CHAPTER – II

REVIEW OF RELATED LITERATURE

Review of literature consists of two words Review, and Literature”. The word literature has conveyed different meaning from the traditional meaning. It is used with reference to the languages. The “Review” means to organize the knowledge as the specific area of research to evolve an edifice of knowledge to show his study would be an addition to this field. The terms review of literature has been defend in the following.

According to John W. Best - “Practically all human knowledge can be found in books and libraries, unlike other animals that must start a new with each generation, man builds on the accumulated and recorded knowledge as the past”. In survey and experimental research, the review of the literature serves a variety of background functions, preparatory to the actual collection of data. In these research approaches the literature is reviewed to create the context from the past for the new study to be conducted with new subjects and newly gathered data.

W.R. Borg says about review of related literature as, “The literature in any field forms the foundation upon, which all future work will be built. If we fail to build the foundation of knowledge provided by the review of literature our work is likely to be shallow and fine and will often duplicate work ,that has already been done better by some one else”.
A study of the related Literature implies locating reading and evaluating reports of research as well as reports of causal observation and opinion that are related to the individuals planned research project. A detailed review of the related studies has done to plan the present study, in selecting methodology, research tool, size of the sample, sampling techniques and statistics. For any specific research project to occupy this place in the place in the development of discipline, the researcher must be through families with both previous theory and research. To assure the familiarity, every research project in the behavioural sciences has as one of its early stage a review of the theoretical and research literature.

The first phase includes identifying all the relevant published material in the problem area and reading that part of it with which were not thoroughly familiar. The second phase involves writing this foundation of ideas into a section of the research report. The section is for the common benefit of the researchers and readers. For the researcher, it establishes the background in the field. For the readers it provides a summary of the thinking and research necessary for them to understand the study.

2.1 The purpose of review of literature

There are many utilities with review of related literature, so that in any research the review of literature guides the investigator to clear understanding about the previous studies and shows the direction in development of research methodology for the present research. It provides theories, ideas, and
explanations of hypotheses which may prove useful in the formulation of new problem. It also indicates whether the evidence ready available solves the problems adequately without requiring further investigation, it avoid the replication. Therefore, the researcher can formulate research hypotheses on the basis of available studies and suggest the method, procedure, source of data and statistical techniques appropriate to the solution of the problem. Any review locates comparative data and finding useful in the interpretation and discussion of results and the conclusions drawn in the related studies may be significantly compared and may be used as the subjects for the findings of study. Hence, it helps the researcher in developing expertise and general scholarship of the investigation in the area research. In the present study the researcher has studied the literature both from national and international books, articles, journals, etc., and discussed below.

2.2 Indian Studies

Dandekar and Rath (1971) adopted the nutritional norm of 2,250 calories per capita per day as the minimum requirement on the basis of the distribution of NSS private consumer expenditure in 1960-61, they found that the calorie norm was satisfied at an annual per capita expenditure or Rs.180 in rural areas and Rs.270 in the urban areas approximately. Using these poverty lines, they found that about 40% of the rural population and about 50% of the urban population fell below the poverty line in 1960-61.
**Bardhan (1974)** has shown a sharp rise in the incidence of poverty from 37% in 1960-61 to 54% in 1968-69. He used the expenditure norm of Rs.15 per capita per month at 1960-61 prices as the poverty line for the rural India. Vaidhayanadhan adopted Rs.240 per capita per annum at 1960-61 prices as the poverty line.

**Mathuri, J.S., Jain, S.P. and Rahim, C.A.I(1982)**, studied on Rural youth from poverty groups, dropouts and Non-students. The objectives of the study were:

i. To examine the socio – economic background of school / college dropouts and non-students youth.

ii. To identify the factors responsible for their withdrawal from schools /colleges before completion of studies and also for non-attendance among youth who do not enter the formal education system at all.

iii. To analyses the attitude of parents, teachers and rural leaders in respect of problems of dropouts and non-student youth and their participation in rural development.

iv. Identify the factors responsible for varieties in level of participation of these groups in economic and social development programme.
Major Findings of the study were:

- Most of the parents felt that the school timings were unsuitable and did not provide adequate opportunity to the children to be helpful in their family occupation.

- The extent of enrolment to different levels of education differed from state to state. West Bengal had less dropouts only in high schools, whereas in all other states the rate of dropouts in all the schools was similar.

- The rate of dropouts in all the four states at secondary school level was relatively high as compared to that at high school level.

- Most of the students were provided with free education, free books and note-books, scholarship and mid-day meals at the secondary stage. The extent of provision of facilities varied, however, from state to state.

- The period of vacation in schools in all the four states did not fall in line with the work pattern of agricultural families.

The teachers in all the states indicated lays of job satisfaction, housing facilities and adequate remuneration.

G. Pardhasarathi. (1995) A critical evaluation of the poverty alleviation programme implemented in Andhra Pradesh has been done by. He argued that the Human Resource Development (HRD) is very poor which explains the reason for the high rates of incidence of poverty in Andhra Pradesh. The much talked of food subsidy scheme has been diluted by revising the price
from Rs.2 to Rs.3.50 and the quantity of rice is reduced from 25 to 20 Kgs Per month. The second important reasons for a higher poverty ratio in Andhra Pradesh are the failure of land reforms and large scale migration to the urban areas that decreases the quality of life in the slums.

The five decades of planned development in India, after independence can be classified into three period’s. The first period covers two decades. There was not much change in the incidence of poverty and hence increase in the number of poor. The second period extending two decades witnessed significant decline in poverty. The third period covering one decade is a period for which no definite conclusions can be drawn regarding the trends in poverty. There is no agreement among scholars on the extent of ‘poverty in India’ poverty estimates in India range from 25 to 45 percent. The data base for these estimates is the national sample survey (NSS) consumption patterns.

The following are the reasons for the variations in the poverty estimates.

1. The nutrition norm (translated into monetary terms) in the base years.
2. Price deflator used to update the poverty line.
3. Pro – rate adjustment in the number of households in different expenditure classes to determine the number of house holds below and above the poverty line. Different assumptions and methods are used for these three purposes which account for the different estimates provided by scholars.
Surprisingly poverty in Andhra Pradesh has been one of the highest among the major states in India, despite its strong agricultural base. Some of the reasons explained in this connection are:

(a) Lack of political will
(b) Poor management of poverty alleviation programmes
(c) Low investments
(d) Concentration of ownership assets and Lack of involvement of grass roots organizations in programme formulation and implementation.

**Vikramshila educational Resource Society (1998)** The Vikramshila educational resource society has run an experimental Lab School in the village Bigha located in the Barddhaman District of West Bengal. Bigha has a population of around 6000 of which 40% lives below the poverty line. In this village, they run a community education programme under which a comprehensive package of educational activities is offered to about 275 children. The programme includes a pre-secondary centre, an experimental secondary centre, a special coaching centre for upper secondary students, environment education programme, relevant education programme and a transit course for over-age students. A dedicated team of 10 Education Workers takes turns to conduct all these activities. They also take a watch dog role to ensure that the government schemes are not misutilised - in the areas of health, agriculture or education. Our centre has become an example of how a school can become a nucleus for all types of developmental activities in a village.
Bigha: The Backdrop

- The government secondary school catered to the upper castes of society and till we started our school in 1995 the children of minority community, scheduled castes, and scheduled tribes were denied access to education.
- The nearest secondary health centre is far away and the local sub centre was virtually non-functional till our education workers took this up as an issue.
- Nearly 70% houses have no toilet facilities and most of them use the same pond water for bathing and drinking.

The beginning of the school:

Vikramshila Education Resource Society has been working as a resource organisation for the past ten years to develop a community based education programme which is indigenous in nature and contextually relevant. Our initial intervention strategy emphasised pre secondary education. The unprecedented success of our pre school centres created a community demand for a comparable model in secondary education. Ten pilot projects were initiated in West Bengal - one of them was kept directly under our control as a Lab School and the remaining nine with other organisations. All these centres created a ripple in their areas of operation, catching the attention of panchayat members, local school inspectors, district inspectors, educationists, and other NGOs working in those areas.
In 1996, the Ministry of Human Resource Development appointed us as a lead agency to run one of their Experimental and Innovative Programmes schemes and since then the 10 centres were funded by the Ministry. As a lead agency we had two roles - the first was to have our own Lab School and the second was a capacity building role for our partner organisations through sustained inputs in teacher training, monitoring and development of teaching-learning materials.

Through this we enabled them to emerge as local resource groups. Likewise, the Lab School at Bigha emerged as a model of community education. The first phase of our experiment has been successfully completed and the Ministry of HRD has published a positive evaluation report.

Surround Activities in our Lab School

1. Environment Education
2. Health & Sanitation
3. Sports Activities
4. Agriculture
5. Cultural Activities
6. Education activities with Government Secondary Schools

In the Environment Education Programme two specially trained volunteers guide the children in various kinds of activity so that they become sensitised about environmental issues such as land use pattern in the village,
biodegradable and non biodegradable objects, cropping practices, water source through practical activity.

We have a School Health Programme which is integrated in nature which makes the children aware of basic health norms. Sports activities are conducted for a selected group of 60 children who are trained in football, athletics. Some of them have shown talent and efforts are on to link them up with government programmes so that they can take this up as a profession in future. We have a support programme in sensible farming practices in our centre. Through this our effort is,

- to make the farmers aware about sustainable farming practices
- to ensure people's participation in soil testing and other government schemes
- to make them aware about co-operative farming
- to introduce seed preservation and collection
- to give them innovative ideas on pisciculture.

Cultural Activities are a great means of bringing people together and create a team spirit particularly in these troubled times where mischievous forces are trying to rip apart the social fabric. For this, we have formed children's groups and youth groups. We organise cultural events like songs, recitals, drama, wall magazines, etc. from time to time.
Thus, it is apparent that the school acts as a hub to reach out to different factors of community life. The module of Community Education that has evolved over here is also something which we would like to uphold as a model to be replicated by education practitioners from West Bengal as well as other states.

Improving Rural Secondary Education - The Mexican Experience

In Mexico, as in many countries, the educational system is hampered by inadequate resources and programs. The problem of academic failure and school leaving is especially acute in the rural areas and among the indigenous population. The rural education system is not fully relevant to the realities of peasant life.

S. Subrahmanyam (CESS) has examined in his article “Poverty in India: Measurement and Trends” on various concepts of measuring poverty. He observed that secondary and absolute poverty concepts are more relevant than secondary and relative poverty concepts for a developing country like India. Chronic poverty is a more serious problem than temporary poverty. He concluded after analyzing the long period data that incidences of poverty remained around 50 percent till the end of sixties and then declined rapidly till the end of eighties. In nineties the results indicate that economic reforms have a positive impact on poverty.

Head count measure of poverty became very popular despite its serious limitations. It violates both monotone and transfer axioms. Among the three related measures of poverty, Head count measures spread of poverty, poverty
gap measures depth of poverty and squared poverty gap measures severity of poverty.

**P. D. Ojha**: estimated the number of persons below the poverty line on the basis of an average calorie intake of 2,250 per capita per day. This entailed monthly per capita consumption expenditure of Rs.15-18 (1960-61 prices) in urban areas and of Rs.8-11 in rural areas. On this basis, Ojha estimated that 184 million persons in the rural areas (51.8 percent of total rural population) and 6 millions persons in the urban areas (7.6 percent of urban population) lived below the poverty line. For the country as a whole, 190 million persons (44 percent of total population) could be classed as poor in 1960-61. Ojha concluded ‘compared to 1960-61, the nutritional deficiency in rural areas widened considerably in 1967-68. As compared to only 52 percent of the population in 1967-68 was found to be below the poverty level’.

**V.M. Dandekar et. al.** estimated the value of the diet with 2,250 calories as the desired minimum level of nutrition. They suggested that whereas the planning commission accepts Rs.20 per capita per month (or Rs.240 per annum) as the minimum desirable standard, it would not be fair to use this figure for both the urban and the rural areas. Dandekar and Rath, there fore, suggested somewhat lower minimum for rural population, i.e. Rs.180 per capital per annum and a some what higher minimum Rs.270 per capita per annum for the urban population at 1960-61 prices. However, at 1968-69 prices, the corresponding
figures for the rural and urban population work out to be Rs.324 and Rs.486 per capita per annum respectively. Dandekar and Rath estimated that in 1968-69 about 40 percent of the rural population and a little more than 50 percent of the urban population lived below the poverty line.

Montek Ahluwalia studied the trends in incidence of rural poverty in India for the period 1956-57 to 18973-74. He used the same concept of poverty line i.e., an expenditure level of Rs.15 in 1960-61 prices for rural areas and Rs.20 per person for urban areas. The most important feature of Montek Ahluwalia study is the marked fluctuation over time in the extent or incidence of rural poverty. The proportion of rural poverty declined initially from over 50 percent in the mid-fifties to around 40 percent in 1960-61, rose sharply through the mid-sixties, reaching peak in 1967-68, and then declined again.

The Seventh Finance Commission made and attempts to have a more inclusive concept of poverty line. The NSS data cover only household consumer expenditure. In order to get a more inclusive measure of welfare or deprivation, an estimate of the benefit of public expenditure was added to private consumer expenditure norm for calculating the augmented poverty line. From the data, it was revealed that 277 million persons lived below the augmented poverty line in 1970-71. As a percentage of population of the 15 states, the people below the poverty line constituted 52 percent. Out of this 225 million persons in the rural areas and 52 million persons in the urban areas lived below the poverty line.
Gaurav Datt and Martin Ravallion clearly bring out that poverty gap in rural area is 12.7 percent and in urban areas is 10.94 percent. Obviously, greater effort is needed to reduce poverty gap by having specific programmers for rural areas to alleviate poverty.

B.S. Minhas, L.R. Jain and S.D. Tendulkar in their study revealed that the incidence of poverty in 1987-88 at the all-India level comes to about 44.8 and 36.5 percent respectively in rural and urban India, rather than 32.7 and 19.4 percent as reported by the planning commission. For the Indian union as a whole, it works out to 42.7% for 1987-88 as against 29.2% reported by the planning commission. In absolute terms 361 million were counted as poor in 1987-88, 284 million in the rural areas and 77 million in the urban areas.

Planning Commission Expert Group (1993) estimated that rural poverty ratio has declined from 56.4% in 1973-74 to 39% in 1987-88. As against it, there is relatively smaller decline in urban poverty ratio which has come down from 49.2% in 1973-74 to 40% in 1987-88. The overall poverty ratio has therefore, declined from 54.9% in 1973-74 to 39.3% in 1987-88.

Gaurav Datt has identified stagnation in rural growth as the basic cause of slow down in poverty reduction. This naturally puts a question mark on the very nature of the reform process in terms of rural welfare.

S.P. Gupta has identified elitist bias of new policies and failure to enlarge employment opportunities as the basic causes for rise in poverty ratio during the
past reform period.

The **NSSO** has completed the 55th round, which has a large sample covering the period July 1999 to June 2000. According to figures published in Economic survey (2000-01), NSSO 5th round shows “a significant decline in poverty to 26 percent based on 30 day recall and 23.3 percent on a 7 day recall methodology”.

As a consequences of the Tenth plan strategy to reduce regional disparities, poverty ratio in 2006-07 is expected to decline to 19.2 percent as against 26.1 percent for 1999-200. However, out of the total poor population in 2006-07 is 2,197 lakhs, about 1,626 lakhs, i.e. 74 percent will be concentrated in six poor states, viz., M.P., Assam, U.P., Rajashtan, Orissa and Bihar. Only 24 percent (525 lakhs) will be in the nine better-off states, viz. Punjab, Maharashtra, Haryana, Gujarat, WestBengal, Karnataka, Kerala, Tamil Nadu, Andhra Pradesh. Reduction on poverty ratio by 5 percent by 2007 and by 15 percent by 2012. Reduction in the decadal rate of population growth between 2001 and to 16.2 percent.

**Mohommad Adil (2001)** investigated in his article “poverty higher in SC, ST, female-headed house holds”, one descends the social ladder the degrees of impoverishment worsen, show some studies analyzing the poverty trends, based on the per capita consumption expenditure. The level of poverty is significantly higher among SC, ST and female headed (FH) households.
The SC category is consistently worse off as compared to the ST category. In Tamilnadu, for example, the HCR among ST’s was 16.6 percent, lower than the state aggregate of 20.3 percent and the SC percentage was at 29.5 percent. In Andhra Pradesh, the FH HCR was 26.1 percent compared to the aggregate HCR of 11.6 percent and in Tamil Nadu, the FH HCR was as high as 34.2 percent.

HCR for female headed households in the western states is closer to the state HCR when compared with southern states, the figures being 19.8 and 24.2 percent for Rajasthan and Gujarat respectively.

P.P. Sangal (2001) indicates in his article “Removing Poverty for real Human Development”, the human development report 2001 has highlighted the plight of the rural poor in India. Although, India has moved up to the 115th position from last years no.128 with respect to the HDI, India’s report – card on health continues to be dismal. The survey indicated a high rate of anima among children not just in Bihar, but also in progressive Maharastra, Gujarat and Punjab. The human poverty index, India is 55th (among 90 such countries) far below China (24) and Sri Lanka (31). In the Gender Development Ranking, India occupies the 105th position – far below Sri Lanka and China at 70 and 76 respectively.

Deaton and Dreze (2002) studied on the adjustment for design changes and show that the incidence rises slightly from 26.8% to 30.0% in rural areas and
24.1% to 24.7% in urban areas after adjustment. They conclude that the decline in the incidence of poverty in the nineties is real.

The studies on poverty since 1970 have some district characteristics. Firstly, NSS data are not available for each year. Hence we have estimates only for six time points viz., 1972-73, 1977-78, 1987-88, 1993-94 and 1999 – 2000. For other years starting from 1988-1989, estimates are available from thin sample surveys of NSS. Secondly, the taskforce on projections of minimum needs and effective consumption demand (1979) defined the poverty line as the per capita expenditure level at which per capita per day calorie intake was 2,400 in rural and 2100 in urban areas. Thirdly, official estimates of poverty are available for this period.

The incidence of rural poverty based on head-count ratio declined from about 56% in 1973-74 to 39% in 1987-88. The decline is more than 1% per annum. Urban poverty declined from 49% in 1973-74 to 38% in 1987-88. The decline is less than 1% per annum. Thus, the decades of 70’s and 80’s witnessed greater decline in rural poverty than urban poverty. The issue of poverty has become important in the nineties because of the policy debate on the effects of economic reforms introduced in 1991. The estimate of poverty for 1999-2000 is found to be 26.1 percent as against 36.0 percent in 1993-94. A lot of energy is being spent in adjusting the estimates of consumption and poverty for design changes.
The human development index (HDI) is calculated for 162 countries in the world in 1999. When the countries are ranked in the descending order of development, India is higher 115th position with a value of 0.571. The position of China is higher at 87 with a value of 0.718 and the Pakistan is lower at 127 with a value of 0.498. The human poverty index (HPI) places India at 5th position and China at 24th position. Pakistan is again at a lower position. The Gender related development index (GDI) also the same order.

**Gaurav Datt, Valerie Kozel** and **Martin Ravallion (2003)** in their article “A Model –Based Assessment of India’s Progress in Reducing Poverty in the 1990’s” have discussed that An econometric model of poverty incidence is calibrated to 20 household surveys for India’s 15 major states spanning 1960-1994. The model builds on past research suggesting that the key determinants of the rate of poverty reduction at state level are agricultural yields, growth of the non-farm sector (depending on the state’s initial conditions), development spending, and inflation. The model is used to predict the rates of poverty reduction over the period 1994-2000. The overall incidence of poverty is projected to have fallen from 39 percent to 34 percent over this period, suggesting that the rate of poverty reduction in the 1990s is slightly lower than the 1980s, and lower than one would have expected given the growth in the 1990s. They offer some explanations as to why the growth process in the 1990s has not done more to reduce poverty in India.
Sen.’s (2003) poverty index and squared poverty gap are based on the premise that a rupee short fall gives a higher suffering to a poorer person than to a better off person. They differ only in the weighting pattern. Improvement in living conditions is reflected not merely in food consumption, but also on social indicators like health, education, etc. In recent times, new measures like human development index, humans poverty index and gender – related development index are evolved to compare the levels of development across countries.

J.V. Meenakshi, Brinda Vishwanathan (2003) analyzed in their article “Calorie Deprivation in Rural India” 1983-1999/2000 that Income poverty has declined over the 1980’s and 1990’s, but so have calorie intakes so that calorie deprivation in rural India has in fact increased. However, the depth and severity of nutrient deprivation declined, as did the incidence of object calorie deprivation.

Crucially, the results are sensitive to the choice of both calorie norm and poverty measure. The apparent divergence between income and calorie – poverty trends further underscores the need for fresh debate on the determination both of the calorie norm and the poverty line.

Between 1983 & 1999-2000, the incidence of calorie deprivation in rural India would appear to have increased in many states. At first glance, this may be viewed as an indictment of reforms process, but this would only be a superficial assessment. The focus on an adequate food basket needs to give way to a more comprehensive view one that includes access to adequate shelter, a safe living environment and good health.
Abhijit Sen, Himanshu (2004) studied in their article “Poverty and Inequality in India–I”, that the 5th round (1999-2000) of the NSS used a different methodology from all previous rounds and arrived at lower poverty estimates. The consensus from earlier NSS rounds, that poverty reduction had been set back during the 1990s, was challenged by this data. This was bolstered by some adjustments, which although agreeing that the 55th round had overestimated poverty reduction, claimed that the number of poor had nonetheless fallen by 30 – 45 million.

However a detailed re-examination shows that these adjustments were not correct. The poverty ratio fell at most by 3 percentage points between 1993-94 and 1999-2000, and it is likely that the number of poor increased over this period.

Reference periods were changed in the consumer expenditure survey of the 55th round after all nine NSS rounds during 1990-98 had reported higher rural poverty than in 1989-90. The planning commission official 55th round poverty estimates was based on its 30 – day food recall, ignoring the 7 – day food recall and accepting its 365 – day recall for clothing, etc. This implied apparently that all – India poverty incidence had declined by 10 percentage points and the number of poor reduced by about 60 million since 1993-94 (i.e. the previous ‘large sample’ 50th round).

Gaurav Nayyar (2005) found in his article ‘Growth and Poverty in Rural India’ (An analysis of Inter-State differences) that the object of his paper is to
analyze differences in poverty levels across states in rural India during the period 1983-2000. In doing so, it seeks to focus on interstate differences in economic growth as an explanation. It also attempts to analyze the effect of policies and institutions on the poverty reducing impact of growth. In a panel data study for India’s 15 major states, find that economic growth is a crucial determinant of poverty reduction but it does not provide a complete explanation. Public expenditure on anti-poverty programmes has a significant impact on rural poverty, as does greater gender equality and increased democratic decentralization. Rates of inflation and differences in initial conditions also matter.

S. Galab and M.G. Reddy have used the survey data as a part of the district poverty Initiative project (DPIP) in selected districts of Andhra Pradesh. They concluded that poverty is more concentrated among SCs and STs, from landless and marginal farmers and female headed households. Incidence of child labour is ranging from 6 percent in Adilabad to 12 percent in Anantapur. Child labour is more among girls than boys in Srikakulam District. They suggested that poverty can be alleviated by improving the asset base of households. Possession of land alone may not tackle the problem of poverty unless land productivity is enhanced through providing access to irrigation.

S. Mahendra Dev observed that even through income poverty in around 25 percent, human poverty is still high at 40 to 50 percent. The structural reform policies of the government are affecting the poor, who are clustering towards big
migration seems to have benefited the source areas while the migrants in the destination are being exploited. He suggested several strategies to take care of the vulnerable groups such as old age population, child labour, widows and socially disadvantaged groups.

**S. Mahendra Dev (2005)** observed that in his article 'calorie norms and poverty'; in recent years there has been considerable criticism of estimates of poverty in the country. However, estimating poverty using the direct method based on calorie norms gives absurd results such as the head count ratio in the south being higher than in BIMORU states (Bihar, M.P. Orissa, Rajasthan and UP) and the highest in Tamilnadu. There certainly is a need to revisit the methodology that exaggerates the poverty numbers it not the solution.

**S. Subramanian (2005)** analyzes in his article “Unraveling a conceptual Muddle, India’s Poverty Statistics in the Light of Basic Demand Theory”, for some time now, there has been growing dissatisfaction with the conceptual basis of India’s official poverty statistics, with specific reference to the manner in which the planning commission has sought to address the ‘identification’ problem in poverty measurement. Unfortunately, this has evoked little in the way of official acknowledgement, and still less in the way of official rectification; apart from which, the faulty procedures underlying the official methodology have been replicated in a number of ‘non-official’ scholarly studies. The present study makes an effort to identify, within an analytical frame work of elementary demand theory, the source of the conceptual muddle, and to indicate how seriously
misleading it could be to continue to employ the official methodology (or variants thereof) in assessments of income poverty in India.

Gupta, Namita, Ph.D (2008) Teachers’ notices of accountability: A comparison across public, private and NGO secondary schools in India. State provision of free and compulsory education to all children between the ages of six and fourteen is a fundamental right in India. However, approximately 12.5 million children in this age group are out-of-school and more than 50% of the children in school cannot read at grade 2 levels. Recent comparative research on public and private schools in India has highlighted the success of private schools in providing better quality education for the poor. One of the reasons propounded for their success is better accountability in private organizations. This study compares the notions of accountability held by secondary school teachers in government, private and non-governmental schools for the underprivileged in India. These three institutions or school systems are governed by distinct institutional logics which are expected to lead to differences in the notions of accountability embodied within them. The main research questions are: What do teachers feel accountable for? And, how are they held responsible?

The data were collected in 2006 from approximately 250 teacher surveys and 70 semi-structured interviews with teachers, administrators, teacher trainers and policy makers in Delhi, India. The study is a comparative analysis and ran multinomial logit regressions on the responses of the teachers to the survey and interview questions to compare and contrast their background characteristics and
their notions of accountability. These are supplemented by descriptive quotes from the interviews.

This research shows that teachers across the three types of institutions hold very similar views about for what and to whom they feel responsible, despite differences in the formal accountability systems they face, and their own socio-economic background. The potential influence of institutions and the formal accountability systems is overshadowed by a common societal notion of a teacher, aided, in part, by insufficient training and similar schooling experiences. The research challenges the notion that private institutions operate in more coherent, academically oriented environments compared to public ones, at least as far as teachers and school heads conceptualize their roles and responsibilities. While teachers and administrators may be aligned around common notions of accountability and the goals of education, these may be different from those valued by educationists, policy makers or the media at a national level.

2.3 Foreign Studies

Sr. Luis Morfin Lopez (1998) To address this ongoing problem, researchers from the Centro de Estudios Educativos (CEE), with IDRC support, developed an integrated community-based education program to overcome academic failure among rural children. The methods and materials invite the participation of children, teachers, parents, school authorities, and community leaders. The basic assumption behind the program is that academic failure is
rooted in the gap between the educational system and the ways disadvantaged children communicate, learn, and interact. It is also linked to the generally poor preparation of rural teachers.

Three separate programs have been developed. In the community preschool program, Conociendo a Nuestros Hijos (knowing our children), a model for a preschool curriculum was devised, based on activities that involve the family and the community. Teaching materials are aimed at preschool teachers, mothers, and community participants. The goal is to prevent school leaving and academic failure. The pilot program proved very popular. A package of materials was prepared for mothers of preschoolers on health, hygiene, nutrition, parent-child interaction, and on how to create a good home environment for learning. A package for teachers on working with parents’ groups to foster good home environments includes manuals on research methods, how to interview mothers on their child’s development, how to plan work sessions with mothers, as well as how to develop models for health, hygiene, and nutrition.

The community secondary school program aims to adapt curriculum to make it relevant to rural conditions. An upgrading program for rural teachers has been developed, focusing on strengthening basic reading, writing, and math skills, and encouraging innovation in teaching methods and curriculum. The program seeks to involve the community in the educational process and link the curriculum to the socioeconomic activities of the community.
The training program lasts two years, at the end of which the teachers become part of the process of developing new secondary education methods integrated with rural life. The program has three components: theory, which is presented in 16 independent study manuals; research and learning on the problem of school leaving and academic failure, with research exercises in each manual; and encouraging innovation through integrating theory and practice. This last component includes workshops on Spanish language skills and math, where the teachers learn about child development and the learning process; use of research tools to identify problems and make changes; and teacher-led programs for parents, to encourage a better home environment for learning.

Results of the pilot program for teachers showed an increase in teachers' motivation, a greater pride in their role, confidence in their ability to identify and solve problems, a better understanding of rural realities, and a reduction in the turnover rate. Eighty-five percent of the teachers enrolled in the program completed it.

The study guides for teachers cover the following topics: learning theories; academic failure; interests, expectations and images of the teacher; characteristics of the rural population; rural schools in Mexico; educational planning; authority and discipline in the classroom; personal interactions between education professionals; child development; pedagogical methods; personal history and career development; teaching, the school and the education system;
philosophies of education; values and daily life; values and the curriculum; and the role of education in society.

A basic education program for secondary school drop-outs is aimed at 9 to 14 year-olds, and is based on an alternative curriculum model that is flexible and adapted to the children’s situations. The program suffered from a lack of interest in the community and a lack of belief in the value of basic education for drop-outs. A manual was prepared on diagnostic tools and educational strategies for recuperating school drop-outs and reducing absenteeism.

Influence on education programming and policy in Mexico and Latin America - The project researchers collaborated with the Secretary of Education, Culture and Recreation of the state of Guanajuato in designing and implementing the programs. They also worked with the national Secretary of Public Education (SEP) in the joint publication of a guide for rural teachers entitled, Ser Maestro Rural: Luna mission impossible by Cecilia Fierro, which has been distributed to some 40,000 rural teachers throughout Mexico and integrated into a national education program. Other joint publication ventures of the research findings have been undertaken with SEP and the United Nations Educational, Scientific and Cultural Organization (UNESCO). (International Development Research Centre, Ottawa, Canada.

Andre Beteille (2003), (poverty and inequality) made the relationship between poverty and inequality is neither clear nor direct. Poverty and inequality
are analytically distinct concepts. They vary independently of each other, and it is misleading beyond a point to treat the one as a marker of the other.

The study on both poverty and inequality has been closely associated with an interest in economic and social change. But poverty and inequality do not change at the same pace, and they may even change in opposite directions. It is different to make any meaningful statement about the relationship between the two without specifying which conception of poverty and which aspect of inequality one has in mind.

**Rijo. M. John & Rohit Mutatkar (2005)** studied on “state wise Estimates of poverty among religious groups in India “found on the basis of NSS data that there are striking variations in the level of poverty among different religious groups, both within and across states in India. The study shows that religious diversity in India also has an economic dimension. A comparison of the average consumption level of religious groups for all India shows that the average monthly per capita expenditure of Muslims is the lowest in both rural and urban India. The average MPCE of Sikhs and Christians is the highest in rural and urban India, respectively. The prevalence, depth and severity of poverty are found to be the highest among the others in rural India and among Muslims in Urban India. The immediate challenges are to formulate and implement inclusive policies and it is hoped that the estimates of poverty computed in their study will contribute to providing an empirical basis for the debates on the subject. Also hope that their study will
stimulate research towards state specific studies seeking to explain factors underlying poverty among different religious groups.

**Rajan Ray, Geoffrey Lancaster (2005)** have discusses in their article “One setting the poverty line based on estimated nutrient prices” (condition of socially disadvantaged groups during the reform period), that the mounting evidence on the inconsistency between the official poverty estimates in India and those based on a direct specification of the calorie requirements raises serious questions on the credibility of the official poverty line as a measure of the true cost of obtaining the minimum calorie requirements today. This study provides evidence, based on estimated nutrient prices and a balanced diet, that shows how far the official poverty lines have fallen out of line with their true measure. The study provides robust evidence, with special reference to the socially disadvantaged groups, that suggests that the poverty situation in India is much worse that the revealed in official poverty statistics (adjusted or not).

The study makes a methodological contribution by proposing an expenditure – based poverty line, using the household specific estimated nutrient prices, that serves as a compromise between the official poverty line and that specified directly in terms of calories. The proposed poverty line has the advantage of incorporating inter household variation in food preferences due to regional, class, caste and other non-demographic factors that the official poverty line does not do. The study confirms the inferior poverty status, on both poverty measures, of the socially disadvantaged groups vis-à-vis the others. The study
also, contains evidence that points to the usefulness of the public distribution System in the anti-poverty programme for the backward classes.

**Hanson, Anne Marie, Ed. D., (2006),** No Child Left behind: High – stakes testing and teacher burnout in urban elementary schools. The No Child left behind Act of 2001 calls for 100% proficiency in reasoning and mathematics by 2014. The mandate thus transforms reading and mathematics into high – stakes subject areas. This quantities cross – sectional study examined legislated testing mandates in relation to burnout subscales, emotional exhaustion, depersonalization, and personal accomplishment. Second through fifth grade high – stakes reading and mathematics teachers and low – stakes art, music, and physical education teachers working in an urban elementary school district completed the Maslach Burnout Inventory – Educator Survey and a demographic survey. Results showed a significant difference in emotional exhaustion among high – stakes versus low – stakes subject area teachers across grade levels and school labels. Since burnout impedes job performance, results suggest the achievement gap may widen because of the very legislation instituted to close it.

**Senn, Carole Hunter, Ph.D., (2006).** The rural schools of Laurens Country, South Carolins, 1918 to 1950. Thus qualitative inquiry compared experiences of different racial and socioeconomic groups in southern rural schools between 1918 and 1950, in order to add to the understanding of rural school history and culture. Interviews were conducted with 23 narrators who attended rural schools: white landowner children, black landowner children, white
tenant children, and black tenant children. Oral history was combined with archival and historical research. Scholarly works were considered which dealt with the establishment of South Carolina’s Public schools for white and black students, technical education and the Progressive movement in education, Northern philanthropies as impetus for schools improvement, and black and white educational developments in South Carolina.

Analysis was based on grounded theory using the constant comparative method (Glaser with Holten, 2004), Analysis was informed by scholarly works convening rural school educational history, the rural school as a model for educational reform, and the debate over segregated African American school value, difference and commonalities were found between racial and socioeconomic groups’ perceptions of rural school. Difference was also noted regarding the time frame under consideration, school size, and geographic location. Advantage of rural schools was discussed in connection with educational reform.

Spibvery, Donna Susan, Ed.D., (2006). Characteristics of teachers who are consistently successful with economically disadvantaged students: A qualitative study about successful fourth and fifth grade teachers. The purpose of the research was to identify personal and professional straggles in fourth and fifth grade teachers who are continuously successful with economically disadvantaged students. This qualitative study involved two fourth and two fifth grade teachers. An initial and follow – up interview were conducted with each
teacher participant. In addition, two classroom observations were completed recording the data on observation charts, scripting, and filed notes. Participants’ lesson plans, continuous dialogue through email and before and after each observation, as well as classroom photographs were also examined to support data triangulation. Their principles were also asked why they through these teachers had been successful with this student population.

Data analysis revealed that these four teachers used similar personal and instructional strategies in their classrooms. In additions, data revealed that common personal characteristics of these teachers coupled with their philosophies, enhanced their abilities to make important to their academic and school success with economically disadvantaged students. Without the personal connections and understanding of individual students’ needs and experiences, the teacher would not have known how to help them make connections with their instruction and academic content.

Students’ personal need also had to be addressed in such a way as to enhance self-esteem and provide material resources for participations in daily activities, and special activities such as filed trips. All four teachers emphasized the importance of providing experiences for students to build a general knowledge base and expressive vocabulary from which a student could draw to make successful academic and social connections and have a deeper understanding of their newly gained knowledge.
Listening to these teachers voices and observing them with their students has revealed information that can be useful for teachers and administrators who work with economically disadvantaged students. The implications of this study is that the personal and instructional characteristics identified in these four teachers can enhance not only teacher and administrator knowledge of how to successfully educate this student population, but also increase the number of educators being consistently successful with disadvantaged children.

**Taningco, Maria teresa., Ph.D. (2006),** Assessing the effects of parental decisions about school type and involvement on early elementary education. Low achievement in public schools as well as wide achievement gaps between learners of color and low income and their white and higher income peers are persistent concerns in the United States K – 12 schools. Two promoting reforms have been proposed to improve educational outcomes school choice and greater parental involvement.

The main goal of this study is to examine how school type and prental involvement affect elementary – level student achievement.

Although both school types and parents involvement have been the subject of extensive research, the literature is very limited in linking both, and even sparser in linking school types and parent involvement simulate linking school types and parent involvement to student achievement using nationally representative longitudinal data on early elementary grades in the United States.
The study found that school types (Catholic, other – religious, non – religious private schools,, choice public, assigned public, assigned – also chosen public school) do not have any negatively correlated with math scores. Among the 8 parental involvement variables tested. “Academic expectations by parents for child” and “Child reading at home” have robust correlations with reading and math scores. The study notes that ‘active school involvement” by parent have no correlations with reading scores, and very little associations with math scores. The study also found that parents who choose schools other than the assigned public school tend to be more involved – school type and parent involvement are complements.

These findings hope to inform education political and parent involvement programs to equalize opportunities and bridge achievement gaps across different race /ethnicities, income levels and parental education background.

**Dauman, Judith Lynm, Ed.D.(2006).** Characteristics of professional learning community in Colorado elementary schools. Colorado elementary schools that were rated “low” during the 2000-2001 school year and have improved this rating to “average” or above during the 2003-2004 school years were surveyed using the School Staff as a Professional Learning Community Survey (Hord, SEDL, 1996) to study the extent that these schools were functioning as a professional learning community. Based on the Hord (1997) framework that uses the dimensions of shared leadership, shared vision, collective learning shared personal practice and supportive conditions, schools were identified as to
whether they were functioning as a professional learning community. Principals of four schools that were identified as functioning as a professional learning community that were interviewed to further define the behaviors and characteristics that they exhibit as they lead schools that function as professional learning communities. They analyses of the data were used to answer research questions based on the Professional Staff as Learning Community Survey and principal interviews.

Minor, Minor, Monica Yvette, Ed.D. (2006) Determining the ability of high-performing/high-poverty schools to maintain their effectiveness with shifting educational policies. The research explored the ability of high performing/high poverty (HP2)schools to maintain their effectiveness through shifts in educational policy. The research reexamined six HP2 schools featured in the USDE Hope for Urban Education Study conducted by the United Stated Department of Education in 1998. The six schools were located in the states of Georgia, Illionis, Maryland, Texas and Wisconisn. All of the schools were found in urban areas received Title 1 funding.

A cross comparison case study was conducted to determine whether the six schools were able to sustain their academic success through shifts in educational policy by being able to meet the requirements to the NCLB Educational Act, to maintain the characteristics of a high performing/high poverty school (HP2), and to possess the correlates of an Effective School.
Mixed method design was used to collect data from secondary sources. Improvement Plans, schools websites and other archival data. The data were collected and analyzed to identify trends set by each school in relation to the HP2 characteristics and correlates of effective schools.

The results revealed that the six schools were able to maintain their academic success and to meet the requirements of NCLB. All of the schools possessed the correlates of Effective Schools. However, the six schools were unable to maintain their HP2 characteristics established in the original study in 1998.

Meier, Lori Turner, Ed.D., (2006), The effect of school culture on science education at an elementary school: An ethnographic case study. This ethnographic case study investigated one elementary school to understand how the school’s culture influenced its science curriculum design and instruction. The main data was formal and informal semi-structured interviews with key teachers to understand their values, beliefs, practices, materials, and problems with science instruction. To triangulate these data, the researcher observed classroom practice, school wide activities, and collected artifacts and documents. Data were analyzed using a theoretical framework that emphasized that culture cannot be reduced to beliefs, values, practices, materials or problems, but rather each aspect of culture is interdependent and mutually reinforcing.

The main finding suggests that the school’s culture is organized to accomplish other curricular goals than effective science education. Science is
rarely taught by most teachers and rarely taught well when it is. While the teachers know the rhetoric of effective science education and value it enough to not dismiss it entirely, most value it less than most other subjects and they are not proficient with science instruction and materials. This study builds upon the literature by reiterating that school culture plays a central role in elementary science education, but adds to that literature by emphasizing that culture cannot be reduced to one or a few factors and must be seen as an organic whole.

Jenkins, Ruth A., Ph.D., (2006) Student voice reflecting school experiences for students with emotional disturbance who have exhibited aggressive behavior in the school setting. Inclusion is an accepted practice in public schools. However, research shows students with emotional disturbance (ED) may face challenges in the inclusion classroom students with other disabilities may not encounter. Inclusion teachers may be apprehensive including students with ED in their learning of others. Disciplinary consequences such as corrective learning or suspensions may mean students with emotional disturbance fall behind academically in the classroom, causing them danger of failing classes and dropping out of school without earning a diploma.

Previous research conducted on inclusion primarily looked to administrators, teachers, and parents for strategies on effective teaching. This study sought to identify educational practices high school students with emotional disturbance and aggressive behavior perceive as desirable educational practices in inclusion classrooms. Through student voice, participants expressed their
preferences in teachers teaching styles and described positive structuring of the classroom environment. Students also identified discipline/classroom management practices that aided students in keeping calm, focused, and on-task in school.

Case study methodology was employed for this research, using techniques associated with qualitative data collection: participant observation interviews, free list and pile sort, and document collection. Final analysis of data found student perceptions of favorable components of a teacher’s teaching style to be the teacher’s relationship and interactions with students, well as characteristics such as patience, humor, helpfulness, and fairness. Students identified constructive ways of structuring the classroom by ensuring class work is helpful, interesting, and meaningful. Positive discipline strategies listed by students included eliminating unessential rules, developing a positive bond between teacher and students, and identifying ways to help students when they are having a “bad day”. However, approaches could not be generalized as each child had unique perceptions of favorable practices. This supports the foundation of favorable whereby teachers develop a stronger connection with students by knowing each individually.

Student voice allows active involvement, and increases the likelihood of participants feeling empowered by being heard. This study will also potentially help educators examine policies and procedures for students especially those identified with emotional disturbance.
Cox, Susan L., Ed.D. Davis, (2006) Examining the impact of asthma on the provision of equitable educational attainment for elementary students of the San Joaquin Valley. The purpose of this study was to examine the association and impact of student demographic and socio-economic measures as they relate to the student health condition of asthma and equitable educational attainment for elementary students. This study utilized student records, including demographic, socio-economic, academic, health, attendance records, and a health questionnaire of 694 sixth grade students to examine the relationship and impact asthma has on student educational outcomes for students from two divergent school academic performance levels.

Through series of chi-square tests, a repeated measures ANOVA and a series of two-way ANOVAs, the study investigated the relationships between student demographic and socio-economic variables with the asthma health designations were identified; along with their impact on the educational outcomes variable of student attendance, aerobic fitness testing, and academic achievement. Classroom teachers were surveyed regarding their level of knowledge and awareness of asthma, and their perception of the impact asthma has no their students.

This study found disparity in the prevalence and distribution of students with diagnosed asthma. More students reporting no diagnoses of asthma yet experiencing severe asthma-like symptoms were clustered within the color, from lower income families, and with a secondary home language other than English.
The results indicated the level of asthma health symptoms could be a factor that adversely influences a student’s school attendance, aerobic fitness and academic achievement. The finding suggested impacts of undiagnosed and uncontrolled asthma symptoms only further exacerbate the disadvantages already experienced by these children.

These research finding establish the premise of asthma as a social justice issue in regards to the prevalence and impact this chronic illness has on disadvantaged students. Schools have educational politics to address student asthma. The study recommends to adequately address the disparate prevalence and impact of undiagnosed and uncontrolled asthma within disadvantage students, schools need to move beyond traditional educational polices. Changes are needed in how asthma is identified and addressed within students. Schools need to take affirmative steps to establish collaborative approaches with the students, families, and community resources to improve identification of undiagnosed asthma and treatment to controlled symptoms among all students, especially disadvantaged students.

**Bonner, Robert, Ed.D., (2006)** Male elementary teachers: Myths and realities, This research project utilized a mixed method design to examine the myths and realities which confront male elementary teachers in Oregon public schools. Five research questions were posed which investigated the motivation, career ambitions, hiring experiences, potential issues, working environment, and the benefits to male elementary teachers. The quantitative process utilized a
survey of male and female elementary teachers in the Oregon public schools. Potential participants were chosen through a stratified random sample determined by the gender of the teacher. The response rate for both male and female respondents was 51%, which yielded samples of 159 male teachers and 92 female teachers.

The quality process involved structured interview with 12 male teachers to provide additional insights into the experiences of male elementary teachers. The key finding of the research can be summarized in these statements. Male teachers entered the elementary classroom because of their love for their students and the connections they are able to make with the students. Previous experiences with elementary-aged children were major influences in their desire to enter the elementary classroom. Most male and female elementary teachers chose to remain in the classroom and not become administrators.

Several realities faced by the male elementary teachers were identified in this research: (a) male elementary teachers do not have an easier time being hired for classroom and administrative positions than female elementary teachers, (b) the threat of false accusations of child abuse is real, (c) male elementary teachers must identify positive ways of establishing relationship and boundaries with their students, (d) male teachers will be in the minority in most elementary schools, (e) there is a perception of double standard for sexual harassment issues in which their female colleagues can share stories, comments, or jokes which would be perceived as harassment of said by a male teachers,
and (f) male teachers are expected to be male role models for their students, School districts and teacher education institutions have the responsibility to prepare their male teachers and candidates for these realities.

Lawrence Jody a Kahn, Ph.D., (2006) An examination of a teachers’ oral language within a second grade writers’ workshop: A case study. The purpose of this research study was to examine one teacher’s use of oral language within writers’ workshop in her second grade classroom. It extends the work of Johnston (2004), who examined the exact words various teachers use when they implications of teacher language from am adult standpoint, which leads us to wonder about the students’ perceptions of their teachers’ language. My study differs in that it (1) examines one teachers’ language during a specific aspect of literacy instruction, a writers’ workshop, and (2) analyzes the impact of her language through the eyes of her students, as well as mine. The findings indicate that the teachers’ use of (1) revising, (2) specific feedback, and (3) particular kinds of questions, helped create a student-centered writers’ workshop.

Given the case study nature of this study, it is necessary for other researchers to examine teachers language in other settings with different participants. The findings, however, address two important areas of educational research-and contribute to their knowledge base: teacher language and writers’ workshops. Although each factor has been researched independently, there is little research that address the importance of how teachers speak to their student within the context of writing instruction. Moreover, the study identifies three
distinct strategies that affected the dynamic of the writers’ workshop in one, second-grade classroom.

Tenant, Brad, Ed.D. (2007) studied on “A comparative analysis of developing countries and their progress toward universal secondary educations”. The United Nations Millennium Summit was held in September 2000 and established eight world goals to be achieved by 2015. The second of these goals resolved that all boys and girls throughout the world will be allowed to receive a secondary education through the fifth grade. This study compared the progress of six developing countries toward the United Nations’ Millennium Development Goal of universal secondary education and their demographic, economic and human resource statistics.

This study examined two developing countries each from Asia, Africa, and Latin America. The countries used as case studies were Afghanistan, Nepal, Algeria, Uganda, Peru, and Venezuela. Specifically, the comparison between changes in the countries in the countries’ percentage of secondary education enrollment and the countries’ rural – urban demographics, the student – teacher ratios, and their expenditure on education as a percentage of the Gross Domestic Product (GDP) from 2000 and 2005 were examined.

This study used a qualitative research design, in which a collective case study examined the six chosen countries. In addition to the research questions that guided this study, additional political, economic, and social factors were discussed as significant factors affecting a country’s success in achieving
secondary education. As result of this study, it was concluded that, at the current rate, not all developing countries will achieve the Millennium Development Goal of secondary educations by 2015. Among the main themes that emerged from this study are (1) Countries with smaller rural populations have higher secondary enrollment rates, (2) countries that have smaller student – teacher ratios have higher secondary enrollment rates. (3) the expenditures devoted to secondary education as a percentage of the GDP vary greatly among developing countries, and 94) it is apparent that there are many other political, economic, and social factors that can affect a country’s programme toward secondary education.

Unkenholz, Craig L., Ed.D.(2007) Parent perceptions of parental involvement and its relationship to student achievement in minority and non-minority families living in and not living in poverty. The purpose of this study was to investigate the relationship between parent perceptions of parental involvement with in school and student achievement at the elementary level. the study examined the differences in parent perceptions of parental involvement in schools between parents of minority children and parents of non-minority children, parents whose children were living in poverty and parents whose children were not living in poverty, and parents whose children did not met the standards and parents whose children met the standards on the New York State (NYS) grads 3,4 or 5 English Language Arts (ELA) assessment, this study also determined if there were difference among Black, Hispanic and white parent perceptions of parental involved when the populations was divided by ethnicity, socioeconomic status or child’s achievement level. This study them determined a
prediction model that could be used to predict a child’s achievement level on the Grade 3, 4, or 5 NYS ELA assessment based upon their ethnicity, socioeconomic status and parent perceptions on involvement on five of the six dimensions derived from Epstein’s Six parental involvement types.

This study is based on a survey that determined parent perceptions of parental involvement based on Epstein’s Six Parental Involvement Types: Parenting, Communication, Volunteering, Learning at Home, Decision Making and Collaborating with the Community. Completed surveys were returned from 197 parents of elementary students from as suburban school districts on Long Island, New York.

The finding in this study indicated that when the populations were divided into groups consisting of parents of minority children and parents of non-minority children, parents whose children were living in poverty and parents whose children were living in poverty and parents whose children were not living in poverty, and parents whose children did not met the standards and parents whose children met the standards on the New York State Grade 3, 4 or 5 English language Arts assessment, every group agreed to strongly agreed with the five dimensions of parental involvement. There were statically significant differences among the parents of Black, Hispanic and White children when the populations were divided by a child’s ethnicity, socioeconomic status and achievement level. A logistical regression was performed and determined that two items from the Learning at home dimension were the best predictors of student achievement.
Enterline, Sarah E., Ph.D., Boston College, (2007) Socio-cultural diversity in elementary classrooms: The relationship between structural and curricular diversity and motivation. The enhancement of diversity in the educational context has become an increasingly important issue to study and to support empirically. However, almost no study seeks to understand the impact of diversity within younger populations and what research there is often measures diversity using a limited approach. Even so, previous research has consistently supported the link between increased diversity and a series of academic and non-academic benefits. This study investigated the effect of socio-cultural diversity within elementary classrooms on one such benefit, student motivation, through student characteristics (structural diversity) and teaching practices (curricular diversity). The aim of this study included the development of a new approach to measuring structural diversity based on student race, gender, socio-economic status, language, family composition and religion, and the development of a psychometrically sound measure of teaching dissertation explored the relationship between socio-cultural diversity and motivation in a number of ways through correlation relationships, hierarchical linear modeling and item-level relationships and while the results typically were not statistically significant, this research provided valuable insight nonetheless. Specifically, significant contribution include a series of tools to measure diversity using a new, multi-faceted approach, within the unique environment of an elementary classroom.
Gamble, Myra, Ed.D, (2007), A retrospective study of the impact of writing process program on the academic achievement of second, third, fourth and fifth grade students. Most students in the United States do not possess adequate writing skills. On the National Assessment of Educational Progress (NAEP) writing assessment and the California Language Arts CST (California Department of Education, 2004; Persky, Daane, & Jin, 2002) less than half the students who took the test scored at grade level.

The purpose of this dissertation was to determines if tea her training in a writing process program titled Every Child a Reader an Writer (ECRW), and classroom instruction in ECRW was effective as measured by standardized test scores and if so, which components of the writing process made it.

This was a retrospective study which took place over a three-year time period and investigated the relationship between writing instruction and student achievement in grades two through five. Teachers in a school district received training in ECRW in stages. Total SCT scores of students were collected as well as scores on the five subtests. Three of the subtests measure achievement in reading: vocabulary, comprehension, and response to literature. Two of the subtests measure achievement in writing: written conventions (spelling, punctuation, and grammar) and writing strategies.

Teachers were administered a survey asking about teaching techniques used to teach writing in order to determined which teaching techniques affect writing achievement. Students were divided into two groups: less trained and
more trained. Using analysis of covariance to control for gender, ELD level for year 1, and total SCT writing scores, but not on reading scores. Unfortunately not enough variability was demonstrated on the teacher questionnaire data to link writing process components to achievement. Implications for future research and practice are described.

Walgamuth, Elizabeth, Ed.D., (2007) The impact of collaborative planning on the perceived collective efficacy of elementary teachers. There is increasing pressure on public school teachers to improve student achievement. As new ways to accomplish this task have been explored, collaboration and collective efficacy have emerged as areas of current interest. Both have been shown to have a positive effect on student achievement. Using social cognitive theory as the theoretical construct, the intent of this study was to identify themes and patterns that exist among grade level teachers who plan collaboratively and work in a school where teachers report high perceived collective efficacy. This was done in order to determine if collaboration has an impact on feelings of collective efficacy.

A mixed methods sequential explanatory design was utilized to obtain data on the impact of collaboration on the collective efficacy of teachers. Data on levels of collaboration and perceived collective efficacy were gathered by administering the Collaboration Survey and the Collective Efficacy Survey. From these data, one grade level team was chosen that reported involvement in collaborative planning and high perceived collective efficacy. In an attempt to
explore the interactions of collaborative team members who report high perceived collective efficacy, additional data were gathered from this grade level team through structured interviews and observations during grade level planning sessions.

The findings from the interviews and observations of the Kindergartes team were generally consistent with the current literature on collaboration planning. Themes that emerged included shared responsibility, relationships, trust and autonomy. Conditions of the school were conductive to collaborative environments and included time dedicated to planning.

Social pre-conditions for the team existed in the form of norms and philosophical differences were easily put aside because the team retained their sense of autonomy in the classroom. There was commitment, acceptance, and a belief that individual success is tied to group success. The only element that was not clear was a high rate of participation by experience teachers. The results suggest that collaborative planning impacts feelings of collective efficacy.

Lyle, Regina L., Ph.D., Capella University, (2007) A study of the perceptions of elementary teachers, parents, and students regarding an after-school program in one Tennessee school. Interest in after-school programs has increased dramatically in recent years. Yet little is known about the effectiveness of these programs and whether they are a good use of taxpayer monies. The 21st century, community learning centre program is a key component in the No. child left behind act. It presents an opportunity for students and their families to
continue to learn new skills after the regular school day has ended. The purpose of this mixed method research study was to examine one Title I elementary school based on teachers, parents, and students perceptions regarding an after-school program in one Clarksville, Tennessee school. The study used a three phase program evaluation research design. The after-school program was chosen based on the structure of the program to improve academic achievement and classroom behavior of the participants. It was designed to provide students with the opportunity to participate in remedial and enrichment activities that widened their world view and increased socialization skills. The study added to the body of knowledge that argued that after-school programs should include both academic enrichment and extracurricular activities that enhance the regular day teaching of classroom subjects to help reduce the achievement gap between different groups of students.

**Barrows, Joyce, Ed.D., (2007)** Elementary teachers’ perceptions of gender bias. The purpose of this study was to determine elementary teacher’s perceptions of gender bias and further, to determine if additional information on gender bias might have an effect on how elementary teachers interact with their students. This study is valuable because gender bias situations can have a profound influence on how boys and girls view themselves in the world. Additionally, gender bias has been linked to a technological gap between males and females.
The subjects for this study were 12 elementary teachers from a large metropolitan school district who participated in three different activities. The purpose of these activities was to determine the teachers' general perceptions of gender bias, their perceptions of gender bias related to curriculum, the origins of these perceptions, and finally, how this process might affect their current educational practices.

The results of this study indicate that these elementary teachers placed a low priority on gender bias as a consideration for evaluating software or as an educational issue. The participants felt that their parents, their upbringing, and their environment were responsible for their perceptions of gender bias. Also, while the participants expressed a belief that the activities involved in the study would cause them to scrutinize software and other materials more carefully, they would not necessarily focus on gender issues. They also believed that these activities would have a limited influence on their current teaching practices.

As a result of the study, I feel there is a need for pre-service teacher education and professional development for current teachers regarding what constitutes gender bias and the difference between bias and stereotypes. I also would recommended training to assist teachers in treating both male and female students equitably. Finally, since this study only involved three software titles, I would recommend additional research on the amount of gender bias content in educational software.
Patterson, Cathy Ann, Ed.D, (2007) Outside the norm: Exploring highly disruptive behavior in the elementary school classroom, Highly disruptive behavior problems represent a critical risk factor that can contribute to an unsuccessful experience for children in elementary school. Students in kindergarten through fifth-grade public school classrooms exhibiting highly disruptive behavior problems have the potential to impede their own learning and the learning of their classmates. Early identification of and systematic intervention for young children with highly disruptive behavior is imperative because of the increased risk for sustaining or perhaps developing increasingly severe behavior problems. Because of the proximal is in a unique position to directly and indirectly impact a successful intervention for the students with highly disruptive behavior.

This study investigated the types of behavior, the intensity of these behaviors, the rate of incidence, and the preliminary interventions used to intercede for students exhibiting highly disruptive behavior in the regular education elementary classroom as reported by elementary classroom teachers and elementary administrators. Secondly, the study examined the association of the student, teacher, and administrator demographic variables on the types of behavior, intensity, incidence and interventions for students reported with highly disruptive behavioral characteristics. The researcher gathered data from 234 teachers and 18 administrators through a questionnaire designed for this research based on the literature. The data were analyzed using descriptive and inferential statistical methods.
Significant conclusions to the study indicate agreement in the data for both administrators and teachers regarding the definitional characterization of students exhibiting highly disruptive behaviors. However, the combined data for the preliminary interventions implemented for students with highly disruptive behavior in the regular education classroom in elementary school revealed that the commonly available interventions are being minimally utilized by teachers. Therefore, it would be wise for elementary site administrators to re-examine the layers of intervention currently available for their students with highly disruptive behavior, ensure that all members of the school community are familiar with their purpose and process for implementation, in addition to examining alternative interventions for mediation on these students’ behalf.

Stevens, Vonda k., (2007) Parental involvement in two elementary schools: A qualitative case study. A parent involvement is essential if students are to succeed in school. In fact, “parental involvement is more important to student success, at every grade level, than family income of education” (Starr, 2004). Yet many schools struggle to effectively engage parents in the education of their children as the No Child Left behind (NCLB) Act of 2001 now requires.

The purpose of this study was to explore parents’, administrators’ and guidance counselors’ perceptions of parent involvement at a Title I elementary school and a non-Title I elementary school, both of which are located in the southern Appalachian region of the United States, to identify successful parental involvements practices, and to determine the perceived impact of parent
involvement on student achievement and school improvement. Specifically, this study explored the strategies employed within the 2 elementary schools to encourage parent involvement, identified effective practices of highly involved parents at the 2 school, and determined barriers to parental involvement at the 2 elementary schools.

The findings of this study suggested that parents in both elementary schools have very similar perceptions of parent involvement. Parents from each school reported that they feel welcome in their children’s school, communicate regularly with school personnel, engage in parent-child learning activities, and serve on decision making bodies within the school. Surprisingly parents in both schools expressed a desire for more parent involvement and perceived some parents as not having an equal opportunity to participate in school functions.

School personnel identified barriers to parent involvement and described the manner in which they were working to overcome challenges in their respective schools. While principals articulated the desire for greater parent involvement, they perceived their schools as providing opportunities for all parents to be actively engaged in the educational process.

Recommendations from the study include providing parents with a specific definition of parent involvement so there is a clear understanding that parent involvement encompasses more than “physical presence,” and establishing parent-to-parent outreach programs to those who are reluctant or new to the school.
Castellon, Marianne, Ed.D. (2007) Relationship between teacher’s perceptions of principal leadership behaviors and instructional choice of reading interventions for at risk students. Reform is a way of professional life for principals and teachers in our school systems. The magnitude of the changes brought, about by No. Child Left Behind in 2001 has resulted in a significant paradigm shift in the educational system. The nationwide call to increase student achievement is a challenge for principals leading their school to adapt to these fundamental changes. Principals must be equipped with strong leadership behaviors to provide the supports necessary to staff and students to effectuate change. Principal leadership adds value to the impact teachers have on student achievement, and it provides a covenant that fundamental and sustained change can happen. The challenge for principals responsible for facilitating supporting and changing their school system to adapt to these changes is to establish the infrastructures necessary to support these fundamental transformations. High-quality teachers as well as strong principal leadership are essential to achieve educational reform.

The purpose of this study was to investigate the relationship between teachers’ perceptions of the principal’s leadership behaviors and teachers’ instructional choice of reading interventions for at-risk students. The principal leadership behaviors included (1) Provides vision, (2) models appropriate behavior, (3) fosters commitment to goals, (4) Provides individualized support, (5) provides intellectual stimulation, and (6) holds high expectations. Instructional interventions were defined as instructional choices by teachers for
at-risk students in reading that included one-to-one instruction, small group instruction, adapted core reading curriculum materials, and instructional technology. Students defined as at risk did not meet a specified reading benchmark score, the lowest score that predicts reading success as determined on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS, Institute for the Development of Educational Achievement [Institute], 2002) assessment.

The Principal Leadership Questionnaire (PLQ, Valentine & Lucas, 2000) was administered to kindergarten through second grade teachers in six elementary schools who had students identified as at risk for learning to read. Focus groups were conducted with teachers in four of the six elementary schools to add breadth and depth to some responses from the leadership questionnaire.

The data revealed themes of effective principal leadership in schools undergoing reform. These themes include (1) teachers who had a higher level of education had higher expectation of the teachers; (2) ongoing professional development opportunities for teachers are critical for schools undergoing reform. Therefore, teachers who were supported by their principal through professional development opportunities and adequate resources in their classrooms revealed strong support for their principal’s vision for the school; (3) principals who were strong in one principal leadership behavior were also strong in the other principals as strong in principal and finally, (4) teachers who perceived their principals as strong in principals as strong in principal leadership behaviors were
able to articulate the school vision, worked toward group goals, and promoted school-wide efforts to raise student achievement.

**Cline, Lisa M., Ed.D. (2007)** Impacts of kagan cooperative learning structures on fifth-graders’ mathematical achievement. This study investigated the impacts of a Kagan cooperative learning on the mathematical achievement of fifth-grade students due to the alarming decrease in mathematical scores on state tests over the past several years. Participants included 28 fifth-grade students in a southeastern elementary school. This pretest-posttest, quasi-experimental quantitative study explored the impact of three Kagan cooperative learning structures on the mathematical achievement of fifth-grade students. Mathematics instruction used for the treatment group included the Kagan cooperative learning structures Rally Coach, Rally Table, and Timed Pair Share, while the comparison parison group was taught mathematics through direct instruction methods only. Data analyses were conducted by a t-test for two independent samples, using the independent measures design for between subjects to evaluate the mean difference over 16 weeks between the pretest and posttest scores of the treatment and comparison group using The Princeton Review, an in-school evolution tool, as well as each students individual mathematics average on various, randomly selected classroom assignments. The findings from this study indicated a significant difference in the mathematical achievement in the fifth-grade students who participated in Kagan cooperative learning structures when compared to the mathematical achievement of the students who did not participate in Kagan structures. The expanded use of
Kagan’s cooperative learning structures could bring about increased math achievement not only for students at Taylor Ranch School, but if expanded in use, improved math scores across the nation. Increased use of Kagan cooperative learning structures may bring about outcomes including greater employability and social skills in order to prepare students for real world situations.

Kellner Mary Tucker, Ed.D, Cardinal Stritch University, (2007) A case study of an effective elementary school: How the cultural aspects of leadership, vision, shared decision-making, collaboration, and caring and respect affect student achievement. Many factors militate against successful achievement in large urban school districts. There are some schools, similar to Church’s Hip ass Schools (1998), that “beat the odds”, where low income students’ arte experiencing academic success. This study investigated the school culture of one Midwestern urban elementary school that had success in raising student achievement. Based on the leadership models of Fullan (2001) and Saphier, king, and D’Auria (2006), five aspects of school culture were selected for this deterministic case study: leadership, vision, shared decision-making, collaboration, and caring and respect. Data were collected from fifteen interview persons and groups that included school administrators, teachers, support staff, students, parents, and volunteers. Additional data were taken from field notes, documents, test results, the district’s website, and comparative method and then analyzed and clustered according to each of the five culture variables.
The results found that each of the interview persons and groups believed that culture, as defined by the five aspects, is a very important part of a school and influential in student achievement and student learning. Everyone said a share vision by leadership and staff to have “all students succeed” was critical to its success. Interviewees felt that leadership, depicted primarily in this case study by a principal of 16 years, was the key factor in shaping the culture that led to increased student achievement. Having quality teachers was another important factor in the school's overall success. The positive relationships that developed from the strong leader and the empowered teachers became the catalyst for shared decision-making, collaboration, and the caring and respect that, by all reports, seemed to permeate the school building.

**Davis, Dewayne., Ed.D. (2007)** Elementary teachers’ perceptions of a district-wide school reform: A retrospective. This qualitative study examined elementary teacher’s perceptions of the depth, sustainability, breadth, and shift in ownership of the Los Angeles Educational Alliance for Restructuring Now (LEARN) reform within the Los Angeles Unified School District (LAUSD), the second largest school district in the United States. LEARN was a major district-wide reform effort during the 199s by prominent community members and civic leaders to restructure the school district. Learns goal was to foster systemic changes that would create an atmosphere of empowerment for all stakeholders witching LAUSD to produce better student outcomes.
During the course of 6 years, 359 schools adopted the LEARN reform, of which 221 elementary schools, the student’s target population, adopted the reform. Twenty four elementary schools, 4 schools from each of 6 phases of implementation, were randomly selected. Sixty teachers from these schools participated in the study. To be eligible for participation, teachers had to be at the selected site prior to the implementation of LEARN.

Twenty four focus group interview were held with teachers using a structured interview protocol and standardized questionnaire, which focused on demographic data and 4 articles of LEARN. These instruments were validated by a panel of experts and pilot-tested at a site not included in the study.

All (100%) focus groups perceived that LEARN articles, Student Learning and Assessment, and Governance and Accountability, was initiated prior to LEARN, expanded during LEARN reform, and further expanded and sustained by current reform efforts. Although focus groups shared incidents of breadth and sustainability, they indicated low depth for Governance and Accountability, bowing to governmental mandates. Focus groups (88%) noted that the article Educator Development was initiated by LEARN, but 71% stated it had not reached depth and was unsustained. Ninety six percent indicated that article Parent Involvement existed prior to LEARN, and 83% remarked that this article had obtained sufficient depth to be sustained. The 46% of focus groups that perceived depth of acceptance also stated that the shift of ownership of the reform was through the efforts of the district.
Engram, Derek Alan, Ph.D., (2007) Elementary teachers’ perceptions of the Georgia Teacher Evaluation Program. The purpose of this study was to examine, evaluate, and explain the perceptions and impact of the state-mandated teacher evaluation program on elementary school teachers, and to determine whether or not the results from the annual Georgia Teacher Evaluation Program causes teachers to significantly alter their current methods of teaching. This case study details a rural K-6 elementary school in a school district north of Atlanta, Georgia. Included in this study are teacher’s perceptions of the extent to which the Georgia Teacher Evolution Program (GTEP) increases their instructional effectiveness in the classroom, whether or not there is any significant differences in teacher’s perceptions on the basis of experience, degree level, or grade level taught, if the GTEP is useful in planning professional development, and finally whether or not the GTEP is an accurate interpretation of how teachers meet the standards of their respective academic areas.


This study considered the reading growth of second graders in 100 of the rural elementary schools in Utah. Using criterion referenced reading scores from 2001-2004, 31 elementary schools that had demonstrated the most growth in reading were identified. Reading specialist from these 31 schools was surveyed. The online data base of the Utah school Trust lands organization was accessed for copies of their school improvement plans. It was determined that the second
grade teachers in their school use the recommendations of the National Reading Panel (2000). They give credit to the people teaching reading. They do not credit student success to specific reading programs. They hire to teach reading and music, and buy materials for teaching reading and math.

Lee, Roy A., Ph.D, (2007) Middle school African American males; Educational goals, serer aspirations and high school retention factors. The purpose of this study was to examine educational and socio-cultural influences affecting the perception of African American middle school males about schooling, in general, their educational goals, career aspirations and motivations to continue school. Identifying and understanding the factors that influence their decision to continue their education, put out (a free choice to discontinue their education) or drop out (occurs because of extenuating circumstances such as family problems and/or obligations, expulsion or poor academic performance) of the educational system is critical to improving the retention rate of this group.

Face-to-Face interviews were conducted with 17 African American middle school students and the interviews were recorded and transcribed verbatim. The interviews focused on 43 questions, which were divided into 10 areas: personal demographics, educational experiences and attitude, goals and aspiration perception of peers’ educational experience and attitudes, experiences and perceptions of dropping out of school reported child perceptions of parents’ behavior and attitudes, perceptions of teachers’ attitudes, school demographics, perceptions of school environment and school curriculum.
From the resulting data, several themes emerged: (a) family structure, (b) parental employment and education, (c) positive parental support for education and (d) the students’ own desire to continue their education. These themes helped me understand the direction African American males in middle school were taking.

_Ardisana Vicki I; Ed.E., N, (2007) Standards-based mathematics strategies for the improvement of academic language: A quasi-experimental study._ English as the sole language of instruction in Arizona challenges teachers to meet the needs of English Language Learners (ELLs) in English-only mainstream classroom. Several of the models for English language instruction focus on the integrated teaching of language and content through the use of learning strategies. In mathematics, learning strategies engage cognitive processes that can improve academic language. Explicit coaching in such learning strategies can benefit all learners.

This quasi-experimental study looked for a correlation between learning strategies embedded in mathematics lessons and 4th and 5th grade students academic writing scores. Data were collected from 12 classrooms with low income status and a dominant Hispanic population in a rural school district in the southwest.

Quantitative data were collected from student writing samples scored using the six-trait analytic rubric. Qualitative data were collected through teacher interviews, feedback forms from students and teachers, participant/observer
reflections, and observations using items form the Sheltered Instruction observation Protocol (SIOP) (Echevarria, Vogt, & Short, 2000).

The teacher involved inn the treatment group were taught the learning strategies of pattern seeking and the use of elaboration and were guided in the use of graphic organizers in mathematics lessons. The researcher modeled team taught and then observed the lessons during which the strategies were implemented. Treatment group classrooms were compared with control group classrooms.

Writing scores wee collected from 136 students in the treatment group and 176 students in the control group. Findings indicated little difference in writing scores between groups. However, correlation between teachers’ effective use of strategies and their students’ achievement was found. Treatment teacher showed an improvement in their teaching effectiveness using the provided learning strategies. An increase in students’ willingness to use academic language to share learning strategies and students’ improvement in the cooperative skills were documented.

This study adds to the growing knowledge in language acquisition research on instructional practices designed to address the academic language needs of ELLs. The study extends the research on learning strategies to elementary mathematics.

**Fleischman, Dawn, Ph.D. (2007) **Associations between age at school entry and academic performance: Using data from y representative, longitudinal sample. The purpose of this study was to examine the associations between age
a school entry and academic performance in kindergarten through the fifth grade. The study utilized the Early Childhood Longitudinal Study, Kindergarten Class of 1998-1999 (ECLS-K) dataset that includes a nationally representative sample that was collected for educational Statistics (NCES).

Even when controlling for the variables of gender, race, socioeconomic status, and disability, the analyses revealed that the youngest students did not perform as well in reading and math their school entry peers through the fifth grade. A separate analysis indicated that the youngest students were also less likely than their school entry peers to be in the expected grade (fifth) during the fifth grade collection.

The findings are strengthened because the youngest students in the study were found to not be “at-risk” in other identified areas (gender, socioeconomics status, parents’ education level). Although the youngest group did not have the identified “at-risk” characteristics, they still performed less well than their school entry peers in both reading and math.

Based on the research findings of this study, implications for policy, curriculum, and assessment are discussed.

Lnoux, Fidela (2007), Paraprofessionals, “Instructional support in the elementary schools”: The study describes the perceptions of paraprofessionals who provide instructional support in the elementary schools concerning their training responsibilities, characteristics and competencies, and classroom role.
The thirty-five self-selected participants were representative of seventy three percent of the Brownsville ISD elementary schools. The mail survey questions related to the four areas of paraprofessionalism, and anecdotes stemming from six unstructured sentence starters.

Responses determined that paraprofessionals within the school district provide a much greater diversity of contribution than solely to. Bilingual Education. Furthermore, based on the data collected, three conclusions can be drawn. First, eighty percent of the sample population had pursued a post-secondary education. Second, participants valued education. Third more than any other topic among the five themes found in the anecdotal data, paraprofessional-participants celebrated the supportive feedback received through the children’s affective responses.

Paraprofessionals want and honor education and must be nurtured to achieve their educational goals Those who are more educated reported that they respond better to higher level tasking and would and do benefit from teachers serving in a coaching/mentoring role. It is suggested that formal programs of education leading to an Associate’s degree and status as a Certified Educational Paraprofessional similar to the paralegal and medical assistant programs would be highly successful in alleviating the chronic shortage of classroom teachers.

Some recommendations for further study are as follows: Conduct a study on a mentoring relationship between a new classroom teacher and a new paraprofessional. Conduct a study on mentoring relationships among
paraprofessionals. Conduct a study on paraprofessional journaling for professional growth. Conduct a study on the challenges faced by paraprofessionals in everyday classroom situations and focus on problem solving skills. Conduct a study on camaraderie among paraprofessionals to determine its effect on team building and student achievement.

Bust, Linda (2007), “The effects of school entry age on the academic achievement of third, fourth and fifth grade students in a rural Tennessee school”. This study was conducted to determine the effects of school entry age on the academic achievement of third, fourth, and fifth grade students. The subjects for this research were 340 students attending North side Elementary School in Smithville, Tennessee. Participants were divided into groups by grade and gender: 119 third grade students, 58 female and 61 male; 114 fourth grade students, 58 female and 56 male; and 107 fifth grade students, 61 female and 46 male, participated in the study. The academic variable was of two types, teacher assigned yearly classroom averages and Terra Nova scores. Teacher assigned yearly classroom averages and Terra Nova scores. Teacher assigned yearly classroom averages were observed in the areas of reading, spelling, English, math science, and social studies. Terra Nova scores in the areas of reading/language arts, math, science, and social studies were researched. The entry age variable was calculated to the nearest month of chronological age at kindergarten entrance for each student. Pearson correlations, at the .05 level of significance, yielded statistically significant relationships between school entry age and academic achievement of males in the areas of fifth grade teacher
assigned math scores, fourth grade Terra Nova math scores, fourth grade Terra Nova science scores, and fourth grade Terra Nova social studies scores. There were no statistically significant relationships between female students’ third, Fourth, or fifth grade achievement and chronological age at school entry.

David B. et. al. (2007) in their study ‘Patterns of middle school adjustment and ninth grade adaptation of rural African American youth: grades and substance use’ noticed that the transition to high school has been identified as a potentially difficult time in adolescents’ lives. Reductions in both academic and social functioning often accompany this transition. While these effects have been documented in urban youth, the move to high school has not been extensively studied in rural minority youth. Toward that end, the academic grades and substance use in ninth grade of 447 (184 male and 263 female) African-American adolescents from two rural counties in a state in the deep South were examined in relation to configurations of adaptation from sixth through eighth grade. Results indicate that individual with consistently positive patterns across middle school had higher grades and lower rates of substance use compared to individuals with persistent difficulties or those that transitioned to problem behavior. Many individuals who improved in their patterns of adaptation had relatively high grades, but also rather high rates of substance use in the ninth grade.

McGhee, Cynthia, Ed.D, (2008), A descriptive study of teacher and parental attitudes towards parent involvement at an elementary school in Delaware. The purpose of this applied research descriptive survey study, was
to identify and analyze the attitudes and beliefs of teachers and parents regarding the types of involvement. The survey instrument used provided information on current parental involvement in school activities. The researcher explored the attitudes and beliefs of 26 teachers and 78 parents and compared the results. The researcher also examined whether difference exist in parents’ and teachers’ participation practices regarding parent involvement activities.

As the results indicate, teachers and parents value the importance of parent involvement in education. There were similarities between teachers and parents regarding what they reported as important. However, there was statistical significance to Reponses in the areas of communication, student learning and collaborating with the community. The researcher makes recommendations and provides direction to the elementary school regarding the development and implementation of a family school partnership program.

Judith L. Meece (2009) has investigated an overview of rural high school aspirations. The main intention if this study is to generate new information about rural high school students’ educational, vocational, and residential plans and aspirations for the future; to assess rural high school students’ preparatory activities and planning for postsecondary education, work, and adult life and to examine the impact of school experiences, geographical location, economic status, cultural or ethnic origins, family background, peer relations, and community characteristics on rural students’ aspirations and preparatory activities.
The findings of the study indicate at an approximate of 13% rural students planned to work in a full-time job right after high school (work-bound); only 16% of these students knew the type of job they planned to pursue. Only 9% of rural students thought they would have the same job or career as a family member. By age 30, 90% of rural students planned to work or to have a career and nearly 50% of rural youth aspired to careers in healthcare, education, and technical fields.

The study has concluded that a large percent of rural youth plan to pursue professional careers that require a college degree (38%) or advanced degree (18%). According to the geographical isolation it was not a strong predictor of rural youths’ educational and vocational plans. Approximately one-third of sample were undecided about their residential plans; another 24% of the sample planned to live in their own community or another rural town or area. The findings have important implications for secondary educational programs to prepare rural youth for their postsecondary transition to adulthood. The findings also have important implications for rural communities if their youth leave to seek educational and vocational opportunities elsewhere and not return to their home communities.

In his study ‘Where do rural high school students go to find information about their futures?’ Hutchins, B. (2009) wants to highlight the fact that students report counselors to be increasingly helpful over time. In fact, this was probably the strongest find in the study. However, males and Hispanic/Latino students were less likely to report counselors to be “most helpful”. he wants to explore this
with the group and suggest that counselors may want to look into targeted interventions that address the needs of these students. Teachers clearly serve as a source of information for students. This study found that youth of color and students in more rural and low income schools find teachers to be most helpful. This may be due to the fact that counselors have less time to devote to career counseling activities. Teachers may consider collaborating with counselors or other school/community members to create career exploration opportunities or simply make themselves available to students who are seeking information about their futures. Almost all students reported talking to their parents about their futures, and half of the students reported that parents were most helpful in helping students plan for their futures. School personnel may want to reach out to parents who may not have information about possible career choices (e.g., parents who have not attended college or do not have experience working in more technical fields). Studies suggest that parents who have limited career information can link up with counselors and this collaboration can help students find the information that they need (Schneider, 2005).

**Griffin Dana et. al. (2011)** have studied on ‘Where do rural high school students go to find information about their futures?’ Using data from a national study of rural high school youth, the authors examined where students go to receive information about their futures and which sources are most helpful. Results indicated that students in rural and low-income schools were more likely to report going to teachers and found teachers to be most helpful compared with
students in small town and higher income schools. Patterns of differentiation were also found on the basis of gender, ethnicity, and grade level.

Matthew J. Irvine et. al. (2011) have studied ‘Educational barriers of rural youth: Relation of individual and contextual difference variables’. The purpose of this study was to examine the relation of several individual and contextual difference factors to the perceived educational barriers of rural youth. Data were from a broader national investigation of students' postsecondary aspirations and preparation in rural high schools across the United States. The sample involved more than 7,000 rural youth in 73 high schools across 34 states. Results indicated that some individual (e.g., African American race/ethnicity) and contextual (e.g., parent education) difference factors were predictive while others were not. Extensions to, similarities, and variations with previous research are discussed. Implications, limitations, and suggestions for future research are also discussed.

2.4 Conclusion

In the chapter entitled “Review of literature”, the studies on effects of poverty on secondary education were noted. Almost all the studies represented there were significance effects of poverty levels on secondary education. In the next chapter, details related to plan and procedure of the study was presented.