agriculture and any other fields as manual labor and work outside the family from dawn to dusk as laborers, because of their low education or illiteracy. As a result they cannot fulfill their daily human needs as well as their children’s education. Many of the Santal and Oraon children never go to school for their formal learning because of their parents’ low occupational position.

Another study by Uddin (2008) showed that occupation status of parents between two communities was farmer 48 for Santal and 28 for Oraon, small business 8 for Santal and 4 for Oraon, day laboring 26 for Santal and 47 for Oraon, van pulling 7 for Santal and 11 for Oraon respectively. Still other study by Uddin (2009) found that there are significant differences in occupational status between Muslim and Santal. These differential occupational statuses of the Santal and Oraon may also differentially influence their children’s primary education. However, based on literature review our hypothesis, in this given area, is as follows:

Hypothesis 2: Increased proportions of Oraon parents' occupation compared to the Santal parents have significant association with differences in their children's primary education: enrolment, class attendance and performance.

2.3.3 Parental income and Children's Primary Education

Income of parent depends on their aggregate educational and occupational attainment as well as land property, business and fixed deposit. Relevant researches hypothesize that higher the parental educational and occupational status higher the income attainment and consequently higher the children's educational attainment. Based on the hypothesis some literature explores that low-income parents tend to be less-educated and usually do not have a good example to follow or good parenting techniques for their children's proper education (Turkheimer, Haley, Waldron, D'Onofrio, Gottesman, 2003).

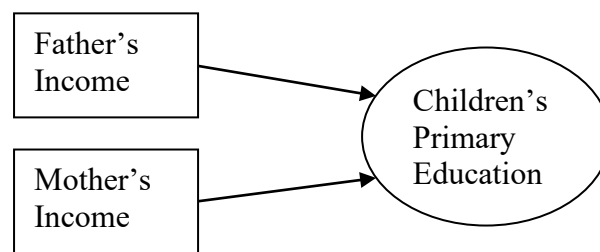


FIGURE 2.3: Model of Intergenerational Transmission of Primary Education

Parental income varies according to their age, sex, social class, region/residence and ethnicity and likely induces variations in their children's education. Several cross-cultural studies in multicultural societies reveal that annual or monthly parental income of dominant group is two-fold higher than the minority ones because of their higher education and occupational attainment (Colen & Knutson, 2009; Wang et al., 1999; Castro & Bornstein, 2005; Weimer, 1992). Like wise Uddin, (2006, 2008c) in his cross-cultural studies found that annual income of the majority group (the Muslim) was higher than the minority group, especially the Santal and Oraon families in rural Bangladesh. Due to low-income of the minority parent their children's educational performance may be lower than the middle class or upper class peers. Data from the California Standard Test (2007) given to third-graders showed that 77 percent of third-graders from economically disadvantaged families were not proficient in

English-language tests compared to 44 percent of the white peers with economically advantaged status (Karoly et al., 2008). The same pattern of low-income minorities performing below CA state standards was evident in their mathematic performance. In a study Uddin (2009a) found that annual family income of the Muslim couples were relatively higher than the Santal couples. The findings of the study revealed that low income couples (>20,000 Tk. yearly) in the Santal community were 80.42% compared to the Muslim couples (33.10%). But high income (31,000+) and middle income (21,000-30,000 Tk.) among the Muslim couples (40% for high and 26.90% for middle income respectively) were higher than that among the Santal couples (6 cases for high and 15.38% for middle income respectively). In this respect results of Pearson's Chi-Squire test suggested that there were significant differences in annual family income earned by the Muslim and Santal couples at $p < 0.01$ level. In another cross-cultural study Uddin (2008) found that average yearly gross incomes (in Taka) of the respondents were 29752.29 for Muslim, 24097.09 for Hindu, 27471.91 for Santal and 23566.67 for Oraon respectively that may influence their children's late enrollment, less-attendance and lower educational performance at primary level in Bangladesh. Based on the information we may hypothesize in the following way:

Hypothesis 3: Increased proportions of Oraon parents' annual income compared to the Santal parents have significant association with differences in their children's primary education: enrolment, class attendance and performance.

2.3.4 Relationship between Parental SES and Children's Primary Education

Socio-economic status attainment of the parents, such as education, occupation and annual family income are not only consistently interrelated but also influence their children's primary education, including enrollment, attendance and performance. Cross-cultural studies explore that variable of parental socio-economic status attainment especially education, occupation and income are consistently inter-related. That is high educational attainment by respective member of a social system influences high job involvement that in turn influences high income (Cit. Uddin, 2009a). Social status attainment theory predicts that the transmission process will vary across different population segments and across categories of race, social class, immigration status and ethnicity. Uddin's (2008, 2009) and others found that there

were significantly positive and inverse relationships between the variables of socio-economic status attainment at $p < 0.01$ level. That is husbands' educational attainment was negatively related to their occupational attainment ($r = -.346, p = .000^*$) in turn was positively related to annual family income attainment ($r = .499, p = .000^*$). In addition, wives' educational attainment in turn was negatively related to their occupational attainment ($r = -.379, p = .000^*$) was positively related to annual family income attainment ($r = .399, p = .000^*$) between the communities in rural Bangladesh.

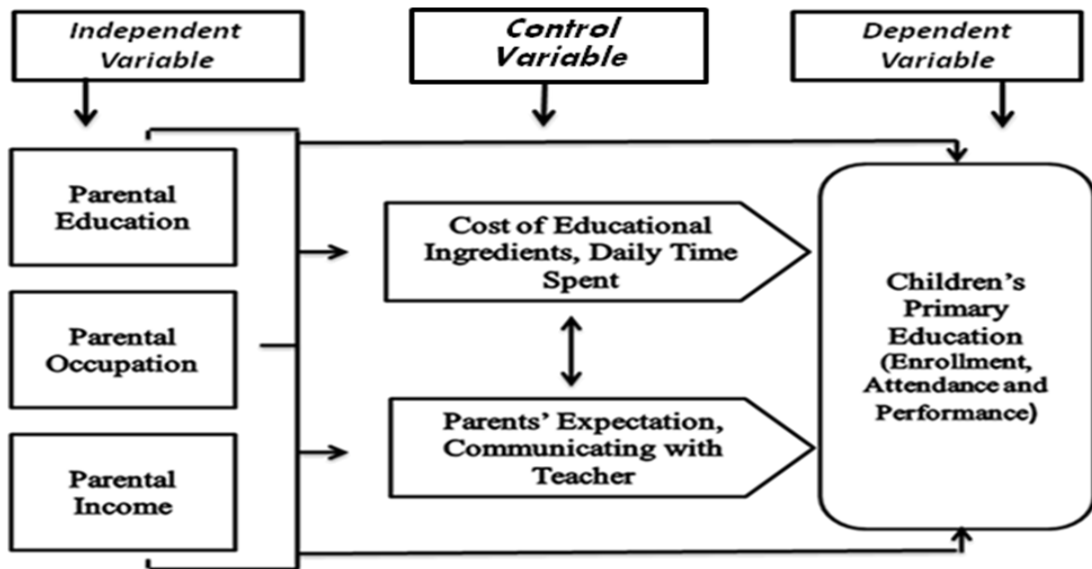


FIGURE 2.4: Conceptual Framework of Parental SES and Children's Primary Education

2.4 Control Factors

Parental involvement, parental attitudes and aspirations, parental communication with teacher and time spending for their children can lead to their children's academic achievement. Previous studies shows that parental involvement, parental attitudes and aspirations, school environment and peer influences are the important factors for academic performance of children in any society across the world. (Santor et al., 2000, Crosnoe et al., 2004).

General Hypothesis: Other things being equal such as parental involvement, parental attitudes and aspirations, parental communication with teacher, and time spending for their children there are significant relationships between parental socio-economic status (e.g. education, occupation and annual income) and their children primary education (enrollment, attendance and performance).

CHAPTER III

METHODOLOGY

3.1 Area of the Study

Purpose of the study was to compare and examine relationships between parental socio-economic status and their children's primary education: a comparative study on Santal and Oraon communities in rural Bangladesh. In so doing this study was conducted at *Godagari Upazila* in Rajshahi District, Bangladesh. In order to conduct this research 13 villages of the Godagari Upazila were purposefully selected where both the Santal and Oraon communities were living side by side or adjuncts villages. Godagari is one of the nine upazilas of Rajshahi district having an area of 475.26 sq. km. being situated on the bank of the river Padma and belongs to "Barendra Bhumi" zone and red land belt passing across Bangladesh living different ethnic people in this belt (Bangladesh Population and Housing Census, 2011).

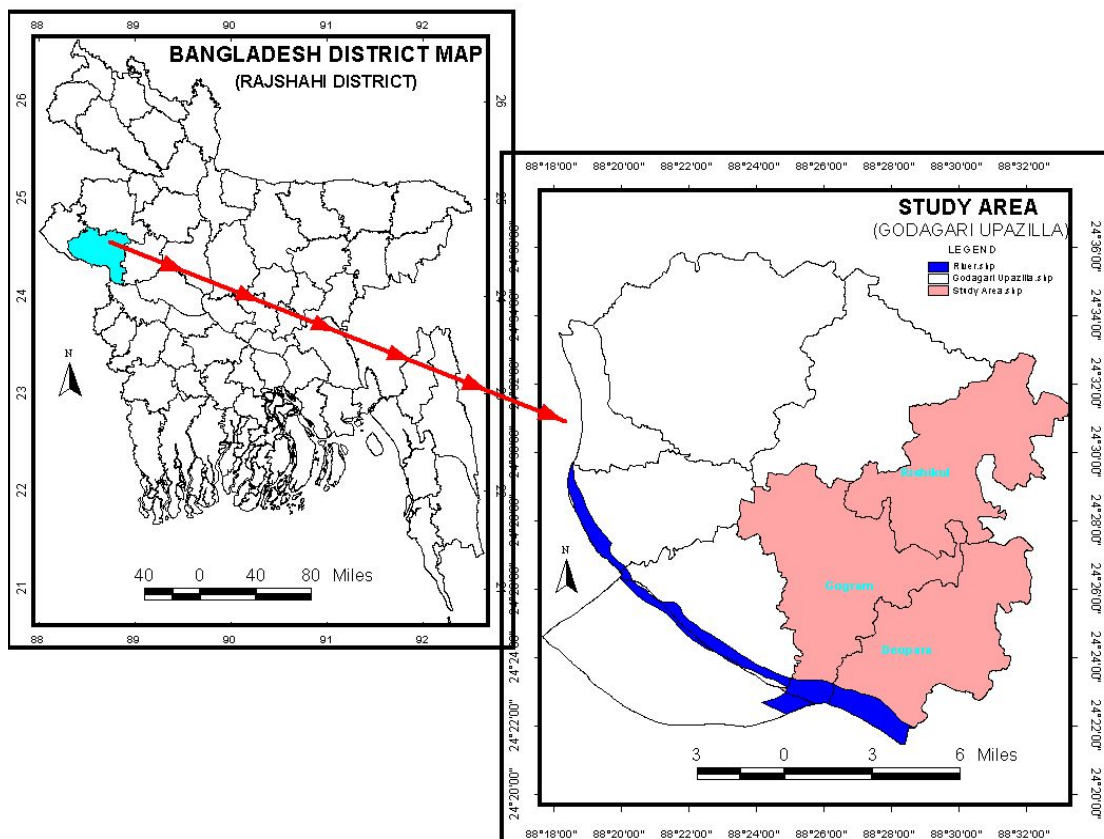


FIGURE 3.1: Map of the Study Area

It is located at 24.666° N 88.3306°E and it has common border with India on the west and south sides, on the north is Nowabgang district and on the west side the Paba

Upazila. It is the place where Mohananda River links to Padma or Ganges. Godagari is administratively divided into 9 unions and 2 municipalities. The proportions of population of the Godagari were almost the same: 50.88 percent for male and 49.12 percent for female. Among the total population 86.55 percent were Muslim, 8.05 percent for Hindu, 1.93 percent for Christian and 3.47 percent for ethnic people, including both the Santals and Oraons (Bangladesh Population and Housing Census, 2011). The socio-economic condition of Godagari people was like of other villages of Bangladesh but different from the ethnic people. Agriculture and its related work is the main occupation of the people of this area.

3.2 Sample

Based on the research purpose several specific hypotheses on children's primary education (enrollment, class attendance and performance) in association with parental socio-economic status between Santal and Oraon communities in rural Bangladesh were formulated, reviewing the relevant theories and its literatures mentioned above. In order to examine the hypotheses a total of 180 parents (90 for Oraon and 90 for Santal) and their primary school-going children were selected through simple random sampling. First of all we in the study villages of Godagari Upazila identified about 600 eligible couples (Oraon=280 and Santal=320) whose children were in primary school: class 1 to class 5. Of the total population or universe 250 eligible couples and their primary school-going children with class 3, class 4 and class 2 (Oraon=150, Santal=100) that have focused in the study were primarily selected for the study analysis. However, two separate sampling units of parents and their children of the communities were developed: one for Santal and another for Oraon. Based on matching 180 couples or parents (Oraon=90, Santal=90) and their children with class 2, class 3 and class 4 were finally selected for the study, using simple random sampling, especially lottery method. This sampling procedure was more eligible, unbiased and scientific to select the samples studied.

3.3 Variable and Measure

3.3.1 Parental Socio-Economic Status Characteristics

The main comparison areas of this study were to examine and measure children's primary education (e.g. first enrollment, attendance, and performance) in association

with parental socio-economic status between the Santal and Oraon communities in rural Bangladesh context. In so doing parental socio-economic status used as an independent variable was categorized into education, occupation and annual family income that were converted into ordinal and interval levels (Marks, G.). First of all *Community* was nominally measured and coded as 1= Santal, and 2= Oraon; *Couple or parent* was nominally categorized into 1=Father and 2=Mother; *Age* of both father and mother was counted numerically in year. However, selected parent's socio-economic status characteristics were measured and coded in the following ways (Uddin, 2009a):

3.3.1.1 *Education status* was numerically measured in years.

3.3.1.2. *Occupation status* of both father and mother was nominally measured. For example, husband's occupation (1= Farming only, 2= Day laboring, 3= Small business, 4= Van puller, 5= Others. wife's occupation (1= Housewife only, 2= Day laboring, 3= Small business, and 4= Others).

3.3.1.3. *Yearly total income* was numerically measured in Taka (1 US\$ = 80 Bangladesh Taka in currency exchange).

3.3.2 Children's Primary Educational Characteristics

This study used primary education as a dependent variable. Actually, primary education is comprised of 5 years of schooling. Primary education is universal in Bangladesh. This education usually begins at age 5 and ends at age 10 prescribed by our national curriculum, textbooks and school hours which begins in January and ends in December in each year. In studying primary education researchers and educationists have used several concepts and its related variables. For example, enrollment, class attendance, school transfer, teacher quality, quality of education, socio-economic status of students, school environment, drop-out, distance, school failure, performance or achievement of students are widely conceptualized. Of the variables this study used key factors of primary education, such as age of first enrollment, class attendance and performance. These variables of children's primary education were measured and coded in the following way:

3.3.2.1 *Age of First Enrollment* in primary school was numerically measured in year of first admission in class 1.

3.3.2.2 Performance of the children in previous class: class 2 and class 3, 2012 was measured in ordinal level 0=Fell, 1= Pass, 2= Average, 3= Good, 4= Better, 5= Best.

3.3.2.3 Class attendance refers to the number of class present in previous class. This variable was numerically measured and accounted for in number.

3.3.3 Control Variable

3.3.3.1 Cost of educational ingredients for their children in last 6 months was numerically measured and accounted in Tk.

3.3.3.2 Daily time spent for their child's education was numerically measured and accounted in hours.

3.3.3.3 Parents' expectation for their child's education outcome was measured at ordinal level and coded as 1= No expectation, 2=Usual expectation, 3=Moderate expectation, 4= High expectation and 5= Uncertain.

3.3.3.4 Communication of parents with teacher was numerically measured and accounted as the number of times in last 6 months.

3.4 Instrument and Procedure

This study used survey design aimed to find out relationship between parental socio-economic status and their children's primary education measured above. In so doing we used both qualitative and quantitative variables. Education and income of the parental socio-economic status were accounted for numerical variables but occupational status as ordinal in nature. In addition, we also measured primary education qualitatively and quantitatively. Based on the measurement of the independent and dependent variables semi-structural questionnaire with open-ended and close-ended questions was designed, following from several studies, especially Uddin's cross-cultural instruments. As most of the respondents were lower socio-cultural statuses, interview technique with the questionnaire was applied for data collection. According to the questionnaire every couple and respective child of the communities selected were asked for relevant questions included in the questionnaire. Sometimes the questions were proved to the specific respondents who could not understand.

Over the months I visited the field, especially Godagari Upazila where the study was conducted. Field work for this research was conducted from July to December, 2012 and January, 2013. In order to collect real and valid data from the selected couples (also the respective children) of the communities with the questionnaire the researcher built up rapport with the respondents to create consciousness about the research purposes and objectives, to make easy them for conversation and to encourage them to active participation in the research process. It continued until the completion of data collection. First 5 months of the data collection period were used to build up rapport with the respondents and the next 2 months especially December 2012 and January 2013 were worked for final data. Most of the respondents of the communities worked from morning to midday and sometimes round the day in the agricultural field. So, the necessary data were collected at afternoon when the respondents of both the communities were leisured, and present researcher met each couple within the family setting where they were intensively interviewed. After completion the interview especial thanks were given to each couple for further contact. In data collection the researcher conversed in *Bengali* language with the respondents because they all did converse in Bengali language and then the responses of the selected respondents were converted in English.

3.5 Reliability

The responses given by the selected respondents on the variables of socio-economic status attainment and children's primary education were reliable in the sense that the interview technique with the semi-structural questionnaire was applied in which both the open-ended and close -ended questions were included and the present researcher as an interviewer was skillful in that technique. In so doing the author built up rapport with the respondents in which interpersonal trust between the interviewer (author) and the respondents was developed. Based on the interpersonal relationship (subjectivity) the author intensively interviewed every husband and wife of the couples with the questionnaire schedule aimed to collect objective data within one hour in their personal and familial settings. In addition, the researcher also considered cultural and status factors of both the parties (interviewer and respondents) when he interacted with the respondents for data collection. However, although there were many quantitative methods to test reliability of the collected data, this research followed

qualitative techniques: rapport building with the respondents, one hour structural interview for per husband and wife of the couple, interview in personal and familial settings, and controlled interpersonal cultural factors to collect reliable responses presented in the result section.

3.6 Data Analysis

Based on the main research objective, including the four research hypotheses the analysis of collected data was carried out by SPSS. Especially, Pearson's Chi-Square test and partial correlation techniques were applied to find out similarities or differences in and associations between parental socio-economic statuses (education, occupation and annual family income) and children's primary education (first enrollment, attendance and performance) between Santal and Oraon communities in the study villages of Bangladesh. These statistical techniques to find out cross-cultural differences and interrelationships between the parental socio-economic status attainment and children's primary education variables included were more relevant, because most of the variables used were numerical (quantitative) in nature. The findings of the analysis with frequency distribution and test scores were presented by cross-tabulation in the following chapter.

CHAPTER IV

RESULTS

4.1 Background of Respondents

Children's primary education is embedded in their parental socio-cultural and environmental background in which they are born and developed. Prior to analyze the research questions and its related hypotheses on parental socio-economic status and children's primary education between Santal and Oraon communities we will discuss the background information of the respondents selected from Godagari Upazila, Rajshahi, Bangladesh. This background information of the respondents will be helpful to analyze the hypotheses examined in the study.

4.1.1 Parents

Actually, socio-demographic background of both the father and mother and their primary school-going children of the Santal and Oraon communities is interesting. The proportions of Santal father (48.89%) and mother (51.11%) participated in the study were more or less the same, while these proportions of Oraon father (62.22%) and mother (37.78%) were different (see table 1). Like sex and age distribution of respondents showed that most of the Oraon parents were young adults than the Santal ones. Family size indicated that small family (3 to 4 family members) and medium family size (5-6 family members) in both the communities was more or less the same, but large family (above 7 family members) of the Santal (20%) was higher than the Oraon (11%) in the study setting. The table also shows that most of the families in both the communities were nuclear family (81.11% for Santal and 86.67% for Oraon). Land status is the basic foundation of rural property. Most of the respondents of both the communities (94.44% for Santal and 80% for Oraon) informed that they had no land property and even settlement of land. But a few of them had a small piece of land (2.22% for Santal and 16.67% for Oraon).

Table 4.1 Frequency Distribution of Parent's Socio-Demographic Background by Santal (n=90) and Oraon (n=90) Communities in Godagari Upazila, Rajshahi, Bangladesh 2013

Sex of parents	Santal		Oraon		Total
	F	Percent	F	Percent	
Father	44	48.89	56	62.22	100
Mother	46	51.11	34	37.78	80
Total	90	100	90	100	180
Current age of respondents					
20-29	12	13.33	6	6.67	18
30-39	34	37.78	47	52.22	81
40-49	39	43.33	37	41.11	76
50-59	5	5.56	-	-	5
Total	90	100	90	100	180
Total family members					
<3	1	1.11	-	-	1
3-4	17	18.89	22	24.44	39
5-6	54	60.00	58	64.44	112
7 and above	18	20.00	10	11.11	28
Total	90	100	90	100	180
Types of family					
Nuclear	73	81.11	78	86.67	151
Joint	17	18.89	12	13.33	29
Total	90	100	90	100	180
Own land (Decimal)					
No land	85	94.44	72	80.00	157
<5	3	3.33	3	3.33	6
6-8	1	1.11	9	10.00	10
9>	1	1.11	6	6.67	7
Total	90	100	90	100	180

Note: F=Frequency

4.1.2 Children

Children's socio-demographic background of Santal and Oraon communities is very important to analysis hypotheses examined in the study. Data in table 2 indicate that small family size (1 to 2 children) in both the communities was more or less the same, but medium family size (3-4 children) of the Oraon (70%) was higher than the Santal ones (64.44%). Sex of children is an important indicator in the patriarchal ethnic culture. The table shows the proportions of children's sex of the selected respondents. The data clearly indicates that male child of Santal was 41.11%), while the Oraon ones was 50% and female child for Oraon was 50%, while the Santal ones was 58.89%. Although the ethnic communities in rural Bangladesh are generally patriarchal in nature, the reflection was reversed regarding their children's primary

education. This is due to the government and many non-government organizations that are working and providing various facilities for the increase of girl child's primary school enrollment. The table also indicates age of children and their current class status in schooling. This study selected those parents of the Santal and Oraon whose children were in class two, three and class four for the study. In order to examine children's primary education, data were collected from schools record (previous class record of two and three) where the Santal and Oraon children would admit. Data show (see table 2) that frequency of children of class three in both the communities was more or less the same, but the frequency of class four and class two were different. On the other hand, current age of children with age 9-11 years studied was more or less the same, but the proportion of children with age 7-9 years was different: 47.48% for Santal and 48.89% for Oraon respectively.

Table 4.2 Frequency Distribution of Children's Socio-Demographic Background by Santal (n=90) and Oraon (n=90) Communities in Godagari Upazila, Rajshahi, Bangladesh 2013

Family size of the respondent	Santal		Oraon		Total
	F	Percent	F	Percent	
1-2	22	24.44	23	25.56	45
3-4	58	64.44	63	70.00	121
5-6	10	11.11	4	4.44	14
Total	90	100	90	100	180
Sex of children					
Male	37	41.11	45	50.00	82
Female	53	58.89	45	50.00	98
Total	90	100	90	100	180
Current age of children					
<7	1	1.11	-	-	1
7-9	43	47.48	51	56.67	94
9-11	37	41.11	39	43.33	76
11 >	9	10.00	-	-	9
Total	90	100	90	100	180
Current class of children					
Two	12	13.33	3	3.33	15
Three	52	57.78	44	48.89	96
Four	26	28.89	43	47.78	69
Total	90	100	90	100	180

Note: F=Frequency

4.2 Differences in Parental Socio-Economic Status

In order to examine the differences of parental socio-economic status between Santal and Oraon communities in rural Bangladesh education, occupation and income were measured and compared in the study. The findings of the analysis are given below:

4.2.1 Education of Parents

Education is one of the key indicators of parental socio-economic status that may influence their children's primary education. Table 3 shows parental education (e.g. father, mother education) by Santal and Oraon community. The data clearly indicate that overall Oraon parental educational status was higher than Santal. Most of the Santal father (68.89%) and mother (73.33%) compared to the Oraon ones (41.11% for father, 50% for mother) were illiterate and they never went to the school. The data separately shows that Santal father's education status at primary and secondary level was 30% and 1.11%, and the Oraon's were 43.33% and 15.56% respectively (see table-3). On the other hand, Santal mother's education status at those levels was 25.56% and 1.11%, while the Oraon ones were 42.22% and 7.78% respectively. Results of Pearson Chi-Square test suggest that these frequency distributions of parental educational status of the Santal and Oraon were significantly differences ($X^2 = 24.56$, $p = .006$ for father's education and $X^2 = 16.63$, $p = .034$ for mother's education) at $p < 0.05$ level.

Table 4. 3 Results of Chi-square test for Father Education by Santal (n=90) and Oraon (n=90) Communities in Godagari Upazila, Rajshahi, Bangladesh 2013

Education of father	Santal		Oraon		X^2
	F	Percent	F	Percent	
<i>Illiterate</i>	62	68.89	37	41.11	24.56*
<i>Primary</i>	27	30.00	39	43.33	(.006)
<i>Secondary</i>	1	1.11	14	15.56	
Total	90	100	90	100	
Education of mother					
<i>Illiterate</i>	66	73.33	45	50.00	
<i>Primary</i>	23	25.56	38	42.22	16.63*
<i>Secondary</i>	1	1.11	7	7.78	(.034)
Total	90	100	90	100	

Note: F=Frequency, df=10 for father's education, df=8 for mother's education, *P<0.05

4.2.2 Current Occupation of Parents

Occupational status depending on person's education, skills and experiences is another criterion of socio-economic status. Although farming was the main occupation of rural community, most of the Santal and Oraon parents generally adopted day-laboring for their livelihood (see table 4). Actually, in occupational distribution 11.11% of the Santal and 23.33% of the Oraon fathers were farmers, but 82.32% of the Santal and 63.33% of the Oraon fathers were day-laborers. The least of them were small businessmen and van-pullers. Like fathers' occupation, mothers of the communities were traditionally housewives, 95.56% Santal mothers and 94.44% Oraon mothers were involved in day laboring to maintain livelihood (see table 5). Results of Pearson Chi-Square test suggest that the frequency distributions of parental occupational status of the Santal and Oraon parents were not significantly different ($X^2 = 8.24$, $p = .083$ for father's occupation and $X^2 = 3.67$, $p = .299$ for mother's occupation) at $p < 0.05$ level. That is parental occupational status of the communities were similar in nature.

Table 4.4 Results of Chi-square test for current Father Occupation by Santal (n=90) and Oraon (n=90) Communities in Godagari Upazila, Rajshahi, Bangladesh 2013

Current occupation of father	Santal		Oraon		X^2
	F	Percent	F	Percent	
Farming	10	11.11	21	23.33	8.24* (.083)
Day laboring	74	82.22	57	63.33	
Small business	3	3.33	7	7.78	
Van puller	2	2.22	3	3.33	
Others	1	1.11	2	2.22	
Total	90	100	90	100	

Note: F=Frequency, $df=4$, $*P < 0.05$

Table 4.5 Results of Chi-square test for current Mother Occupation by Santal (n=90) and Oraon (n=90) Communities in Godagari Upazila, Rajshahi, Bangladesh 2013

Current occupation of mother	Santal		Oraon		X ²
	F	Percent	F	Percent	
Housewife	4	4.44	2	2.22	
Day laboring	86	95.56	85	94.44	3.67*
Small business	-	-	1	1.11	(.299)
Others	-	-	2	2.22	
Total	90	100	90	100	

Note: F= Frequency, df=3, *P<0.05

4.2.3 Income of Parents

Table 6 shows data on annual family income of Santal and Oraon couples in rural Bangladesh. Average annual family income of the Oraon couples (39,555 Tk.) was comparatively higher than the Santal ones (30,355 Tk.). The table shows that the proportion of yearly low income families (<20,000 Tk.) in the Santal community was 3.33%, while it was 1.11% in the Oraon One. The proportion of high income families (50,000> Tk.) in the Oraon (13.33%) was higher than Santal ones (2.22%). The data also reveals that the proportion of middle income (ranged from 20,000 to 49,000 Tk.) of the Santal families (94.45%) was higher than the Oraon ones (85.55%). Results of Pearson Chi-square test suggest that the frequency distributions of annual family income were significant differences ($X^2 = 78.02$, $p = .000$) at $p < 0.05$ level.

Table 4.6 Results of Chi-square test for Yearly Family Income by Santal (n=90) and Oraon (n=90) Communities in Godagari Upazila, Rajshahi, Bangladesh 2013

Income of the family (Tk. yearly)	Santal		Oraon		X ²
	F	Percent	F	Percent	
<20000	3	3.33	1	1.11	
20000-29000	46	51.11	3	3.33	78.02*
30000-39000	34	37.78	49	54.44	(.000)
40000-49000	5	5.56	25	27.78	
50000>	2	2.22	12	13.33	
Total	90	100	90	100	

Note: F=Frequency, df=30, *P<0.05

4.3 Differences in Children's Primary Education

This study analyzed children's primary education in relation to parental socio-economic status by Santal and Oraon community. In these analyses primary education was conceptualized as age of first enrollment, class attendance and performance. Table 7 presents data on children's age of first enrollment. The data in the table reveal that average first enrollment age of the children at primary school level was 6 years (6.09 years for Santal and 6.03 years for Oraon). The data indicate that most of the Oraon children's (94.44%) first enrollment age ranged 5-6 years at primary school were earlier than the Santal ones (78.89%). However, the proportion of enrolled age ranged 7-8 years of Santal children (20%) was higher than that in the Oraon children (5.56%). Results of Pearson Chi-square test suggest that the frequency distributions of first enrollment age were significant differences ($X^2 = 25.57$, $p = .000$) at $p < 0.01$ level. Class attendance was one of the criteria to measure and analyze children's primary education. Table 8 presents data on students' class attendance by Santal and Oraon community. Data in the table show that out of class from 215 to 253 held in different classes average present of Santal children (214.98) was higher than that in the Oraon children (207.77). Of the class ranged 180-209 Oraon children's class attendance (43.33%) was higher than the Santal children (25.55%). But class attendance of Santal children (73.33%) was higher than the Oraon children (53.33%). Results of Pearson Chi-square test suggest that the frequency distributions of class attendance were significant differences ($X^2 = 80.85$, $p = .002$) at $p < 0.01$ level.

Table 4.7 Results of Chi-square test for Children's Age of First Enrollment by Santal (n=90) and Oraon (n=90) Communities in Godagari Upazila, Rajshahi, Bangladesh 2013

Age of first enrollment	Santal		Oraon		X ²
	F	Percent	F	Percent	
5-6	71	78.89	85	94.44	25.57* (.000)
7-8	18	20.00	5	5.56	
9 and above	1	1.11	-	-	
Total	90	100	90	100	

Note: F=Frequency, df=4, *P<0.01

Table 4.8 Results of Chi-square test for Children's Class Attendance by Santal (n=90) and Oraon (n=90) Communities in Godagari Upazila, Rajshahi, Bangladesh 2013

Class Attendance	Santal		Oraon		X ²
	F	Percent	F	Percent	
120-149	1	1.11	1	1.11	80.85* (.002)
150-179	0	00	2	2.22	
180-209	23	25.55	39	43.33	
210-239	66	73.33	48	53.33	
Total	90	100	90	100	

Note: F=Frequency, df=47, *P<0.01

Class performance was one of the variables of children's primary education measurement. Class performance was categorized students into fell, pass, average, good, better and best based on previous class results. Table 9 shows children's educational performance in their previous class by both the communities. Data by category-wise suggest that overall class performance of the Oraon children was better than Santal ones. The data clearly indicate that of the categories of performance, 34.44% children of Santal were in fell category in their previous class than the Oraon children (8.89%) and 4.44% of Oraon children placed in best category than later ones. By the categories of good and better performance the data reveal that 14.44% and 7.78% were for Santal children and 33.33% and 5.56% for Oraon children respectively. Results of Pearson Chi-square test suggest that the frequency distributions of class performance were significant differences ($X^2 = 25.73$, $p = .000$) at $p < 0.01$ level.

Table 4.9 Results of Chi-square test for Children's Performance of Previous Class by Santal (n=90) and Oraon (n=90) Communities in Godagari Upazila, Rajshahi, Bangladesh 2013

Performance of child	Santal		Oraon		X ²
	F	Percent	F	Percent	
Fell	31	34.44	8	8.89	25.73* (.000)
Pass	-	-	1	1.11	
Average	39	43.33	42	46.67	
Good	13	14.44	30	33.33	
Better	7	7.78	5	5.56	
Best	-	-	4	4.44	
Total	90	100	90	100	

Note: F=Frequency, df= 5, P<0.01

4.4 Relationships between Parental SES and Children's Primary Education

The central objective and its hypothesis of this research were to find out relationship between parental socio-economic status and children's primary education between Santal and Oraon communities in rural Bangladesh. In so doing, we applied partial correlation test. Controlling intervening variables such as parental expectation, daily hours spent, cost of education and communication with teacher, overall results of the analysis presented in table 10 reveal that parental socio-economic status and their children's primary education were inter-related between the communities in study setting at both $P < 0.01$, $p < 0.05$ (in two tailed test) levels. First of all parental socio-economic status, especially parents education, occupation and yearly family income were not related to age of first enrollment but negatively related class attendance ($r^2 = -0.212$, $p = 0.005$). It was interesting to note that parental education ($r^2 = -0.144$, $p = 0.057$) and income ($r^2 = 0.191$, $p = 0.011$) positively related to educational performance between the two communities in study area.

Table 4.10 Results of Partial Correlation Coefficients for the Relationships between Parental Socio-Economic Status, Parental Expectation and Children's Primary Education by Santal (n=90) and Oraon (n=90) Community in Godagari Upazila, Rajshahi, Bangladesh 2013.

Variable	1	2	3	4	5	6	7	8
1.Community	1							
2.Fathers' education	.274** (.000)	1						
3.Mother's education	.201** (.008)	.578** (.000)	1					
4.Fathers' Occupation	.020 (.794)	-.063 (.406)	-.075 (.321)	1				
5.Mother's Occupation	.141 (.062)	-.027 (.723)	-.015 (.843)	.466** (.000)	1			
6.Family income	.472** (.000)	.460** (.000)	.225** (.003)	-.015 (.844)	.085 (.261)	1		
7.Age of enrollment	.005 (.947)	-.053 (.487)	-.113 (.135)	-.024 (.749)	.050 (.506)	.073 (.337)	1	
8.Class presence	-.255** (.001)	-.126 (.095)	.016 (.835)	.033 (.666)	-.043 (.569)	-.212** (.005)	-.065 (.394)	1
9.Educational Performance	.273** (.000)	.144 (.057)	.136 (.072)	-.020 (.787)	.024 (.755)	.191* (.011)	-.165* (.029)	.226** (.003)

* $P < 0.05$, ** $p < 0.01$

CHAPTER V

DISCUSSION AND LIMITATIONS

5.1 Discussion

Purpose of the study was to explore and examine the relationship between parental socio-economic status and their children's primary education: a comparative study on Santal and Oraon communities in rural Bangladesh. In so doing, four hypotheses were formulated: (1) increased proportions of Oraon parents' education compared to the Santal parents have significant association with differences in their children's primary education: enrolment, class attendance and performance. (2) Increased proportions of Oraon parents' occupation compared to the Santal parents have significant association with differences in their children's primary education: enrolment, class attendance and performance. (3) Increased proportions of Oraon parents' annual income compared to the Santal parents have significant association with differences in their children's primary education: enrolment, class attendance and performance and lastly general hypothesis (4) other things being equal such as parental involvement, parental attitudes and aspirations, parental communication with teacher, and time spending for their children there are significant relationships between parental socio-economic status (e.g. education, occupation and annual income) and their children primary education (enrollment, attendance and performance).

In order to examine the hypotheses and compare its results a total of 180 parents (90 for Oraon and 90 for Santal) and their primary school-going children were randomly selected from the Godagari upazilla of Rajshahi district, Bangladesh. The collected data with semi-structural questionnaire were analyzed by Pearson Chi-Square test and Partial Correlation techniques. The overall results suggested that socio-economic status (e.g. education, occupation and income) of the Oraon parents and their children's primary education status (e.g. age of first enrollment, class attendance and performance) were comparatively higher than the Santal ones. The results of Pearson Chi-Square test suggested that there were significantly differences in parental socio-economic status and children's primary education between the communities. In addition, the result of partial correlation there were positively or negatively inter-related between parental SES and children's primary education.

5.1.1 Parental Education and Children's Primary Education

Education status attainment of parents was the main indicator to influence children's primary education between Santal and Oraon communities in Godagari upazilla, Bangladesh. After reviewing several research reports, we formulated a research hypothesis: increased proportions of Oraon parents' education compared to the Santal ones have significant association with differences in their children's primary education: enrolment, class attendance and performance. The findings of the study revealed that most of the Santal parents (68.89% for father and 73.33% for mother) compared to the Oraon parents (41.11% for father and 50% for mother) were illiterate. The findings also showed above mentioned that Oraon parents at both primary and secondary levels of education were higher than Santal parents. Pearson Chi-Square test of these frequency distributions of educational status for both Santal and Oraon parents were significantly differences at $p < 0.05$ level. In addition, results of partial correlation coefficients revealed that parental education and their children primary education were negatively related in Godagari upazilla, Bangladesh. These findings of the study are not supported by several cross-cultural studies in abroad (Colen, & Knutson, 2009; Wang, Li-Ya, et al., 1999; Castro Ribas & Bornstein 2005; and Weiner, 1992) and Bangladesh (Uddin, 2009a, Uddin, 2006 and Uddin, 2008a). These finding of the comparative studies conducted in the western cultures clearly argued that the relationship between parents' SES and children's education not only significantly varies from one cultural group to another but also varies among sub-cultures within a given society.

5.1.2 Parental Occupation and Children's Primary Education

Differences in and relationship between parental occupation status and children's primary education was one of the comparisons of areas between Santal and Oraon communities in rural Bangladesh. Occupational attainment of individual person fully depends on his or her educational attainment. For this we hypothesized that increased proportions of Oraon parents' occupation compared to the Santal parents have significant association with differences in their children's primary education: enrolment, class attendance and performance. The findings of the study revealed that most of the Santal fathers (82.32%) were day-laborers compared to the Oraon fathers (63.33%). However farming was the main occupation of the rural economy. But the

study findings revealed that most of the Santal and Oraon parents adopted day-laboring for their livelihood. Actually, in occupational distribution only 11.11% of the Santal and 23.33% of the Oraon were farmers. Like fathers' occupation, mothers of the communities were housewives-cum day laborers. The results of Pearson Chi-Square test of these frequency distributions were significantly differences at $p < 0.05$ level. In addition, results of partial correlation coefficients revealed that parental occupation and their children primary education were negatively related in Godagari upazilla, Bangladesh. These findings are not confirmed by the uddin's cross-cultural studies (Uddin, 2009b). Several research studies (Uddin, 2006; Uddin, 2008b; Uddin, 2008c; Shafiq, 2007; Khanam, 2004; Alam, Mondal et al., 2008). These studies found that both Santal and Oraon adult men and women take part in agriculture and any other fields as manual labor and work outside the family from dawn to dusk as laborers, because of their low education or illiteracy. As a result they cannot fulfill their daily human needs as well as their children's education.

5.1.3 Parental income and Children's Primary Education

Parental income was one of the most important criteria for individual person's socio-economic status attainment. It also depends on individual aggregate educational and occupational attainment. For this we hypothesized that increased proportions of Oraon parents' annual income compared to the Santal parents have significant association with differences in their children's primary education: enrolment, class attendance and performance. The findings of the study revealed that annual family income of the Oraon parents was comparatively higher than the Santal ones. The result of the study showed that yearly family income 50,000 > Tk. and 40,000-49,000 Tk. Oraon for 13.33% and 27.78% where Santal parents were only 2.22% and 5.56% respectively which were significantly different by the communities at $p < 0.05$ level. In addition, results of partial correlation coefficients revealed that parental income and their children primary education were positively related to each other in Godagari upazilla, Bangladesh. These findings are supported by Uddin's several cross-cultural researches (Uddin, 2008, Uddin, 2009a, Uddin, 2006, Uddin, 2008c) in rural Bangladesh.

5.1.4 Relationship between Parental SES and Children's Primary Education

Socio-economic status attainment of the parents, such as education, occupation and

annual family income are consistently interrelated to and also influence their children's primary education. For this we hypothesized that other things being equal such as parental involvement, parental attitudes and aspirations, parental communication with teacher, and time spending for their children there are significant relationships between parental socio-economic status (e.g. education, occupation and annual income) and their children primary education (enrollment, attendance and performance). The findings of the study indicated that socio-economic status (education, occupation and income) of Oraon parents were comparatively higher than Santal parents. The result of partial correlation revealed that there were positively or negatively inter-related between parental socio-economic status (education, occupation and income) and children's primary education (enrollment, attendance and performance).

5.2 Limitations

This study examined and compared parental socio-economic status and children's primary education between Santal and Oraon communities in rural Bangladesh. Based on interview method with structural questionnaire Pearson Chi-Square test suggested that there were significant differences in children's primary education between the communities at $p < 0.05$ level. In addition, results of partial correlation coefficients revealed that parental socio-economic status and their children primary education were positively related in Godagari upazilla Bangladesh at $p < 0.01$ and $p < 0.05$ level. Although the current study is exceptional in the field that focused on parental socio-economic status and their children primary education between Santal and Oraon communities in rural Bangladesh, it certainly has some limitations.

Many sociologists and social researchers have used many concepts as parental SES like education, occupation, income, wealth, resource and property. On the other hand, primary education researchers and educationists have used several concepts and its related variables: enrollment, class attendance, school transfer, teacher quality, quality of education, socio-economic status of students, school environment, drop-out, distance, school failure, performance or achievement of students are widely conceptualized. In the present study, the researcher used only three variables education, occupation and income as parental SES and age of first enrollment, class

attendance and performance were used as children' primary education which is the variable related limitation in the study.

In the present study data were collected by face-to-face interviews with questionnaire survey could ensure the quality, the interviews were conducted on the limited samples of sensitive minority groups, and therefore there might occur sample-related errors, which might in turn influence the results presented. In addition, respondents might have been misperception about the researcher when he was collected data from them. This misperception may influence responses, which might in turn influence the results of the study.

Performance related data were collected from the schools record files of the students, which might occur response related biasness of the examiner. Secondary data in connection to the research were not adequate which could be more effective to the present study. Therefore, future cross-cultural study should be conducted on the given issues between the Communities in Bangladesh.

CHAPTER VI

CONCLUSION AND POLICY IMPLICATIONS

6.1 Conclusion

Primary education is the back bone of any nation regardless of race, ethnicity, gender, disability etc. across the world. Purpose of the study was to explore and examine the relationship of parental socio-economic status and their children primary education between Santal and Oraon communities in rural Bangladesh. In so doing, several specific hypotheses on children's primary education in association with parental socio-economic status between Santal and Oraon communities in rural Bangladesh were formulated. In order to examine the hypotheses a total of 180 parents (90 for Oraon and 90 for Santal) and their primary school-going children were selected through simple random sampling. However, two separate sampling units of parents and their children of the communities were developed: one for Santal and another for Oraon. Based on the result of Pearson Chi-Square test the findings suggest that socio-economic status (education, occupation and income) of Oraon parents was comparatively higher than Santal parents and children's primary education (first enrollment, attendance and performance) of Oraon children was also better than Santal children. In addition, the result of partial correlation suggests that there were positively or negatively inter-relations between parental SES and children's primary education. This result are also supported by several researches in abroad and Bangladesh.

The researcher expects that the purpose of the study and a reflection of its fulfillment, the present study achieve optimum success. It contributes to the field of primary education especially on ethnic minority groups to enhance their children primary education in connection with their parent's socio-economic status. This research work will be significance to change the present curriculum of primary education and will make a new space for the policy maker to rethink about the education of minority segment as well as country educational policy. Further research is essential to understand the problem better and more comprehensively.

6.2 Policy Implications

Primary education in Bangladesh is one of the key indicators for accelerating social development and change. Regarding this concern, the government of Bangladesh has taken the net target of enrollment rate to attain 100 percent and the primary school dropout rate to prevent 0 percent by 2015 in order to achieve eight Millennium Development Goals (MDGs). Besides, the government of Bangladesh was committed to its national election that it would achieve 100% literacy rate with quality of primary education in the country by 2014. According to the current research reports, it is clear to indicate that this important sector is questionable yet in enrollment, attainment and performance in association with low socio-economic status (e.g. education, occupation and income), political instability, low investment, policy-implications and its proper evaluation. Although the present research was conducted on minority ethnic communities in Bangladesh, these people are only 2%. Ethnic minority people in Bangladesh are deprived from socio-cultural progress and political empowerment and tend to be in the lower socio-economic groups.

Finally, the findings of the research in those societies were also applied to reformulate social policy and program on primary education in which skillful man power was made as well as social change was accelerated at the grassroots level. These situations are cyclically transformed into the next generation. Parents with poverty and disadvantaged situations, especially lower socio-economic status are always busy for their livelihood and they cannot invest sufficient money, time and experience to their children's primary education and other skill training. They cannot provide social, cultural/psychological, environment facilities to the children for their primary education. As a result most of the children are reluctant to admit and continue their education in the primary school. Educational researcher in the field argues that most of the parents motivate their children to involve in child labor for supplement family income rather than their primary education. As a result their social and occupational mobility are lower than the other community in Bangladesh.

The present research clearly shows that there were positively or negatively inter-relations between parental SES (e.g. education, occupation and income) and children's primary education (e.g. enrollment, attainment and performance). In this

connection, the government and policy makers need to rethink in order to improve the status of primary education of ethnic community's children in association with their parental socio-economic status.

The findings of the present research may have a great direction to integrate ethnic communities as well as their children's primary education in the national education policy in order to make inclusive social changes. Regarding this, the government of Bangladesh need to create income generating opportunities like tax free loan on agricultural production and small cottage industry, job opportunity and make sure involvement in development work for the ethnic communities parents as they can able to fulfill daily needs of the family and also bear educational ingredients of their children. Besides, the government and non-government organization need to take special program for the ethnic parents as they can make them capable parents to bear their children's educational ingredients, educational cost and make good educational environment for their children.

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APPENDICES

English Version of Survey Questionnaires ON

Parental Socio-Economic Status and their Children's Primary Education: A
Comparative Study on Santal and Oraon Communities in Rural Bangladesh

Date.....

Name of Respondent.....

Name of village.....

Union/Municipal.....

Community name: 1= Santal 2= Oraon

Appendix A: Socio-Demographic Questionnaire

1. Sex of parents: 1 = Father 2= Mother
2. Current age of respondentYrs.
3. Sex of child about interviewed: 1= Male 2=Female
4. Current age of child about interviewed.....Yrs.
5. Family size:
6. Total family member:
7. Types of the family
1=Nuclear 2=Joint
3=Extended 4=Others.....
8. Current class of your child: 1=Three 2=Four
9. Name of your child's school in the previous class:

Appendix B: Socio-Economic Status

10. Years of education of mother:
11. Years of education of father:
12. Current occupation of father
1= Farming 2=Day laboring 3=Small business
4=Van puller 5=Other.....
13. Current occupation of mother:
1=Housewife 2=Day laboring
3=Small business 4=Other.....
14. Total income of the family (yearly): TK.....

15. Total cost of the family (yearly): TK.....
16. Do you have a television set in your home? 1=Yes 2=No
17. Do you have own land? 1=Yes 2=No
- If yes, how Decimal?
18. Number of rooms in your house?
19. Daily hours spent for your child's learning in past 6 months.....
20. Parents' expectation for their child's education outcome:
- 1=No expectation 2=Usual expectation
- 3=Moderate expectation 4=High expectation
- 5=Uncertain
21. Cost of educational ingredients in last 6 months:
22. Number of times communicating with the school teacher in last 6 months.....

Appendix C: Children' primary educational outcomes

23. Age of first enrollment of your child.....Yrs.
24. Types of school reading
- 1=Govt. primary school 2=NGO's school 3=Others
25. Number of class held in last year:
26. Number of present in the previous class in last year:
27. Result of child's previous class:
- 0=Fell (less than 33%) 1=Pass (33%)
- 2=Average (33%- 59%) 3=Good (60%- 69%)
- 4=Better (70% to 79%) 5=Best (80% and above)

Thank you for your kind cooperation