



# Prospects of School Social Work in *Haor* Areas of Bangladesh

Syeda Parveen,

Department of Social Work, Shahjalal University of Science and Technology, Sylhet, Bangladesh.

**Correspondence Information:** email: [sultana-scw@sust.edu](mailto:sultana-scw@sust.edu)

Submitted: 26 October 2021

Revised: 2 February 2022

Accepted: 19 February 2022

## Abstract:

This study employs qualitative research methods to explore the performance of school students in reading motivation, sincerity, and achievement and the perceived role of a school social worker in *Tanguar Haor* inhabitants of rural Sunamganj in Bangladesh. Findings of the study suggest that the stakeholders in rural education in *haor* areas are keen to see the students' achievements in reading, motivation, and academic performance but unaware of how to improve. This paper argues that social workers have a significant role to play in rural areas, particularly in remote places like *haor* areas, to enhance students' performances and academic achievements in the school as well as to improve the quality of education services in those areas.

**Keywords:** *Student achievement, reading motivation, dropout problem, school social work, haor area.*

## 1. Introduction

This study focuses on schooling arrangements for the surrounding inhabitants of the *Tanguar Haor*<sup>1</sup> which is one of the largest *haors* with a diverse ecosystem located in the northeast of Bangladesh. It is a significant freshwater wetland of the country due to its geographic location, hydro-ecological structure, and biodiversity (BHWDB, 2012). The region stretches over 90.6 thousand hectares of an area covering two Upazillas (Dharmapasha and Tahirpur) of Sunamganj district (Ahmed, Ashikuzzaman, and Mahmud, 2017; Sarif, et al., 2016). The *haor* regions have various socioeconomic opportunities including agricultural resources, fisheries, livestock, and tourism. However, these areas are distinct from other parts of Bangladesh and associated with various problems such as flash floods, lack of proper sanitation, scarcity of drinking water, inadequate road network, degradation of ecosystem, illiteracy, poverty and inadequate health facilities. Flash flood is the biggest problem that vehemently interrupts the lives of *haor* people (Raju, 2013). During the rainy season, flash flood disrupt communication systems as most of the areas goes underwater (Sarif et al., 2016) during that time. *Haor* people remain out of work for almost half of the year that forces them to live in poverty (Kazal et al., 2010). They can only cultivate two crops a year: *Rabi crop* and *Boro paddy* (CARE, 2016). Research shows that habitats of *haor* regions in Bangladesh constitute 73% poor households of which 44% are extremely poor (Rabby et al., 2011). All of the above-mentioned difficulties are interlinked that impose a significant impact on the education of the *haor* population (Chowdhury, 2005). The majority of the students in *haor* areas are bounded by poverty and low income and thus they are substandard in academic performance and achievements compared to the students from other parts of the country. Lower-income communities assume that schooling is a wastage of time and it is a process that has no power to meet their expectation and needs. In addition to poor infrastructure, lack of resources, and distance, the educational system suffers from a lack of proper communication between teachers, students and parents. Moreover, children living in poverty often come to school with fewer enriching life experiences and less motivation for academic

<sup>1</sup> *Haor* is a vast freshwater wetland in the northeastern part of Bangladesh including the Sylhet division (consisting four districts: Sylhet, Moulvibazar, Sunamganj and Habiganj) and its border districts such as Kishoreganj, Netrokona and Brahmanbaria. The *haor* basin is a lowland bounded by hilly ranges of the Indian states of Meghalaya, Assam, Manipur and Tripura. During the monsoon, *haors* receive surface runoff water from the hilly regions through rivers and channels to become a vast sea-like waterbody where villages look small islands. However, in the winter, most part of a *haor* dry up to become green paddy fields. There are as many 373 *haors* in Bangladesh covering the area of 860 thousand hectares. *Tanguar Haor* is the largest *haor* in the region (Alam and Hussain, 2012).

achievement than affluent children. The children of *haor* areas live in a very different environment from children of mainstream society. They spend less time in school, read no extra-curricular books such as magazines, and newspapers and possess less or no access to computer and internet facilities. Parents of *haor* children usually have less education and less interest to encourage their children for academic performance. Receiving less guidance from the family as well as from the community these children are less likely to have a dream or view themselves in a good position in the future. However, proper guidance and nurture can increase the possibility of educational success in *haor* community. To bring a change, the school social work could be instrumental for motivating and upgrading teacher-student engagement and bringing parental satisfaction. School social work is a holistic approach to dealing with students, families, school personnel, and the communities in contrast with the traditional teacher-students functions we see in the school. In this context, this study aims to investigate the behaviour of school-going children and find out the prospects of school social work in *haor* areas. The specific objectives were: to explore the problems faced by children at schools in the *haor* area; to investigate the causes of students irregularity and absenteeism in the school; to find out the initiatives taken by the school authorities to solve students problems, and to identify the potential roles of the social worker in solving the problems.

## **2. School Social Work: Concepts and Approaches**

School social work is a dominant field of the social work profession. It concentrates on the problems faced by children during school life (Constable, 2009; NASW, 2002). School social workers aim to fulfil the needs of the students as well as address the challenges they face in their schools (Allen-Meares, 1994). The focus of school social work is not only the problems that occurred in the school environment, rather it focuses on other psycho-social issues that might influence the schooling of a student. This practice particularly dealt with the children when unexpected behaviour develops among students or reluctant to interact with other classmates and play with them, irregular and inattentive in schools, slow learners, feel free to be a silent and lonely or juvenile delinquent. School social work is a dominant field of the social work profession. It concentrates on the problems faced by the children during school life (Constable, 2009; NASW, 2002).

Child development primarily depends on two factors family and the school (Constable, 2009). School social workers deal with knowledge regarding family and school environment to facilitate child education (Newsome, et al, 2008). They follow the person-in-environment perspective (Dane & Simon, 1991; Hare, 2004). In school social work normally social work knowledge is translated into practice for the wellbeing of the students by minimizing problems they face in the schools or outside the schools. School Social Work (SSW) is being practised in most of the first world countries such as the UK and the USA. In the USA, it has a long history of using the SSW approach in schools for more than a century (AACAP, 2014). Social work promotes human rights and advocates for vulnerable groups especially children who are amongst the most vulnerable to human rights violations in the present world (Sosa & Nuckolls, 2018). School social workers concentrate on educational rights, social justice, and educational disparities (Frey et al., 2017). As part of a commitment to human rights and social justice, school social workers advocate for the rights of students against discrimination and reduced opportunities (AASW, 2015). It intervenes to mitigate the problems of the school-going students who face anxiety, distress, inequality, discrimination, injustice, and exclusion. Client's assessment, internal and external coordination, consultation, counselling, client support, facilitating behaviour modification, and service linkages are required to deal with the issues associated with schooling. Since *haor* children show low performance in schools, social workers can hold a set of duties at the primary and secondary school to assist students to maximize their learning outcomes.

## **3. Prospects of School Social Work in Haor Areas of Bangladesh**

Residents in *haor* areas are submerged with various problems such as ecological, environmental, social, cultural, and economic problems that constantly hinder the development of these areas. To overcome these problems, they require to work with fulfilling basic human rights particularly, access to education. The national development of a country is mostly dependent on the advancement and achievement of the education of the student (Maekae, 2013). National Education Policy argues that education is perceived as a process of learning and social behaviour that contributes to maintaining social order (MoE, 2010). Socio-economic and environmental conditions in the *haor* region largely influence primary

and secondary level schooling. Currently, the literacy rate in the *haor* area is 38% while the net enrollment rate is 82%. In the *haor* area, the dropout rate in primary schools is 44% on average which is comparatively higher than the national average of 40%. The attendance rate in primary and secondary school is 74% and 37% respectively that are also lower than the national average. Only 60% of students can uplift their transition from primary to secondary level (BHWDB, 2012). Distanced location of the schools, unawareness of the guardians, insufficient training for the teachers, high student-teacher ratio, and crowded classroom are also responsible for the poor performance of school children in education (Sommers, 2011; BLAST & IID, 2012). Along with other factors, traditional socio-cultural practices and patterns of livelihoods largely affect the educational status of the *haor* people. Children very often become engaged with life-sustaining activities that open the way of dropping out of school. Zulikowski et al. (2016) point out that school dropout is the result of complex interacting factor that includes environmental conditions and events, gender, poverty and opportunity costs. It is also seen that lack of attention and motivation towards school and learning also works as the predictor of school failure (Freeman and Simonsen, 2015).

Several studies revealed that students learning problem is also related to school dropout like specific learning disabilities (Johnson and Johnson, 1999), attention difficulties (Raaijmakers, et al. 2008), certain personality traits (Migali and Zuccheli, 2017) and negative life events (Mann, et al., 2014). Drop out of students cannot be happened for any single reason, rather student, school, and family commitment are involved collectively (Archambault et al. 2009). The educational level and income of parents influence the early school leaving of children (Dalton et al., 2009). Jordan et al. (1994; 1996) explained two types of factors that influence the dropout rate among students including push and pull factors. Push factors include adverse situations within the school environment whereas pull factors include withdrawal from school from the student side. Watt and Roessingh (1994) added a third factor called falling out of school, which occurs when a student does not show significant academic progress in school. The educational performance of students is also influenced by the school's infrastructure and educational resources (Yahia, et al., 2018), student-teacher ratio (Balfanz and Legters 2005), and school size (Pittman and Haughwout 1987). Smaller schools with fewer students per teacher usually have a positive effect on school performance.

Research consistently found that student misbehaviour in high school is mostly associated with depressed academic achievement and an increased dropout ratio (Alexander et al., 1997; Blum et al., 2000; Finn, 1993; Goldschmidt & Wang, 1999). The presence of gang members, the violence they commit, the threat that they project, heighten students' stress and hinder their teachers to focus on academics. Dos et al (2015) reveal that the technical behaviours, teachers' attitudes on technical problems are short-term problems at school. The technical problem of those schools that do not have economic freedom and cannot effort technical issues on their own. Staff-based disorders, parents' attitude, and their contradiction with the staff are considered mid-term problems. The long-term problem includes much more complex issues like organizational structure, education policies, society's economic situation, etc. (Dos, Sagir, and Cetin, 2015).

Students nowadays are facing many social forces that affect their studies negatively (SSWAA, 2003). Punishment is one of such forces that makes children inattentive in their learning. In school, teachers punish students physically for unexpected behaviour (Mohiuddin et al, 2012). Corporal punishment distracts students from their learning track including drop-out from school, low attendance, and anxiety disorder (Haq, 2008). In addition to corporal punishment, students often embrace mental punishment although it is prohibited by the National Children Policy (MoWCA, 2011). Teachers' interest and motivation towards teaching and learning are critical variables in the continuation of education (Gil et al. 2018) whereas practically it is seen that some students become abused by teachers in the school environment (Rabbani et al., 2014). Violation of child rights in school settings has a long-lasting effect on the emotion of children and their attainment of intellectual abilities (Haq, 2008). Schooling issues that are problematic to the students might be facilitated through situation assessment, policy development, a behaviour modification of teachers and other staff. Emotional problems of students including trauma, grief, and negligence divert attention from the learning. Derogatory comments received from parents for failure in the examinations lead many students to commit suicide (Al-amin & Greenwood, 2018).

#### **4. Data and Methods**

The study was conducted in *Tanguar Haor* - the largest *haor* in Bangladesh. A total of 10 secondary schools has been selected randomly from the study area. From each school, 25 students have been selected randomly. Guardians, teachers, and persons involved in school management of the sample

schools have also been considered as the respondents of this study. The study uses three data collection tools including direct observation, interviews with the students using structured questionnaires and Focused Group Discussions (FGDs). The direct observation employed by the researcher is a simple topological observation of the rural settings and an overview of the socio-cultural norms. Two Focused Group Discussions (FGDs) are conducted in each school – one with less attentive and irregular students, another with guardians of sample students and the other with teachers and management personnel of the sample school. At the initial stage, the researcher contacted the headmaster of the sample schools to get the list of teachers and comparatively less attentive and irregular students in schools. To get the information from the sample survey Questionnaire and interview guidelines have been prepared. Twenty participants have been selected purposively for qualitative interviews. Prior appointments have been taken through phone calls from respective participants for the interview and FGDs. Collected data has been transcribed, edited, and coded. Quantitative data has been processed using SPSS software and descriptive statistics has been used to supplement the qualitative analysis. Qualitative data has been analyzed following thematic analysis. Ethical guidelines have been followed throughout the study including confidentiality, the anonymity of the respondents, and a non-judgmental attitude. Among the student participants, more than half (57.6%) were male and the rest of them are female (42.3%). On the other, among the teacher participants, a male teacher was three times higher (76.3%) than the female teachers (23.7%) in the study. Among the teachers, the majority of them are between the ages of 35 to 50 years. While 28% of teachers were in the group from 35 to 39 years, 22.6% are in the age group of 40 to 44 years. . In the age class of 45 to 49 years, the participants were 19.4%. As the age advances to (50-54) and (55-59), the percentage of teachers decreased to 5.4% and 3.2% respectively.

## 5. Findings and Discussions

The study finds that the educational status of the *haor* area is largely affected by common features of the region including extreme poverty, malnutrition, and high health risks, poor communication, a distance of schools, and lack of electricity, etc. Unawareness of the guardians, insufficient training for the teachers, high student-teacher ratio, and crowded classroom is also responsible for the poor performance of children in education. Students face corporal punishment due to irregularity, absenteeism, inattentiveness, and quarrelsome and most of the students do not change themselves after getting punishment. Students get the threat of punishment and they are often reprimanded by the teacher that creates a negative influence on their psychology. Peer conflict disturbs students' study concentration and frightened them which leads to absenteeism. While teachers mentioned inadequacy of teachers, students and guardians emphasized nonprofessional attitude of teachers for the poor performance of students. However, parents' indifference to education, inadequate teachers, and cultural norms are also responsible for the poor performance of the students. A large number of parents involving their children in household work diminishes the interest of students towards learning. Many students do not attend school regularly due to involvement in income-earning activities for their families. Economic hardship, early marriage, engagement with life-sustaining activities and/or household activities, lack of awareness, a distance from the school, corporal punishment, association with a bad companion, and drug addiction are the reasons for absenteeism. Students remain absent from schools during the rainy season for the absence of boats<sup>2</sup> (BRAC, 2016), lack of money for transportation costs, and they are obliged to stay at home when schools go underwater following heavy rainfall. Eve-teasing is also a major cause for the dropout of female students at school. Getting work opportunities, having no dream about the future and fear to study also work as a factor for dropout of male students.

In the FGDs, teachers reported various initiatives taken by teachers to reduce absenteeism including consulting guardians, making them understand the importance of education, reproaching the students and in extreme cases physically punishing them. Teachers contact the parents and make them aware, encouraging students through giving prizes for good performance and regular attendance. In some cases, extra classes are taken to help weak students. Gender-based approaches are followed to increase female students including raising awareness among people about female education, stipend for female students, home visits for making parents aware, and establishment of the adolescent corner. The measures taken by the schools targeting irregular students are providing special attention to irregular students, taking extra classes, informing parents, and visiting students home when they remain absent. Measures taken by the schools for reducing absenteeism during the rainy season at school include

<sup>2</sup> Boat is a sole medium of transport to school and other places during the rainy season when *haor* regions are affected by flash flood.

arranging parent meetings, home visits, and arrangement of free boats. The initiatives concentrating mental health of the students at school are organizing sports and cultural events, health talks with students and guardians, entertainment education, and prohibiting bullying activities at school. The respondents of all FGDs emphasized that schools in the *haor* areas lack sufficient logistic supports, adequate teachers, sufficient classrooms, playgrounds, prayer rooms, adolescent corner, and library for improving the school environment.

**Role of social worker:** Based on the FGDs, the study suggests that there is a room for applying knowledge of school social work in school settings to relieve teachers from extra responsibility of counselling parents and students so that they concentrate in the classroom for better student performance. The social worker considers students from person-in-environment situations and tries to minimize problems and maximize competencies. School counsellors address the problems of students by collaborating with students, parents, school staff, and the community. Community counselling with guardians and community people would change their perception and behaviour. This would reduce social crime such as eve-teasing and bullying which significantly reduce female students' participation in education. A social worker may also engage with teachers to help minimize scolding, corporal punishment, and another mistreatment. Counselling services help students to face different emotional issues to recover emotional homeostasis. Family counselling will be helpful for those students who cannot attend school due to family problems. Since *haor* children show poor performance in schools, social workers can assist them to maximize learning outcomes. School social workers may deliver a range of roles including promoting parent-child relationships, mobilizing community resources, and changing the attitudes of community people. Case advocacy, case management, and community counselling can be useful tools to ensure the participation of stakeholders in getting desired outcomes from schooling in *haor* regions.

**Discussions:** This study aimed to explore the problems faced by the *haor* children and find the relevance of school social work practice. The study finds evidence of corporal punishment and the unfriendly attitude of teachers is unpleasant to the students. Previous research shows that misbehaviour in high school is responsible for poor academic achievement and increased dropout (Blum et al., 2000). Adalsteinsdóttir (2004) has found that teachers' perceptions, behaviour, and practice are crucial classroom factors that influence pupils' learning environment. The current study argues that punishment does not bring any behavioural change in most of the students because they take this disciplinary method as usual. It is reported that physical punishment does not enhance learning outcomes rather it brings a lot of negative consequences to both teachers and students (Lawrent, 2012). It creates fear and trauma among students and often leads to conflict between teachers and parents. Another important factor that leads to absenteeism is the unawareness and poverty of parents in the study area. Due to poverty, parents do not provide proper support to their children. In many cases, the real picture is they keep their children involved in various household works and income-earning activities. A study revealed that household poverty diminishes educational aspiration and creates a bad impact upon the academic achievement of students (Mortimer et al., 2014).

The study also finds that gender-sensitive beliefs and practices hamper the education of female children in education. Parents show less interest in educating their daughters. In these areas, eve-teasing, sexual violence, and early marriage impacted school dropouts. A World Bank report shows that it is impossible for girls facing such a force to complete their education properly (Wodon, 2017). Some students reported that peer conflict bound them to remain absent from school. Children who are bullied by peers at school have poor physical and mental health status. Teachers apply different disciplinary methods to truant students including physical punishment and disallowed in the next class. It increases their truancy and absenteeism because students escape school when school initiatives or responses turn out to be ineffective (Keppens & Spruyt, 2020). One study expressed truancy begins at the primary level and is among the main causes of early school dropout in secondary education (Attwood & Croll 2006). It may be either active or passive instigating students to remain absent for the entire day (Lázaro et al., 2020). The study has also noted the lack of bonding among students. The regular arrangement of co-curricular and extracurricular activities helps students to create mutual bonding. A study revealed that school disengagement or a lack of school bonding leads students to flee classes (Keppens & Spruyt, 2017). It is also found the existence of school bullying, peer conflicts, and delicate relationships with teachers adversely affect the mental health of students (Arslan, Allen, & Tanhan, 2020, Andrews, et. al. 2014). Students' mental health is influenced by both internal and environmental factors including the nature of the relationship with the teacher, barriers to getting help, satisfaction, and so on (Shelemy, Harvey & Waite, 2019). A recent study has found the usage of traditional methods of teaching and poor relationship

between teachers and students are responsible for low academic achievement (Al-Zoubi & Younes, 2015). The study also explored that the majority of the parents are apathetic towards children's education. Moreover, children have no dream about their bright future. Female education is threatened by socio-cultural norms and traditional wisdom.

To address these problems, a social worker may play an important role. A review of the literature supports this hypothesis. Globally, school social work is focused to increase the capacities of individuals, groups, and families by counselling, home visiting, providing parent supports and education, and advocacy for students, families, and school systems (Vosler and Proctor, 1990; Paula, Katherine & Johnny, 2013). School social workers can intervene to increase female students' participation in education. Moreover, educational counselling is needed for increasing the understanding of the importance of school performance (Hall, Hall & Hornby, 2003). Different interventions might be required (Doll, et al., 2013) targeting school authority for easing school environment for study. Besides all these actions social workers should provide personal services to the teacher to increase relationships among teachers and students (Costin, 1969) because teachers can guide students to improve in the study (Shaterloo & Mohammadyari, 2011). Guidance and effective counselling services are perceived as key to developing a suitable school climate (Fox & Butler, 2009). According to a study, low educational achievement is obtained as a result of joint irresponsibility of students, their family and teaching staff (Gil et al., 2018). The study also advocates for peer education. School failure is also geared by peer conflict. Hence, peer group counselling is needed for the reintegration of students that will provide learning support (Egbochuku & Aihie, 2009). In addition to that, a social worker can provide casework services focusing on the personal problems of individual students (Costin, 1969). Thus, social workers can keep a positive effect on the school performance of students.

## 6. Conclusion

This study has been conducted in the *Tanguar Haor* to explore the problems of school-going children that compel them to be irregular and absent in the school. Due to rural remote places, *haor* people face various socio-economic and environmental problems that negatively affect their lifestyle, particularly education. Irregularity and absenteeism are very high among the students affecting their academic achievements. Other major factors include poverty, involvement in household work and life-sustaining activity, early marriage, lack of aspiration, unawareness of parents, gender-biased beliefs, the distance of schools, eve-teasing, and floods. The findings of the study show some measures that have been taken to overcome those problems including raising awareness through parents and community meetings, special care to irregular students, providing boat support during the rainy season, encouraging students through giving prizes, and so on. According to the respondents, these efforts are insufficient and prime focus should be given to changing the attitude of the community people and ensuring community engagement in the schooling system. School social workers and community counsellors are perceived as important change agents in this regard. Social workers can promote the parent-child relationship, mobilize community resources and change the attitudes of community people. Case advocacy, case management, and the community counselling role of a social worker can boost the participation of all stakeholders for getting the desired outcome in schooling. School social work can play important roles in addressing familial problems that may harm their education. School social workers attempt to improve the overall functioning of students, teachers, the school system, and communities. The educational result is the combination of reading motivation and impact of the surrounding environment, School social work involves not only providing the counselling service for the students rather its major focus is to enhance the pupils' ability. The problems students face in the school of remote places are social and emotional, regarding their performance and attendance. In these situations school, a social worker could be the best facilitator to help such children along with the family, teachers, school administrator, and the community. In a school environment, a school social worker can play his or her role as a counsellor, consultant, facilitator, advocate, case manager, collaborator, policy initiator, and developer. It is a creative empowerment process for the betterment of school-going children in a problematic society such as *haor* areas of Bangladesh.

## References

AACAP (2014). American Academy of Child and Adolescent Psychiatry (AACAP) Retrieved from [https://www.aacap.org/aacap/policy\\_statements](https://www.aacap.org/aacap/policy_statements).

- Adalsteinsdóttir, K. (2004). Teachers' behaviour and practices in the classroom. *Scandinavian Journal of Educational Research*, 48(1): 95-113.
- Ahmed, J. U., Ashikuzzaman, N. M., & Mahmud, A. S. M. (2017). Social innovation in education: BRAC boat schools in Bangladesh. *Journal of Global Entrepreneurship Research*, 7(1), 20.
- Alexander, K., Taggart, A. & Thorpe, T. (1997). Teacher renewal through curriculum innovation: Changing teachers' pedagogies and programs, *Issues in Educational Research*, 7(1): 1-18.
- Allen-Meares, P. (1994). Social work services in schools: A national study of entry-level tasks. *Social Work*, 39(5): 560-565.
- Al-amin, M. & Greenwood, J. (2018). The examination system in Bangladesh and its impact: on curriculum, students, teachers and society. *Language Testing in Asia*. 8 (1):4.
- Al-Zoubi, S. M., & Younes, M. A. B. (2015). Low academic achievement: causes and results. *Theory and Practice in Language Studies*, 5(11): 2262-2268.
- Amin, M. S. & Hossain, M. S. (2012). *Haor*. In Islam, S. & Jamal A. A. (eds). *Banglapaedia: National EncycloPaedia of Bangladesh* (Second ed.). Asiatic Society of Bangladesh.
- Andrews, A., McCabe, M., & Wideman-Johnston, T. (2014). Mental health issues in the schools: are educators prepared?. *The Journal of Mental Health Training, Education and Practice*.
- Archambault, I., Janosz, M., Fallu, J-S, & Pagani, L. S. (2009). Student engagement and its relationship with early high school dropout, *Journal of Adolescence*, 32 (3): 651-670.
- Arslan, G., Allen, K. A., & Tanhan, A. (2020). School bullying, mental health, and wellbeing in adolescents: mediating impact of positive psychological orientations. *Child Indicators Research*, 1-20.
- Attwood, G., & Croll, P. (2006). Truancy in secondary school pupils: Prevalence, trajectories and pupil perspectives. *Research papers in education*, 21(4), 467-484.
- Balfanz, R., & Legters, N. (2005). *No Child Left Behind and Reforming the Nation's Lowest Performing High Schools: Help, Hindrance, or Unrealized Potential?* Baltimore: Johns Hopkins University, Center for Social Organization of Schools.
- BHWDB (2012). *Master Plan of Haor Areas*, Ministry of Water Resources. Bangladesh Haor and Water Development Board (BHWDB), Government of Bangladesh.
- BLAST & IID (2012). *Violence against Children in Education Institute Settings*. Bangladesh Legal Aid and Services Trust (BLAST) & Institute of Informatics and Development (IID).
- Blum, R. W., Beuhring, T., & Rinehart, P. M. (2000). *Protecting teens: Beyond race, income, or family structure*. Princeton, NJ: Robert Wood Johnson Foundation.
- BRAC (2016). *Boat School, Bangladesh Rural Advancement Committee (BRAC)* <http://www.brac.net/education-programme>
- Chowdhury, W. S. (2005). How universal primary education in Bangladesh: A case study of the area. *Population poverty and social development (PPSD)*. <http://hdl.handle.net/2105/9204>. Accessed 24 Oct 2021
- Constable, R. (2009). The role of the school social worker. *School social work: Practice, policy, and research*, 3-29.
- CARE (2016). *CARE Bangladesh Programme Strategy: Haor Region (2015-2020)*, Cooperative for Assistance and Relief Everywhere (CARE).
- Costin L. B. (1969). A Historical Review of School Social Work. *Social Casework*, 50(8):439-453. doi:[10.1177/104438946905000801](https://doi.org/10.1177/104438946905000801)
- Dane, B. O. & Simon, B. L. (1991). Resident Guests: Social Workers in Host Settings, *Social Work*, 36(3): 208-213. Oxford University Press.
- Dalton, B., Glennie, E., Ingels, S., & Wirt, J. (2009). *Late high school dropouts: Characteristics, experiences, and changes across cohorts: A descriptive analysis report*. Washington, DC: Institute of Educational Sciences.
- Doll, J. J., Eslami, Z., and Walters, L. (2013). Understanding Why Students Drop Out of High School, According to Their Own Reports: Are They Pushed or Pulled, or Do They Fall Out? A Comparative Analysis of Seven Nationally Representative Studies, *SAGE Open*, 2013:1-15
- Dos, Izzet & Sağir, Mahmut & Cetin, Remzi. (2015). *Classsifying Daily Problems of School Managers*. *Procedia - Social and Behavioural Sciences*. 197. 2040-2045.
- Egbochuku, E. O., & Aihie, N. O. (2009). Peer Group Counselling and School Influence on Adolescents' Self-Concept. *Journal of Instructional Psychology*, 36(1).
- Finn, J. D. (1993). *School Engagement & Students at Risk*, National Education Longitudinal Study, 1988. Washington, DC: National Center for Education Statistics.

- Freeman J, Simonsen B. (2015). Examining the Impact of Policy and Practice Interventions on High School Dropout and School Completion Rates: A Systematic Review of the Literature. *Review of Educational Research*, 85(2): 205-248.
- Fox, C. L., & Butler, I. (2009). Evaluating the effectiveness of a school-based counselling service in the UK. *British Journal of Guidance & Counselling*, 37(2): 95-106.
- Frey, A.J., Raines, J. C., Sabatino, C.A., Alvarez, M.E., Lindsey, B.C., McInerney, A., & Streeck, F. (2017). The national school social work model. In L. Villarreal Sosa, T. Cox, & M. Alvarez. *School Social Work: National Perspectives on Practice in Schools*. New York, NY: Oxford University Press.
- Gil, Alfonso & García-Alcaraz, Jorge & Mataveli, Mara. (2018). The effect of learning culture on training transfer: empirical evidence in Spanish teachers. *The International Journal of Human Resource Management*. 32(2018) 1-24.
- Goldschmidt, P., & Wang, J. (1999). When can schools affect dropout behaviour? A longitudinal multilevel analysis. *American Educational Research Journal*, 36(4):715-738.
- Hall, C., Hall, E., & Hornby, G. (Eds.). (2003). *Counselling pupils in schools: Skills and strategies for teachers*. Routledge.
- Haq, M. N. (2008). *Policy Analysis on Physical and Humiliating Punishment in Bangladesh*. Dhaka: Save the Children Sweden-Denmark (SCSD).
- Hare, I. (2004). Defining Social Work for the 21st Century, *The International Federation of Social Workers' Revised Definition of Social Work*, 47: 407-424.
- Hasan, M. (2007). Probability of Applying School Social Work in Bangladesh: A Study on Schools in Sylhet City. *SUST Studies*, 9(3), 88-106.
- Johnson, D. W., & Johnson, R. T. (1999). *Learning together and alone. Cooperative, competitive and individualistic learning* (5th ed.). Boston, MA: Allyn & Bacon.
- Jordan, W. J., Lara, J., & McPartland, J. M. (1994). *Exploring the complexity of early dropout causal structures*. Baltimore, MD: Center for Research on Effective Schooling for Disadvantaged Students, The John Hopkins University.
- Jordan, W. J., Lara, J., & McPartland, J. M. (1996). Exploring the causes of early dropout among race-ethnic and gender groups. *Youth & Society*, 28: 62-94.
- Kazal, M. M. H., Villinueva, C. C., Hossain, M. Z., & Das, T. K. (2010). Food security strategies of the people living in Haor areas: status and prospects. American International University, Dhaka, Bangladesh.
- Keppens, G., & Spruyt, B. (2017). The development of persistent truant behaviour: an exploratory analysis of adolescents' perspectives. *Educational Research*, 59(3), 353-370.
- Keppens, G., & Spruyt, B. (2020). The impact of interventions to prevent truancy: A review of the research literature. *Studies in Educational Evaluation*, 65, 100840.
- Khan, H., Ali, A., Khan, R., & Zia, Y. A. (2013). Social constraints to female higher education in Pakhtoon society. *European Journal of Business and Social Sciences*, 2(4), 25-31.
- Lawrent, G. (2012). *The Impact of Punishment on Student Learning: Experiences from Basic and Secondary Education in Tanzania*. GRIN Verlag.
- Lázaro, S., Urosa, B., Mota, R., & Rubio, E. (2020). Primary Education Truancy and School Performance in Social Exclusion Settings: The Case of Students in Cañada Real Galiana. *Sustainability*, 12(20), 8464.
- Maekae, J. (2013). The role of education in national development: the Nigerian experience. *European Scientific Journal*, 9(28): 312-320.
- Mann, M. J., Kristjansson, A. L., Sigfusdottir, I. D. & Smith, M. (2014). The Impact of Negative Life Events on Young Adolescents: Comparing the Relative Vulnerability of Middle Level, High School, and College-Age Students, *Research in Middle Level Education*. 38:1-13.
- MoE (2010). *National Education Policy 2010*. Ministry of Education (MoE). Retrieved from <http://old.moedu.gov.bd/index.php>
- MoWCA (2011). *National Child Policy-2011*, Ministry of Women and Children Affairs (MoWCA). Retrieved from <http://ecd-bangladesh.net/document/documents/National-Children-Policy-2011-English-04.12.2012.pdf>
- Migali, G. & Zucchelli, E. (2017). Personality traits, forgone health care and high school dropout: Evidence from US adolescents, *Journal of Economic Psychology*, 62(2017): 98-119,
- Mohiuddin H. Khatun A. Kamal M (2012). Corporal Punishment in Bangladesh School System: An Analytical Appraisal of Elimination Strategy Directions. *ASA University Review*, Vol. 6 No. 2.
- Mortimer, J. T., Zhang, F. L., Hussemann, J., & Wu, C. Y. (2014). Parental economic hardship and children's achievement orientations. *Longitudinal and life course studies*, 5(2), 105.
- NASW (2002). *National Standards for School Social Work Services*. National Association of Social Workers (NASW) Retrieved from <https://www.socialworkers.org>

- Newsome, W., Anderson-Butcher, D., Fink, J., Hall, L., & Huffer, J. (2008). The impact of school social work services on student absenteeism and risk factors related to school truancy. *School Social Work Journal*, 32: 21-34.
- Paula, A-M, Katherine, L. M., & Johnny S. K. (2013). School-based Social Work Interventions: A Cross-National Systematic Review. *Social Work*, 58(3): 253-262.
- Pittman, R. B., & Haughwout, P. (1987). Influence of high school size on dropout rate. *Educational Evaluation and Policy Analysis*, 9(4): 337-343.
- Raaijmakers, M. A. J., Smidts, D. P., Sergeant, J. A. et al. (2008). Executive Functions in Preschool Children with Aggressive Behaviour: Impairments in Inhibitory Control. *Journal of Abnormal Child Psychology* 36 (7): 1097-1107.
- Rabbani, M., Rahpaymaelizehee, S., Pourrajab, M., & Fallahi, B. (2014). Child Abuse by Teachers and Legal Ways to Encounter in Rural Areas. *Journal of Educational, Health, and Community Psychology*, 3(2): 2014.
- Rabby, T. G., Alam, G. M., Fredericks, L. J., Nair, S., NurulAzam, M., Al-Amin, A. Q., Kamluddin, S. M., Khan, I. (2011). What offers solution to the poverty reduction of the Haor people in Bangladesh? Seasonal migration or a new inshore economic livelihood policy. *African Journal of Business Management*, 5(23): 9979-9991
- Raju, M. N. A. (2013). Haor education: Should distance be the barrier? (The) Daily Star, <http://archive.thedailystar.net/beta2/news/Haor-education-should-distance-be-the-barrier>.
- Sarif, S. M. K., Kabir, M. H., Sultana, S., Mahmud, M. S., & Mahjabun, S. (2016). Socioeconomic conditions, agricultural practices, and communication status of the vulnerable Haor people in Bangladesh. *American Journal of Rural Development*, 4(4):100-104.
- SSWAA (2003). School Social Work Services, School Social Work Association of America (SSWAA). Retrieved from <https://www.sswaa.org/school-social-work>
- Shaterloo, A., & Mohammadyari, G. (2011). Students counselling and academic achievement. *Procedia-Social and Behavioural Sciences*, 30 (2011): 625-628.
- Shelemy, L., Harvey, K., & Waite, P. (2019). Secondary school teachers' experiences of supporting mental health. *The Journal of Mental Health Training, Education and Practice*.
- Sosa, L. V., & Nuckolls, R. (2018). School Social Workers: A Call to Action in Support of Human Rights. *International Journal of School Social Work*, 3(1): 1-9.
- Vosler, N. R. & Proctor, E. K. (1990). Stress and competence as predictors of child behaviour problems, *Social Work Research and Abstracts*, 26 (2): 3-9.
- Wodon, Q. (2017). Child marriage and education: impacts, costs, and benefits. The World Bank (<https://www.globalpartnership.org/blog/child-marriage-and-education-impacts-costs-and-benefits>).
- Yahia, F. B., Essid, H. & Sonia Rebai, S. (2018). Do dropout and environmental factors matter? A directional distance function assessment of tunisian education efficiency, , 60 (2018): 120-127
- Zuilkowski, S. S., Jukes, M. C. H. & Dubeck, M. M., (2016). "I failed, no matter how hard I tried": A mixed-methods study of the role of achievement in primary school dropout in rural Kenya, *International Journal of Educational Development*, 50 (2016):100-107.