

CHAPTER

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CHAPTER III

THE THEORETICAL FRAMEWORK

The characteristics like various aspects of their socio-economic background, academic performance, motivation, aspiration etc. have been studied of the students of both secondary and tertiary education in this subcontinent, but their relationship with the college entry has remained an unexplored area.

The transition from secondary to higher education has been the subject of several large scale investigations in western countries, (e.g., Griffin and Alexander, 1978; Meade, 1978; Thomas et al. 1979; Anderson, et al. 1980; Carpenter and Western, 1982). Such studies have relevance to the present investigation as other more general studies have in status attainment tradition (e.g., Sewell and Hauser, 1975; Broom, et al. 1980).

From the review a search was made to find the answer to the question 'what are the factors that influence college entry?' The review has brought to light a host of underlying factors related to college entry — the factors that are demographic, social, familial, psychological and institutional in nature. Numerous individual factors have been found to affect aspirations for education beyond the high school level leading to college attendance. Of these sex, ethnicity, race and religion, family structure and interaction patterns, socio-economic status, intelligence, academic performance, motivational variables, participation in co-curricular activities are best documented. The influence of both parents and peers is also well documented.

The review of the literature relating to the characteristics of the students, the influence of the variables on college

Relation between educational achievement & employment
Income

Veizoy, Kenneth Arrows - Lebowitz, demands of the employment market

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attendance, persistence and dropout has guided the development of a theoretical framework of entry into higher education which encompasses selected variables and the possible patterns of influence upon entry into higher education. The basis for the theoretical framework has its roots in the 'Wisconsin Model' of status attainment of Sewell and his associates.

3.1 WISCONSIN MODEL OF STATUS ATTAINMENT

Blau and Duncan's (1967) classic study of occupational status attainment documented the dependence of son's schooling on family socio-economic background, family size, their region of residence and a number of other factors (Hauser and Featherman, 1977; Featherman and Hauser, 1978). Major work on the causes and consequences of status attainment by Sewell and his associates (Sewell and Shah, 1967, Sewell, Haller and Portes, 1969; Sewell and Hauser, 1972; Hauser, Shu-Ling Tsai and Sewell, 1983) elaborated the link between social origins and socio-economic achievements of children. This 'Wisconsin Model', as it is known, presents a view of status attainment as a social-psychological process by which a person's family and intellectual characteristics influence educational achievements and are thereby indirectly translated into the attainment of status and acquisition of income (Sewell and Hauser, 1975, and also Duncan et al. 1972). This model uses the concept of "level of aspiration" (Lewin, 1944) to represent the motivational bases of attainment and the concept of "significant others" (Sullivan, 1940) to circumscribe the influences of the social environment during adolescence on educational and occupational status attainment. More recently the models have included other aspects of the schooling process, such as curriculum placement (Alexander and McDill, 1976; Hauser et al. 1976), school and institutional factors (Alwin, 1974; Jencks and Brown, 1975; Hauser et al. 1976; Alwin and Otto, 1977) and other social features of school environment, such as participation in the extra curricular activities of the school (Otto, 1975). Researches have considered the ascriptive bases of

educational success (Hout and Morgan, 1975; Debord et al. 1977; Kerchóff 1976; Thomas et al. 1979) also.

The major findings of this body of research are:

(a) education (years of schooling completed) is a major mediator of the effects of socio-economic origins on socio-economic achievements, (b) schooling experiences, most notably high school grade performance, curriculum placement, achievement test performance, and the encouragement of parents and teachers, are largely responsible for transmitting the effects of socio-economic background on length of schooling, and (c) while the ascriptive influences of race and gender affect these processes, the broad outlines of this "social psychological model" of achievement account for the observed transmission of socio-economic position from one generation of the family to another across subcategories of race and gender.

3.2 A SOCIAL PSYCHOLOGICAL MODEL OF COLLEGE ENTRY

The students' transition from school to college and university is not easy. The hazards range from social, financial, administrative to intellectual and emotional areas. They originate at home, in school, in college and university. The entry into higher education is a process involving decisions on the part of many, which are difficult, important and perhaps irrevocable. The people involved in this process are student themselves, their families and administrators of colleges and universities. It is the responsibility of a team of three, viz., student, family and university - in the setting of the society.

✓
joint decision
(Consultation)
The students have to decide whether they would go for higher education or not, the families have to decide whether or not they would/can send their wards to the tertiary educational institutes and the administrators of tertiary institutions are the personnel to decide whether they would like a particular student in their institute. All these make the process a complex one. Today in every society, especially in a developing

Does higher education lead to good earnings?

What do students return to education for?

{ Actual returns
Perceived returns

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Relation

society like Bangladesh, higher education plays important role for establishment which includes better job and good earnings and is being considered as a ladder for social mobility. Thus the student's aspiration, motivation, his perception about the need for higher education and his intellectual ability play important role with respect to his entry to the world of higher education, whereas on the other hand the parents or the family members judge it on the basis of social mobility and their financial capability. The institutions decide the entry of a particular applicant on the basis of the institutional philosophy and ideology.

(e.g. reservation policy) also

Thus the entry process into higher education in Bangladesh is viewed here as a social-psychological process. College entrance, in short, is conditioned by three sets of characteristics - background characteristics like sex, home location, religion, stream, birth order, and age; socio-economic background characteristics like socio-economic status (SES), home environment, nature of family, size of family, education of the siblings and students' residence and psychological characteristics, like educational and occupational aspiration, co-curricular interest, achievement motivation, academic performance, institutional adjustment etc.

④
Economic
Consideration
Information
Access
Employment
Skill
Development
College
Plan

a rational animal! (perceived) is an important factor

To facilitate the specification of the model and the presentation of the findings, we describe below the rationale for including each of the characteristics/variables and hypothesize the direction of its relationship to college entry.

Applying the variables are theoretical in nature.

3.3 BACKGROUND CHARACTERISTICS

There are characteristics which are predetermined for an individual since birth, i.e., which do not change over time viz., the sex, religion, birth order, age, home location of a student. The stream of study of a student is also determined when he joins higher secondary. These variables which are termed as background variables are likely to affect the entry

Intelligence & ability

Exp. limited

Background etc.

It may not be

there is a possibility

into higher education. The possible relationships of each of the variables with college entry have been discussed separately with particular reference to Bangladesh in the following pages.

a. Sex :

It is no denying a fact that almost 50 per cent of the total population anywhere on the globe are females, yet almost all the societies are still male dominated and women are mainly kept engaged in household work and child rearing activities especially in traditional societies. This might have been the cause or effect of the low level of education of women world over.

Though industrialization and urbanization have started taking place in Bangladesh, yet being predominantly an agrarian and rural society, it is quite traditional with respect to certain social norms, especially for women. The constitution treats women on par with men in all spheres of life and recognizes their fundamental rights to educate themselves, but in reality the women folk are lagging far behind than their male counterparts. It is evident from the educational statistics of Bangladesh where the male literacy rate is 31 per cent while the female literacy rate is only 16 per cent - the ratio of male and female graduates in Bangladesh is 7.26 : 1. In fact, education, particularly higher education of women is a more recent social expectation there.

In Bangladesh, sex puts an indirect control for a girl's admission into a co-educational institution of higher learning. Huq et al. (1983) in their study found that only 13.07 per cent were girls among the students of higher education in Bangladesh. In traditional society, men are likely to perceive educational attainment as being directly related to their occupational careers and feel the need to have higher education as an economic necessity. Higher education, in Bangladesh, though not very costly in terms of fees, the private cost for boarding,

What about those who
have no problem of
bonding? ^{100%} Students in
Dhaka

lodging, purchase of books and materials and other personal expenses are very high. The students have to spend a lot for acquiring a degree. Parents sometimes view this as an investment and hence prefer to spend money for sons rather than for daughters especially for college education.

Besides this, apart from the unsuitable nature of jobs and as there is no social and familial pressure for girls to work practically very few vocations are open to them. Hence, the girls are more likely to attend non-degree granting ^{Certificate} institutions such as primary training institutes, commercial institutes, nursing schools and obtain a short term training. Besides, the girls get the jobs with just the minimum qualification for the posts as the state provides reservation for girls, which is sometimes more than the proportion of girls applying for. This situation does not instill an urge for higher education in girls. The early marriage system for girls and the upper hand of 'in-laws' decisions with respect to girl's education in the traditional society of the country further deteriorate the chances of entering college education for the girls.

Bangladeshi society is mainly a rural society. Even those who live in towns or cities - they are grass rooted in villages. Most of the urban inhabitants are first generation urbane and their parents and relatives still reside in rural areas hence these urban inhabitants follow the conventions, customs and social norms of villages only. Moreover, about eighty seven per cent of the population are muslims, who still try to follow the purdha system which does not allow the girls to have free access in the society.

There are many secondary girls' schools where the parents can send their daughters, but all the universities and most of the degree colleges are co-educational. The conservative nature of the society and especially the purdha system act as a barrier for girls in attending the co-educational institutions

What are the
characteristics of
girls' education
in Bangladesh
The
Algeria/China
collaboration
- interesting to
discuss - 74

of higher education. Only very few progressive families and the families who really feel it as an economic necessity, send their daughters outside the four walls of their house to the institutions of higher education.

Still now in Bangladesh, girls do not use personal vehicles like bicycles, scooters etc. In towns, except in two or three big cities, there is no public or private transport system like buses which ply in the streets. So the girls have to depend on cycle rickshaws or have to go on foot for attending the college. Most of the guardians cannot afford rickshaw fares for their female wards and walking, poses problem due to long distance.

Apart from these the perception about the need for higher education, especially for girls, is very poor among rural community. Rural people send their sons, sometimes at the cost of many sacrifices to the colleges in the hope that their sons' educational attainment and hence the occupational achievement will improve their social status and living conditions. But for girls they find it as mere wastage as they think that it will neither improve their social status nor will it help them economically for a long time because what she earns later on, will go to her 'in-laws'.

As most of the colleges are situated in urban areas, rural students are compelled to stay in towns in order to study in colleges. There are no hostel facilities for girls in the co-educational colleges. The rural boys may find a place either in any hostel or they can somehow manage their accommodation privately. But for rural girls, for staying in towns, they have to seek help from their urbane relatives if there is any. Most of the urbane relatives are either middle or lower middle or lower class people staying in hired houses. For them finding sufficient space to accommodate an adolescent girl becomes a problem. Unless there is an unavoidable binding, they are

especially
the case of a
groom-up girl.

reluctant to accept the extra responsibility of guardianship of an adolescent girl.

Historically, it is true that the muslims of this subcontinent were exposed to this modern education much later than other communities, particularly hindus. Apart from the conservative nature of the society, and particularly the purdha system, which the muslims think as an integral part of their religion, prevented muslim girls from attending educational institutions. While hindus, influenced by many hindu educationists, thinkers and reformists who advocated for girls' education openly, used to send their daughters to higher education institutions much earlier. It is only at the end of the first quarter of the present century that Begum Rokeya Sakawat Hossain's movement for muslim women's education in Bengal, inspired some of the educated muslim parents to educate their daughters.

Exp-1 In Bangladesh, students choose their stream of study at secondary level. Girls generally aspire for jobs which sometimes do not need higher education. These girls along with those who just waiting for marriage and those who achieve low at SSC examination prefer arts courses at higher secondary stage. Kamat and Deshmukh's study (1963) found the same trend in Poona University women students. On the other hand boys opting for arts, have a definite aim to achieve desired level of education and type of vocations. Thus it is likely that boys of arts course would proceed to higher education while the girls might not.

Very few girls study commerce course in Bangladesh. Those who take commerce at higher secondary stage take it with definite purpose. Thus for commerce students one should not expect any difference in college entry between boys and girls.

Don't Induce them in a shift to commerce course among girl students as they are (preference still give)

The girls who choose a specialized and technical course like science, do it with a strong motivation and drive and are determined to enter into higher education.

Regarding the entry into higher education, one might not expect the same role of sex across different SES categories. High SES people, who have sufficient money and resources to spend for the education for their wards, who perceive the need for education and who are by and large free from the taboos of the society find no reason to dissuade their daughters from attending higher education. The educated middle class people also realizing the relevance of girls' education even from marriage prospects sometimes send their daughters to colleges as higher educated young males want to marry higher educated girls. The lower SES people, though some times feel the urge to send their sons to college for upward social mobility, perceive that sending girls to the colleges is just wastage of their meagre resources as a girl's education will not help them to improve their status in the society.

Due to social and familial pressure on males to succeed in occupational sphere, the low achievers also try to enter the degree colleges, but for girls the low achievers neither feel the urge to enter colleges, nor the guardians find it justified to spend money on them.

From the above discussion, it can be concluded that sex can play an important role in the entry into higher education in a country which is deeply rooted in traditional style of living.

We hypothesize that -

"boys enter into higher education in greater proportion than girls".

Hypotheses regarding conditions which are crucial in entry of girls into higher education.

b. Home Location :

In a developing country, as all the areas are not equally developed and the facilities for education are also not uniform everywhere, student's home location, is likely to play an important role in the college entry. Of course, it is not simply the location that matters, but other problems which stem out of it, such as excessive time in commuting, poor preparation for university or college in inferior rural schools, cultural gap etc., play a role.

Bangladesh is an unitary state. Even geographically also there is no difference among the regions. The administrative units, the districts were made only for convenience of law and order situation and revenue collection keeping in view the communication system. There are no community colleges, or regional colleges meant for a particular community or area. Thus, for entry into higher education, neither a student is segregated nor is a student in an advantageous position with respect to his/her birth place, home or place of residence. But it is true that though about eighty five per cent of the total population of Bangladesh reside in rural areas, almost all the institutions of higher education are mainly situated in cities or towns. This turns out to be a crucial factor for rural students in their college entry.

Performance { The urban parents are exposed to modern, scientific and technological advances where the need for higher education for occupational achievement and social establishment is well realised. On the otherhand, the families of rural students very often fail to see the relevance of university study for their children, and do not whole heartedly support the same.

✓ Urban students find no difficulty in attending the college as they are near and around their places of residence. But rural students have to travel a long distance everyday or have to live in towns. None of the two is easy. The reasons are

obvious. Bangladesh being a riverine land full of hawars and beels (low lying paddy fields and large natural lakes) the road communication and transport system due to limited resources of the country are not developed so satisfactorily that students can come and go daily for college. Again for rural students to stay in towns is difficult as the accommodation in the hostels are limited and costly too. Practically there is no dormitory system. Hiring a house or staying with relatives in towns is equally difficult due to shortage of space in newly developed towns. This restricts rural students' entry into higher education in towns.

The admission system in the institutions of higher education in Bangladesh is an arbitrary one. Students who pass the HSC examination are in general eligible for admission. But each college and university department particularly the renowned ones set their own criteria for admission. Some schools in rural areas may fall short in the degree of intellectual and cultural stimulation they give to their pupils. A recent study conducted by Aziz (1984) showed that in Bangladesh rural schools lag far behind than their urban counterparts in imparting science education, where physical and other instructional facilities are meagre. These poor physical and instructional facilities do not offer ample opportunities for the rural potentials and affect their perceptions about their ability which in turn restrict their entry into higher education to some extent.

The students from rural areas find emotional problems on being away from home for the first time. Also if they were in poor accommodation earlier and on shoe-string budget, they may not like to enter institutes of higher education and face the similar problems. The fate of rural girls as discussed earlier in context of sex variable, remains the same with respect to home location variable also. Traditional rural parents do not venture to send their daughters to town for further study. Still however, the urban people are less hesitant in sending their daughters to co-educational institutions.

After the partition of 1947, many hindus had migrated from the present Bangladesh. After this migration, among the hindus who are living in Bangladesh, the rural and urban hindus differ in their education, occupation and social status. In fact, the rural hindu community lags far behind than their urban counterparts. Their perception about the need of higher education, not only differs from those of urban hindus but are far inferior. Hence, it is likely that the rural hindus will go to higher education in lesser proportion than the urban hindus.

It is understandable that the indices of SES of urban and rural families do differ. Whereas, the higher and upper middle class urban families are superior in terms of their education, occupation and cultural level, the higher and upper middle class rural families are much richer, possess large amount of lands and exert tremendous influence on the neighbouring community. The conception of superiority also differs among the two communities. The higher and upper middle class urban families fully understand the importance of higher education in the modern society. The rural higher and upper middle class do not consider higher education as a prime factor for retaining their supremacy or for vertical mobility. Hence inspite of having sufficient resources, they do not send their children to higher education. Moreover, they arrange marriage of their sons in late adolescence only making them secular and gradually involving them in village politics with a plan of transferring their powers to them.

The average middle class whether rural or urban, constantly strives for vertical mobility inspite of economic constraints. This they try to achieve through educational and occupational attainment. Hence, they send their children for higher education especially the sons, at the cost of many sacrifices. Due to insufficient exposure, urge to maintain family occupation and accomodation problems in towns, rural

lower class families are not keen to send their sons for higher education. Still however, once they attain HSC level, they do not lag behind their urban counterparts in acquiring college education.

From the above discussion it is clear that in general, the urban people are in better position than rural people with respect to sending their wards to higher educational institutions.

We hypothesize that -

"urban students enter into higher education in greater proportion than rural students."

c. Religion :

Considering the scientific developments worldwide, traditionalism and taboos are fast disappearing. However, people still nurture some of their beliefs and norms under the name of religion and culture often leading to racial and religious clashes.

In Bangladesh, about eighty seven per cent of the total population are Muslims, twelve per cent are Hindus and Christians and Buddhists are negligible. The muslim population was greatly dominated by Mullahs and Moulovis who strongly opposed not only the education system propounded by Britishers but English too as a language. While persons like Raja Rammohan Roy and other leaders inspired hindu community to accept the change and be in line with modern system of education. This brought the hindus in the forefront with respect to educational as well as occupational attainment. After the partition, when hindus who used to occupy key positions in various spheres migrated to India, muslims had to fill these positions. It is at this time that they realized the importance of higher education. This was quite late in comparison to hindus in the continent with respect to educational attainment. Similar was the case of girls' education. Hindus, not having any taboos or

This is not just a small Hindu group. Rajasthani, Gujarati, Marathi, Hindi-belt, etc. Are there any Hindu groups in Bangladesh also?

restriction like purdha used to send their daughters for higher studies. This helped them in saving on dowery as the girls got better educated. Muslims lagged behind in this respect too.

Among the migrants, were the people mainly from upper and middle classes. Those who remained in villages were people mainly from lower occupational groups having almost no or little education. Since then, the rural muslim community which was composed of both middle and lower classes, tried to improve or atleast retain their socio-economic conditions while the remaining rural hindu community could not advance like their muslim counterparts. Thus the present rural hindu community, mainly composed of lower occupational groups, is lagging far behind in education than their muslim counterparts. Hence, the perception about the need for higher education is poorer among the rural hindus than rural muslims. Thus it is likely that among the rural lower group students, muslims will enter into higher education in greater proportion than the hindus.

But for urban areas, the doctors, pleaders and other professionals who were directly associated with the public, did not migrate in mass. Thus among the hindus in urban areas along with the lower occupational groups, there are still professional groups, middle class white-collar families and business communities. Though there is a trend for the business communities to engage their sons in family business, which most of the time do not need college education, yet many families send their sons to college and universities in order to improve their socio-economic conditions. The urban hindu community is literary and culturally more advanced than the muslims and their perception about the need for higher education is likely to be better than the muslims. This induces them in sending their sons and daughters to the institutions of higher education in greater proportion than the muslims.

From the above discussion it becomes clear that in general, except few categories, hindus are in advantageous position so far as entry into higher education is concerned.

We hypothesize that -

"hindus enter into higher education in greater proportion than the muslims".

d. Stream of Study :

Bangladesh provides diversified courses to her students at secondary stage keeping the need of vocationalization courses in mind. Arts, Commerce and Science streams are available in almost all schools. Besides, Agriculture, Home Economics, Technical and Islamic Studies are also available in some schools.

Selection of courses or streams at higher education play an important role as Gulati (1978) puts, "selection of subjects, courses or streams is firmly linked with various occupational fields. In fact, there is a set pattern of linkage between occupational choices and educational streams". Mehta (1970) further substantiated this by stating, "they will facilitate entry into certain occupations and hinder entry into others, and will affect his success and satisfaction on job". According to Rao (1982) "selection of courses is so important that it is considered as a screening process and 'arbiter' of occupational selection." With the advancement and rapid development of science and technology, most of the prestigious professions and occupations are becoming more science oriented, as the knowledge in advanced technology and scientific development are needed for such occupations.

The students who studied science course in their higher secondary stage are eligible for admission to non-science degree courses also. But the reverse is not true. Thus having science in their higher secondary level provides these students an additional advantage over the students of other streams for entry into higher education.

Many a times for increasing their marriage prospect parents send their daughters to colleges but for non-science courses in order to avoid failure and wastage. But the girls who come to science stream, are superior in ability and come with definite aim and ambition. These girls of science stream coming from higher SES families with high educational and occupational aspirations have no reason for not joining higher educational institutions.

It has been discussed that the science students are generally better students and they achieve high, but non-science students who secure first divisions or second divisions cannot be considered as less able than their science counterparts. Hence, other things being equal, one should not expect stream as a factor for entry into higher education in each achievement category.

From the discussion, it has become clear that the students who study science course in their higher secondary stage are in general, in an advantageous position than other students in finding a place at the institutions of higher education.

We hypothesize that -

"the science students enter into higher education in greater proportion than arts and commerce students".

This is not true. In India

e. Birth Order :

The expectations of a child and from a child differ according to the birth order of a child in different societies. It influences educational attainment of a child.

One of the unsettled issues among authors researching the family unit is whether there is a consistent pattern of birth order differences in college attendance or not. Hauser and Sewell (1985) reviewed the review of nine studies (Sampson, 1965; Altus, 1965; Warren, 1966; Bayer and Folger, 1967; Bradley,

1968; Sutton-Smith and Resenberg 1970, Adams 1972; Schooler, 1972 and Cicirelli, 1978) regarding the effects of birth order and commented that

"these reviews indicate that several posthoc theories have been used as explanations of birthorder effects, including physiological, psychological, developmental, social, structural and economic explanations. Reviewers agree that the findings to date are seriously flawed by inadequate samples, and failure to control for variables known to be related both to sibling position and to the outcome under study".

Bayer (1966) reported that oldest and youngest siblings are about equal in chances of attending college when sex and SES are controlled by research selection, and middle children have the least chance. But Berger and Hall (1966) and Adams and Maidam (1968) controlling SES, sex and sibship size found no significant relationship between birth order and educational attainment.

In Bangladeshi society - where most of the families are lower middle or lower class, the parents dream of enhancing their socio-economic conditions through eldest son's educational and occupational attainments. They also count on the success of the eldest son for lessening their burden with respect to the education of younger offsprings. Thus the first born son may be allowed to utilize a disproportionate share of family resources allotted to education hence they are more likely to aspire for college career.

But on the other hand, it is also equally true that older children assume family responsibilities earlier and make sacrifice for younger ones, particularly when parental resources are inadequate. Moreover even in a well-to-do family, generally when the older children reach the age of college attendance, parents tend to set aside resources for their own establishment which otherwise could have been used for the education of the older

ones. While on the other hand, the last born especially in large families may gain additional advantages from the situation that parents no longer have to set aside economic resources for additional children and that older siblings are available to assist if the parents' support is inadequate. The youngest child also derives special benefits from his position, because seniority may by this time have raised the father's income, whereas the middle born children are disadvantaged by being forced to share with siblings the parental resources throughout their childhood. The last borns receive generous inputs when they are in their teens, as other siblings might have settled down by that time.

Blau and Duncan (1967) noted that parents are apparently more successful in encouraging a child to pursue his education if he is the oldest or the youngest. Perhaps the greater responsibilities oldest children have to assume in future and the greater socio-emotional support youngest one receives from parents and siblings, support both in their educational attainment.

First born girls are more likely to develop patterns of responsibility and hard work which help them academically (Nuttall et al. 1976). But these patterns of responsibility comes as a boomerang for them in traditional societies with respect to their acquiring college education. Generally in large family the first born girls are supposed to look after their younger siblings. This deprives them of their study time. The parents too, particularly the mothers will always opt for having grown up girls at home rather than at college for helping in household chorus.

The effect of birth order is also likely to vary across the rural and urban categories of students. The rural people are likely to engage their elder sons in their family occupations for sharing the workload as well as for increasing their earnings. These occupations hardly need any education. For higher and upper middle SES group, not only the parents have resources but they

also perceive well the need of higher education. Hence they send their children to the institutions of higher education irrespective of their birth order when they pass the HSC examination. But in lower and lower middle class families, the eldest son as well as the parents may feel the necessity of financial support from him after his passing the HSC examination. Hence he may try for a job or go for short term training to save the family from extended burden.

From the above discussion it is not clear whether there is any birth order effect on entry into higher education nor does probable relationship emerge from the foregoing discussion. Yet, to find out empirically whether there really exists a relationship, we retain this factor in our investigation.

We arbitrarily hypothesize that -

"first born and last born students enter into higher education in greater proportion than the middle born students".

f. Age :

Since the students at higher secondary are regular students, they do not differ significantly in age and hence the question of age does not raise problem with respect to entry into higher education. Still however, it has been found that the older students did better in some subjects while the younger did better in general. Miller (1970) explained this by saying that maturity associated with increasing age and experience helped students to do better in some subjects of humanities and social sciences which are closely related to life experiences. On the other hand he thought that the superior academic performance of younger students is not so much a function of age as is of intelligence. Due to superior ability youngsters are more likely to enter college than the olders. On the otherhand, the olders who take more time to reach this stage, are comparatively of lower ability. Hence their parents are likely to be hesitant

in spending money for their further education apprehending that they may fail again, and waste their limited resources.

Among girls, those who are older, their prospect of marriage is more, hence the parents will like them to be groomed more for household works rather than joining colleges. With increasing age, the students assume greater family responsibilities especially those hailing from rural areas. Thus the older boys and girls from villages are less likely to join colleges, particularly from low SES families.

We hypothesize that -

✓ "younger students will enter into higher education in greater proportion than the older students."

3.4 SOCIO ECONOMIC BACKGROUND

The family, the society where a child grows up and lives, the members of his immediate environment, their values, attitudes and beliefs, the set of conditions - social, economic and educational that he encounters known as his social background, is believed to affect a child's educational attainment. We describe the socio economic background variables one by one and their possible influences on college entry in the light of Bangladeshi situation.

a. Socio-Economic Status :

It is commonly believed by sociologists and others that the social and economic characteristics of parents play an important role in offering opportunities to children which provide them differential educational experiences (Alwin and Thornton, 1984).

Before discussing the impact of socio-economic status on educational attainment of a student, a brief sketch of socio-economic conditions of Bangladesh and its people is presented here.

TABLE - 3.1

OCCUPATIONAL COMPOSITION OF
VARIOUS SOCIO-ECONOMIC CLASSES

SES Class	Rural	Urban
Upper	Ex-zamindar, Jutdars, Rich people of aristocratic origin	Industrialists, Big businessman, Senior civil and military bureaucrats
Middle	Big Farmers, Social workers, Teachers, Businessmen.	Professionals, Service men, College and School teachers, Businessmen.
Lower	<i>Handwritten: ?</i> <i>Handwritten: low class people</i> Small farmers, Landless peasants, Shop Keepers, Traditional low status occupa- tional groups like fisherman, weavers, washerman etc.	Low paid employees, Workers, Rickshaw pullers Shopkeepers, Day labourers, Traditional low Status occupational groups i.e. Washermen, Sweepers etc.

Bangladeshi society, which was mainly a fudal one, has started transformation towards urbanization and industrializa-
tion. Though urbanization has moved a bit fast since indepen-
dence (the percentages of urban population were 5.19, 8.78 and
15.18 in the 1961, 1974 and 1981 censuses respectively), but
industrialization has remained still a very slow process. The
rural and urban people differ in their occupation across
various SES categories, as can be seen from Table 3.1. The
upper class people of the villages are those who command social
respect as their ancestors commanded it due to their richness

and aristocratic origin. The middle class on the other hand are trying to curtail the monopoly of upper class with their educational and occupational status. The lower class consisting of small farmers and landless peasants, are mostly illiterate. On the other hand, urban upper class are quite sophisticated in their way of living because of power, position and education. The urban middle class are the people who obtained by and large sufficient education to maintain their living in a decent manner while the urban lower class consists of low status occupational groups. Bangladesh is one of the poorest country having per capita annual income as low as \$70. Majority of the people live below the poverty line. The literacy rates for men and women are 31 and 16 respectively. The composition of social structure of Bangladesh population with respect to education and occupation can be viewed from table 3.2 and 3.3.

TABLE - 3.2

EDUCATIONAL ATTAINMENT OF
BANGLADESHI POPULATION

Level	Percentage of total population		Percentage of literate population	
	Male	Female	Male	Female
1. Illiterate	69.00	84.00	31	16
2. Primary education	18.27	11.99	58.93	74.96
3. Secondary education	7.99	3.09	25.79	19.34
4. SSC graduates/ Matriculates	3.85	0.71	12.41	4.46
5. Graduates or above	0.89	0.12	2.88	0.74

Source : Census Report, 1981.

①
Pie diagram
representation
prepared

TABLE - 3.3

PERCENTAGE DISTRIBUTION OF POPULATION
BY MAJOR OCCUPATION GROUPS

Major Occupation	Percentage	
1. Agriculture	77.5	36.70
2. Production and Transport	10.9	
3. Sales	4.7	
4. Professional and Technical	1.8	6.65
5. Services	1.5	
6. Clerical	1.0	
7. Administration and Management	0.2	
8. Other works	2.4	

Source : Census Report, 1981.

The socio-economic status of a family covers the educational, occupational, economic, cultural and social status the family commands in its immediate neighbourhood. The family's socio-economic status seems to influence the college entry of a student first from an economic perspective and secondly, in terms of family's values, expectations, ambitions and aspirations for its offspring. Spady (1967) found considerable evidence that status differences have had an increasingly important effect on post school attendance, even when race is taken into account. Sewell and Shah (1968A) observed that "it is a socio-logical truism, evidenced by a number of studies, that children of higher social class origins are more likely to aspire to high educational and occupational goals than are children of lower social class origins."

Obviously, many students from high SES grow up in a family atmosphere where the benefits of educational attainments

are evident and where the accessibility of such opportunities is realized very early in a student's development. For the members of middle class, higher education has become a social necessity. The middle class parents send their children to higher education even making considerable sacrifices on their part. Members of working class tend to devalue education and aspire to modest but secured occupations and income levels. Through familial socialization and divergent perceptions of their opportunities those aspirations are transmitted to the younger generation (Wilson, 1959). The social inheritance of such values and attitudes tends to inhibit college entry. Hollinshead (1952) further writes, "lower class lacks the urge for education- partly because of ability, but in larger part because of lack of motivation in the home of in the surrounding environment." He attributed this lack of motivation on the part of lower class to the lack of cultural materials such as books, periodicals and neighbourhood cultural influences. Most of the lower class students who start schooling, dropout at earlier stages due to lack of facilities - mainly economic. But those who cross the hurdle of SSC and enter into college for higher secondary are likely to continue higher education. Students who pass the HSC are more likely to come out with expectations and aspirations that may not have close relation to their fathers' educational, occupational and financial status.

models,
reference
groups
9

The effect of SES on college entry is likely to be more prominent in case of girls than boys for the middle and lower class families in the process of trying to improve their SES are likely to spare their resources for education for their sons rather than for daughters, while the high SES people who have sufficient resources do not differentiate between sons and daughters. With the abolition of zamindari system, the jutdars and big land owners of high SES rural group are trying to retain their social supremacy through the education of their sons and business, while the rural middle class do it for their existence. On the other hand, the urban middle and lower class

send their sons to colleges, sustaining certain sacrifices for the upward mobility in modern society.

One of the crucial factors in determining college attendance is family attitude. If there is a family college tradition, family respect for learning, then the youngest will go even after considerable sacrifices. Tyler (1965) found that students whose parents had college backgrounds were much more likely to seek college education themselves than were their contemporaries whose parents did not go to college. Prior connection of parents with college or university is important not so much in itself, but rather because a culturally deprived home with poor study facilities, and even a materially better home given to frequent entertainment, is unable to provide necessary stimulation and motivation to the offsprings for college education. Better educated parents might simply serve as better role models, influencing their children's aspiration for more schooling. Higher educated parents can spend more time with their children, guiding and assisting them, which ultimately increase their children's ability and appreciation for higher education. A college educated mother may share her values and aspirations with her child and thus she may encourage the child to develop high academic aspirations.

Comparisons are frequently made to show that the professional groups have a much higher percentage of their children in college than groups further down the economic ladder. This can be attributed to the fact that fathers' enjoying high status have a socialization effect on their children also. Such children will themselves be high attainers because their families would have instilled in them, a strong achievement motivation. Mother's occupational status also imparts similar effects, because achievement motivation and educational mobility studies provide substantial support for the notion that the mother is at least as important a socializing agent as the father. For example, Krauss (1964) and Cohen (1965)

found that the status of a mother's job has a significant impact on the ambition of her son.

A working mother substantially contributes to family's income and thus can greatly enhance the family's ability to afford college education for the children. However, there is a likely negative impact of mother's employment status on son's educational attainment. It is possible that the housewife mother pushes her son more to excel than the employed mother, because the housewife mother may feel a greater need to achieve through her children and encourage achievement than does the employed mother. Additionally, the housewife mother has more time to interact with her children and encourage achievement than does the employed mother. Treiman and Terrell (1975), explored the effect of mother's occupation on daughter's attainments and found that mother's occupation was the single most important variable in determining daughter's occupation, apart from daughter's own education.

Income is another influential aspect of family background. Financial sacrifices are demanded from parents for tuition etc. along with continued support to a grown up child at home while he attends college. Families differ greatly, with respect to the economic resources they have and the readiness to farm out the proportion for higher education of their children.

As children from poor families may feel the pressure of contributing to their families, they are more likely to dropout of school and seek work (Larman, 1972; Stroup and Robbins, 1972). When a teenager joins college, for the family it means that instead of help and support to his younger siblings, he continues to draw on his parents' resources. This creates hardship for poor families especially if they are large. The child may feel much more compelled to work and supplement his family income. If he can't, it may be looked upon as a flight from family obligations. Working-and lower-class parents not only tend to have fewer resources at their disposal, but their values take them away from putting aside some amount for their children's

college educations (Astin, 1964). Children of higher income families are more likely to have more supportive and rewarding educational experiences which provide positive contribution towards college entry (Rumberger, 1983).

From the above discussion it becomes clear that students from upper classes are more likely to enter into higher education than the students from lower classes.

We hypothesize that -

"students from higher socio-economic status enter into higher education in greater proportion than those from lower SES group." ✓

b. Nature of the Family :

Joint family system is still prevalent in Bangladeshi society - especially in villages. A well placed son can go away from the family only on father's permission. Such urban migrants keep close contact with their rural families. The sons generally do not isolate themselves from their fathers due to social bond system of Bangladesh or may be due to the risk of losing the family property. In Bangladesh even after the death of the father, the brothers live together in a single family and the eldest brother becomes the family head, his decisions are binding to other family members. The children who grow up in joint families find their grand parents, uncles, aunts and cousins besides their parents as members of one family. These children at times have the uncles and aunts of their age group of even younger than them in many families. Thus the children of these joint families have to share the resources allocated for education not only with their siblings but with their cousins, even with their uncles and aunts. They have to depend for the approval for entry into higher education from the family head - who may not be their father. But these types of problems are absent in nuclear families, firstly because parents' decision is final and secondly competition for resource is less. Thus it has

been seen that regarding the entry into higher education the children of nuclear families are in advantageous position than those of joint families. The girls in the joint families have not only to compete with family boys for getting the resources for education but they have to depend on the decision of the family head who can be traditional and rigid both.

If the parents are highly educated, if they are well placed in the occupational fields, they are able to exert their influence even in the joint families and are likely to send their children for higher education. Thus for the higher SES students and for those who did well in HSC examination, whether of single family or joint, and have proved themselves as able students, nature of the family may not act as an obstacle for the continuance of their education further.

We hypothesize that -

"students from nuclear family enter into higher education in greater proportion than the students from joint family system."

c. Family Size :

The family size determines the quantum of per capita resources available for education for its members. Bangladesh is one of the most populous region of the world having a density of 605 persons per sq.km. The average size of a Bangladeshi family is 5.7, which naturally poses problem for imparting higher education to the children where the basic necessities are met with difficulties.

It seems reasonable to assume that differences in family structure affect social as well as economic support. Thus the number of siblings of a boy and his position among them affect the amount of money parents on a given economic level can afford to spend on his education depending on their ideology of bringing up the children. Higher education makes particularly great

demands on financial resources of the parents as it generally requires substantial economic support for extended periods. The greater the number of children in a family, the greater remains the strain on its financial resources.

According to most authors who studied the effect of family size on college attendance, students from larger families are substantially less likely to attend college than those from smaller families (Adams and Maidam, 1968; Seetharamu, 1982; Rumberger, 1983). The assumption is that, larger the family, it is more difficult for a child to be allocated sufficient funds. But once they come upto HSC level overcoming all the hurdles, they continue to study at higher level also. Now a days parents consciously try to control the number of children for the sake of their individual attainment, including college attendance. This is evident from the fact that mean number of children of higher educated fathers who generally send their children to higher education is 2.8 as against 4.0 of the illiterate or primary educated fathers in Bangladesh (Statistical Year Book, 1980).

Again, as in our society the males have first claim on family resources allotted for education, the increase in number of the brothers decreases the chances of college attendance for their sisters.

We hypothesize that -

"Students from small families enter into higher education in greater proportion than the students from large families". ✓

d. Education of the Siblings :

The educational attainments of the members in a family act as an index of the social position it commands. On the other hand, the education of the offsprings determine whether the family can retain or enhance its position. In words of Blau and

Duncan (1967) "Other things being equal, the education of man's eldest brother can be assumed to reflect the extent to which learning and achievement are valued and encouraged in his family". In a society like Bangladesh where parents are poorly educated, or uneducated, the educational attainment of elder siblings particularly of elder brothers strongly influence the education of younger siblings. Elder siblings if well educated, might perceive the importance of higher education in the socio-economic context of the present day society much better than their parents and can inspire younger siblings to continue their education.

The educated siblings who are the first generation educated of rural students, play an important role in younger ones' education by motivating them continuously to push harder for further studies as well as by solving their accommodation problem in towns if they have settled there. Moreover, the younger ones will strive to reach or excel the level of their elder siblings. The well educated elder siblings can make their conservative parents understand the relevance of women's education and convince them for their daughters' education also.

We hypothesize that -

"the students whose siblings are more educated enter into higher education in greater proportion than students whose siblings are less educated."

*Many interview
to study
also operate*

e. Students' Residence :

Though contradictory views are expressed by young people of present era, it is still believed that the direct supervision and encouragement that a child gets from his parents during his student's life at home, helps in his personality development.

As the colleges in developing countries are not within the reach of all the people, most of the students have to find a suitable residence while they enter into these institutions.

Those students who stay at hostel in their higher secondary stage are considered to be in advantageous position. Firstly because their parents are able to bear extra expenses for hostels, and secondly they by that time must have overcome the initial emotional disturbance of staying far away from parents which builds up self confidence in them. Each of these may be considered as plus points for entry into higher education.

A student from a rural home at hostel finds himself isolated in the initial stage and is unable to cope with the urban setting. If he is the first of the family to enter higher secondary stage, he may find himself suspended between two cultures and this stress at times forces him to withdraw from further education. Fate of the girls especially the rural ones have been discussed earlier. Accordingly, the girls who were studying in higher secondary by staying away from parents are more likely to join higher education than those who were staying with the parents. The urban students are not much affected by the problem with respect to college entry as they get themselves admitted in the local colleges.

From the above discussion the possible direction of the influence of students' residence does not emerge, yet it seems reasonable to test and find whether there really exists a definite pattern.

We arbitrarily hypothesize that -

"students who stayed at hostels in their higher secondary stage enter into higher education in greater proportion than others."

3.5 HOME ENVIRONMENT

As Brown (1965) puts, "it is from his parents that a child acquires a cognitive structure and linguistic patterns which serve as basic equipment in the competition of occupational success". Thus the family or the home exerts profound influence on a child's overall development, and consequently his or her educational and occupational attainments.

Home environment includes the study facilities available to the children, the emotional tone that prevails in home, the encouragement and guidance children receive from their parents, which are all likely to play an important role in shaping the college aspiration of the children.

Even if the government provides scholarship, freeship, the students have to spend for their education. It is the family, that extends economic support to the child. Apart from the economic support, the family provides the child with socio-emotional support, which ranges from furnishing thought patterns and role models to encouraging and motivating him to study further. According to Blau and Duncan (1967),

"the achievement orientation that disposes the man to strive to better himself is acquired by the child largely in his parental family. Conditions in the family of orientation tend to determine both whether the child develops the socialized anxiety that drives him to succeed and whether he receives the socio-emotional support to cope with his anxiety without becoming debilitated by it."

Emotional climate at home affects adolescent children in their perception towards life and family and their academic career. Miller (1970) reviewing several research studies concludes that

"achieving scholar, both in school and in higher education, tend to come from families where there is freedom of thought and communication between members, where there is minimal autocracy and something rather more like democracy in the distribution of authority in the home, in which parents are harmonious and stable rather than dissident or contentious, and where parents are interested in the academic careers of their children."

Every researcher in the field identified parental encouragement as one of the most important factor in continuance of education and hence in the educational attainment process. Kahl (1953) first suggested the importance of parental encouragement

in his study of the educational and occupational aspirations of "common man boys". He noted that the attitude of the parents regarding the importance of occupational success for personal happiness was the critical factor. Rehberg and Westby (1967) observed that "parental encouragement comes to be a necessary condition for the continuation of education beyond the high school level in all strata and not just in the lower classes." Bordua (1960) found that parental stress on college was related positively to the college plans whether or not SES was controlled. Simpson (1962) also noted that "parental advice is a much better predictor of high ambition than is the boy's social class." Thus parental encouragement, irrespective of SES, tends to motivate the child for attending college.

We hypothesize that -

"students from congenial home environment enter into higher education in greater proportion than the students from non-congenial home environment."

different measure ✓

3.6 ACADEMIC PERFORMANCE

Almost all the institutions in Bangladesh admit students on the basis of their past academic performances viz., the SSC and HSC examination marks. Few institutions which conduct admission tests also give due weightage to these marks. No institution conducts intelligence tests or any other psychological tests.

The positive relationship between SSC marks and college marks provides the college with a rationale for using the former in making admissions decision. At the same time, the link between intelligence test scores and college marks provides a comparable rationale for letting the tested intelligence level of applicants influence admissions decisions.

Most studies conclude that an average dropout demonstrates lower levels of ability than students who finish high schools

(combs and Cooley, 1968, Sewell et al. 1981). Schonell et al. (1962) has found that students of low measured ability sometimes complete their university studies while some of the most promising fall by the way side. Ability is found everywhere, the one cannot disregard the fact that those in the lower socio-economic and socio-cultural groups find it harder to get it developed.

As the academic performance is generally considered to be a measured index of ability and intelligence and the college authorities admit the students on this basis, the parents will also like to invest their resources for education on the basis of the student's past academic performances. Especially parents of rural and those coming from low SES group and of girls are also motivated to spend for further education of their children if they had demonstrated good performance earlier.

We hypothesize that -

"students who performed better at their SSC and HSC examinations, enter into higher education in greater proportion than others."

3.7 EDUCATIONAL ASPIRATIONS

Though Bangladeshi society is traditionally an agrarian one, Independence has opened the doors of industrialisation. Characteristics of an industrial society according to Krauss (1964), is growth in the proportion of better paid and more prestigious occupations. Moreover, for the smooth running of the administration of an independent country, a large number of white collar jobs should also be available to its citizen. With the advancement of science and technology there are increased educational requirements for the more desirable jobs. These conditions encourage individuals to develop mobility aspirations, and education is a primary channel for upward movement. Consequently, people's aspirations for higher educational attainment which ensure a better life also have undergone significant changes.

Student's willingness or unwillingness to pursue higher studies indicates his aspiration for higher or lower educational attainment which plays the most important role in his college entry as there are many hurdles to cross over. Student's high aspiration and strong motivation for higher education push him to strive harder for better achievement, to accommodate himself with the living conditions and to manage within the economic resources available convincing the parents at the same time for providing for his further education through his zeal and determination. This applies more to children from rural and low SES group and girls whose parents are generally hesitant for further education of their wards. But contrary is the case of children from high SES group without aspiration. In spite of enough resources they will not move much for, "you can take horse to the pond but can't make him drink water".

We hypothesize that -

"students having higher educational aspirations enter into higher education in greater proportion than others."

3.8 OCCUPATIONAL ASPIRATIONS

Independence, industrialization and application of science and technology to the industry have opened new frontiers in the nature and scope of employment potentialities in Bangladesh. Industrialisation which brings urbanisation along with it and the scope of white collar jobs has resulted in the migration of population from villages to towns and cities. Moreover, young persons are joining defence services, which were almost closed to them before independence. Consequently, new social classes of industrial workers, technicians, professionals, defence personnel etc. are emerging cutting across the traditional social divisions of rural farmers and urban white collar job holders. These changes in the social structure in turn contribute

to the preference of certain occupations over others. Some occupations need higher education, some do not. Hence the students with higher occupational aspirations are more likely to go to institution of higher education in order to achieve their occupational goals than those who have lower occupational aspirations.

The effect of occupational aspiration on college entry is likely to be more prominent in case of girls. It is obvious that girls choose different types of jobs from boys and confine themselves to a more restricted range of jobs (Powell and Bloom, 1962; Douvan and Adelson, 1966; Sinclair et al. 1977 and Early, 1981) centering their choices on jobs of teachers, nurses and white collar (clerical) occupations. In Bangladeshi society which is male dominated, traditional and more or less conservative, adolescent girls have very few vocational alternatives open to them. In general, the girls possess low occupational aspiration. So only those girls who have really higher occupational aspirations are more likely to enter into higher education.

We hypothesize that -

"students having higher occupational aspiration enter into higher education in greater proportion than the students having lower occupational aspiration."

3.9 CO-CURRICULAR INTERESTS

The activities including games, sports, music, dramatics, literary competitions, debates, social services, and such others provide opportunities for socialization and fun and help in building self confidence in students. According to Otto (1975) participation in these extra curricular activities provides opportunities for acquiring, developing and reharsing attitudes and skills from which status goals evolve and upon which future

success is grounded. In fact, a number of these activities enable students not only to acquire hobbies, explore new interests and make new friends, but also to develop, test and use a broad range of physical, interpersonal, organisational, leadership and intellectual capacities, abilities and skills from which status perception and future aspirations evolve. Participation in the co-curricular activities also provides socialization for attitudes and skills that pay dividends in later life.

The findings of Rehberg and Schafer (1968), Schafer and Armer (1968) and Krauss (1964) in general, suggest that participation in extra curricular activities is strongly associated with educational aspirations, even when family SES, parental encouragement, academic performances are taken into account. These findings suggest that the student's role in the high school and the recognition he receives for accomplishment of all kinds are important sources of success goals. Working class students who participate in extra-curricular activities have an opportunity to associate with middle class students, most of whom plan to enter college, and as a result they might be encouraged to develop interests leading them to seek higher education (Krauss, 1964). On the theoretical grounds, we might argue that the greater the extent of a student's participation in these particular activities, he is more likely to have high aspirations for future success. However, it remains unclear whether these activities also foster the development of interests and attitudes which facilitate college entry. The hypothesis is that participation in extra-curricular activities is directly associated with college entry.

We hypothesize that -

"students who are more interested in co-curricular activities enter into higher education in greater proportion than those who are less interested in such activities."

related activity ?

3.10 INSTITUTIONAL ADJUSTMENT

Institutional adjustment connotes a student's harmonious relationship to the environment of the institution. It speaks of a student's adaptability as well as adjustability with his

seniors and peers with whom he continuously interacts in the institution.

In Bangladesh, after passing the SSC examination (Xth Std.), students go for higher secondary courses which are taught either in intermediate colleges or in degree colleges.

Thus the students at class XI and XII are exposed to new conditions, new requirements of college, new ways of control and discipline and are supposed to adjust to these various conditions and requirements of the college which are no doubt totally different from their school environment. This asks for certain compromises, some understanding and more maturity on the part of students to adjust to the new environment. For higher education they will have to continue in the same or a similar college, this adjustment is likely to play a very important role with respect to his future educational plans.

We may hypothesize that - 9

"well adjusted students enter into higher education in greater proportion than poorly adjusted students." ✓

3.11 ACHIEVEMENT MOTIVATION

Motivation or lack of it, is an important factor in the educational and occupational attainment. In the McClelland-Atkinson tradition (Atkinson, 1964), motivation refers to a state that results from atleast three psychological factors: (i) the latent motive, (ii) the incentive value of a particular motive-relevant goal, and (iii) the expectancy that performance will lead to the goal. These expectancies necessarily involve a relationship to the social world, since they depend on a person's judgement both of himself and of his situation.

It is interesting to note that among persons having equal opportunity for mobility, some of them do rise in the occupational hierarchy while others fall behind. Crockett (1962)

collected evidences that support the notion that motivation may play a key role in the occupational mobility of persons sharing broadly similar opportunity.

Atkinson (1957) has developed a theoretical treatment of achievement motivation which stresses the importance of both intrapersonal and structural factors in determining the effort put forth by an individual in any achievement situation.

Previous researches provide ample evidences that need for achievement is positively related to actual occupational achievement (Morgan and David, 1962; Nuttal, 1964), to occupational mobility (Crockett, 1962) and to aspirations for prestigious occupations (Burnstein, 1963).

We hypothesize that -

"students with higher achievement motivation enter into higher education in greater proportion than students with lower achievement motivation."

3.12 VARIABLES AND HYPOTHESES OF THE STUDY

From the discussion of the foregoing pages it becomes clear that the phenomenon of entry into higher education is a complex process and likely to depend on many factors. To test empirically whether entry into higher education depends on such variables or not, the following variables have been selected for the present investigation and accordingly the hypotheses have been formulated.

Variables

(1) Background variables -

- a. Sex
- b. Home location
- c. Religion
- d. Stream of study
- e. Birth order
- f. Age

- (2) Socio-economic background - ✓
 - a. Socio-economic status.
 - b. Nature of the family.
 - c. Family size.
 - d. Education of the siblings.
 - e. Students' residence.
- (3) Home environment. ✓
- (4) Academic performance. ✓
- (5) Educational aspirations. ✓
- (6) Occupational aspirations. ✓
- (7) Co-curricular interests. ✓
- (8) Institutional adjustment. ✓
- (9) Achievement motivation.

Besides these variables, there are others variables such as intelligence, peer group influence, academic motivation etc. which may effect the college entry also. But these though not included directly in the present investigation, their effects have been accounted for as they have positive relationship with selected variables like academic performance, institutional adjustment and achievement motivation.

Hypotheses

1. Boys enter into higher education in greater proportion than girls. ✓
2. Urban students enter into higher education in greater proportion than rural students. ✓
3. Hindus enter into higher education in greater proportion than muslims. ✓
4. Science students enter into higher education in greater proportion than arts and commerce students. ✓
5. First born and last born students enter into higher education in greater proportion than intermediate born students. ✓
6. Younger students enter into higher education in greater proportion than older students. ✓
7. Students from higher socio-economic status enter into higher education in greater proportion than the lower SES students. ✓

8. Students from nuclear family enter into higher education in greater proportion than the students from joint family system.
9. Students from small families enter into higher education in greater proportion than the students from large families.
10. Students whose elder siblings are more educated enter into higher education in greater proportion than students whose elder siblings are less educated.
11. Students who stayed at hostels in their higher secondary stage enter into higher education in greater proportion than others.
12. Students from congenial home environment enter into higher education in greater proportion than the students from non-congenial home environment.
13. The students who performed better at their SSC and HSC examinations enter into higher education in greater proportion than others.
14. Students having higher educational aspirations enter into higher education in greater proportion than others.
15. Students having higher occupational aspirations enter into higher education in greater proportion than the students having lower occupational aspirations.
16. Students who are more interested in co-curricular activities enter into higher education in greater proportion than those who are less interested.
17. Well adjusted students enter into higher education in greater proportion than poorly adjusted students.
18. Students with higher achievement motivation enter into higher education in greater proportion than students with lower achievement motivation.

These hypotheses along with other corollaries have been reformulated in a more easily testable form i.e., null form in the next chapter. But before going to that, it is necessary to define operationally the important terms that have been used in the present investigation.

3.13 OPERATIONAL DEFINITION OF TERMS

1. Higher Education : It refers to the education beyond higher secondary (standard XII) level. It includes bachelor, master and professional degree courses.

2. Entry into Higher Education : It means entry or admission into a bachelor (first degree) or professional course after completing the higher secondary course.
3. College Entry : This term is synonymous to entry into higher education.
4. Entrants : Students who have entered into higher education.
5. Student's Residence : It refers to home or place where the student lived while he/she was a student of higher secondary. Four categories of students' residence have been dealt with in the present investigation. These are parental home, relative's home, hostel and others.

3.14 DELIMITATIONS OF THE STUDY

1. The study is limited to the higher secondary examinees of 1985 of Faridpur and Rajbari districts.
2. The study is limited to the students who have entered higher education in 1985-86 session.
3. The study is limited to those characteristics of students which have been listed as variables in the present investigation.

Having been evolved the theoretical frame work for the present study, the next step was to collect data and test the hypotheses empirically. The methodology that has been followed for this purpose is presented in the next chapter which includes the detailed objectives of the investigation, null hypotheses to be tested, the sample and its selection procedure, the tools that were used for collection of data, the data collection procedure and the statistical techniques that were used for analysis.

3.14
 (1) Map of the study area located in Bangladesh / South Asia would have been useful.