CHAPTER II

REVIEW OF RELATED LITERATURE
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2.0 OVERVIEW

This chapter presents review of studies related to the theme of the investigator chosen for his study. It comprises six sections. The first section is an overview of the entire chapter. The second points out the necessity of the review of the related studies. The third section explains some of Indian studies briefly which are related to this investigation. The fourth section gives a comprehensive account of a number of foreign studies related to the theme of the investigator. The fifth section summarises the outcomes and recommendations of the studies cited in this chapter. The sixth section is solely for documenting the references cited in this chapter.

2.1 NEED FOR THE REVIEW OF RELATED LITERATURE

A review of related literature and studies pertaining to the problem under investigation is a fundamental step of the research process. "A brief summary of previous research and the writings of recognized experts provide evidence that the researcher is familiar with what is already known and with what is still unknown and untested. Since effective research must be based upon past knowledge, this step helps to eliminate the duplication of what has been done and provides useful hypothesis and helpful suggestion for significant investigation" (Best John, 1997).
Once a topic has been decided upon, it is essential to review all relevant material, which has been bearing on the topic. The review of related studies serves the following purposes:

i. To show whether the evidence already available solves the problem adequately without investigation.

ii. To avoid the risk of duplication.

iii. To provide ideas, theories, explanations or hypotheses valuable in formulating the problem.

iv. To suggest methods of research appropriate to the problem.

v. To contribute to the general scholarship of the investigator.

vi. To get an idea about the current trend in the field.

vii. To help in defining and limiting the problem.

viii. To provide an opportunity for the meaningful extension of piece of research work and to provide a background for the development of the study undertaken.

The knowledge of related literature brings the researcher up-to-date on the work which others have done and thus to state the objectives clearly and concisely. By reviewing related literature, the researcher can select those areas in which positive findings are very likely to result and her endeavors would be likely to add the knowledge in a meaningful way. Duplication of well-established findings can be avoided. The review of related literature gives the researcher an understanding of the research methodology. It helps
the researcher to know about the tools and instruments, which proved to be useful and promising in the previous studies. It also provides insight into statistical methods through which validity of results is to be established. One of the main purposes of related literature is to know about the recommendation of previous researchers for further research, which they have listed in the studies.

Any investigator is to be up-dated in the information about studies, related to the own problems, already made by others. References are made to such similar or related studies and their evaluation too is made for the benefit of the readers.

Herein the investigator finds another opportunity to justify her own endeavor in the treatment selected by her of the problem. The review of related studies regencies the investigator’s ideas regarding the problems of her own and helps her in the whole process of research.

2.2 CLASSIFICATION OF THE STUDY

The investigator had gone through a few of the researches related to the present problem. Hence an attempt was made by the investigator to put forth the reviews related to the present investigation. The investigator identified 54 studies conducted in India and abroad. Out of this, 51 studies were conducted in India and the remaining studies were done in abroad. The details of the above studies in given below. The investigator suitably located the related studies and they are presented below.
2.2.1 Studies Conducted in India

The investigator identified 51 studies conducted on four different areas. They are present below the identified studies were classified on the basis of Access, Enrolment, Retention and Drop-out and Achievement.

2.2.1.1 Studies related to Access

The only study identified in the area of Access was conducted by Das (1974) who made a research on Impact of School Condition on Primary Education. The purpose of the study was to ascertain whether there was any impact of the physical conditions (facilities) of the primary school on the retentively and regular educational progress of its children. Data were collected from a representative sample of 380 primary schools in Sibusagar district. These schools constituted about 15 per cent of the school population in the district. The sample included a proportionate representation of school in urban and rural areas. The relationship between physical facilities in school and the deficiency in education was determined by computing the product-moment correlation coefficient. Association between physical facilities and wastage in education was also tested by applying the chi-square test.

The study revealed that there was significant relationship between efficiency in education and physical facilities in schools. The school conditions definitely seemed to have a favorable impact on school education. Better physical facilities increased the attractive and retentive power of the school as well as provided situations conducive for effective education and hence, contributed towards better education of the children of that school.
2.2.1.2 Studies related to Enrolment

The investigator could identify five studies related to enrolment. 

Nayana Tara and Nagadevara (2002) conducted a Research on External Evaluation of District Primary Education programme (DIEP) in Tamil Nadu. The specific objective of the study was as follows. To assess the progress made in enrollment, retention and improving the quality of education in primary schools during the entire phase of programmes. The conclusion drawn based on quantitative and qualitative analysis of data, were as follows. 

With regard to enrolment, it was found that enrolment for the sample schools have stagnated during the six-year period between 1995-96 to 2000-01. This is true for both boys and girls, with girls’ enrolment showing a declining trend. While overall dropout rates have come down slightly in the sample schools, there are differences between the two sample districts. The dropout occurred at the end of first Grade and 24% at the end of Grade Two. Thus the first two grades account for 80% of dropouts. This indicates that it is very important to take steps to stem this phenomenon. Infrastructure facilities in a majority of the schools are poor. Many schools are in need of major or minor repairs. Most schools lack potable drinking water and toilet facilities. It is a matter of grave concern and has to be addressed on a priority basis. In the schools, either the TLMs are inadequate or when available, not put to effective use. Misuse of money given for TLM cannot be ruled out. Multi Grade teaching seems to be of very little use as can be seen from poor comprehension levels of students. School visits by DPEP functionaries do not seem to make a dent on the functioning of the school. A teacher as their common refrain is that they do not have any administrative powers.
Rath (2000), in his Research, "A study on the effect of household, community and school factors on the enrolment, Retention and achievement of scheduled Tribal children at primary level. The objectives are If there were any effect of the household, community and school factors on the enrolment of the Scheduled Tribe children. If there were any effect of the household, Community and school factors on the retention of Scheduled Tribe children. If there were any effect of the household, community and school factors on the achievement of the Scheduled Tribe children at the primary stage of education. Conclusions are given below. In Assam community participation in school functioning seems to have some correlation with higher enrolment, but this is belied in some other states. Retention is closely linked to the enrolment and many factors that have emerged that call for interventions to increase the holding power of the school or of the non-formal education system. Among the household factors that have been found to contribute to achievement in language and mathematics are the parental education and the help received from the family. Somehow it has been found that help received from the family in mathematics has adversely affected the achievement of the child, perhaps, because the native mathematics operates at different bases more than the decimal. The language of achievement of such children who are in greater contact situation with the dominant culture groups show better achievement than those who are not. Obviously exposure to regional language facilitates the learning of the regional language. It needs to be remembered that the language test is in the regional language, which is not the first language of the child and therefore, any.
'Universal Free and Compulsory Primary education in Bihar (1950-70) A study of problems and measures', a research conducted by Mandal (1980). 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. The entire programme of universalization of primary education was surveyed. The study revealed: 1. Primary schools intended for children of 6-11, i.e. schools with classes I-V were made available to 96 per cent of them. Three-fourths of the school-going population in the age group 11-14 found a middle school (classes VI-VIII) within walking distance from their habitat. 2. Provision of schooling facilities for classes I-VIII within a walking distance of every child was the target to be attained within a period of 5-10 years. 3 about 57 percent of the total number of children in the age group 6-14 were enrolled by 1978.

Readiness Programme for School: A study was made by Mohite (1981). The main objectives of the project were (i) to develop an effective model for a short-term school readiness programme with minimum cost and making maximum use of available resources, (ii) to determine the influence of three short-term programmes with different approaches on language development and scholastic skills of children from low-income groups who had no prior exposure to formal pre-school experiences. Forty five boys and 35 girls from ages 5 to 6 years, having no pre-school experience, and going to attend Grade I were selected as the sample. A pretest and posttest experimental design was used. The results indicated that the difference in the area of language and scholastic tasks was significant on the paired t-test, both
in the academic and the progressive philosophy based programmes. The difference between the total pre and post-test scores on the paired t-test was significant on all the three programmes. The review of the studies helped to get needed theoretical back ground to the investigator pertaining to the objectives of the study, different sampling techniques, development of tool, procedures of data collection and salient finding arrived in the researchers conducted by the predecessors. As there was very handful of studies available on the achievement in mathematics among Multi Grade Primary Schools, the investigator made a major attempt in this area of Multi Grade Education System.

**Seetha and Usha Devi (1985)** in their work assumed that the "Factors related to ecological and life style were every important for children to Enroll and complete this school education." Their study was confined to certain rules areas of the state of Karnataka. They reported that the dropout rates were more pronounced in the first standard, at the completion of V standard and also at the completion of VIII standard. Of the total female dropout 93.3 percent dropped out before the completion of V standard in the areas of their study. The problem of retention of children in school was basically a problem of retaining them at the initial stage.

### 2.2.1.3 Studies related to Retention

Among the two studies identified on retention one was conducted by **Uma (2005)** who has made a "A critical study on the attitude of teachers working in Krishnagiri district of Tamil Nadu towards universal retention of
The causes of dropout listed in the study of Rajasthan by Vyas et al. (1992) were as follows, personal causes, poor financial conditions family circumstances, parental unwillingness, illiteracy of parents, illness, inferiority complex, handicapped, over-age, drop-out of friend/sibling and difficulty in finding a bridegroom for literate girl. School related causes such as non-availability of lady teachers, co-educational system, and lack of interest on the part of teachers.

In the study of drop-out conducted at Haryana among socio-economically deprived elementary students Yada (1991) listed the following causes according to teacher-non-retention policy of the state government in classes I-II engagement of children in the fields during the sowing and the harvesting seasons, heavy of syllabi causing disinterest in pupils, illiteracy of parents, punishment of school, overcrowded classes, large family size and poor-teacher-pupil relationship according to pupils punishment by teachers, use of guides instead of textbooks in teaching, parental ignorance of the value of education and priority of household work for girls according to parents, lack of interest of teachers and non receipts of progress reports.

Pathy (1990) studied through an extensive survey attempted to know the trend and ascertain the magnitude of educational wastage in the secondary schools of Sambalpur District and find out the causes and identity the rural-urban character of the phenomenon. As for the causal factors, the study convincingly pinned down the phenomenon to financial hardships generally and to failure in the particulars class examination. It also established that a significant positive relationship existed between, the dropouts liking for the
subject and the subject teacher and the dropouts marks secured in the examination.

**Bombay Municipal Corporation (1967)** conducted a study of the incidence of wastage and stagnation and the effectiveness of our educational efforts. The objectives of the study were to determine the extent of wastage and stagnation in primary schools, the reasons for it and their relation to the age of the children. About 6400 children were selected as the sample of the study from seventeen schools from year 1950 to 1958. Major findings of the study revealed that (1) the percentage of children who left school fell from 43.3 to 21.4 in the year 1956 to 1958. (2) 92.9 per cent children left school after one failure in 1957 as against 49.7 per cent in 1950, and 3.46 per cent left school, after passing as against 6.51 per cent.

**Sharma and Sapra (1969)** carried out an investigation of wastage and stagnation in primary and middle schools in India. The aim of the study was to study the problem of wastage and stagnation in depth and to ascertain and analyse stagnation in depth and to ascertain and analyse the cause of it. A sample of 790 dropouts and 485 stay-in cases was selected from ninety two schools. School information blanks, pupil information sheets, and interview schedules were the tools of the study. Information findings of the study, revealed that (1) wastage and stagnation was 65% at primary level and 78% at elementary level. (2) About 50% of wastage was noticed in class I, itself. (3) The rate of drop-out is negatively related to the qualification and the preoccupation in case of teachers (4) Drop-outs were usually from nuclear families who suffered the death of one or both parents.
Das (1969) conducted a study of the wastage and stagnation at the elementary level of education in the state of Assam. The main objective of the study was to study wastage and stagnation with special reference to primary the study. The study revealed the following results (1) Inspite of a rapid increase in educational expenditure, efforts and facilities, the rates if wastage and stagnation were 77.12 percent at primary and 38.45 percent at middle level for pupils of general. (3) The rate of stagnation among girls was higher than that of boys.

Barua (1971) studied wastage in Sibsagar and Golghat sub-division. The major objective of the study was to compare the wastage and stagnation at the primary stage during a period of five years. A twenty percent systematic random sample was drawn which included 113 schools with 2342 pupils from Golghat subdivision and 151 schools with 2872 pupils from Sibsagar subdivision. Major findings of the study revealed that( 1) The wastage at primary stage for boys and girls in Golghat sub-division was 80.38 and 78.39 percent respectively. In Sibsagar subdivision, the wastage for boys and girls was 70.08 .and 69.02 percent respectively. (2) The level of educational wastage was affected by three factors viz., drop-outs, stagnated and transfer cases. (3) Poverty, ignorance of parents, poor health of pupils, repeated failure and bad physical conditions of the school were the main factors responsible for the wastage.

Khandekar (1974) conducted a study of drop-outs. The major objectives of the study were to find out the socio-economic and environmental characteristics of drop-outs and to determine their motivation
further education and vocational training. The sample of the study consisted of drop-outs in the age groups of fourteen to twenty one years. The investigation revealed that (i) more girls than boys stopped education due to non-economic reasons, (ii) Sixty nine percent of drop-outs stopped because of their parents (iii) financial resources was the main Causal factors and (iv) fifty two percent of drop-out wished to start education again. (v) Quite a few dropouts had high job aspiration.

Gupta (1974) conducted a study of the impact of the upgraded school system on reducing school dropouts and stagnation in primary schools. The main objective was to see the impact of upgraded school system on reducing school drop-outs and stagnation in primary schools Survey method was used for the collection of data.

Progress on tests and interviews were the tools. Findings of the study concluded (1) The drop-out rates for the experimental group, for the project period was 31.7 percent as against the average of 57 percent. (2) The average daily attendance and the levels of achievement of the project pupils were higher. (3) The additional cost involved in the upgraded system was only Rs.1.26 per pupil per year and hence negligible.

Punalekar (1975) conducted a study of school drop-out among Harijan children, causes and cure. The chief aims of the study were to study the socio-economic background of the drop-outs and to identify the lapses or short coming on the part of the Harijan families, school system and village community. 198 dropouts and their parents were interviewed as the sample of
the study. Findings of the study highlighted the following major points. (1) The monthly income of 78 percent families was Rs.200 or less. (2) 80 percent children attended school regularly and one fourth regularly attended to domestic work. (3) The main reasons for their dropping out were the economic hardship of the family, ill health in the family or of the child. (4) In 70% cases the decision to drop-out was taken by the family while in remaining cases it was by the child. (5) The dropouts had low aspiration level.

Masavi (1976) carried out a study of wastage and stagnation in primary education in tribal areas. Major objectives of the study were to find out the nature and extent of wastage and stagnation and to identify the causes responsible for it. Sample of the study consisted of 104 schools from two tribal blocks of eight tribal districts of Gujarat. Questionnaires were administered and interviews were conducted on parents, teachers and educational inspectors for the collection of data. Findings of the study revealed that (1) the rate of wastage in the first four years of schooling was found to 65 percent. (2) The combined rates of wastage and stagnation in all the fifteen blocks were 83.6 percent and 84.9 percent respectively for the two different Cohorts. (3) Wastages were greater among girls than among boys in almost all the blocks.

Medhi (1978) carried out an investigation into the probable causes of stagnation and wastage among the pupils of secondary schools of Kamrup district. The major objectives of the study were to find out the extent of stagnation and wastage and to find out the causes of these problems. The sample of the study included 100 headmasters, one inspector of schools, 100
stagnated students and drop-outs and 40 guardians. The study revealed (1) the extent of wastage and stagnation were very high specially in economically backward classes, (2) other causal factors were illiteracy of the parents, their poverty, lack of study atmosphere at home and the rate and irregular payments of the stipend.

**Raj (1979)** conducted a study of the socioeconomic factors and interrelationships among the out-of-school children. The purposes of the study were to enumerate the out of school children in the age group 6-11-years, and to find out the socio-economic factors that characterized the out of school children. The non-probability sampling procedure was used on the basis of which 54 drop-outs and 659 left-outs were included in the study. Results of the study indicated that (i) there was a decreasing trend in percentage from lower to higher age categories for the left-outs whereas, the corresponding trend for the drop-outs was an increasing one, (ii) dropouts were found more in larger families, (iii) the percentage of out of school children was higher in those families which were low in family literacy index, (iv) the percentage was higher in nuclear families than in joint families.

**Das (1979)** conducted a study on effectiveness of Teacher - Training in reducing educational wastage. The aim of the study was to find out the impact of teacher training on educational wastage and stagnation in primary schools. 743 schools from representative rural districts was the sample of the survey. Important findings of the study were (i) training of teachers had no significant impact on the system of education at the primary school (ii) the training of teachers at the primary level had no significant contribution
towards reduction of wastage and stagnation in schools with multiple. class

(iii) the rate of stagnation in multiple teacher schools with a majority of trained teachers was 60.71 percent against 56.50 percent for schools with a majority of untrained teachers.

Aiskara (1979) conducted a study of educating ‘out of school’ children’. The purposes of the study were to have a preliminary idea about the magnitude of the ‘out of school children’ and five percent random sample on the 'in-school' children was drawn for the purpose of interviewing parents/guardians. The major findings were (1) the out of school children had a relatively poorer educational, occupational and economic background, (2) poverty and poor educational background stood out as the main reasons for drop-out and failure to enter school, (3) by and large, parents of out of school children were eager and willing to send their children to an educational programme that would be suitable and convenient to them.

Seetharamu (1980) conducted a study of the utilization for educational facilities by slum-dwellers of Bangalore city in relation to their social and economic backgrounds. The main purpose of the study was to find out the participatory behaviour in schooling in slum areas and the utilization facilities. A sample of 1000 children, 500 drop-outs and 500 stay-ins was selected by stratified random sampling. Important findings of the study were (1) the total drop-out rates at the end of standard I, II III and IV were 46.20, 24.20, 19.00 and 9.60 percent respectively, (2) mother in unskilled occupation contributed the highest percentage of drop-outs, (3) as many as 38.60 percent of drop-outs did not work at home while remaining 61.40 did some work or the other.
Sarkar (1980) carried out a pilot investigation on school drop-out reasons. The main aim of the study was to ascertain the reasons for drop-out and prepare a list of reasons applicable to the rural population of the country. A questionnaire consisting of ninety three questions was administered on a sample of forty six male and thirty five female drop-outs in the age group 6-14 years. Guardians of the drop-out were also interviewed. The investigation revealed that (1) school environment did not contribute to the drop-out of students of either sex. Domestic work accounted for at least 70 percent of female drop-outs, (2) inadequate income for living accounted for two third of the female drop-outs and about 80% of the male drop-outs, (3) guardian's lack of interest was the most dominant. Reason applicable to both the male and female drop-outs.

Pillai et al. (1980) carried out a study of drop-outs in primary Education in Kerala. The major objectives of the study were to identify the socio-economic causes leading to drop-outs. Sample consisted of twenty-eight lower schools selected from twenty eight educational sub-districts with due representation to highland, middle and costal regions in the state. Four hundred seventy nine house lands were surveyed for the purpose. The major findings of the study were. (1) the percentage of drop-outs was higher among boys than among girls, (2) students belonging to SC, ST and other Backward Communities constituted the majority of the drop-outs (69%), (3) the main reasons of drop-out were ill health, household work, and poverty in that order, (4) a majority of drop-outs were children of casual laborers.
**Vatsala (1981)** conducted a study of initial drop-outs at middle school level. The purposes of the study were (i) to identify the causes for drop-out and to examine the inter relationship among the various factors related to drop outs. Thirty drop-outs and thirty stay ins were selected as the sample of the study. Tools used for the study were the socio- Economic Scale (Pareek and Trivedi) School Adjustment Inventory (Saroji), Self Acceptance Scale (Kakkar), Junior Eysenck personality Inventory and Achievement Motivation Inventory (Mehta). The investigator also used semi structured interview schedule, and schematic differential scale. The study revealed that (1) potential drop-outs hailed from poor, illiterate, wage earner families, (2) poor achievement in reading and number abilities and failure were associated with potential drop-outs, (3) drop-outs were neurotics, had low acceptance and achievement motivation, (4) as potential drop-outs, there was no significant difference between boys and girls, (5) potential drop-outs liked the schools.

**Joshi (1981)** studied the problems faced by certain tribal groups in Trivendrum district. The purposes of the study were to find out the causes of the high drop-outs among tribal areas and to find out the causes of the high drop-outs among tribal students. Data were collected by interviewing 400 Kanikhar families and by administering a questionnaire to 54 teachers from eight schools. Results of the study indicated that (1) school facilities within one kilometer were available to 18 percent. (2) Tribal families felt that the teachers did not show favorable attitude towards the education of tribal children. (3) Poverty, lack of learning materials, language difficulty, lack of
school facilities, in accessibility of schools, ignorance of parents, child labour and parents' compulsion were among the factors responsible for their dropping out of schools and for their non entrance.

**Sinha (1981)** carried out a survey of non-enrolled, non attending and drop-out children of 6-14 age group in Hazaribag District. Fifty schools belonging to fifty villages were sampled for the study. Data were collected through household schedules, school information bank and interview schedules. Major findings of the study were (1) 60.31 percent children were enrolled, 31.68 percent children were non-enrolled and 8.091 percent children were drop outs, in the age group 6-14. (2) The percentage of enrolment increased with increase in family income, however, the incidence of drop-outs was not related to income. (3) The drop-outs rate was significantly correlated with the number of teachers in the school.

**Husain (1982)** conducted an investigation of wastage & stagnation in primary schools of Bhilwara district. The aim of the study was to find out the wastage and stagnation as well as the teaching pupil ratio in urban and rural areas. Primary schools of all Panchayat Samitis of Bhilwara district were selected as the sample of the study. The normative survey method was used for the study. Major findings were as follows: (i) The rate of wastage was higher in the first two class. (2) Out of 682 primary schools, 506 were single teachers schools and in these the rate of wastage was also higher. (3) The teacher pupil ratio in Rajasthan as a whole was 1:49 Whereas, in rural areas if Bhilwara district it was found to be 1:26.
Mathur et al. (1982) carried out an investigation on rural youths from poverty groups: Drop-outs and Non-students. The investigation was based on the following objectives.

(i) To examine the SES of school/college drop-outs and non-student youths.

(ii) To identify causal factors for their withdrawal.

Sample of the study was 1900 respondents selected through multi-staged randomized process. Important findings were (i) most of the parents felt that school timings were unsuitable and did not provide adequate opportunity to the children to be helpful in their family education. (ii) The reasons mentioned by non-students for not attending school were poor financial position, parental ignorance, need to supplement family income, frequent migration of parents, unforeseen eventualities such as sickness etc. (iii) In case of drop outs, parental ignorance, involvement in work, lack of interest in studies and failure in examination were the reasons.

Khanna (1983) conducted an investigation on preparation of reading material for girl drop-outs in Delhi slums. Objectives of the study were (i) to develop need based and interesting reading material for girl drop-outs (ii) to test the effectiveness of the reading material developed for the study. Interview schedule, Ability test, Achievement test and questionnaire were the tools conducted on a sample of 103 girls. Major findings were found to be (i) respondents by and large, belonged to nuclear families of seven members on an average and Rs. 3000/- as an annual income. (ii) the most common reason
was found to be parent's education was almost negligible. (iv) the value of R between the three components of reading ability and cumulative learning was 0.71 which was substantial and significant (v) After exposure to the module, the average score of the girl drop-outs on the questionnaire increased from 7.5 to 13.5 indicating a positive shift.

Devi (1983) find out the problems of drop-outs in primary schools of Manipur with special reference to Imphal town. The investigation aimed at to ascertain accurately the extent and nature of drop-out problem and to study various situations.

The careers of 54497 and 2927 fresh entrants in class 'A' in 1961 had been followed upto class VII in 1969 in Manipur and Imphal town respectively as the study. The major findings of the study revealed that (i) the difference in rate between boys and girls was 14.26 percent (ii) the difference between the mean rate of drop-out boys and girls was 6.30 (iii) the highest rate of drop-out appeared in class A (48.48%) and lowest in class VI (4.79%) (iv) poverty, frequent transfer, repeated failures and negligence of parents were the main causes of drop-outs.

Dass and Garg (1985) studied the impact of pre-primary education on drop-outs, stagnation and academic performance. The study was carried out in 18 schools of Delhi Municipal Corporation. For the study of drop-out, the total numbers of students covered were 10,082 from schools with nursery sections. A sample of 789 class V students was taken to see the effect of pre school education on educational achievement. Results of the study indicated
that (i) early childhood education had a salutary effect in case of the group which has pre-school education (iii) slightly higher achievement was also observed in class V among students who attended pre-primary education.

Rather (1985) carried out a study on incidence of drop outs and maladjustments among students in relation to creativity and social structure of the school. Main objectives of the study were (i) to study the relationship between incidence of drop-out and socio-metric status of pupils (ii) to study the relationship between incidence of drop-out and Creativity. (iii) to study the relationship between Adjustment of pupils and their Creativity (iv) to study the relationship between SES, incidence of drop-out and Adjustments. Sample of the study comprised 887 students ranging age from 11-14 years. Satisfied techniques applied were t-test, Chi-square test and product moment correlation. Main findings of the study were (i) the incidence of drop outs was positively related with socio-metric status of the child in the class room (ii) the drop-out incidence was significantly related to SES of children. (iv) the relationship between Adjustment and SMS was found to be significant and positive. The same was the case between Adjustment and Creativity (v) Creativity and Adjustment were not significantly related.

Subramanyam (1986) studied the problem of school drop outs with special reference to scheduled castes and scheduled tribes. The main purpose of the study was to identify the relative influence of personal, economic and socio-cultural problem of school drop-outs. A sample of 300 drop-outs in 30 areas covering three districts of Andhra Pradesh was selected by stratified random sampling procedure. Problem checklist was developed to enumerate
the problems of drop outs. The findings of the study revealed that. (i) the problem in the area of personal factors such as Adjustment to the present educational set up are considerably high and this situation is very severe in the case of girls and with regard to children belonging to scheduled tribes. (ii) the economic problem of school drop outs are also considerable high in the case of SC's and ST's (iii) the social problems are also considerably high in case of scheduled tribes (iv) there was no significant difference in the sub areas of economic and social problems and boys are more sufferer in the area of personal problems.

SIE (1986) conducted a study of drop-outs and failures in primary classes. The main purpose of the study was to study the causes of drop-outs and failures among 6-14 age group students. The study was delimited to the four regions of the state, namely the middle zone eastern zone, southern zone and western zone. The findings revealed that (i) in all the four developed blocks, the development trend showed that from 6-8 class, 15 percents were drop-outs and four percents were failures (ii) maximum drop-outs were seen among children coming from backward classes (Hi) the main causes for drop outs were illiteracy of the parents, poverty, lack of interest distance of school from home, unattractive environment of the school, indifference of teachers, irrelevant curriculum, lack of physical facilities like water and sanitation etc. in schools.

Dianes Kaplin et al. (1990) conducted a study - Decomposing the academic failure, drop-out relationship: A longitudinal analysis. Data from a four-wave panel (N =195), tested in the 7th, 8th and 9th grades and as young adults, were used to estimate a causal model. The model was used to
decompose a previously, observed term of 5 theoretically informed mediating variables. The academic failure drop-out relationship was partially decomposed by mediating effect of low motivation, association with deviant peers and perception of rejection by the students at school. Although perception of rejection by teachers and resistance towards school were, as hypothesized, influenced by earlier negative academic experiences. They had no independent effect on dropping out not of their relationship to associate with deviant peers or low motivation. Implications for current practices and future research are also discussed.

**Stevenson and Ensworth (1991)** conducted a study on dropping out in a working class high schools; adolescent voices on the decision to leave. Finding reveals how the schools response, or lack thereof, to students problem compound their difficulties and create tensions over the source of blame for their failure. However these adolescents also attributed much of their failure of themselves. In revealing the issue of blame, these suburban white drop-outs in contrast to immersive minority youth believed that they must be at fault for failing to conform to the expectation and demands of schools.

**Me Caul Edward et al. (1992)** studied the consequences of dropping out of school, findings from high school and beyond. The purpose of the present study was to examine the personal, social and economic consequences of dropping out of school. Drop-out differed from graduates with no post secondary education on many personal and social adjustments measures. Results indicated that male and female drop-outs have different personal, social and economic experiences.
2.2.1.5 Studies related to Achievement

The investigator identified six studies conducted in the area of achievement, Santhanam (2001) reported of the terminal assessment survey in phase I District of DPEP in Tamil Nadu. The Major Objective is to assess the average learning levels of students on competency-based achievement tests developed in Language and Mathematics on the portions prescribed for Class I and Class IV. The achievement has crossed 76% in both Language and Mathematics in all the four districts. The Learning gains noticed might be consolidated and further efforts geared towards mastery learning. The achievement in Language ranges from 67.79% to 91.90% and in Mathematics from 61.26% to 90.16% (T-2k). From MAS to TAS all the our districts record impressive gains in all the four Tests except in the case of Class I – Language in VPM district. The observe hikes go up to 60.26% in class IV Mathematics in TVM district (T-3a). The achievement in Language has on the whole increased from BAS through MAS to TAS the increase ranging from 9.23% to 41.06% (T-3b). In the case of Mathematics such total improvement in all the four districts is impressive ranging from 47.20% to 72.61% (T-3b). In the case of Language in Class IV the total improvement in the four districts ranges from 33.43% to 50.77% (T-3b). As for Mathematics in Class IV the improvement, likewise, registers an impressive hike from 33.45% to 62.37% (T-3b). The gender differences in Language and Mathematics in class IV found in BAS have either increased or decreased, in MAS, in strikingly small measures, never however touching the 5% mark. On the transition from MAS to TAS the shifts found are in both directions-widening/shortening. On the whole except in a few contexts, the final position in TAS is happily well within the 5% mark.
Mohan (2003), made a study on “Achievement in Mathematics among V standard students studying in multi grade and mono grade schools in Dharmapuri District. The major objective of the study is to find out the level of Achievement in Mathematics among the students studying in Mono Grade and Multi Grade Primary Schools. The specific objectives are given below. To study the achievement level of mathematics among the primary school students studying in Mono Grade and Multi grade Schools in Dharmapuri District. The percentage of the achievement in mathematics of both mono and Multi Grade Schools Students revealed that all the students have scored more than 80%. The purpose of minimum level of learning (MLL) is to make the students achievement more than 80% on the selected minimum concepts. It is to be noted that the ultimate goal of Primary Education is served. At the some tome, when scores of the Multi Grade Schools Students are compared with Mono Grade Schools Students, it is interesting to note that Mono Grade Students performance was significantly high. It inferred that the teachers more concentration on the students, homogeneity of class may to the reasons for the higher performance of students studying standard V in mathematics in Mono Grade Schools.

Achievement in mathematics among the Multi Grade Primary Schools was made by Mali (1984). The major objectives are The major objectives of the study are (i) make an enquiry into the physical facilities of single-teacher schools, (ii) to study the organizational pattern and teaching methods in single-teacher schools, (iii) to study the difficulties encountered in
organizing their instructional programmes in such schools, (iv) to study the extent of wastage and stagnation in single-teacher schools, and (v) to try out a programme of upgraded units to avoid wastage and stagnation. Information was collected from single-teacher schools in Radhangiri taluka of Kolhapur district through mailed questionnaires. Interview schedules were also been conducted. The sample comprised all 98 single-teacher schools in the taluk and all teachers therein and selected children. The major findings were: Of the 98 single-teacher schools in the taluk, only six had an independent building while 54 had an adequate space of which only 35 were hygienically sound. Only two schools had an independent playground. There were 160 chalkboards in 98 schools; only 80 were in usable condition, while six schools had roll up boards. Only nine teachers had a copy of the syllabus while the others were not aware of its need only. Sixteen schools had an adequate number of textbooks. Sincere working in a single teacher shall involved living away from their families or spending a considerable amount of time on consuming each day, But normally teachers are not willing to work in such schools. Despite training, teachers were not adequately equipped to mange such schools efficiently; they were not aware of suitable teaching methods, were unable to give appropriate assignments or keep others gainfully occupied while handling one group. Teachers were also not able to prepare a common timetable for the four grades. Because of the termite location of the schools, supervision was either non-existent or negligible; besides, the supervisory staff was not competent to guide these teachers. Follow-up of 819 boys and 368 girls in class I revealed that only 227 boys and 45 girls had
completed class IV in four years; 71.3 per cent while the remained dropped out; the same situation is prevailed in classes, II, III and IV. Reasons for dropping out were failure and poor economic conditions, because of social and religious reasons, the girls stayed away. In the upgraded model tried out, a variety of methods, viz., individual instruction, group instruction graded teaching, and self-study were used after appropriate orientation and training of teachers in preparing suitable assignments.

**Bhalwankar (1988)** made a study on the effects of Expository and Guided Discovery Methods of Teaching Mathematics on the Achievements of Students of Different Levels of Intelligence. The objectives of the research were (i) to study the differential effect of guided discovery and expository methods of teaching mathematics on the achievements of students, to compare the effects of guided discovery and expository methods of teaching mathematics on the achievements of students of different levels of intelligence measured in terms of knowledge comprehension and application objectives and (iii) to study the differential effect of guided discovery and expository methods of teaching mathematics on the retention of the students.

Main findings of the study were: 1. Guided discovery and expository methods were equally effective on knowledge and comprehension objectives with respect to both immediate post-test as well as retention test. 2. The expository methods were more effective than the guided discovery methods on the criteria of scores on application objectives with respect to students of high intelligence. 3. The guided discovery methods was more effective than
the expository method on the criterion of percentage of retention scores on the application objective in the case of students of low intelligence.

**Dave (1988)** conducted a study and Pupil Achievement at the Primary Stage, Dept. of Pre-school and Elementary Education. About 1100 teachers and 180 teacher-educators were also associated with the experiment. This project was evaluated. The overall results were: 1. Certain antecedent variables were significantly related to achievement in all subjects except to achievement in language in class I. 3. Achievement of the children in language was found to be excellent in Class I, good in Class II, better than minimum in Class III and minimum in Class IV.

Readiness Programme for School: A study was made an A Search for a Viable by **Mohite (1981)**. The main objectives of the project were (i) to develop an effective model for a short-term school readiness programme with minimum cost and making maximum use of available resources, (ii) to determine the influence of three short-term programmes with different approaches on language development and scholastic skills of children from low-income groups who had no prior exposure to formal pre-school experiences.

Forty five boys and 35 girls from ages 5 to 6 years, having no pre-school experience, and going to attend Grade I were selected as the sample. A pretest and posttest experimental design was used. The results indicated that the difference in the area of language and scholastic tasks was significant on
the paired t-test, both in the academic and the progressive philosophy based programmes. The difference between the total pre and post-test scores on the paired t-test was significant on all the three programmes. The review of the studies helped to get needed theoretical back ground to the investigator pertaining to the objectives of the study, different sampling techniques, development of tool, procedures of data collection and salient finding arrived in the researchers conducted by the predecessors. As there was very handful of studies available on the achievement in mathematics among Multi Grade Primary Schools, the investigator made a major attempt in this area of Multi Grade Education System.

2.3 STUDIES CONDUCTED IN ABROAD

The investigator could identify only three studies conducted in Abroad. One among them was conducted by Flisher and Chalton (1995) who made a study in high school Drop-outs in a working class South African Community: selected characteristics and risk- taking behaviour. Structured questionnaire data from household heads and adolescent drop-outs a working class south African community were used to explore drop out characteristics and the prevalence of their risk taking behaviour compared with those attending school of the 548 teenagers sampled 15.9% were drop-outs of these 62.1% left school after less than years. Those still attending to school were more likely to engage in suicidal behaviour, but less likely to abuse substances and (for girls) to have had sexual intercourse.
Jordan Will et al. (1996) explored the causes of early drop-out among race-ethnic and gender groups. This study used nationally representative high school student data to show race-ethnicity and gender differences in reasons for early school drop-out and plans for drop-outs to resume their education. Factor analysis shows that separate reasons for dropping out include school related, family related and job related causes as well as influences from peers and residential mobility. White drop-outs cited alienation from school more often than their African-Americans or Hispanic of both sexes. African-Americans males reported being responded or expelled from school more than the other groups. Hispanic and African American females cited family related reasons more often than did white females.

Teachman Joy et al. (1996) conducted the study of social capital and dropping out of school early. A large sample of data was taken from the national educational longitudinal survey to examine the effects of various measures of social capital on the likelihood of dropping out of school early, before 10th grade controlling for indicators of the financial and human capitals of parents. Result indicated that more specific indicators of social capital (patterns of parental interaction, number of times the child changed school) can account for all of the effect of attending a catholic school, but only a fraction of the effect of family structure on leaving school early.
2.4 ANALOGY

The Investigator has identified 51 studies conducted in the four different areas. Since the Sharva Shikhsha Abhiyan project has been implemented recently, a very few studies were available. As the SSA project is an important Educational Scheme in India and it is related to only in Indian conduction. The investigator could found only three related studies at abroad. The investigator classified the studies on five aspects such as Access, Enrolment, Retention, Drop-out and Achievement. Among the 51 studies identified, in the present study 1, 5, 2, 38 and 5 were belonging to Access, Enrolment, Retention, Drop-out, and Achievement respectively. Most of the studies are belonging to survey research. Random sampling technique was used in majority of the studies. The size of the sample has been from 200 to 400 in the studies. In majority of the studies, the investigators have developed their tools based on their objectives of the study. Standardized tools were used in only few studies. Mean, Standard Deviation, Percentage 't' test, and Correlation were the Statistical Techniques commonly used in majority of the studies.

The findings of the various studies in relation to Access revealed that the school conditions definitely seemed to have a favorable impact on school education in favour of Enrolment, Retention and Achievement. (Mandal, 1980; Mohite, 1981; Seetha and Usha Devi, 1985; Rath, 2000; Nayana Tara and Nagadevara, 2002; Uma, 2005).
The studies related to drop-outs showed the wastage is there among girls than boys in all the districts of Tamilnadu, the Drop-out is negatively related to the Socio-economic status of the family and community, socio economic status and school factors are the causes drop-out (Venkatasusbramanian, 1980; Gango Padhyay, 1985; Rawat 1987; Pathy, 1990; Yada, 1991; Vyas et al. 1992)

Some of the studies conducted in different periods with different levels such as Primary, Middle and High schools reported the gradual and continuous decrease in Drop-out (Sharma and Sapra, 1969; Barna, 1971; Khandekar, 1974; Gupta, 1974; Punalekar, Das, 1974; 1975; Masavii, 1976; Medi, 1978, Raj, 1979; Das, 1979; Aiskara, 1979; Setharamu, 1980; Sankar, 1980; Qureshi, 1980; Pillai et al., 1980; Vatsala, 1981; Joshi, 1981; Sinha, 1981; Husian, 1982; Mathur et al., 1982; Khanna, 1983; Devi, 1983)

The investigator located eight studies related on achievement on general aspects like cognitive process and personality, school attendance dropout and stagnation and learning disability (Banga, 1980; Das 1974; Dave, 1988, 1985; Desari 1985; Lyndem, 1985; Mandal, 1980; Mohite, 1981).

The studies on the Achievements revealed in favour of improvement of Achievement with regard to various school factors such as Pre-school experience, Medium of instruction, Multi and monograde, Methods of
teaching etc. On the whole it is inferred that the level of Achievement has increased (Banga, 1980; Mohite, 1981; Mali, 1984; Bhalwankar, 1988; Dave, 1988; Santhanam, 2001; Mohan, 2003).

The studies from Abroad (Fisher and Chalton, 1995; Jordan et al., Teachman et al., 1996) were revealed which on the causes for Dropouts that the causes like Personal behaviour of the students, Socio Economic status of the family and school related reasons. The studies revealed different varieties of findings with regards to students, Enrolment, Access, Retention and dropout. However, the studies varies from one to author based on the locality, year of doing research, varieties of variables taken for research etc.

The following chapter deals with the Methodologies employed in the present study.