CHAPTER - II

REVIEW OF RELATED LITERATURE
2.1 INTRODUCTION

History reveals that man learns from the experience of others. Man always seeks help and guidance from his ancestors. Best (1983) writes, "All human knowledge can be found in books and libraries. Unlike other animals that must start a new with each generation, man builds upon the accumulated and recorded knowledge of the past."

Survey of related literature is an important prerequisite to the planning and implementation of a planned research project, and the time spent in such a survey invariably is the proper investment. Best (1986) writes, "The research for the reference material is a time consuming but fruitful phase. A familiarity with the literature of any problem area helps the student to discover what is already known, what others have attempted to find out, what methods of attack have been promising or disappointing, and what problems remain to be solved". Review of the literature promotes a greater understanding of the problem and its crucial aspects and ensures the avoidance of unnecessary duplication.

So far, no study on this specific problem, 'Problems of primary education as perceived by parents in relation to their attitude towards primary education', has been undertaken in the Ropar district of Panjab. Though some studies related to problems of primary education in other states and countries have been located and a review of the same has been reported in the present chapter.
2.2 REVIEW OF RELATED STUDIES

S.P. Sane conducted an investigation in 1960, "An investigation into the condition of primary education in the educationally backward parts of the Poona Municipal Corporation area with special reference to (a) Non-attendance of pupils coming under the provisions of the primary education act of 1947 and (b) Irregular attendance of pupils actually under instruction." This investigation aimed at studying the conditions of primary education in the educationally backward parts of the Poona Municipal Corporation area as specified in the title.

The findings of the study regarding non-attendance of pupils were as under-

1. girls' education was neglected due to the old beliefs and traditions,
2. people were ignorant of the advantages of the education and also they had wrong ideas about it,
3. people living away from the enlightened society did not change for years,
4. orphans and children whose parents had strained relations needed more help,
5. there was slow progress in some wards though the compulsory education scheme was in operation there,
6. the cooperation of the people in the locality was felt essential,
more disciplinary actions were necessary,
school courses did not attract parents and,
some help was necessary for the handicapped and nomads.

In the case of irregular attendance the study revealed that

1. children avoided schools as they could not adjust to the crowded classes and school discipline,
2. parents thought that the curriculum was totally useless,
3. people failed to create an urge for education,
4. supervision and investigation needed improvement,
5. domestic difficulties and lack of hygienic facilities also contributed to irregular attendance.

R.C. Sharma and C.L. Sapra (1969) studied wastage and stagnation in primary and middle schools in India. Survey was undertaken to study the problem of wastage and stagnation in depth and to pinpoint the facts and also to ascertain and analyse the causes of wastage and stagnation.

The findings of the study revealed that (i) about 50% of wastage was noticed in class I itself and gradually the rate decreased as the child moved up the ladder; (ii) incidents of wastage and stagnation were more in girls than in boys; (iii) the wastage and stagnation remained constant at both primary and middle levels during the past decade despite the fact that the per capita expenditure per pupil had increased; (iv) wastage was more in the multiple shift
system schools than in single shift system schools; (v) the rate of dropout was negatively related to the qualifications and the per capita income of teachers; (vi) the number of dropouts was also negatively correlated with the co-curricular activities in the school; (vii) distance of the teachers' residence from the school and teacher pupil ratio were positively correlated with wastage; (viii) academic achievement was superior for the stay-ins than for dropouts, (ix) higher age levels and lower attendance were noticeable among dropouts, (x) stay-ins held leadership assignments in schools and perceived that their parents attached higher significance to education; (xi) more dropouts were reported from small size families; (xii) dropouts were usually from nuclear families who had suffered the death of one or both the parents; (xiii) dropouts were usually older in age and came from families of the low income group; (xiv) some of the parents of dropouts were insensible of the physical facilities available at the school and perceived no need for the education of their children; (xv) forty three percent of dropouts were from rural areas; (xvi) illness, mental retardation, economic backwardness, social maladjustment, home problems, etc., were some of the factors for dropping out from the school, (xvii) attendance, parents' view of children's performance, motivation for learning at home, caste and age at the time of admission were some of the discriminating factors between the dropouts and stay ins.

R. C. Das (1970) made a study to investigate the problem of wastage and stagnation at the primary level of education in the district of Sibsagar, Assam. The main objectives of the study were: (i) to ascertain the extent of the
problem in the district and its variations under a variety of situations; (ii) to identify the causes and their relative importance; and (iii) to suggest appropriate remedial measures.

The basic approach in this study was to consider the children who could not complete the primary level of education in five years (primary stage in Assam consists of five years) and locate reasons for educational wastage. The causes of wastage and stagnation were indirectly determined by asking the teachers and some inspecting officers and teacher educators by checking the appropriate causes from a list of all plausible causes. The Performa and Information Sheet for stagnation index and an opinionnaire were used to collect all information and for calculating stagnation index and to ascertain the relative importance of causes of wastage and stagnation. The causes were ranked after testing the significance of concordance co-efficient among the three judges. The variations in the extent of the problem were studied in respect of a number of variables such as location, type of school, number of teachers, type of management, training, qualifications, age, experience, sex of teachers, physical facilities in school, economic conditions, caste composition of the people in the society, etc.

It was found that poverty and economic backwardness claimed the first place among forty causes that were found to be responsible for wastage at the primary stage. Backward society and non-stimulating social environment, illiterate parents and guardians and untrained teachers claimed the 5th, 14th and
32nd place, respectively. In general, socio-economic causes were more responsible for stagnation.

In `Haryana Journal of Education' (July' 71) Dinabandhu Mishra wrote an article on 'causes of wastage and stagnation of tribal education (secondary).'

A study was conducted by the author to find out the causes leading to wastage and stagnation of education of tribal in the districts of Orissa and to suggest a few remedial measures. A questionnaire was given to headmasters of twenty high schools to seek their opinions on the subject. Failure in the examination, lack of interest, poverty, unemployment after education, helping parents in their work, distance from school, early marriage, and no parental goading were found to be the causes leading to this crucial problem, inspite of the facilities provided by the Government. Therefore, the writer suggests the following measures to deal with the situation: The school environment, curriculum and content of education should have a bearing on tribal life in the village. Secondly, rate of stipend should be increased and tribal students be allowed to reside in the hostels during vacations also. Thirdly, Government through social and adult education agencies, should impress upon the tribal people the importance of education. Parent-teacher associations may be formed to create parents' interest in the education of their children and career conferences should be arranged in schools. Further, educational institutions should be within easy reach of tribal children. The teacher should be very
sympathetic, considerate and kind towards the tribal children as he has an important role in the education of tribal children.

A.P Barua (1971) conducted a comparative study on wastage in Sibsagar and Golaghat. The major objective of the study was to compare the wastage and stagnation at the primary stage during a period of five years of pupil's schooling in the sub-divisions of Sibsagar and Golaghat and to find out local factors affecting the wastage and stagnation of a particular place.

A twenty percent systematic random sample was drawn which included 113 schools and 2342 pupils from Golghat sub-division and 151 schools with 2872 pupils from Sibsagar sub-division. The sample included all types of schools. Comparison of the enrollment of class A in 1964 with the number of pupils passing the School Leaving Certificate Examination after five years from the date of their admission was made. Data regarding causes of wastage and stagnation were collected from the teachers of both the sub-divisions.

The major findings of the study were: (i) For Golaghat, the percentage of boys and girls regularly reaching class III was 20.38 and 20.54 and for Sibsagar, the percentage was 30.87 and 31.59 respectively. (2) The wastage at primary stage for boys and girls in Golaghat sub-division was 80.38 and 78.39 percent respectively. In all 79.50 percent of pupils failed to complete the course in the stipulated time. In Sibsagar sub-division, the wastage for boys and girls was 70.08 and 69.02 percent respectively, and in all 69.60 percent of the pupils failed to complete the course regularly. (3) The level of educational wastage
was affected by three factors viz., dropouts and stagnated and transfer cases. The effect of transfer cases was comparatively small; stagnation in classes was of much more importance. Wastage was not uniform throughout the five years of the primary stage. It was maximum at the first year of schooling. The wastage in the sampled schools was 76.70 percent for boys and girls together. Stagnation and dropout cases independently were higher in Golaghat subdivision than in Sibsagar. (4) The proportion of stagnation to dropout in Golaghat was four whereas in Sibsagar it was five. A higher proportion of grade repeaters indicated parents consciousness towards their children's education. Sibsagar had a higher proportion in this regard indicating a better educational environment and educationally conscious guardians (5) Poverty, ignorance of parents, poor health of pupils, repeated failure, bad physical condition of the school, long absence from the school, bad family environment, attendance in social festivals, pupil's attitude towards education, rough and unsympathetic behaviour of teachers, multiple class teaching, overcrowded classes, single teacher schools, faulty admission policy, etc., were the main causes of wastage. More or less the causes of wastage and stagnation were similar and sometimes the same. Repeated failure in a class was the only cause of wastage independent of stagnation. One important cause of stagnation was the pupil's attitude towards examinations. Lack of teaching aids contributed towards failure of a pupil. Underaged for the class, lack of reading habit, no room for study at home, irregular attendance due to bad communication, etc.
were other causes. No special local factor was found to affect the wastage and stagnation in both the sub-divisions.

Government College of Education, Jabalpur (1973) conducted a study to determine the incidence of wastage and stagnation at the primary level in M.P, and to diagnose the causal factors.

Main findings of the study were: (i) percentage cases of wastage among boys and girls were respectively forty two and fifty three, while among ST/SC girls it was seventy; (ii) only thirty eight percent of boys and twenty eight percent of girls completed their primary education; (iii) percentage of wastage in urban schools was thirty eight and in rural schools fifty seven; (iv) highest percentage of wastage (sixty three), was found among pupils from schools situated 20 kms. away from a pucca road; (v) about seventy percent of pupils who dropped out did so before passing class II; (vi) overall percentage for stagnation was fifty, while for tribal communities it was sixty eight; and (vii) the following were regarded as the main causes of wastage and stagnation

(a) lack of basic facilities in schools,

(b) lack of interest on the part of parents and pupils,

(c) poverty,

(d) large family,

(e) early marriage,

(f) necessity to do household work or to earn,

(g) irregularity of teachers, and

The objectives of the study were: (i) to review the functioning of the aided elementary schools, (ii) to assess the progress of these schools, (iii) to review the financial position of the schools, (iv) to review the management of the schools, (v) to assess the facilities available in these schools, and (vi) to spotlight the problem areas of the schools.

The study reported the following findings: (i) The majority of the schools did not have adequate accommodation, teaching aids and furniture. Even the available accommodation, furniture, etc. were not satisfactory. Many of the school buildings were not in good shape. (ii) The general performance of the schools was found to be unsatisfactory. (iii) The records maintained by the management of the aided elementary schools were not genuine to a large extent. (iv) Many schools did not have adequate teaching aids. (v) The schools were treated as sources of income rather than avenues of service. (vi) Many of the teachers of these schools where relatives of the managers. (vii) Inadequate salaries, adverse living conditions, indifference of tribal parents towards their children's education made the teachers take little interest. (viii) In some of the schools the manager himself and/or his wife would be working as teachers also. (ix) Some of the teachers were not coming regularly to the school. (x) The
economic status of the management was far from satisfactory and the financial position was not sound. They could neither organise themselves properly for raising funds from other sources nor secure funds from their own source.

The Finance and Planning Department of Andhra Pradesh conducted a survey of primary education in Hyderabad in 1974 to find out similarities and differences in primary education of urban and rural areas.

The findings of the survey were as follows:

(1) the sanitation facilities were better in urban schools than in rural schools; (2) the proportion of single teacher schools in the rural areas ranged from 43.4 to 66.7 per cent; (3) the percentage of girls attending schools was considerably lower than that of boys in all the age groups and the disparity tended to become more acute in the higher age groups; (4) domestic work and participation in economic activity were the two important reasons attributed to the non-attendance of children in schools in rural areas. Among boys the important reason was participation in economic activity of the family while it was domestic work in the case of girls; (5) about sixty four percent of the children were enrolled in schools situated in healthy surroundings in the case of urban as well as rural areas; (6) the percentage of stagnation and dropouts was generally lower among boys than among girls; (7) the propensity of pupils to dropout from schools was quite strong in rural areas as compared to that in urban areas. The structure of schools had some impact on the proportion of stagnation among pupils enrolled in such schools; (8) the incidence of
stagnation among primary schools was higher among single teacher schools as compared to multiple teacher schools in both urban and rural areas.

R.C. Das (1974) studied impact of school conditions on primary education. The purpose of his study was to ascertain whether there was any impact of the physical facilities prevalent in the school on the retentivity and regular educational progress of its children.

In this study, data were collected from representative sample of 380 primary schools in Sibsagar district. These schools constituted about 15 percent of the school population in the district. The sample included a proportionate representation of schools in urban and rural areas. The relationship between physical facilities in schools and the deficiency in education was determined by computing the product-moment correlation coefficient.

Chi-square test was applied to test association between physical facilities and wastage in education.

The study revealed that there was significant relationship between efficiency in education and physical facilities in schools. The school conditions had a favourable impact on school education. Better physical facilities increased the attractive and retentive power of the school and also provided situations conducive for effective education and, thus, contributed towards better education of the children of that school. Better physical facilities in a school also help in reducing wastage in education and increasing educational efficiency.
In the study 'Increase in Enrollment in Primary Schools: Efforts and Results' by V.S. Sharma (1976), the aim of the study was to find out, (i) the utility of enrollment drives in primary and upper primary schools of Rajasthan and ungraded unit teaching system, (ii) the effect of various incentives given as part of these drives, and (iii) the effect of appointment of lady teachers in rural co-educational schools to boost enrollment of girls.

In this study, 155 schools were selected from Udaipur and Kota divisions. The normative survey method was employed. The tool used for the data collection was a school information pro-forma. For data analysis descriptive analysis and for drawing conclusions critical ratio were used.

The major findings of the study were:

1. Forty four percent of primary schools had adequate facilities up to 1975-76, twenty seven percent lacked even basic facilities like a blackboard. In upper primary schools, there was shortage of everything except carpets.

2. There was a positive effect of enrollment drive. It was not as expected in the case of girls.

3. Incentives proved to be useful in boosting enrollment and out of them the most effective in descending order were free meals, text-books and stationery, fee exemption, free uniforms and scholarships.

4. Percentage of wastage in classes I to III showed a declining trend from 1970-71.
5. Due to the introduction of the ungraded unit system, the percentage of stagnation decreased though the decrease was not significant.

6. There was no considerable effect of appointment of lady teachers in co-educational rural schools on the enrollment of girls.

In the study by S.P. Sharma (1977), 'Development of primary education in Delhi from 1913 to 1968', the main objective was to find facts related to the development of primary education in Delhi and to critically analyse various trends of development in respect of schools and scholars, teachers, their training and status, educational finance, wastage and stagnation, compulsory primary education, junior basic education, education for the backward classes, and the role of local bodies.

✓ In the article 'The School Drop-Outs,' Journal of Indian Education (July 1978), Mrs. D.M. De Rebello, expressed her views that although since 1950, the enrollment in elementary education has been increasing, the task of universalization of elementary education is still vast and almost comparable to that in 1950 because of the increase in population. According to the author, the problem of school drop-outs was more difficult to solve because sixty percent of the children who enrolled in class I dropped out before reaching class V and this resulted in wastage of financial resources as well as that of human sources. Rebello gave the following reasons for dropouts: (1) lack of interest because the course content was not relevant to the needs, (2) insufficient time to attend the course, (3) it was too expensive, (4) teaching was of poor quality, (5)
school was too far and transportation was a problem. The remedy given was that curriculum should be changed to become relevant and meaningful to the local conditions and should cater to the needs of the pupils. The core should be minimal, socially useful productive work, purposive, meaningful, manual work resulting in either goods or services which were useful to the community. School timings should be flexible and school should be within 1-1 1/2 km from each village. Mid-day meals should be provided. Quality of teaching should be improved. To avoid stagnation and wastage, non-detention system should be followed in the elementary schools. Adult education should be closely linked with universalization of elementary education. Co-operation of voluntary agencies, social workers, college students and those who have the desire and ability to help should be sought.

M.D. Hussain (1978) studied the problems of introducing universal primary education system in Bangladesh.

The main objective of the study was to identify the different problems from various areas, namely, economic, social, environmental, geographical, religious, administrative and political for introducing universal primary education. The hypothesis framed was that the problems pertaining to different areas were perceived as equally important by family heads of dropouts, head teachers, education officers and teacher educators.

The major findings of this study were:
(i) Economic, social, environmental (home and school), geographical, religious, administrative, and political factors influenced the programme of universal provision, universal enrollment and universal retention. (ii) Besides these, poverty of the state as well as poverty of the parents were the major factors which were creating hindrances in introducing universal primary education system in Bangladesh. (iii) The problems considered very important were the financial difficulties of the Government, parents' inability to afford expenses of clothes, books, writing materials, medical facilities, inadequate food for their children, inadequate accommodation in classroom, weak teacher-parent relationship, difficulties due to bad communication, inadequate inspection of school by education officers, inadequate inspecting personnel, and want of separate administrative structure for primary education. (iv) The problems considered to be least important were parents' feelings that education would spoil boys and they would not follow family occupation, parents' feelings that their children would not accept traditional culture if they got educated, girls' early marriage and the system of heavy punishment at school.

Dutt conducted a study in (1979) to find out the actual causes of backwardness in girls' education in a district of West Bengal. The findings of the study were: (1) eighty per cent of the guardians stated that providing girls with training in domestic work was their only responsibility; (2) thirty per cent felt the family or society were not losers if girls were not given education; (3) in poor families, sixty eight percent felt it was unthinkable to send girls to schools; (4) fifty eight percent gave lack of individual attention as the reason...
for not sending their daughters to school; (5) the proposal for rapid expansion of girls' education in the country was supported by ninety eight per cent; (6) poverty, negligence of parents and involvement in domestic work were the main hindrances in the way of education of girls; (7) according to the primary school teachers, eighty five percent parents and guardians were irresponsible towards girls education; (8) seventy-five percent of parents felt that making arrangements for their daughters' marriage was their only responsibility; (9) poverty and consequently lack of clothes were cited by sixty five percent teachers as a reason for not sending the girls to schools; (10) fifty four percent felt parents were eager to take them out of school even if they failed once; (11) eighty per cent of the local community felt an equal proportion of boys and girls was sent to school while ninety six percent felt they were more interested in the boys' education; (12) eighty percent of the community were considered having a favourable attitude towards education; (13) important reasons given as obstacles in the proper management of schools were paucity of funds, condition of the school building and shortage of teachers, in a descending order.

G.L. Mandal (1980) conducted a study entitled "Universal Free and Compulsory Primary Education in Bihar (1950-74) A study of Problems and Measures." The main aim was to locate the stresses and strains encountered in course of implementation of the scheme of compulsory primary education and to suggest remedial measures.
In this study, the entire gamut of universalization of primary education was surveyed.

This study revealed that about fifty seven percent of the total number of children in the age group 6-14 were enrolled by 1978. A group of people like landless agricultural labourers, scheduled castes and tribes, etc. were not ready to accept or to avail the facilities of primary education, there was a built in resistance among them and therefore, special and vigorous drives were required. Only twenty five percent children enrolled in class I reached class V and only fifteen out of every hundred children enrolled went up to class VIII. The facilities available were not being utilized fully. Primary schools with classes I-V i.e for children of age group 6-11 were made available to ninety six percent of them. Middle school from class VI-VIII, for the age group 11-14 was provided to three-fourth of the school-going children of this age group within walking distance from their residence. The target was to provide schools for classes I-VIII within a walking distance of every child, this target was to be attained within a period of 5-10 years.

Satit Sannakit (1980) made a comparative study of administrative problems perceived by the school administrators at secondary school level in the Bangkok Metropolitan area and the Provincial area of Thailand.

The problem under investigation in the present study concerned the problems of school administration pertaining to school plant, school personnel,
students, instructional programme, school and community relations, and school finance as perceived by the school administrators.

The objectives of the study were:

To compare the perception of seriousness of school administrative problems in the Bangkok Metropolitan area and the provincial area of Thailand in respect of: (i) six major-groups of problems pertaining to school plant, school personnel, students, instructional programme, school and community relations, and school finance, (ii) each sub-group of problems within every major problem-group, and (iii) the individual problems falling in all the major and sub - groups of problems.

This study was a descriptive survey research and was conducted in the Government Secondary Schools in the Bangkok Metropolitan area and the Provincial area of Thailand.

This investigation was carried out on a representative sample of the principals and vice-principals of Government Secondary Schools. The sample size was 500, out of which 250 school administrators were from the Bangkok Metropolitan area and other 250 school administrators were from the Provincial area of Thailand.

The investigation was carried out by using a questionnaire for the school administrators in both the areas.

The questionnaire was divided into six major problem-areas pertaining to (i) school plant, (ii) school personnel, (iii) students, (iv) instructional...
programme (v) school and community relations and (vi) school finance. The first four major groups of problems were divided into sub-groups of problems but the major group v and vi had no sub-groups.

The statistics used for analysing the data for the present study includes the descriptive and the inferential techniques which are restricted to the calculation of mean, standard deviation, standard error of the mean, combined mean, combined standard deviation and t-ratio. To judge the rank order of the seriousness for each problem, the problem is seen in relation to other problems under the same category. To find out the difference between the two groups of the school administrators with regard to the seriousness attached to each problem, the t-test was employed. The difference was judged at the .05 and .01 levels of significance.

On the basis of results of the study, the group of the school administrators in the Bangkok Metropolitan area and the group of the school administrators in the Provincial area of Thailand, when tested in terms of t-ratios, revealed that the two groups under study differed in respect of the perception of seriousness of the six major groups of the school administration problems, namely, school plant, school personnel, students, instructional programme, school and community relations, and school finance.

Eswara Prasad and R. Sharma (1982) studied wastage and stagnation and inequality of opportunity in rural primary education in Andhra Pradesh.
The objectives of the study were (i) to assess the position of the provision of educational facilities at various stages of school education in respect of coverage of school-group population, the distance to be covered by a child from his residence to school, enrollment of children belonging to weaker sections of society and enrollment of girls, etc., and (ii) to assess the availability of minimum basic facilities in high schools such as buildings, furniture, library, health and sanitation and incentives.

A stratified sampling design was adopted for survey of areas in each district in the three regions. Two districts each in Guntoor, Kurnool and Telengana region were chosen on the basis of literacy figures, gross enrolment ratio and retention ratios. Forty five primary schools from forty villages were taken as sample.

In Kurnool and Guntoor districts, (1) the incidence of stagnation was higher among girls than boys, (2) stagnation was much higher in lower class people (Harijans) than others, (3) the incidence of stagnation was disproportionately distributed across the various classes in both the districts. The harijans, however, showed more cases of dropout than others, (4) the dropout rate was higher than that of stagnation in Kurnool while in Guntoor the incidence of dropouts was less than that of stagnation in all classes of people, (5) for all the five years, the dropout rate was systemically higher for girls than for boys, (6) there was a progressive decline in the rate of stagnation from class I to V. This decline was higher for boys than for girls, (7) in Kurnool the
rate of dropout was considerably high in all the classes among boys while for girls it was concentrated at the point of entry and showed decline from grades I to V.

In the case of Telengana, the findings were:

1. the educational wastage of scheduled caste boys at the primary stage was of the order of 94.74 percent and for girls it was 87.26 percent,
2. the average percentage of stagnation for boys and girls was 45.40 and 47.06 respectively,
3. there was no association between school quality and wastage in education,
4. the average number of children in schools per family was more than the number of dropouts or children who never attended school. On the contrary, the number of girls in schools per family was less than the number of boys therein,
5. level of income and caste were important factors in wastage and stagnation. Other significant factors were occupational status of the father, parental educational achievement and the number of illiterates in the family.

G. Devi (1983) conducted a study 'Problem of Dropouts in Primary Schools of Manipur with special reference to Imphal Town (1963-70)’

The specific objectives of the study were: (i) to ascertain accurately the extent and nature of dropout in the primary course of education in Manipur,
(ii) to ascertain accurately the incidence of dropout at the primary stage of education at Imphal town as well as in Manipur, (iii) to study variations in the magnitude of the problem under various situations, (iv) to identify the causes and their relative importance, and (v) to suggest feasible remedial measures in the light of the findings.

The approach was historical, experimental and analytical. The major conclusions of the study were:

1. There was no uniformity in the rate of dropout for the whole primary course. At the lower primary course, girls dropped out more than the boys. The difference in rate between boys and girls was 14.76 percent, which was highly significant. In the middle school course the difference was not significant.

2. As a whole, girls had a high rate of dropout than boys. The difference between the mean rate of dropout of boys and girls was 6.30.

3. The boys had a higher rate of stagnation than the girls.

4. Class-wise stagnation was clearly visible at class VIII for boys and class VII for girls.

5. In Imphal town, stagnation started from class V.

6. Both dropout and stagnation were at a higher rate in schools in congested zones.

7. The first four important causes according to the combined results, were poverty, frequent transfer, repeated failure and negligence of parents.
The study of the relative importance of causes revealed that out of forty causes of dropout, twenty belonged to socio-economic, seventeen to educational and three to miscellaneous categories. Socio-economic causes were the most important causes of dropout followed by educational and miscellaneous causes. There was complete unanimity among the three sets of judges (i.e., head teachers, inspecting officers and teacher educators) regarding the contribution of major causes of dropout.

Hassan Agha Touliat Kashani (1983) studied factors impeding compulsory elementary education in the Province of Isfahan, Iran.

The purpose of the study was:

1. To examine the defects in the present system of elementary education in Iran.

2. To study the problems coming in the way of compulsory elementary education in the Province of Isfahan, Iran.

3. To find out if the problems standing in the way of compulsory elementary education in this Province can be reduced.

4. To clarify how compulsory elementary education can be made practicable in this province.

5. To examine, what reforms were needed to attain this goal in this province.

The investigation was a descriptive survey research conducted in
the province of Isfahan. The sample of the study included three main groups namely, the completely illiterate and dropout children from the school between the age group of 6-14 years, the parents of the same children and the experts.

Tools used were: (i) questionnaire for the experts and (ii) structured interview for the children and their parents.

The findings of the present study emerged on the basis of four hypotheses:

First hypothesis was, "there are some defects within the educational system of Iran which hinder compulsory elementary education in the country." It was found that the following defects exist within the educational system of Iran and therefore are hindering compulsory elementary education: wrong implementation of educational policy; wrong supervision and direction in educational system and defect in the system of examination.

The second hypothesis was "In the Province of Isfahan there are societal and environmental factors also which impede compulsory primary education." The results of this study as a whole revealed that in the Province of Isfahan the following societal and environmental factors were standing in the way of compulsory elementary education. These were poverty of the parents of illiterates and drop-out children; illiteracy of the parents of illiterate and drop-out children; superstitions among illiterate families which was the outcome of their illiteracy; isolation of parents from school authorities; uncongenial
geographical configuration like geographical and climatic factors leading to poor transportation in the rural areas as well as lack of hygienic conditions in the rural areas; poor communication in the rural areas and finally the migration of the villagers to the cities.

The third hypothesis was, "problems standing in the way of compulsory elementary education can be reduced." The information collected from three main groups namely children, their parents and the experts as a whole, indicates that the following impediments were hindrances in the attempt of reducing the problems standing in the way of compulsory education. In order to reduce the problems the following hindrances had to be considered and removed by the educational authorities and the State (i) scolding of the children by their teachers wherever it is practised, (2) lack of interest among some teachers where it is observed, (3) shortage of schools in the shortage areas, (4) shortage of trained teachers, (5) shortage of equipment in the schools and lack of healthy recreation.

The fourth hypothesis was, "compulsory elementary education can be enforced on compulsion basis by implementing radical reforms." The outcome of relevant data collected revealed that if the Government of Iran with the cooperation of Ministry of Education and other authorities concerned with the present problem implement seriously the following radical reforms, compulsory elementary education can be enforced in the province. The radical reforms were: (i) Sound distribution of means of production through sound
planning and supervision to narrow the gap between the rich and the poor to its maximum possibility. (2) Correct and proper mobilization of the national resources including human resource. (3) Filling the gap between backward rural areas and urban areas in all respects by providing various facilities. (4) Creation of permanent jobs for jobless people. (5) Decentralization of education to its maximum possibility. (6) Participation of professional teachers in educational planning. (7) Sound and proper management in the schools and finally the interference of unauthorized persons who are not aware of teaching-learning process must be completely stopped.

R. Krishnamurthy (1985) studied the position of enrollment of children in the age group 6-13 years in the State of Andhra Pradesh and problems involved in their enrollment.

The objectives of the study were: (i) to find out the enrollment ratio of children in the age groups 6-11 and 11-13 years to the child population in the corresponding age groups, (ii) to identify the problems being faced in the enrollment of children, and (iii) to enquire into the measures taken so far for the effective enrollment of children.

The sample of the study consisted of forty six schools of Tandur block of Rangareddy district of Andhra Pradesh. Besides this, forty four parents, forty seven teachers and thirty seven community leaders were also involved in the study. The data were collected with the help of the School Information Schedule to find out enrollment of students, the Teachers and Parents Interview
Schedule to find out the problems in enrollment and the Schedule for the Community to interview village leaders to know the problems in enrollment of children.

Some of the findings of the study were:

The problems perceived by parents for non-enrollment of children were non-suitability of school timings, lack of adequate accommodation in schools, poverty, looking after younger ones at home, not having separate schools for girls and lack of lady teachers in schools.

The problems identified by teachers causing non-enrollment were poverty, illiteracy and orthodoxy of parents, lack of incentive to children in the form of books, lack of furniture in school, etc.

The problems revealed by community leaders for non-enrollment were poverty of the parents and their feeling that education would not help in meeting the needs of life.

Measures taken for enrollment of children included visiting the houses of non-enrolled children, serving mid-day meals, supply of uniforms and textbooks and cash grants to scheduled tribe children. Most of the teachers working in the schools did not reside at their place of work.

U.D. Dhongade (1986) conducted a study of non-enrollment, wastage and stagnation during the first two years of primary education of scheduled caste boys and girls in Soyegaon Taluka district, Aurangabad. The objectives of the study were to find out non-enrollment, wastage and stagnation during
first two years of primary school, to study the causes of non-enrollment, wastage and stagnation and to suggest measures to overcome non-enrollment, wastage and stagnation.

Seventeen villages out of 115 villages from Soyegaon Taluka were selected randomly. The parents were contacted and data regarding non-enrollment, stagnation and wastage for the two years were collected. This was done for the period 1981-82 and 1982-83.

This study revealed that the economic condition of scheduled caste families, lack of education of parents, lack of social mobility and lack of adequate communications were the important factors coming in the way of enrollment of scheduled castes and tribes. Teachers in rural areas, particularly in areas where scheduled caste and tribe students were in large proportion, were not effective. Many of them were untrained, lacked social awareness and enthusiasm and frequently absented themselves from schools. Schools lacked even minimum facilities.

R.M. Rai (1987) conducted a survey of elementary education in rural areas of Ghazipur district. The objectives of the inquiry were: (i) to study the selected educational societies of elementary education of Ghazipur district, (ii) to study the relationship of elementary schools and the rural community, (iii) to study the different aspects of the curriculum of primary schools, (iv) to study the financial position of primary schools and their sources of income, (v) to study the admission procedures in primary schools, (vi) to study the method of
measurement and evaluation used in primary schools. (vii) to study the methods of teaching used by the teachers, (viii) to study the socio-economic status of students of primary schools of rural area, and (ix) to study the problems of teachers of primary schools.

In this study, 100 primary schools of Ghazipur district were selected randomly. Of these institutions, 100 headmasters, 500 teachers and 3043 students studying in class V were taken for the study.

This study revealed that -

- average strength of teachers per school was four.
- all primary schools worked under the administration of the Basic Education Council and there was a village committee for primary education in every village
- there was a primary school for every 20,000 population
- the greatest problem of teachers in these schools was economic
- the main source of income of the parents in these areas was agriculture
- forty three percent of the teachers had studied upto class X only
- about 23.93 percent of mothers and 44.31 percent of fathers were illiterate
- ninety percent of students used chalk for writing
- internal assessment was prevalent in these primary schools
about sixty eight percent of the students sat on the floor during school hours.

Salehi Hosseini (1990) conducted a study entitled "Educational environment of Higher Secondary Schools of West Azarbaijan of Iran as perceived by Principals, Teachers, Students and Local Community and Their Attitude Towards School System."

The objectives of this study were: (1) to find out whether principals, teachers, students and the local community perceived the educational environment differently; (2) to find out whether the attitudes of principals, teachers, students and the local community towards the school system differed from one another; and (3) to find out whether there was a relationship between perception of educational environment and attitude towards school system of principals, teachers, students and local community taken separately. The sample for the study were twenty schools selected randomly out of ninety one higher secondary schools of West Azarbaijan. The principals of these schools formed the first group of the sample. For the second group, five teachers, teaching grades ten to twelve were randomly picked from each school. The third group of the sample consisted of hundred students. For this, five students of grade 12 alone, were drawn randomly from each school. The fourth group consisted of hundred members of local community selected from students' parents, education officers, retired teachers or teachers teaching in schools different from those included in the sample. The researcher developed two
tools for the study. The first was Educational Environment Questionnaire, and the second an Opinionnaire to measure the attitude towards school system.

The findings of his study were: (1) principals, teachers, students and the local community perceived the educational environment differently; (2) there was a significant difference in the attitudes of the four mentioned groups towards school system; (3) there existed significant correlation between the perceptions and attitudes of each group, namely principals, teachers, students and local community.

Suggestions for the improvement of the educational system in Iran were as under:

Schools may be provided with adequate facilities of every kind, so that students develop their innate powers; the contents of the text-books needed to be recompiled to meet students' day to day needs; text-books may be published on a large scale and be within the reach of all students before the commencement of the courses; school library must be supplied with adequate reference books; regular in-service teacher training should be given prior attention, so that teachers may use recent and effective methods of teaching, and be aware of likes and dislikes of the students; house examinations may be conducted frequently to keep students active and alert and to evaluate their performance; national level examination must be conducted for all the grades; attention to be paid for guidance and counseling programmes in the schools to overcome the causes of students' failure and dropouts; programmes for the
teacher-evaluation may be made; the pay-scale for teachers should be increased, so that teachers may devote more time and energy to the students and the school; teachers must be encouraged to be more in touch with parents; more freedom should be given to the schools for organising different co-curricular and extra curricular programmes; and special programmes need to be organized for the parents to encourage their active participation in schools.

Onakpohobo Anthony, Naibe (1990) studied analysis and evaluation of universal free primary education in Nigeria. This study describes the efforts of the Nigerian Government to implement a universal free primary education program (UPE) between 1976 and 1984 and identifies the obstacles and problems that impeded the successful implementation of this program. By implementing UPE, the Nigerian Government hoped to remove certain social, geographic and economic imbalances in the country. It sought to close the educational gaps between male and female, urban and rural, and North and South.

A historical descriptive methodology was used to trace the development of primary education in Nigeria from 1842 to 1957 and to examine the rationale for Nigeria's UPE program in 1976. Eleven factors identified by Coombs (1985) as contributing to world crisis in education were used to analyze Nigeria's UPE program. Some field observation was used to determine the conditions of primary schools after the program was launched. Data were
gathered from various sources including official and unofficial Nigerian Government documents.

The study analyses the effects produced on Nigeria's UPE program by such factors as population explosion; school building and facilities; teacher quality and supply; instructional materials; migration and urbanization; geographic, gender, and socio-economic disparities; unemployment; and curriculum relevance.

Analysis of the data revealed that certain economic, cultural and religious factors acted as powerful barriers to the goals of the Nigerian Government. By ignoring some deeply-rooted aspects of Nigerian life, the government's efforts to implement a UPE program were doomed.

Farajollahi (1991) studied problems of primary education as perceived by parents in Kerman (Iran). Some of the major finding of his study were:

1. Fathers with urban and rural background perceived different problems in the existing system of primary education, but statistically did not differ in perception of total number of problems.

2. Fathers with higher family income and educational background perceived significantly different problems in the primary school education than the fathers with low family income and education but statistically did not differ in their perception of total number of problems.
3. The total number of problems perceived by fathers of sons and fathers of daughters were not significantly different.

4. Rural, low literate fathers and low income fathers had comparatively more complaints in the areas of 'socio-economic, motivational and recreational activities,' contrary to urban, high literate and upper income group fathers who perceived more number of problems in the area of 'teaching staff, administrative aspects, and examination system'.

5. Rural, low literate and poorer strata of fathers wanted more basic amenities whereas the urban, higher literate and upper strata subjects wanted quality of education.

6. The sex of the ward had almost nothing to do with the perception of the problems.

7. The attitude towards education of urban and rural fathers did not differ significantly. Though fathers' education and income had some relationship with their attitude towards education but it was statistically insignificant.

8. The attitude towards education did not influence the perception of total number of problems in primary schools.

Abdol Vahab Poorghaz (1992) conducted a study entitled, "A causal and comparative study of the status of school education in rural and urban areas of Mazanderan Province of Iran."

The objectives of the study were:
(i) To survey the overall position of the education activities and developments in the province.

(ii) To study the disparity in status of school education between rural and urban areas at all the three levels of school.

(iii) To search out the disparity in status of school education between male and female students at all the three levels of school in rural and urban areas of the province.

(iv) To find out the disparity between status of school education within male students at all the three levels of school in rural and urban areas of the province.

(v) To study the disparity between status of school education within female students at all the three levels of school in rural and urban areas of the province.

(vi) To search out the causes responsible for low status of school education.

(vii) To probe into the causes responsible for the low status of school education; to find out if they are more serious in rural areas than in urban areas.

(viii) To bring out suggestions to overcome the differences in status of school education between rural and urban areas and in male and female students.

In this study, two methods of research were employed - document analysis method and the descriptive survey method.
The sample of this study consisted of three categories and each category was further divided into rural and urban sub-categories.

Three tools were employed to collect the relevant data, (a) educational documents, (b) questionnaire and (c) structured interview.

The findings of the study were:

(i) The percentages of enrolled students showed a significant disparity in rural and urban areas at all the three levels of school education.

(ii) The enrolled students figures revealed a large disparity in male and female education at all the three levels of school education in rural and urban areas.

(iii) The percentage of enrolled students indicated a disparity within male education at all the three levels of school education between rural and urban areas of the province.

(iv) There was a wide disparity within female education at all the three levels of education in rural and urban areas.

(v) There were various causes responsible for low status of school education and these causes were more serious in rural areas than in urban areas.

Witham, Anne Katherene (1994), Bosten College, made a study of parental involvement in selected Maine public elementary school.

The purpose of this study was two fold: (i) to provide information about parents' attitude toward and level of involvement in their child's school; and (ii) to measure the influence of six background variables on parents' attitude and
behaviour. The background variables were gender, employment status, educational level, family income, geographic background and household composition.

The overall findings of this study were that:

1. parents wanted increased involvement in helping their child at home;
2. parents were most likely to visit the school when the invitation came from their child's teacher;
3. parents were interested in helping at the school during the day, but their work schedule prohibited them;
4. parents were interested in becoming involved with school decisions if they felt they had sufficient information about the school's process and needs;
5. parents' reports of feeling at ease in the school provided a solid basis for forging a new home-school partnership.