

Challenges to Inclusive Education for the Students of Tea Garden in Bangladesh: A Case Study

Dijendra Chandra Acharja, Taposh Kumar Biswas, Bikram Biswas¹

Abstract

This study examines the barriers to inclusive education faced by the students of tea garden communities in Bangladesh, who remain the most marginalized groups in accessing formal education. Despite government and non-government initiatives, these students continue to experience educational disadvantages especially formal education due to innumerable socioeconomic and cultural constraints. A mixed-methods approach was adopted, combining survey data from 100 students (primary and secondary levels), interviews with 10 teachers, and focus group discussion with 40 School Management Committee (SMC) and Parent-Teacher Association (PTA) members. Both statistical and thematic analysis were used to analyze the data. Findings reveal that poverty, social exclusion, marginalization, limited parental formal education, lack of awareness, inadequate schools, geographical isolation, poor living conditions, limited engagement or responsiveness of garden authorities, and behavioral challenges significantly hinder students' participation and achievement of tea garden children's education. The study recommends multi-stakeholder interventions, including improved wages and living conditions for tea workers, secondary and vocational education facilities within tea garden areas, teacher training on inclusive pedagogies, and active parental engagement programs. Such measures are important to bridging the existing disparities and ensuring inclusive education for tea garden children in Bangladesh.

Keywords: Inclusive Education; Tea Garden Workers; Educational Marginalization; Bangladesh; Socio-economic Barriers

Point of interest

- The study highlights how entrenched poverty, inadequate wages, malnutrition, and poor living conditions among tea garden communities perpetuate educational exclusion.
- Parental illiteracy and long working hours reduce awareness and involvement in children's education. With over 70% of parents reported as illiterate, the study demonstrates how this significantly undermines students' motivation, home-based support, and long-term academic progress.
- The scarcity of schools within tea garden areas forces students particularly girls to travel long distances under unsafe conditions. Security concerns, combined with financial constraints, contribute to irregular attendance, higher dropout rates, and early marriages, disproportionately affecting female students.
- The research reveals that weak enforcement of labor and education policies, coupled with negative attitudes of teachers and peers, fosters discrimination and exclusion. Teachers' limited training in inclusive pedagogy and systemic neglect by garden authorities further obstruct the realization of inclusive education.

¹ Corresponding author: bikram.ea@nstu.edu.bd

Introduction

Swami Vivekananda's philosophy, "Help and not fight, assimilation and not destruction, harmony and peace and not dissension," exemplifies the spirit of inclusion. Inclusive education seeks to require eliminate discrimination and ensuring access, presence, participation, and achievement for all students within mainstream education systems (UNICEF, 2021; UNESCO, 1994). However, in Bangladesh the children of tea garden workers remain among the most excluded groups in education. The marginalization group of tea workers families continues a cycle of deprivation for their children, including inadequate housing, malnutrition, and limited healthcare, which in turn disrupt children's schooling through poor cognitive and physical development, child marriage and child labor (Hossain et al., 2019). Research found that children from disadvantaged backgrounds show significantly lower academic progress compared to peers in stable environments (Nath, 2009). These systemic barriers undermine the vision of an equitable education system. This study examines how the harsh living conditions of tea workers in Bangladesh impede their children's educational progress, thereby challenging the implementation of inclusive education. Tea production, a major contributor to Bangladesh's economy, has long relied on marginalized labor. Introduced under British colonial rule in the mid-nineteenth century, the industry still retains exploitative structures, with wages and living standards among the lowest in the country (Kurmi, 2014; Ahmad et al., 2015). Despite producing significant foreign revenue, tea workers and their children remain deprived of basic constitutional rights, including equitable education opportunities. The origins of this marginalization trace back to British colonial rule; the first commercial tea plantation in Bangladesh was established in 1854 in Malnichara, Sylhet, with laborers brought from Assam, Bihar, and Madras (Sen, 2002). Existing research highlights the deprivation faced by tea garden communities (Ahmad et al., 2015; Kurmi, 2014), but limited attention has been given to how these socioeconomic and structural conditions specifically hinder the inclusive education cycle for their children. This study addresses that gap by examining the educational challenges of tea garden children in Bangladesh and exploring the extent to which poverty, illiteracy, social exclusion, and inadequate institutional support shape their academic outcomes. To this end, the major question of this study is: What challenges do tea garden children face in completing the cycle of inclusive education, and how can schools overcome these barriers to promote equity? By incorporating perspectives of students, teachers, and parents, this research aims to inform policy and practice interventions that advance inclusive education for marginalized communities in Bangladesh.

Literature Review

Inclusive Education and Legal Frameworks

Inclusive education emphasizes equal opportunities and accessibility for all students, ensuring quality learning experiences for every child (Jardinez & Natividad, 2024). Education thus serves as a tool for social mobility, enabling marginalized groups to claim their rights. However, tea garden children in Bangladesh remain excluded from equitable education (Kurmi, 2014) despite constitutional guarantees (Acharja et al., 2021). To safeguard the rights of tea workers, several law have been enacted over the decade, including the Maternity Benefit (Tea Estate) Act, 1950; the Bangladesh Plantation Employees Provident Fund Ordinance, 1959; the Tree Plantation Labour Ordinance of 1962; the Tea (Amendment) Ordinance of 1986; and Bangladesh Cha Sramik Kallyan Fund (Bangladesh Tea Workers Welfare Fund) Ordinance, 1986. These legislations were later replaced into the Bangladesh Labour Act of 2006 which stipulates workers' rights such as maternity leave, provident funds, regulated working hours, and welfare provisions (Haque, 2013). Despite this legal framework implementation remains weak; companies often disregard these obligations, leaving workers deprived of healthcare, education, employment, and other social facilities (Jalil & Oakkas, 2018). This gap between policy and practice directly perpetuates the educational marginalization of tea workers children.

Socioeconomic Marginalization and Its Impact on Education

Tea workers, who are ethnically, linguistically, and culturally diverse, face systemic exclusion due to poverty, illiteracy, and geographic isolation (Al-Amin et al., 2017; Ara et al., 2015). Poverty remains the central determinant of deprivation, limiting access to food, healthcare, and education, and often forcing children into early marriage or labor (Hossain et al., 2019; Islam & Al-Amin, 2019). Studies consistently show that poor living conditions hinder children's cognitive development (Hossain et al., 2017), while families prioritize survival over education (Kurmi, 2014). Furthermore, many remote tea estates lack secondary schools, worsening dropout rates and lowering academic achievement (Ahmed & Hossain, 2015; Biswas & Biswas, 2020; Fatema et al., 2021; Hossain et al., 2019; Mahmud et al., 2017; Sinha, 2022). Although the government announced wage increases for tea workers (Bangladesh Post, 2022), wages remain below subsistence level, compelling households to spend on food alone while neglecting other basic needs (Hossain et al., 2019). Geographical location also affects the students' attendance due to natural calamities or social exclusion in the tea garden area (UNESCO, 2022). Research consistently links poverty with broader social exclusion, reinforcing structural inequities that deny tea workers and their children access to human rights and inclusive development (Sen, 2000; Das et al., 2006; Hossain, 2021; Acharja et al., 2021). Few studies have measured that socio economic status profoundly impact the academic achievement and student's progress (Gu et al., 2024). Hunt (2008) and Alexander (2008) also showed that lack of nutrition, poor health, school location, teacher's absenteeism, and child labor keep a vital role to increase dropout rate from the tea garden schools. As a result, children of the tea areas cannot fulfill their educational achievement that influence on increasing the dropout rate of tea garden children.

Parental Involvement and Teacher Attitudes in Inclusive Education

Parental involvement impacts on children's educational progress specially shapes attitudes, skills and aspirations (Hoover-Dempsey et al., 2005; Sonnecnschein et al., 2012). Evidence shows that both home-based parental involvement with homework and school-based involvement enhances academic outcomes (Hornby & Lafaele, 2011; Gogoi et al., 2020). However, a difference was observed in home-based academic activities and aspirations because tea workers' long working hours and limited literacy reduce their engagement, while school authorities often fail to encourage or facilitate parental participation (Llamas & Tuazon, 2016; Jaynes, 2018). Where schools actively bridge the gap, children's attendance, self-esteem, and academic progress improve (Sapungan & Sapungan, 2014; Lemmer, 2007). Xiong et al. (2021) also agreed that Parents interfere with children's academic activities and impact enrollment, which helps to promote school readiness and future academic achievement. Teacher attitudes also play a decisive role. Studies indicate that positive teacher behavior and inclusive pedagogies improve participation and achievement for marginalized students (Charitaki et al., 2024; Barnová et al., 2022; Boyle et al., 2020; cate et al., 2018; Jordan et al., 2009; Rakap & Kaczmarek, 2010). Yet biases against children from disadvantaged or ethnic minority backgrounds persist, resulting in neglect and exclusion within classrooms (Ahsan et al., 2012; Bryce, 2018; Childs & Wooten, 2023). Teachers frequently lack adequate training in inclusive practices and show limited understanding of differentiated methodologies (Amr et al., 2016; Boyle et al., 2020). Consequently, Positive behavior of teachers, parents, peers, and community toward children from marginal groups has a significant role that can help to improve school attendance, classroom participation, and academic progress of these children (Acharja et al., 2021; Nath et al., 2005;). However, teacher's negative biases persist toward marginalized students (Ahsan et al., 2012; Bryce, 2018; Childs & Wooten, 2023). So, the teacher's attitude, peers' mind, etc., does not support welcoming the students regardless of caste, creed, and culture (Ahsan et al., 2012). A study by Nath et al. (2005) shows that marginal students who come from socio-economically disadvantaged families, ethnic minorities, and tea garden areas are mostly out of many facilities of the school. As a result, the cycle of inclusive education for children from marginal groups cannot be completed (Acharja et al., 2021). According to MoPME (2006) report, the teachers of Bangladesh in primary schools are facing existing attitudes and values, weak

understanding levels, inadequate training practices, and lack of knowledge of methodologies. As a result, it can be argued that teachers always show a negative attitude toward inclusive teaching because of this lack of understanding (Amr et al., 2016; Boyle et al., 2020; Charitaki et al., 2024). However, teachers cannot improve the situation alone; they need help from the school committee and community. In addition, the implementation of inclusive education is possible only through the implementation of the recognized rights of this community. Researchers also believe that the practice of inclusive education is a complex and challenging issue (Ainscow et al., 2006; Mitiku et al., 2014; Suleymanov, 2015). It is difficult to implement and develop inclusive education within the school culture without mutual understanding and understanding among the community, teachers and policy makers (Ainscow, 2005).

Overall, the literature reveals a multi-layered challenge to inclusive education for tea garden children. Legal frameworks exist but are poorly enforced, leaving workers socially and economically vulnerable. Poverty and marginalization reinforce educational deprivation, with poor living conditions and geographic isolation perpetuating cycles of exclusion. Parental involvement is constrained by socioeconomic realities, while teachers' negative attitudes and inadequate training hinder inclusive classroom practices. Few studies have synthesized these interconnected dimensions, and little research directly examines how legal neglect, poverty, and educational practices collectively obstruct the inclusive education cycle for tea garden children. This study addresses that gap by bringing these strands together to provide a holistic analysis of the barriers and potential pathways toward inclusion.

Research Design and Approach

This study used a mixed-methods approach, integrating both qualitative and quantitative data collection tools to explore the challenges of inclusive education for tea garden workers' children in Bangladesh. The quantitative component captured patterns in enrollment, attendance, and dropout rates through structured questionnaires and school records, while the qualitative component provided deeper insights into lived experiences through interviews and focus group discussions. An exploratory qualitative design was adopted to generate in-depth insights with grounded theory methodology (Strauss & Corbin, 1997; Kiger & Varpio, 2020; Swedberg, 2020), allowing the researcher to inductively capture recurring themes from teachers' and parents' narratives. While grounded theory typically relies on open-ended data collection, in this study it was applied flexibly to analyze qualitative material, while structured instruments (e.g., questionnaires) ensured complementarity with the quantitative strand. This design allowed triangulation between numerical trends and contextual explanations. Hardesty (2022) mentioned that grounded theory is valuable for systematically gathering data to develop mid-level concepts regarding users' behaviors and experiences in social sciences.

Participants and Inclusion Criteria

This study used combined purposive and convenience sampling methods. The study was conducted in Madhabpur Upazila, Habiganj District, which has a significant tea garden population (total area: 20,098 sq. km; population: 3,456; literacy rate: 56%). The Surma tea garden, the second-largest in Bangladesh (4,400 acres), was purposively selected due to its high concentration of school going children. There are 14 schools in the tea garden area. Among these, one of the schools is a government primary school, and the NGO manages other schools. One government primary school, two NGO-managed primary schools and two kindergarten schools have been selected in the tea garden where the maximum number of students is the children of tea garden workers. In addition, a large portion of the students in this garden who are studying in two high schools, have been selected for the data collection. 142 students (Grades 3–5) from a government primary school, 320 students (grade 3-5) from two NGO-managed schools and two kindergarten primary schools and 1430 students (Grade 6–10) from two secondary schools (children of tea workers) have been selected respectively. Six teachers from primary school, twenty-one teachers from

secondary, and twelve teachers from NGO-run schools were selected in this research. One Focus Group Discussion (FGD) with tea garden students' parents have been arranged at Surma tea garden.

Data Collection Tools and Procedures

In this research four tools have been applied for collecting data. Firstly, two structured questionnaires were developed: one for students and one for teachers. Items included both closed-ended questions (Likert scales, yes/no, multiple-choice) to capture quantitative trends, and open-ended questions to allow reflection. The questionnaires were adapted from previous studies on educational marginalization (Ahmad et al., 2019; Menter et al., 2011) and refined after pilot testing with a small sample of students and teachers. Student questionnaires addressed schooling experiences, attendance, and dropout risk factors, while teacher questionnaires covered perceptions of challenges and institutional responses. Secondly, data has been collected from participants through a semi-structured interview (closed and open question) method. For collecting the entire data from primary source, two different questionnaires have been prepared for students, teachers. A semi-structured in-depth Interviews (IDI) for (Teachers). Thirdly an FGD was held with parents to explore socio-cultural and economic barriers influencing children's education. FGD was conducted with parents so that participants could describe their behavior, beliefs, and experiences and the researcher could capture deeper perspectives on inclusive practices, barriers, and support mechanisms. Similarly, quantitative aspects of the research information from the quantitative research questionnaire (Ahmad et al., 2019; Menter et al., 2011; Barnham, 2015 Sim & Waterfield, 2019). Finally, admission and dropout data for the last five years were collected from school authorities.

Data analysis

Quantitative data (questionnaires, institutional records) were analyzed using descriptive statistics to examine trends in enrollment, attendance, and drop-out rates. Qualitative data (interviews, FGD) were transcribed, indexed and coded for thematic analysis by following grounded theory for identifying patterns and relationships (Hardesty, 2022).

Ethical Considerations

Ethical standards were maintained throughout the study. Informed consent was obtained from all participants (Newby, 2014). Participation was voluntary, with the right to withdraw at any stage. Confidentiality and anonymity were strictly ensured in reporting. Approval was obtained from relevant educational authorities before fieldwork commenced.

Results and Discussion

This study identified four main themes (the impact of socio-economic status, the impact of distressful financial condition, the impact of illiteracy, and the impact of geographical location) and eight sub-themes that influence the promotion of inclusive education among tea garden students. These themes and sub-themes (table 1) were systematically categorized and labeled through open coding, axial coding, and selective coding. This study followed a six-step thematic analysis approach (Braun & Clarke, 2006), including familiarization with the data, generating the initial coding, searching for themes, reviewing themes, defining and naming themes, and producing the final report. A summary of the themes and sub-themes is presented in Table 1.

Table 1

Themes and Sub-Themes Distribution

Theme	Sub-theme
Impact of Socio-economic status	Impact on students' admission, achievement, and drop-out
	Impact on behavior and mental situation
Impact of distressful financial condition	Impact on basic needs of the children from tea garden
	Increasing malnutrition and social exclusion
Impact of illiteracy	Decreasing awareness of children's academic achievement
	Decreasing Parental involvement
Impact of Geographical location	Decreasing school attendance and high school admission

Tea garden students are always lag behind in education due to their socio-economic status. For this study, three schools (where most of the tea garden students) were randomly selected for data collection. The facilities of these three schools are also different, as shown in the table 2.

Table 2
Overview of the school

Category	No of Students	No of teachers	Other's facilities
High School	1430	21	Stipend some selected students
Govt. Primary School	142	06	Stipend per student 100 BDT per month
Non-Govt. primary School (online)	320	12	Education materials, lunch with nutrition, cloth, etc.

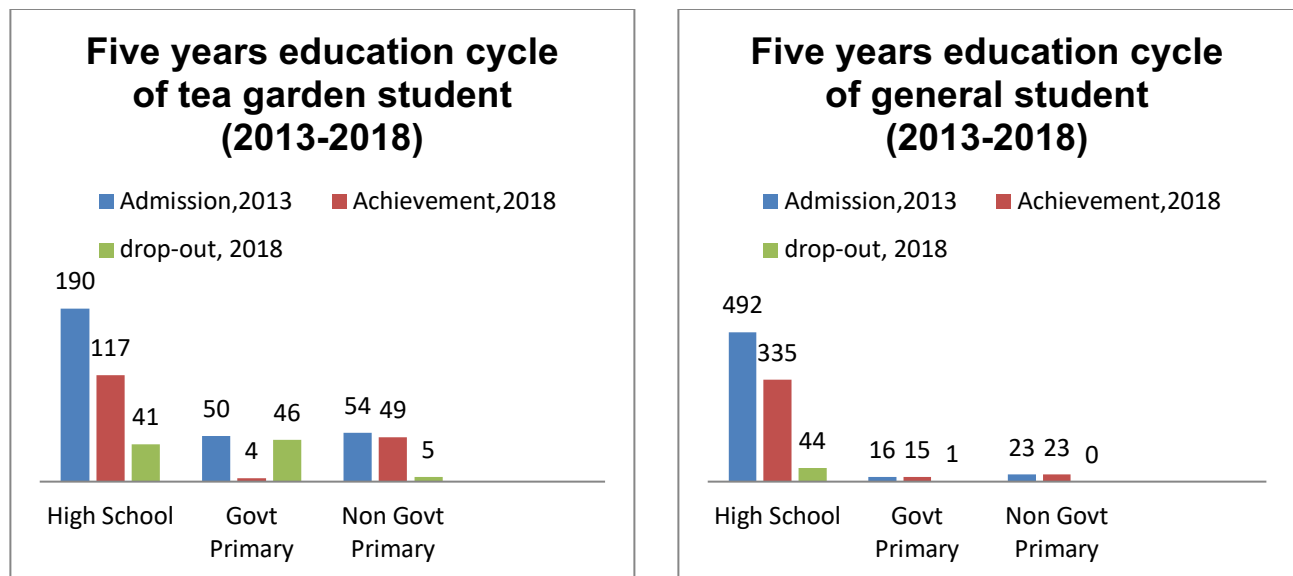
Impact of Socio-economic status

Impact on students' admission, achievement, and drop-out

The findings of this study reveal clear disparities in admission, achievement, and dropout rates between tea garden and non-garden students (Figure 1). Teachers and parents attributed these differences to economic insecurity and low expectations, with families often prioritizing short-term earnings over long-term educational investment. Teachers have observed that many students from tea garden areas struggle academically due to their disadvantaged socio-economic conditions and limited access to resources, stability, and support. As one educator explained, *'Their academic achievement is not up to the mark.'* These inequities are consistently reflected in admission rates, academic performance, and dropout trends. Fyfe et al., (2022) and Woolf et al., (2013) argue that socio-demographic disparities significantly affect students' educational outcomes, particularly among marginalized groups compared to their peers from more advanced backgrounds.

Figure 1

Students' admission, achievement, and drop-out



As shown in Figure 1, students from non-garden backgrounds demonstrate higher enrollment and lower drop-out rates at both primary and secondary levels compared to their tea garden counterparts. Teachers largely attribute this disparity to socio-economic barriers. One teacher noted, *“Parents hesitate to send their children to school, believing education offers no prospects.”* FGDs further revealed that financial pressures heavily influence this mindset. Similarly, another teacher stated, *“Families prioritize immediate earnings over schooling, as children can contribute by picking tea leaves.”* Despite these challenges, teacher interviews emphasized that tea garden students are fully capable of academic success when adequate support is provided. One educator observed, *“With proper facilities, these students can perform just as well as their peers.”* For instance, an NGO school teacher highlighted that ‘students receive a high-protein meal every day at noon to compensate for nutritional deficiencies, while another participant emphasized the provision of uniforms, notebooks, and pens as essential supports.

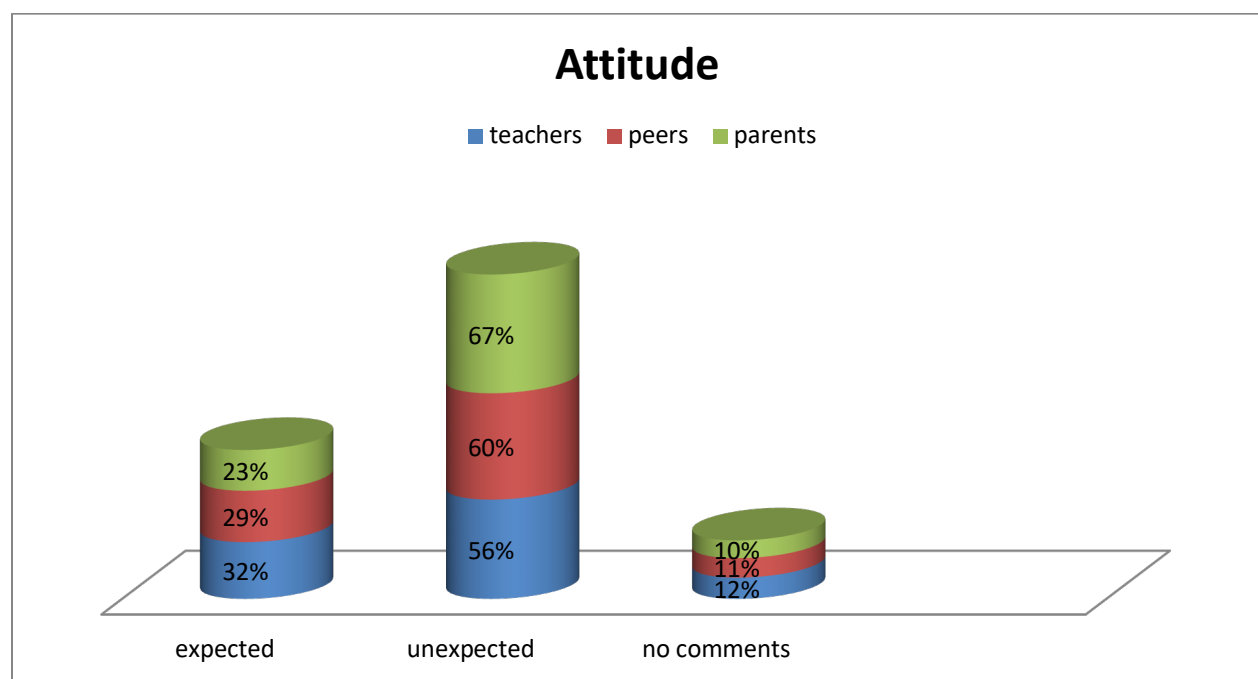
In contrast, parents in FGDs criticized government school stipends as insufficient, arguing that they fail to address broader inequities. The impact of institutional support is evident in attendance, engagement, and retention, which directly influence academic achievement, and drop-out rates. An NGO school teacher reported significantly better outcomes in these areas compared to other institutions, linking progress to the availability of resources and targeted support. Nevertheless, participants acknowledged that parental awareness remains a major challenge. As one FGD participant explained *“Tea workers often feel marginalized due to their socio-economic status, hindering their engagement with educators and institutions.”* All participants agreed that collective action is required to address these systemic issues. They emphasized that sustainable change will only be possible through coordinated efforts by communities, NGOs, and the government to improve enrollment, achievement, and socio-economic conditions. As one participant concluded, *“Sustainable change requires coordinated efforts to uplift both students and their families.”*

Impact on behavior and mental situation

Due to systemic marginalization and socio-economic distressful situation, students from tea plantation communities often face discriminatory attitudes from peers, parents, and even teachers. These adverse

behaviors, ranging from social exclusion to low academic expectations, negatively impact students' learning progress, cognitive development, and psychological well-being, creating significant barriers to achieving inclusive education. As shown in Figure 2, participant responses reveal prevailing societal biases toward tea plantation children.

Figure 2
Behavior and mental situation



Specially, 56% students reported not receiving respectful behavior from their teachers, 60% students experience unfriendly behavior from classmates, and 67% students perceive discriminatory behavior from other students' parents. One student explained, *"There's always some prejudice against us because we come from marginalized communities, and this constant bias is painful to endure."* Parents in focus group discussions echoed this sentiment, noting that poverty and low social status make them and their children socially vulnerable. This creates a sense of inferiority and fear of backwardness, discouraging children from mixing with peers from more privileged backgrounds. A teacher similarly admitted that such psychosocial conflicts isolate tea garden children rather than encouraging them to integrate with others.

Interestingly, some students from non-garden families expressed a willingness to interact, but noted that tea garden students often prefer to form their own groups. As one girl remarked, *"We want to mix with them, but they prefer to stay a little separate and mostly make friends among themselves."* Teachers observed that these patterns of segregation reflect deep-rooted social and economic inequalities, which children internalize at an early age. Despite these challenges, some children of tea workers demonstrate strong academic and extracurricular performance, with teachers noting examples of leadership and talent. However, for many, feelings of inferiority and segregation dominate, reinforcing a tendency to live apart from others. An SMC member reflected that this type of environment fosters long-term psychological trauma, from which children of marginalized communities often struggle to recover.

Impact of distressful financial condition

Impact on basic needs of the children from tea garden

Findings from the focus group discussions revealed a cyclical pattern of deprivation among tea plantation workers and their children. When asked “*to what extent can children in tea plantations enjoy basic rights,*” participants consistently noted that workers’ low salaries and limited allowances make it difficult to meet even minimum food requirements. As a result, access to essential services such as healthcare, sanitation, and education remains severely limited, undermining the promotion of inclusive education. One teacher explained that economic hardship is at the root of these challenges, while a parent emphasized that the dire financial situation traps families in persistent poverty. Although food, clothing, shelter, healthcare, and education are basic human rights, these are often absent in the lives of tea garden workers, as highlighted in the focus group discussions.

Figure 3
Basis needs of the students

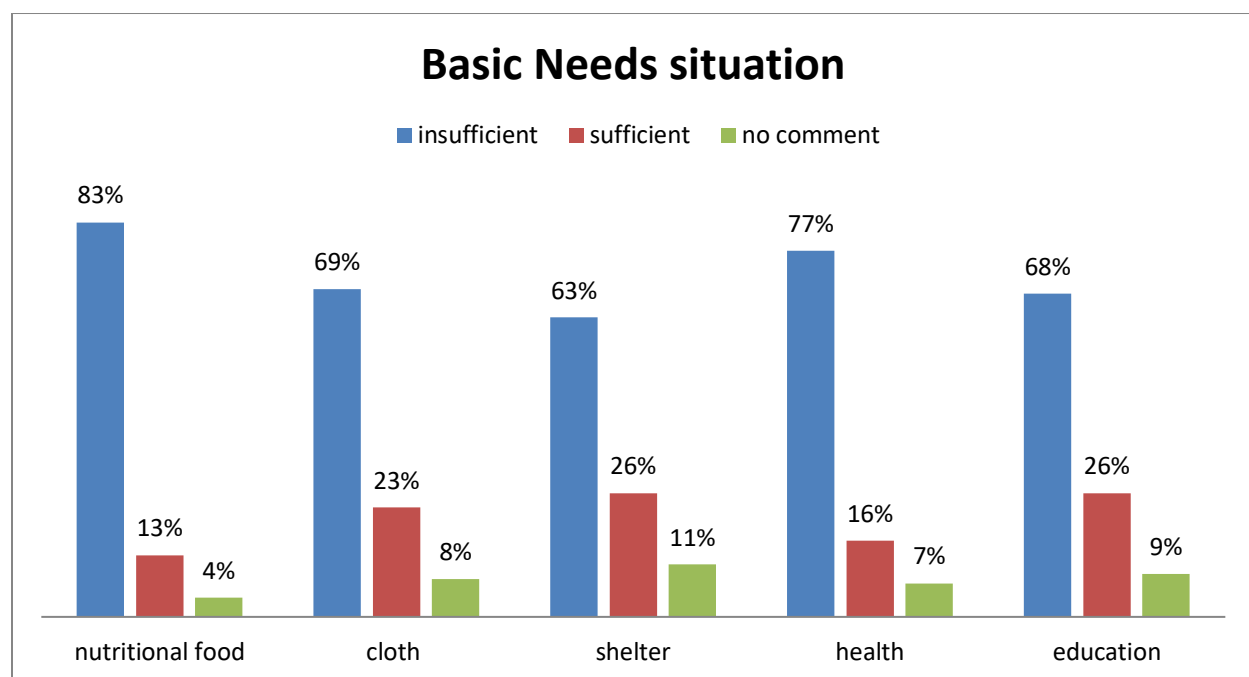


Figure 3 presents participants’ views regarding access to education, health, shelter, food, and clothing. It shows that 83% reported children cannot meet daily nutritional requirements, and 69% identified inadequate clothing, with teachers noting particular hardship during winter. Many students struggle to afford school uniforms. Additionally, 63% of participants described substandard housing in non-owned accommodations, and 77% cited insufficient medical facilities, which directly impact child health. One parent agreed, stating that children’s health remains constantly at risk, while teachers admitted that sanitation systems in the gardens are extremely poor. Reflecting this, 68% of participants felt that the learning environment in the tea garden is seriously deficient.

Teachers observed that children of tea workers often struggle to focus on their lessons because of unmet daily needs. In some cases, students attend school having only consumed tea leaves, which leaves them hungry and distracted. Children from wealthier families sometimes mock these students, leading to embarrassment and discouragement. As some students admitted, this ridicule often pushes tea garden children to withdraw from school altogether. An SMC member stressed that schools must take active measures to prevent such situations. Teachers reported that while they try to address negative behavior inside the classroom, they cannot always monitor interactions outside, during breaks, or in the wider

community. Moreover, marginalized children often remain silent about these experiences, leaving many incidents unreported. According to several teachers, this silence allows discrimination to persist. Ultimately, when children face repeated humiliation and unmet needs, many lose interest in attending school, which severely hinders their academic progress, as confirmed by focus group discussions.

Increasing malnutrition and social exclusion

Figure 4
Malnutrition and social exclusion

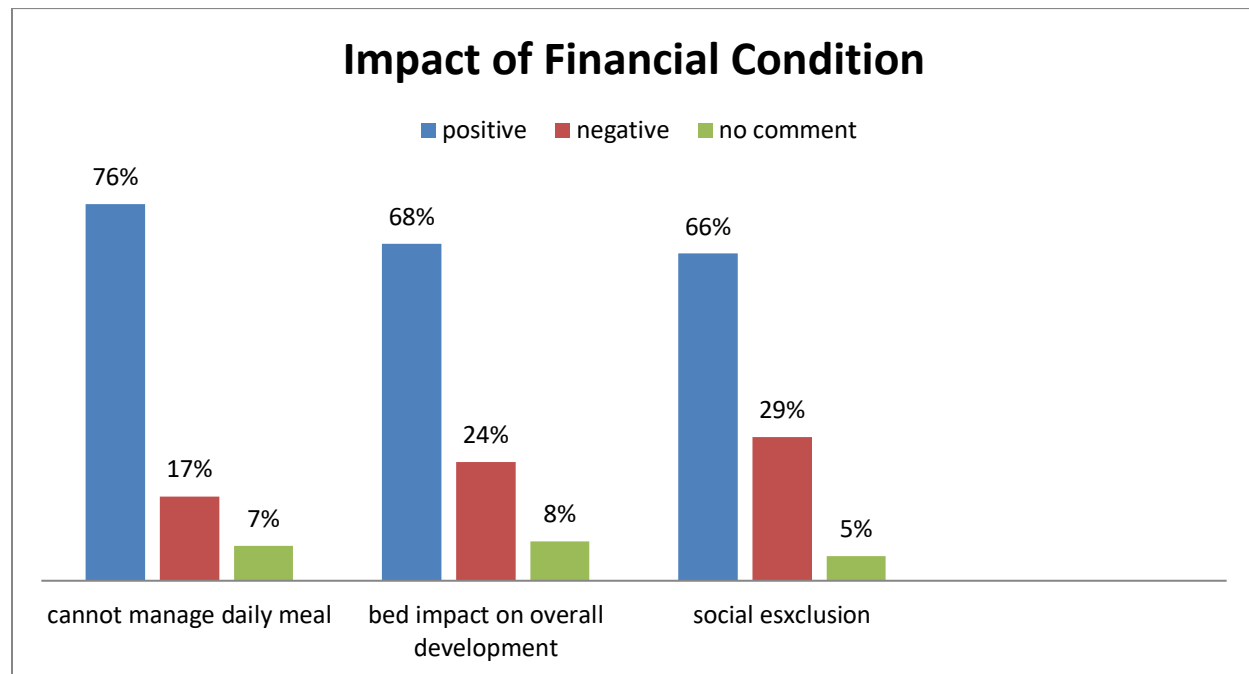


Figure 4 shows that 76% of participants reported their families struggle to secure daily meals, leaving little room to think about nutrition. Furthermore, 68% directly linked food insecurity to impaired cognitive development and poor academic performance. Teachers observed that many tea estate children are victims of social discrimination tied to their families' economic hardship. Parents often cannot provide regular meals with the wages they earn, leaving children unable to meet even their basic needs such as health and education. As one teacher explained, *"Most tea worker children attend school without morning meals and lack lunch provisions. This chronic hunger makes sustained classroom concentration physiologically impossible."*

Both parents and teachers confirmed that families spend nearly all of their income just on rice, making milk, eggs, meat, or fruit unaffordable. Teachers noted that malnutrition is clearly visible in students' health. Focus group discussions emphasized that undernutrition not only weakens students physically but also leads to frequent illness, irregular school attendance, and poor academic progress. Economic deprivation also contributes to social exclusion. One teacher remarked that *"The children have internalized their socioeconomic status as a personal deficiency, creating psychological barriers to classroom participation."* Numerical data reinforce this: 66% of participants admitted they had difficulty mixing with classmates. Focus groups further revealed that economic backwardness isolates tea workers' families, as even teachers and other community members often fail to show them respect. A parent commented that, since social status is largely determined by income, tea workers are considered inferior and are socially marginalized. Some reported that they are not welcomed to share meals with the mainstream community, which deepens their

sense of exclusion. This social stigma creates a powerful cycle of inferiority. Parents acknowledged that their own feelings of marginalization are passed on to their children, who begin to see themselves as outsiders. Teachers added that economic disadvantage already creates barriers to participation, which are then compounded when children underperform academically or engage less in classroom activities. This “dual burden” of poverty and performance-based judgment leads to a compounded exclusion effect, where tea garden students face discrimination not only because of their background but also due to perceptions of their academic ability.

Impact of illiteracy

Decreasing awareness of children’s academic achievement

Parental education plays an important role in the institutional progress of the child, which creates many challenges to promote inclusive education.

Table 3

Education status of parents

<i>Educational qualification</i>	<i>Frequencies</i>	<i>Percentages</i>
Illiterate	1327	70
Five standard and above	565	30

Table 3 shows that 70% of students have illiterate parents, while only 30% report parents with primary-level education (Grade 5 or above). The data indicate that children of uneducated parents, or those with less than primary education, display a lower tendency to study and slower academic development compared to children of relatively educated parents. One teacher admitted, “*In my school, educated parents help their children with their education as much as they can, but less educated or uneducated parents show less concern about their children’s education.*” The literacy rate among parents in marginalized communities such as tea gardens is generally very low. As a result, many parents are not particularly concerned about their children’s future, noted an SMC member. However, some exceptions exist. A teacher observed that certain parents regularly visit schools to check on their children’s progress and ensure that they study at home. Focus group discussions also revealed that parents who are more connected to the mainstream community tend to be slightly more aware and educated, and their children generally perform better academically. Teachers confirmed that children of educated parents show more discipline, remain focused on their studies, and are more likely to be promoted to higher classes. In contrast, most tea garden parents provide little care regarding their children’s education, diet, or living conditions. Focus groups emphasized that ignorance and illiteracy act as major obstacles in shaping their children’s future. As one teacher explained, uneducated parents often lack the vision or aspirations that educated parents hold for their children, which negatively affects academic outcomes. This trend has been evident for generations among tea workers’ children, whose educational progress continues to lag behind.

Decreasing Parental involvement

Discussing the importance of parental participation in academic activities, one teacher explained that many parents cannot support their children’s education at home because they are illiterate. Even when some

parents have limited education, they often lack the knowledge required to assist with schoolwork, which negatively affects children's overall achievement.

Figure 5
Parental Involvement

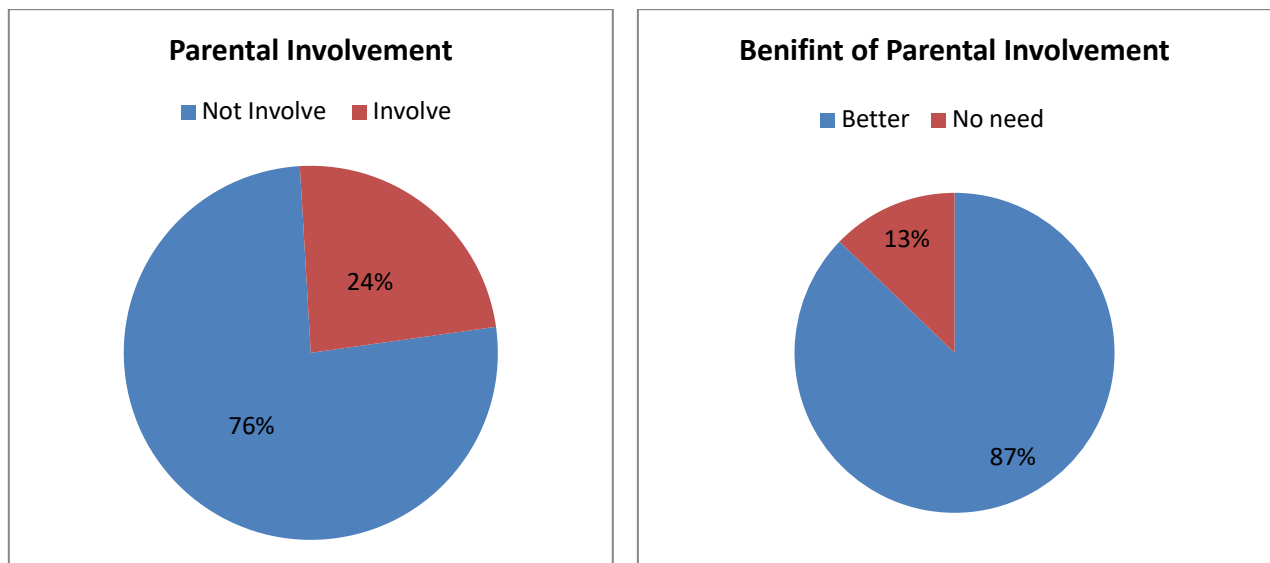


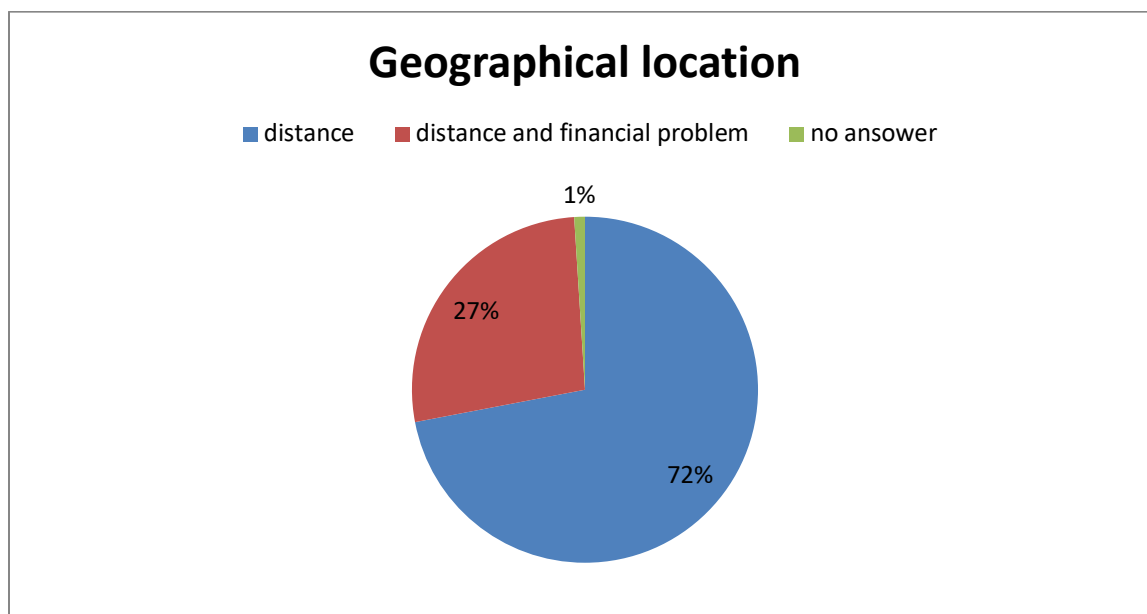
Figure 5 shows that 76% of students reported their parents do not engage in academic activities, while 87% believed that parental education would improve their learning outcomes. Teachers agreed that parental involvement fosters self-confidence in students. One parent emphasized, *"I pay enough attention to my child because it is my duty to secure his future. Even though I may not fully understand what teachers teach at school, my child has made progress and feels encouraged knowing that his parents are partners in his studies."* Teachers observed that children whose parents are indifferent to their studies tend to skip school more often. One teacher explained, *"I often try to contact parents who are less aware, but I rarely get a response. This lack of engagement disappoints me and affects the students' academic progress."* Another teacher noted that *"Schools themselves often fail to invite or properly include marginalized parents,"* which reinforces parents' feelings of exclusion. Focus group discussions confirmed that low levels of education among parents reduce their involvement, and teachers sometimes assume that illiterate parents cannot contribute, further limiting opportunities for engagement. This cycle contributes to higher dropout rates among tea garden children. However, some participants felt that this situation is beginning to change. They recommended that education officials visit schools more frequently to emphasize the importance of parental involvement. Both government agencies and NGOs were seen as having a vital role in raising awareness among tea garden parents about the value of education. Teachers unanimously agreed that children of aware and educated parents consistently perform better academically, underscoring that progress in inclusive education requires strong collaboration between schools, parents, and communities.

Impact of Geographical location

Decreasing school attendance and high school admission

A severe shortage of educational institutions within tea garden areas forces students to travel long distances, which discourages many from continuing their studies. In the survey, 72% of students identified distance as a major barrier to education, while 27% reported that both geographic distance and family financial constraints contributed to school dropout (see figure 6).

Figure 6
 Geographical location



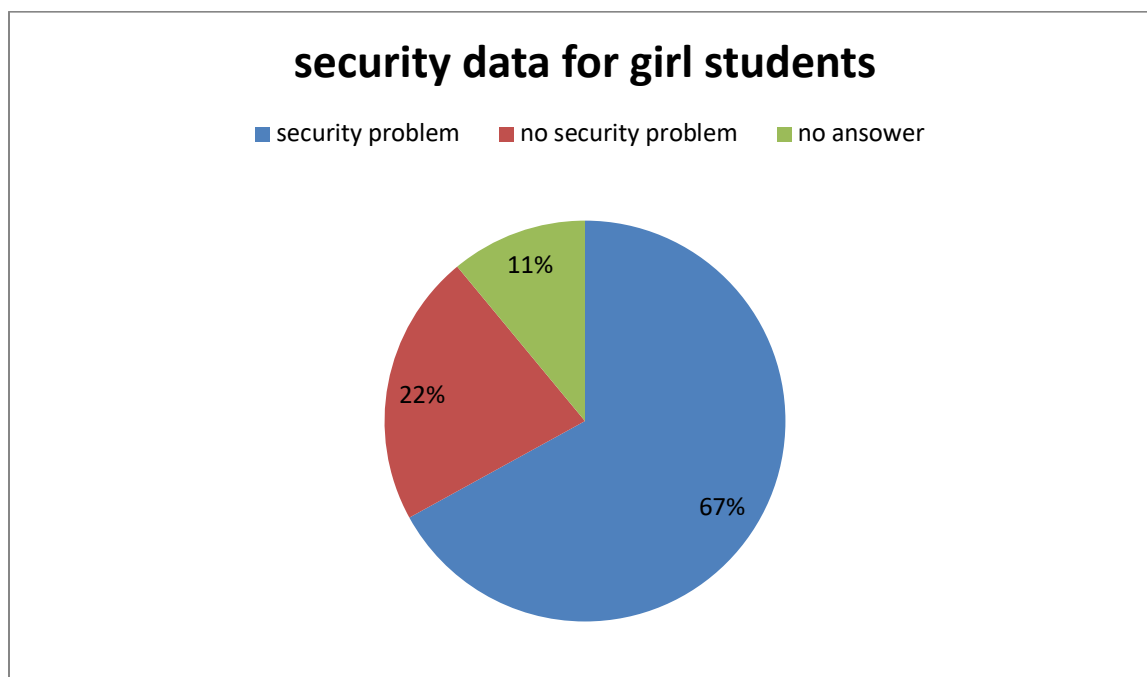
Teachers and parents noted that adverse weather conditions often prevent tea garden students from attending classes. *“There are about 70 tea garden students in my school, but they stop coming to school at the slightest adverse weather,”* one teacher observed. Parents of younger children are particularly hesitant to send them to school because of transport and security concerns. A female member of the SMC explained, *“It costs 100 BDT to send my child to high school every day, but it is not always possible to earn this money. So, I do not send my son to school regularly.”* Irregular attendance creates serious learning gaps. As one teacher noted, *“When students do not come to class every day, a gap is created in their studies, which becomes difficult to fill when they return. As a result, they cannot complete the syllabus on time and fall behind their classmates.”* Focus group discussions further revealed that students who struggle to keep pace often experience stress and depression, making them reluctant to attend school and eventually leading to dropout. Some tea garden students, particularly those from slightly more prosperous or aware families, are able to adapt better and remain engaged in school. As one parent explained, *“Children from families that are a little more stable and conscious can eventually do better.”* However, for most underprivileged children, the combined effects of distance, cost, and irregular attendance result in gradual disengagement, which reduces their chances of progressing to high school.

Lacking security for girl students

Female students from tea plantations face particularly challenging conditions in accessing education. The considerable distance to schools requires long and often risky journeys, a concern repeatedly raised in focus

group discussions. When asked about the impact of security issues, 67% of participants reported feeling unsafe due to the distance between their homes and the schools. By contrast, 22% of students argued that financial difficulties, rather than safety concerns, were the primary reason behind school dropouts. Figure 7 illustrates these findings.

Figure 7
Security for girl students



Girls growing up in tea garden environments rarely go outside their immediate surroundings, making the world beyond the gardens feel unfamiliar and even hostile. Focus group participants noted that, because of insecurity, poverty, and distance, many girls are discouraged or not allowed by their parents from continuing education beyond primary school. A parent explained, *“I want to send my daughter to school every day, but later I stop because of fear for her safety.”* Teachers added that tea garden girls are often stigmatized for their appearance, making them easily identifiable to other students. As one teacher observed, *“Ordinary students often do not want to mix with them.”* A female student admitted, *“We behave in our own way, we don’t mix much with others.”* This sense of isolation fosters loneliness and reduces motivation to study, hindering both academic progress and social integration. Early marriage further compounds these challenges. Focus group discussions revealed a high tendency for child marriage among tea garden girls, particularly in poor and less aware families. As a result, many girls discontinue schooling after completing primary education. A teacher shared an example: *“One of my students from a tea garden was married off before completing class six. When I contacted her parents, they cited safety concerns, distance to school, and financial constraints as reasons for withdrawing her from education.”*

Discussion

The findings of this study reveal that the marginalization of tea garden children deprives them of their basic needs, disrupting the cycle of inclusive education in Bangladesh. Inclusive education, introduced by

UNESCO in 1994 and reinforced by the “Education for All” agenda of 2000, aims to ensure that every child has access to, participates in, and completes the educational cycle. However, participants in this study emphasized that tea garden children are routinely denied their basic rights due to social exclusion. The evidence suggests that financial vulnerability is the primary driver of this exclusion. Families are compelled to maintain a traditional lifestyle with minimal facilities, a situation exacerbated by illiteracy, ignorance, and poverty (Ahmad et al., 2015). Consistent with Hill et al. (2004), economic backwardness was shown to negatively affect academic performance. Statistical data from this study confirm that tea garden students have lower completion rates, weaker academic achievement, and higher dropout rates compared to their peers. Poverty also contributes to malnutrition and health issues, which hinder learning and school attendance. These findings align with Redmond (2008) and Shohel and Howes (2008), who noted that marginalized children are at particular risk of being excluded from education. Poverty further permeates multiple aspects of children’s lives including health, sanitation, shelter, and nutrition creating a cycle of disadvantage (Acharja, 2021; Careemdeen, 2024; Williams, 1993). While government and NGO interventions provide some support, participants agreed that these initiatives are insufficient, and long-term financial strategies are required to break the cycle of deprivation. The study also highlights the role of parental engagement. Previous research confirms that parental involvement enhances academic performance, motivation, and persistence in school (Mokone, 2020; Kwatubana & Makhalemele, 2015; Lemmer, 2007). However, the findings show that parents in tea garden communities, due to illiteracy and lack of awareness of their rights, are largely disengaged from their children’s schooling. Teachers reported that this lack of involvement places additional pressure on them to produce results without adequate family support (Singh et al., 2004). The importance of parental expectations and home–school collaboration has been well established (Fan & Williams, 2012; Suldo, 2009), and this study confirms that the absence of such involvement contributes directly to poor outcomes for tea garden students. School authorities should therefore establish stronger links with families and create more inclusive environments for parents, particularly those who feel excluded due to their educational or social background (Sapungan & Sapungan, 2014; Lemmer, 2007).

Geographical barriers also emerged as a critical factor. While primary schools exist within tea estates, there are few or no secondary institutions in these areas. Students must travel long distances to continue their education, which is both costly and unsafe, particularly for girls who face risks of harassment and eve-teasing. Prior research confirms that distance is strongly associated with dropout rates and reduced academic achievement (Mishaeloudis, 2001; Jovinius, 2015). Focus group participants emphasized that the financial burden of transportation makes regular attendance nearly impossible for many families, and the remoteness of schools discourages qualified teachers from accepting positions in these areas (Hallak, 1977). This study thus reinforces the argument of Crosnoe et al. (2004) that a supportive and accessible learning environment is essential for student success. Expanding the number of government-run institutions in tea garden areas and providing better facilities would help reduce these barriers. Finally, attitudinal barriers were found to have a significant impact on tea garden students. Negative perceptions from peers, teachers, parents, and community members perpetuate feelings of inferiority and social isolation (Ahsan et al., 2012; Shittu & Oanite, 2015). On the other hand, positive teacher behavior and encouragement improve academic outcomes and foster participation (Avramidis & Norwich, 2002; Saloviita, 2018; Pransky & Bailey, 2009). In this study, participants agreed that many teachers lack confidence in implementing inclusive practices, while community biases further marginalize children. To overcome these attitudes multi-stakeholder engagement is required. Schools, communities, and policymakers must collaborate to challenge stereotypes and foster inclusive values. Teacher training, community awareness programs, and seminars were recommended by participants as strategies to build a more supportive environment for tea garden children. In summary, the study shows that inclusive education in tea garden communities is undermined by a combination of poverty, parental disengagement, geographical isolation, and negative social attitudes. These barriers are deeply interconnected, creating a cycle of exclusion. To break this cycle not only financial and infrastructural investment but also cultural and attitudinal change is necessary.

Conclusion

The goal of inclusive education is to eliminate disparities and ensure equal opportunities for all learners. However, this study shows, tea garden children face numerous challenges in completing the inclusive education cycle in Bangladesh. Economic backwardness, parental ignorance and unawareness, parental indifference towards education, behavioral issues among teachers, classmates, and community members, language and cultural barriers, insufficient educational institutions, and significant geographical distances are common challenges that collectively hinder the inclusive education. Research findings indicates that such barriers contribute to lower school completion rates among tea garden children compared to general children specially with malnutrition and poor health further impeding academic performance. Despite government efforts to promote inclusive education and improve living conditions, meaningful progress has been limited. Wages remain far below market levels, colonial-era practices persist, and female workers face disproportionate discrimination. Administrative apathy, insufficient community participation, and neglect by tea garden authorities further obstruct the realization of inclusive education for these children. To break this cycle, long-term vocational and educational initiatives are required to improve workers' quality of life and expand opportunities for their children. Strengthening parental awareness and engagement, alongside improving institutional facilities, is essential. Moreover, teachers and education officials should receive targeted training on inclusive practices through seminars, workshops, and professional development programs. Building a truly inclusive society requires coordinated action from government, schools, NGOs, and communities. Only through such collaborative efforts can tea garden children be empowered to participate fully in mainstream education and contribute meaningfully to the country's future development.

References

- Acharja, D.C., Chowdhury, K.Q., Akter, N., Das, R., Hossain, M.I., Islam, M.T. (2021). Inclusive Education for Children from Marginal Groups in Bangladesh: Problems and Possibilities. *International Journal of Advance Research and Innovative Ideas in Education*. 7(2).
- Acharja, D.C. (2021). The Impact of COVID-19 on Inclusive Education for Children from Marginal Groups in Bangladesh During School Closures and School Re-Openings: Perspective, Challenges and Way Forward. *International Journal of Advance Research and Innovative Ideas in Education*. 7 (5).
- Ahmed, F., & Hossain, M. I. (2016). A study report on working conditions of tea plantation workers in Bangladesh. *International Labour Organization*, 7-20.
- Ahmad, S., Wasim, S., Irfan, S., Gogoi, S., Srivastava, A., & Farheen, Z. (2019). Qualitative v/s. quantitative research-a summarized review. *population*, 1(2), 2828-2832.
- Ahmed, Q. W., Rönkä, A., Perälä-Littunen, S., & Eerola, P. (2024). Parents' involvement in their children's education: narratives from rural Pakistan. *Educational Research*, 66(1), 34-50.
- Ahsan, M. T., Sharma, U., & Deppeler, J. M. (2012). Challenges to prepare pre-service teachers for inclusive education in Bangladesh: Beliefs of higher educational institutional heads. *Asia Pacific Journal of Education*, 32(2), 241-257.
- Ainscow, M., Booth, T., & Dyson, A. (2006). *Improving schools, developing inclusion*. Routledge.
- Al-Amin, M., Hossain, M. I., & Parveen, S. S. (2017). Social exclusion & poverty among tea garden workers in Bangladesh. *Indian Journal of Industrial Relations*, 53(1), 21-36.
- Al-Amin, M., Hossain, M. I., & Parveen, S. S. (2017). Social exclusion & poverty among tea garden workers in Bangladesh. *Indian Journal of Industrial Relations*, 53(1), 21-36.
- Amr, M., Al-Natour, M., Al-Abdallat, B., & Alkhamra, H. (2016). Primary School Teachers' Knowledge, Attitudes and Views on Barriers to Inclusion in Jordan. *International journal of special education*, 31(1), 67-77.
- Ara, J., Ahasan, A., Ahmad, S., & Kamruzzaman, M. (2015). *Poverty, Protection and Exclusion in Rural Bangladesh* (No. 43). Research Report.

- Avramidis, E., & Norwich, B. (2002). Teachers' attitudes towards integration/inclusion: a review of the literature. *European journal of special needs education*, 17(2), 129-147
- Bangladesh Post (2022). [Available at]: <https://bangladeshpost.net/epaper>
- Baker, G., and Crist, R. (1981). The Pygmalion. *American Educational Research Journal*, 29 (4). p. 777-907
- Barnová, S., Kožuchová, M., Krásna, S., & Osad'án, R. (2022). Teachers' professional attitudes towards inclusive education. *Emerging Science Journal*, 6, 13-24.
- Barnham, C. (2015). Quantitative and qualitative research: Perceptual foundations. *International journal of market research*, 57(6), 837-854.
- Biswas, T. K., & Biswas, B. (2020). A study on the existing practices of quality assurance of secondary school of Bangladesh. *J. Educ. Dev.*, 10(19), 1-8.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101.
- Boyle, C., Anderson, J., & Allen, K. A. (2020). The importance of teacher attitudes to inclusive education. In *Inclusive education: Global issues and controversies* (pp. 127-146). Brill.
- Bryce, T. G. (Ed.). (2018). *Scottish education*. Edinburgh University Press.
- Careemdeen, J. D. (2024). The Impact of Socio-Economic Status on Social Skills Development in Secondary School Children. *Asian Journal of Advanced Research and Reports*, 18(1), 56-64.
- Cate, P. T., Ineke, M., Markova, M., Krischler, M., & Krolak-Schwerdt, S. (2018). Promoting Inclusive Education: The Role of Teachers' Competence and Attitudes. *Insights into Learning Disabilities*, 15(1), 49-63.
- Charitaki, G., Kourti, I., Gregory, J. L., Ozturk, M., Ismail, Z., Alevriadou, A., ... & Demirel, C. (2024). Teachers' attitudes towards inclusive education: a cross-national exploration. *Trends in Psychology*, 32(4), 1120-1147.
- Childs, T. M., & Wooten, N. R. (2023). Teacher bias matters: an integrative review of correlates, mechanisms, and consequences. *Race Ethnicity and Education*, 26(3), 368-397.
- Crosnoe, R., Johnson, M. K., & Elder Jr, G. H. (2004). Intergenerational bonding in school: The behavioral and contextual correlates of student-teacher relationships. *Sociology of education*, 77(1), 60-81.
- Das, T. K., Islam, S. M. H. Z., & Zakirul, H. (2006). Human rights of the tea gardeners: Case study of selected gardens in Sylhet. *Asian Affairs*, 28(3), 25-39.
- Eamon, M. K. (2005). Social-demographic, school, neighborhood, and parenting influences on the academic achievement of Latino young adolescents. *Journal of youth and adolescence*, 34, 163-174.
- Fan, W., Williams, C. M., & Wolters, C. A. (2012). Parental involvement in predicting school motivation: Similar and differential effects across ethnic groups. *The Journal of Educational Research*, 105(1), 21-35.
- Fatema, K., Sarker, D., Ahmed, J. U., Majumder, K. A., & Kabir, M. F. (2021). An Adrift Community in Mainstream Bangladesh: Case of Tea Workers. *Asian Journal of Agricultural Extension, Economics & Sociology*, 39(1), 43-56.
- Farrell, P. (2004). School psychologists: Making inclusion a reality for all. *School Psychology International*, 25(1), 5-19.
- Fasina, F. F., & Fagbiminiyi, F. (2011). The role of parents in early childhood education: A case study of Ikeja, Lagos State, Nigeria. *Global Journal of Human Social Science*, 11(2), 42-51.
- Fyfe, M., Horsburgh, J., Blitz, J., Chiavaroli, N., Kumar, S., & Cleland, J. (2022). The do's, don'ts and don't knows of redressing differential attainment related to race/ethnicity in medical schools. *Perspectives on Medical Education*, 11, 1-14.
- Gu, X., Hassan, N. C., & Sulaiman, T. (2024). The relationship between family factors and academic achievement of junior high school students in rural China: mediation effect of parental involvement. *Behavioral Sciences*, 14(3), 221.
- Hallak, J. (1977). La Carte scolaire: tendances récentes et perspectives. *International Review of Education*, 23, 47-58.

- Haque, M. (2013). *Environmental governance: Emerging challenges for Bangladesh*. AH Development Publishing House.
- Haque, S. T. & Kamruzzaman, M., (2022) Why are tea garden workers trapped in a cycle of poverty? The Daily Star. Available at: <https://www.thedailystar.net/opinion/views/news/why-are-tea-garden-workers-trapped-cycle-poverty-3183621>
- Hardesty, J. L., Crossman, K. A., & Haselschwerdt, M. L. (2022). Grounded theory methods. In *Sourcebook of family theories and methodologies: A dynamic approach* (pp. 315-333). Cham: Springer International Publishing.
- Heinrichs, J. (2018). School leadership based in a philosophy and pedagogy of parent engagement. *School Leadership & Management*, 38(2), 187-201.
- Hill, N. E., & Taylor, L. C. (2004). Parental school involvement and children's academic achievement: Pragmatics and issues. *Current directions in psychological science*, 13(4), 161-164.
- Hornby, G., & Witte, C. (2010). Parent involvement in rural elementary schools in New Zealand: A survey. *Journal of Child and Family Studies*, 19, 771-777.
- Hossain, M. K., Ferdushi, K. F., & Khan, H. T. (2019). Self-assessed health status among ethnic elderly of tea garden workers in Bangladesh. *Ageing International*, 44(4), 385-398.
- Hossain, M. I. (2021). COVID-19 impacts on employment and livelihood of marginal people in Bangladesh: Lessons learned and way forward. *South Asian Survey*, 28(1), 57-71.
- Hossain, M. M., Azad, F., Rifat, M. A., Siddique, M. A. B., Hasan, M. G., & Bhuiyan, M. N. H. (2017). Socio-economic status, dietary pattern and nutritional status of the female workers of Fulchara Tea Garden in Moulvibazar District. *Bangladesh. Journal of Nutrition & Food Sciences*, 7(6), 1000644.
- Hossain, R. (2021). Social exclusion of tea plantation workers in Bangladesh. *Journal of Development Research*, 3(2), 61-67.
- Hoover-Dempsey, K. V., Walker, J. M., Sandler, H. M., Whetsel, D., Green, C. L., Wilkins, A. S., & Closson, K. (2005). Why do parents become involved? Research findings and implications. *The elementary school journal*, 106(2), 105-130.
- Hornby, G., & Lafaele, R. (2011). Barriers to parental involvement in education: An explanatory model. *Educational review*, 63(1), 37-52.
- Howard, T. C., & del Rosario, C. D. (2000). Talking race in teacher education: The need for racial dialogue in teacher education programs. *Action in Teacher Education*, 21(4), 127-137.
- Hunt, F. (2008). *Dropping Out from School: A Cross-Country Review of the Literature. Create Pathways to Access. Research Monograph, No. 16*.
- Islam, M. N., & Al-Amin, M. (2019). Life behind leaves: Capability, poverty and social vulnerability of tea garden workers in Bangladesh. *Labor History*, 60(5), 571-587.
- Jalil, M. A., & Oakkas, M. A. (2018). The Experiences of Disadvantages and Discrimination Among the Tea Garden Workers in Bangladesh: An Overview. *Asian Social Work Journal*, 3(5), 322849.
- Jardinez, M. J., & Natividad, L. R. (2024). The Advantages and Challenges of Inclusive Education: Striving for Equity in the Classroom. *Shanlax International Journal of Education*, 12(2), 57-65.
- Jeynes, W. H. (2018). A practical model for school leaders to encourage parental involvement and parental engagement. *School leadership & management*, 38(2), 147-163.
- Jordan, A., Schwartz, E., & McGhie-Richmond, D. (2009). Preparing teachers for inclusive classrooms. *Teaching and teacher education*, 25(4), 535-542.
- Jovinius, J. (2015). *An investigation of the effect of geographical location of schools to the students' academic performance: A case of public secondary schools in Muleba District* (Doctoral dissertation, The Open University of Tanzania).
- Kamruzzaman, P. (2022). A critical analysis of the conference on sustaining support for the Rohingya refugees. *Journal of Developing Societies*, 38(2), 198-223.
- Khan, S. (2012). *The one world schoolhouse: Education reimaged*. Hachette UK.
- Kiger, M. E., & Varpio, L. (2020). Thematic analysis of qualitative data: AMEE Guide No. 131. *Medical teacher*, 42(8), 846-854.

- Kong, C., & Yasmin, F. (2022). Impact of parenting style on early childhood learning: mediating role of parental self-efficacy. *Frontiers in Psychology*, 13, 928629.
- Kurmi, P. (2014). Problem of Educational Attainment of Children, A case Study of the Tea Garden Labourer's Households in Derby Tea Estate. *Research journal of language, literature and humanities*, 1(4), 1-7.
- Kwatubana, S., & Makhalemele, T. (2015). Parental involvement in the process of implementation of the National School Nutrition Programme in Public Schools. *International Journal of Educational Sciences*, 9(3), 315-323.
- Kwarteng, P., Asiamah, F., Twumasi, A. O., Nkansah, J. O., Issaka, J., & Afetorgbor, S. K. (2022). Parental involvement in the academic performance of students in Ghana: socio-economic status. *Open Journal of Educational Research*, 2(3), 114-125.
- LaRocque, M., Kleiman, I., & Darling, S. M. (2011). Parental involvement: The missing link in school achievement. *Preventing school failure*, 55(3), 115-122.
- Lemmer, E. M. (2007). Parent involvement in teacher education in South Africa. *International Journal about parents in education*, 1(1).
- Llamas, A. V., & Tuazon, A. P. (2016). School practices in parental involvement, its expected results and barriers in public secondary schools. *International Journal of Educational Science and Research*, 6(1), 69-78.
- Mahmud, M. S., Vinay Rajath, D., & Jahan, M. N. (2017). Water and Sanitation Practices and Health: A Study on the Tea Garden Workers in Moulvibazar District, Bangladesh. *Journal of Applied and Advanced Research*, 2(3), 139-143.
- Maisela, M. L. (2022). *A Comparative Study of Teacher-Parent Relationships in Foundation Phase Quintile One and Quintile Five Schools* (Master's thesis, University of Pretoria (South Africa)).
- Menter, I. J., Hulme, M., & Elliot, D. (2011). A guide to practitioner research in education.
- MoPME [Ministry of Primary and Mass Education] (2006). Primary Education Situational Analysis, Strategies and Action Plan for Mainstreaming Tribal Children. Prepared under the Second Primary Education Development Programme. Dhaka.
- Mokone, M. V. (2020). Perceptions Of Female Principal And Female Tea
- Mitiku, W., Alemu, Y., & Mengsitu, S. (2014). Challenges and opportunities to implement inclusive education. *Asian Journal of Humanity, art and literature*, 1(2), 118-135.
- Nath, S. R. (2009). Shiksha: Aasa, Bastobata, Naboaasha (Education: hope, reality, renewed hope) [in Bangla]. *Dhaka: Academic Press and Publishers Library*, 144.
- Nath, S. R., Yasmin, R. N., & Shahjamal, M. M. (2005). Out of school children in the tea gardens and ethnic minority communities. *Out of school children: the disadvantaged group. Dhaka: Campaign for Popular Education*, 71-168.
- Newby, P. (2014). *Research methods for education*. Routledge.
- Pil, A. I., Tubo, M. D., Abequibel, B. T., Peromingan, R. S., & Alieto, E. O. (2022). Special Learners in Regular Classes: An Attitudinal Investigation among Prospective Early Childhood Education Teachers. *International Journal of Early Childhood Special Education*, 14(3).
- Pridmore, P. (2007). *Impact of Health on Education Access and Achievement: A Cross-National Review of the Research Evidence. Create Pathways to Access. Research Monograph No. 2.*
- Pransky, J., and Bailey, C. (2009). Teaching in a culturally responsive way. *European Journal of Social Sciences*, 11 (3), 90-108.
- Rahaman, M. S., Reza, S. M. A., Rahman, M. M., & Solaiman Chowdhury, M. (2021). A deplorable community in Bangladesh: tea garden workers. *Journal of Enterprising Communities: People and Places in the Global Economy*, 15(4), 548-566.
- Rakap, S., & Kaczmarek, L. (2010). Teachers' attitudes towards inclusion in Turkey. *European journal of special needs education*, 25(1), 59-75.
- Saloviita, T. (2020). Attitudes of teachers towards inclusive education in Finland. *Scandinavian journal of educational research*, 64(2), 270-282.

- Sapungan, G. M., & Sapungan, R. M. (2014). Parental involvement in child's education: Importance, barriers and benefits. *Asian Journal of Management Sciences & Education*, 3(2), 42-48.
- Scruggs, T. E., & Mastropieri, M. A. (1996). Teacher perceptions of mainstreaming/inclusion, 1958–1995: A research synthesis. *Exceptional children*, 63(1), 59-74.
- Sen, A. (2000). Social exclusion: Concept, application, and scrutiny.
- Sen, A. (2002). Rationality and Freedom Harvard University Press Cambridge.
- Shohel, M. M. C., & Howes, A. J. (2008). Informality of teaching and learning in nonformal schools: Socio-cultural processes as mesosystems of student development. *Education 3-13*, 36(3), 293-309.
- Sim, J., & Waterfield, J. (2019). Focus group methodology: some ethical challenges. *Quality & quantity*, 53(6), 3003-3022.
- Sinha, S. (2022). Impact analysis of skill development on the performance of small tea growers of Assam. *Pacific Business Review International*, 14(7).
- Singh, P., Mbokodi, S. M., & Msila, V. T. (2004). Black parental involvement in education. *South African journal of education*, 24(4), 301-307.
- Sonnenschein, S., Galindo, C., Metzger, S. R., Thompson, J. A., Huang, H. C., & Lewis, H. (2012). Parents' Beliefs about Children's Math Development and Children's Participation in Math Activities. *Child Development Research*, 2012(1), 851657.
- Strauss, A., & Corbin, J. (1994). Grounded theory methodology: An overview.
- Suleymanov, F. (2015). Issues of inclusive education: Some aspects to be considered. *Electronic journal for inclusive education*, 3(4), 8.
- Suldo, S. M. (2009). Parent-child relationships. In *Handbook of positive psychology in schools* (pp. 245-256). Routledge.
- Swedberg, R. (2020). Exploratory research. *The production of knowledge: Enhancing progress in social science*, 2(1), 17-41.
- United Nations Educational, Scientific and Cultural Organization. (1994, June). The Salamanca statement and framework for action on special needs education. In *World Conference on Special Needs Education: Access and Quality*. Salamanca, Spain: unesco.
- UNICEF (2021). <https://www.unicef.org/education/inclusive-education>
- Williams, T. (1987). *Participation in Education. ACER Research Monograph No. 30*. Australian Council for Educational Research, PO Box 210, Hawthorn, Victoria 3122, Australia.
- Williams, T., Long, M., Carpenter, P., & Hayden, M. (1993). Year 12 in the 1980s.
- Woolf, K., McManus, I. C., Potts, H. W., & Dacre, J. (2013). The mediators of minority ethnic underperformance in final medical school examinations. *British Journal of Educational Psychology*, 83(1), 135-159.
- Xiong, Y., Qin, X., Wang, Q., & Ren, P. (2021). Parental involvement in adolescents' learning and academic achievement: Cross-lagged effect and mediation of academic engagement. *Journal of Youth and Adolescence*, 50(9), 1811-1823.
- Yulianti, K., Denessen, E., Droop, M., & Veerman, G. J. (2021). Transformational leadership for parental involvement: How teachers perceive the school leadership practices to promote parental involvement in children's education. *Leadership and Policy in Schools*, 20(2), 277-292.