Chapter-2

Review

of

Related Studies
REVIEW OF RELATED STUDIES

Significance of the Related Literature

Research takes the advantage of the knowledge which has accumulated in the past as a result of constant human endeavour. It can never be undertaken in isolation of the work that has already been done on the problems which are directly or indirectly related to a study proposed by researcher. A careful review of the research journals, books, dissertations, theses, and other sources of information on the problem to be investigated is one of the important steps in the planning of any research study. Review of the related literature, serves the following specific purposes.

(i) A careful review helps the researcher in selecting the variables lying within the scope of his interest, in defining and operationalizing variables and in identifying variables which are conceptually and practically important.

(ii) It helps the researcher in avoiding any duplication of work done earlier, specially when the stability and validity of its results have been clearly established.

(iii) It also gives the researcher an understanding of the research methodology which refers to the way, the study is to be conducted.

(iv) The review of the related literature helps the researcher to know about the tools and instruments which proves to be
useful and promising in the previous studies.

(v) The advantage of the related literature is also to provide insight into statistical methods through which the validity of research is to be established.

(vi) The final and important specific reason for reviewing the related literature is to know about the recommendations of previous researchers for further research which they have listed in their studies.

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

Sharma, R.C. and Sapra, C.L. (1969) carried out an investigation of wastage and stagnation in primary and middle schools in India. The aim of the study was to study the problem
of wastage and stagnation in depth and to ascertain and analyse the cause of it. A sample of 790 drop-outs and 485 stay in cases was selected from ninety two schools. School information blanks, pupil information sheets, and interview schedules were the tools of the study. Important findings of the study revealed that (1) wastage and stagnation was 65% at primary level and 78% at elementary level. (2) About 50% of wastage was noticed in class I, itself. (3) The rate of drop-out is negatively related to the qualification and the preoccupation in case of teachers (4) Drop-outs were usually from nuclear families who suffered the death of one or both parents.

Das, R.C. (1969) conducted a study of the wastage and stagnation at the elementary level of education in the state of Assam. The main objective of the study was to study wastage and stagnation with special reference to primary education. The global enrolment cohort method was used for the study. The study revealed the following results (1) Inspite of a rapid increase in educational expenditure, efforts and facilities, the rates of wastage and stagnation were 77.12 percent at primary and 38.45 percent at middle level for pupils in general. (3) The rate of stagnation among girls was higher than that of boys.

Das, R.C. (1970) conducted an investigation into the problem of wastage and stagnation at primary level in the district of Sibsagar. The main objectives of the study were to ascertain the
extent of the problem in the district and identify the causes and their relative importance. Sample of the study was all the primary level institution in selected areas of the district, however, about seventy eight percent of the schools responded. Checklist and questionnaire were the tools for the study. Results of the study indicated that (1) the incidence of wastage and stagnation was 76.27 percent. 14.27 percent wastage and 62.03 percent stagnation (2) In class wise break-up, highest incidence was 34.48 per cent in class A (Lowest class) and lowest was 6.24 percent in Class I. (3) In general, socio-economic causes were responsible for wastage however, educational causes were found more responsible for stagnation.

Barua, A.P. (1971) studied wastage in Sibsagar and Golghat sub-division. The major objective of the study was to compare the wastage and stagnation at the primary stage during a period of five years. A twenty percent systematic random sample was drawn which included 113 schools with 2342 pupils from Golghat subdivision and 151 schools with 2872 pupils from Sibsagar sub-division. Major findings of the study revealed that (1) The wastage at primary stage for boys and girls in Golghat sub-division was 60.38 and 78.39 percent respectively. In Sibsagar subdivision, the wastage for boys and girls was 70.08 and 69.02 percent respectively. (2) The level of educational wastage was affected by three factors, viz, drop-outs, stagnated and transfer cases.
(3) Poverty, ignorance of parents, poor health of pupils, repeated failure and bad physical conditions of the school were the main factors responsible for the wastage.

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

Gupta, S.L. (1974) Conducted a study of the impact of the ungraded school system on reducing school drop-outs and stagnation in primary schools. The main objective was to see the impact of ungraded school system on reducing school drop-outs and stagnation in primary schools. Survey method was used for the collection of data. Progress on tests and interviews were the tools. Findings of the study concluded (1). The drop-out rates for the experimental group, for the project period was 31.7 percent as against the average of 57 percent. (2) The average daily
attendance and the levels of achievement of the project pupils were higher. (3) The additional cost involved in the ungraded system was only Rs. 1.26 per pupil per year and hence negligible.

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

Nair, P.M. (1975) conducted a study of personality characteristics of creative high school pupils. The objective of the study was to solve the problem of identification of the creative pupils in the class room by simple observation of the adjusting nature of their personality. The findings of the study revealed that creative pupils were found to differ from non-creative pupils in respect of the adjustment variable. (2) The creative pupils were
better adjusted than the non-creative pupils, personally as well as socially (3). The non-creative pupils exhibited the highest degree of anxiety whereas, the creative pupils exhibited the least degree of anxiety.

Kumari, K. (1975) conducted a study of relationship among creativity, intelligence, and adjustment and value patterns in adolescence age ranged from 13 to 19 years. Sample of the study comprises one thousand subjects including 500 girls and 500 boys. Intelligence, adjustment, creativity tests were the tools used for the study. Important hypotheses were (i) There is a positive and significant relationship between creativity and intelligence, creativity and adjustment and creativity and value pattern, (ii) The level of adjustment is not dependent on the amount of intelligence. Following were the important findings (a) There was no significant relationship between intelligence and creativity, creativity and adjustment, (iii) Level of adjustment was significantly related to the amount of intelligence, (iv) Intelligence had no place in patterning of the value system among adolescents and so no specific value was related to intelligence.

Das, R.C. (1975) conducted a comparative study of educational wastage in urban and rural areas of Assam. The major objective of the investigation was to find out the variation of educational wastage with regard to its extent in rural and urban area. The study covered 761 schools, out of which 743 were
located in rural areas and 18 in urban areas. 19 sub-urban area schools were also studied. True Cohort method was applied to find out the wastage. Findings of the study concluded (i) The total educational wastage was 63.2, 70.8, and 77.9 percent respectively, for urban, suburban and rural areas. (2) The combined wastage and stagnation in rural area schools was significantly higher than in suburban area schools which was in turn significantly higher in the urban area. (3) The wastage was lowest (70 percent) in suburban area schools. But in case of stagnation the rate was lowest for urban area (48.1 percent).

Dharmangadan, M.A. (1976) carried out an analytical study of creativity in the school children. The study was intended to determine the relationship between creativity and intelligence, temperament, motivation and certain selected environmental factors. Product moment coefficient of correlation, partial correlation of three way analysis of variance and covariance were the statistical techniques. Findings of the study revealed that intelligence (both verbal and non-verbal) was found to correlate highly with creativity. (2) The relationship between the different components of SES index and creativity indicated a differential pattern. (3) The family size showed only a weak relationship with creativity. (4) Extra curricular activities showed no relationship to creativity.

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

Contractor, B.M. (1977) investigated into educational attainment as a function of certain variables. The sample used was 300 students who had completed their S.S.C. Examination from Ahmedabad city. The tools used for data collection were standard Progressive Matrices Test, Thermaic Appreciation Test, self analysis questionnaire developed by the investigator, Gujrati version of Moudsely Personality Inventory, Gosai’ personality Adjustment Inventory and Personal Information Bank. The findings of the investigation were (1) educational attainment was related to anxiety in negative direction, (ii) educational attainment was not related to neuroticism, extraversion and maladjustment.

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

Asha, C.B. (1978) carried out an empirical study of the adjustment patterns of creative children in secondary schools. The study attempted to find out another highly creative children different from their less creative peers indifferent areas of adjustment such as home, health, social and school adjustments and whether better adjusted children differed from their maladjusted peers in creative performance. A test of creative thinking abilities, an adjustment inventory, a school adjustment inventory and personal adjustment inventory were the tools. The sample comprised 1,100 students of standard X drawn from twenty four high school in Trivandrum district in Kerala. The study revealed that none of the group classified on the basis of creativity showed significant difference in health, social and school adjustment areas, for the boys and girls (ii) The three creative groups among boys showed significant differences in emotional adjustment, (iii) Only two sub groups (high
Singh, R.P. (1979) conducted a study of creativity in relation to adjustment, Frustration and level of aspiration. The study was aimed at (i) to find out the nature and extent of the relationship between creativity and adjustment, creativity and frustration reaction and crativity and level of aspiration (ii) to study the predictors of creativity. Six hundred (600) male students of class IX and X were randomly selected as the sample of the study. Creative Thinking by Mehdi, Adjustment Inventory by Sinha and Singh, Frustration Test by Chauhan and Level of Aspiration Test by Shah and Bhargawa were the test employed for the investigation. Statistical techniques used included t-test, product moment correlation and multiple regression analysis. The major findings were (1) creativity was found to be positively and significantly related to total, social and educational adjustment at 0.05 level, But creativity was not found to be significantly related to emotional adjustment. (2) The value of multiple regression coefficient between creativity and adjustment, aggression and level of aspiration was found to be significant at 0.05 level, while others were insignificant.

Raj, N.K. (1979) conducted a study of the socio-economic factors and interrelationships among the out-of-school children. The purposes of the study were to enumerate the out of school children in the age group 6-11 years, and to find out the socio-
economic factors that characterised the out of school children. The non-probability sampling procedure was used on the basis of which 54 drop-outs and 659 left-outs were included in the sample. Interview schedule was used on the tool of the study. Results of the study indicated that (i) There was a decreasing trend in percentage from lower to higher age categories for the left-outs whereas, the corresponding trend for the drop-outs was an increasing one. (ii) Dropouts were found more in larger families. (3) The percentage of out of school children was higher in those families which were low in family literacy index. (4) The percentage was higher in nuclear families than in joint families.

Pandey, B.B. (1979) investigated into adjustment problem of adolescents. The sample of the study was 500 students studying in class XI. The tests used were the adjustment inventory and the test on the level of aspiration. The findings of the investigation were (1) rural students secured better points in emotional, health and adjustment areas, (ii) significant relationship existed between adjustment and achievement, (iii) Urban students were facing difficulty in adjustment in school, health & educational.

Das, R.C. (1979) conducted a study on effectiveness of Teacher - Training in reducing educational wastage . The aim of the study was to find out the impact of teacher training on educational wastage and stagnation in primary schools. 743 schools from representative rural districts was the sample of the survey.
Important findings of the study were (i) Training of teachers had no significant impact on the system of education at the primary school (ii) The training of teachers at the primary level had no significant contribution towards reduction of wastage and stagnation with schools with multiple class teaching (iii) The rate of stagnation in multiple teacher schools with a majority of trained teachers was 60.71 per cent against 56.50 per cent for schools with a majority of untrained teachers.

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

Seetharamu, A.S. (1980) conducted a study of the utilization for educational facilities by slum-dwellers of Banglore city in
relation to their social and economic backgrounds. The main purpose of the study was to find out the participatory behaviour in schooling in slum areas and the utilization of educational facilities. A sample of 1000 children, 500 drop-outs and 500 stay-ins was selected by stratified random sampling. Important findings of the study were (1) The total drop-out rates at the end of standard I, II III and IV were 46.20, 24-20, 19.00 and 9.60 percent respectively. (2) Mother in unskilled occupation contributed the highest percentage of drop-outs. (3) As many as 38.60 percent of drop-outs did not work at home while remaining 61.40 did same work or the other.

Sarkar, B.N. (1980) carried out a pilot investigation on school drop-out reasons. The main aim of the study was to ascertain the reasons for drop-out and prepare a list of reasons applicable to the rural population of the country. A questionnaire consisting of ninety three questions was administered on a sample of forty six male and thirty five female drop outs in the age group 6-14 years. Guardians of the drop-outs were also interviewed. The investigation revealed that (1) school environment did not contribute to the drop-out of students of either sex. Domestic work accounted for at least 70 per cent of female drop-outs. (2) Inadequate income for living accounted for two thirds of the female drop-outs and about 80% of the male drop-outs (3) Guardian's lack of interest was the most dominant reason applicable to both the male and female drop-outs.
Qureshi, A.N. (1980) conducted a study of creativity in relation to intelligence, manifest anxiety and level of aspiration of high school girls. The study was undertaken to know (i) how and at what level intelligence, anxiety and level of aspiration are related to creativity (ii) how much and in what way intelligence, anxiety and level of aspiration influenced creativity, (iii). The dynamics of aspiration. Statistical technique involving analysis of variance and coefficient of correlation were used. The sample was drawn from Firozabad town and three hundred girls of high school and intermediate classes were selected. Creativity test of Mehdi, Group Test of Mental Ability (Jalota), STAT by Sharma and Singh and Level of Aspiration Inventory (Patel). Findings of the study revealed that intelligence was significantly and positively related to intelligence (ii) Anxiety appeared to be a positive correlated of creativity, (iii) Intelligence, anxiety and aspiration promoted creativity and its components, (iv) Aspiration were related to creativity and its components.

Pillai, G.V., Benjamin, J. and Nair, K.R. (1980) carried out a study of drop-outs in Primary Education in Kerala. The major objectives of the study were to estimate the rate of drop-out in primary education and to identify the socio-economic causes leading to drop-outs. Sample consisted of twenty-eight lower schools selected from twenty eight educational sub districts with due representation to highland, middle and coastal regions in the state. Four hundred seventy nine households were surveyed for the
purpose. The major findings of the study were (1) the percentage of drop-outs was higher among boys than among girls. (2) Students belonging to SC, ST and Other Backward Communities constituted the majority of the drop-outs (69%). (3) The main reasons of drop-out were ill health, household work, and poverty in that order. (4) A majority of drop-outs were children of casual labourers.

Maddu, V. (1980) carried out an investigation of some personality correlates of intelligence and creative abilities among high school students in Andhra Pradesh. Major objectives of the study were to investigate the relationship of certain variables to creativity. The sample consisted of 474 boys drawn from various high schools, in the two cities of Hydrabad and Secundrabad. Cluster and multistage sampling technique was adopted in the selection of sample. Passi’s test of creativity, a group test of general mental ability, and high school personality questionnaire. Major findings were (1) The high creative group was found to be negatively correlated \( r=-0.096 \) with intelligence, (ii) Personality characteristics of the high creative groups (iii) The high as well as low creative groups did not show any significant correlation with intelligence.

Vathsala, S. (1981) conducted a study of initial drop-outs at middle school level. The purposes of the study were (i) to identify the causes for drop out and to examine the inter relationship among the various factors related to drop-outs. Thirty drop-outs and
thirty stay-ins were selected as the sample of the study. Tools used for the study were the socio-economic scale (Pareek and Trivedi), School Adjustment Inventory (Saroji), Self Acceptance Scale (Kakkar), Junior Eysenck Personality Inventory and Achievement Motivation Inventory (Mehta). The investigator also used semi-structured interview schedule, and Semetic differential scale. The study revealed that (1) Potential drop-outs hailed from poor, illiterate, wage earner families. (2) Poor achievement in reading and number abilities and failures were associated with potential drop-outs. (3) Drop-outs were neurotics, had low acceptance and achievement motivation. (4) As potential drop-outs, there was no significant difference between boys and girls. (5) Potential drop-outs liked the schools.

Seetharamu, A.S. and Ushadevi, M.D. (1981) conducted a study of the school drop-outs in Karnataka State. The objectives of the study were to analyse the problem of drop-outs in the context of school factors and family factors. The sample consisting of 1872 drop-outs families and 80 schools in 62 villages was drawn through the multistage stratified sampling procedure. Tools of the study were Interview Schedules and school records. Following were the major findings of the study. (1) There were regional variations in family and school factors which favoured school participation. (2) Fifty five percent of the child labourers were dropouts from school in the state. (3) Mostly the family factors were responsible in case of girls.
Pandey, R.C. (1981) conducted a study of creativity as related to rural-urban background, sex, socio-economic status and formal education with special reference to the high school students of Kumaun division. The main objectives of the study were to find out the relationship between creativity factors and SES of students and to study the incidence of creativity and compare its pattern among males and females as well as rural and urban students. The sample was selected on the basis of stratified random sampling techniques, comprising 400 students of Class VIII. Findings of the study revealed a positive trend in case of the upper SES group with creativity while a negative trend appeared in groups with the lower SES (ii) No significant difference between mean creativity scores of boys and girls (iii) There was evidence of significant difference between the mean creativity scores of the samples of rural and urban students.

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

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

Husain., M. (1982) conducted an investigation of wastage & stagnation in primary schools of Bhilwara district. The aim of the study was to find out the wastage and stagnation as well as the teaching pupil ratio in urban and rural areas. Primary schools of all Panchayat Samitis of Bhilwara district were selected as the sample of the study. The narrative survey method was used for the study. Major findings were as follows (i) The rate of wastage was higher in the first two class. (2) Out of 682 primary schools, 506 were single teachers schools and in these the rate of wastage was also
higher. (3) The teacher pupil ratio in Rajasthan as a whole was 1:49 Whereas, in rural areas of Bhilwara district it was found to be 1:26.

Singh, O.P. (1982) conducted a study of creativity in high school students in relation to intelligence and socio-economic status. The sample of the study consisted of 400 rural and 400 urban high school students. Joshi's test of mental ability was used, for the assessment of intelligence, Baqer Mehdi's test was used for the measurement of creativity and information about socio-economic status of the family was collected with the help of questionnaire. The main findings of the study were (i) The mean intelligence test score of the science students was significantly higher than that of the arts students, (ii) In general the SES of the urban students was higher from rural areas, (iii) The mean creativity score of the urban students was higher than that of the students from rural areas (iv). The main creativity score of science students was higher than that of arts students.

Sharma, R.C. (1982) find out the wastage in education at the primary level in Rajasthan. The aim of the study was to find out the position of wastage at primary level from 1970-71 to 1980-81. The study covered all the students studying in classes one to five in Rajasthan. Findings of the study revealed that (i) Enrolment percentage of the children in the age group 6-11 at state level in 1979-80 was 56.6 percent as against the national average of
81.9% (2) The wastage percentage was found to be higher in the case of girls than of boys. (3) The wastage rate for girls from scheduled castes was 72.30 per cent and for others it was 63.38 percent.

Mathur, J.S. Jain S.P. and Rahim, C.A. (1982) carried out an investigation on rural youths from poverty groups: Drop-outs and Non-students. The investigation was based on the following objectives.

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

(ii) to identify causal factors for their withdrawal.

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

Krishnan, R. (1982) investigated into school achievement of pupils belonging to different levels of SES. The sample for the
purpose was 300 student having mean age 13 years. They were administered a SES scale and a general achievement battery. Results revealed that there was a significant positive correlation between SES and achievement scores.

Agrawal, S. (1982) conducted a study of causes and their remedial measures of two groups of Xth and XIIth class of relatively identical but differing in educational achievement. Major objectives were to determine the degree of relationship between independent variable - SES, Interest, Intelligence and Adjustment and the dependent variable Academic Achievement, and to estimate the amount of contribution made by the causal variables to achievement. 550 girls were selected as the sample from four districts. Coefficient of correlation and regression coefficient were the statistical techniques. Major findings were as follows:

(i) All the three factors viz, interest Adjustment and SES played a positive role in academic achievement.

(ii) The inter correlations between dependent and independent variables were found to be positive in both cases.

(iii) Regression weights indicated SES making the highest contribution to academic success at intermediate level.

(iv) Intelligence made the least contribution at both the levels.

(v) The multiple correlation revealed that approximately 50 to
70% variance were caused due to the variables selected from the study.

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

Devi, K.G. (1983) find out the problems of drop-outs in primary schools of Manipur with special reference to Imphal town. The investigation aimed at the ascertain accurately the extent and nature of drop-out problem and to study various situations. The careers of 54497 and 2927 fresh entrants in class A in 1961 had
been followed up to class VII in Manipur and Imphal town respectively as the sample of the study. Interview schedules were the tools of the study. The major findings of the study revealed that (i) the difference in rate between boys and girls was 14.26 per cent (ii) the difference between the mean rate of drop-out boys and girls was 6.30 (iii) the highest rate of drop-out appeared in class A (48.48 per cent) and lowest in class VI (4.79%) (iv) poverty, frequent transfer, repeated failures and negligence of parents were the main causes of drop-outs.

Sujatha, B.N. (1985) conducted a study on school adjustment in relation to academic achievement of socially disadvantaged children. The sample of the study consisted of 280 IXth standard boys. The tools used were the Kannada version of Bhagia's School Adjustment Inventory and Annual Examination marks were considered as academic achievement. The result indicated that school adjustment and academic achievement are intimately related and disadvantaged group was found poor both.

Dass, J.R., and Garg, V.P. (1985) studied the impact of pre primary education on drop-outs, stagnation and academic performance. The study was carried out in 18 schools of Delhi Municipal Corporation. For the study of drop-out, the total numbers of students covered were 10.082 from schools with nursery sections. About 103,006 students formed the sampled to study stagnation. A sample of 789 class V students was taken to see
the effect of pre school education on educational achievement. Results of the study indicated that (i) early childhood education had a salutary effect in case of the group which has pre-school education (iii) slightly higher achievement was also observed in class V among students who attended pre-primary education.

Rather, A.R. (1985) carried out a study on incidence of drop-outs and maladjustment among students in relation to Creativity and social structure of the school. Main objectives of the study were (i) to study the relationship between incidence of drop-out and socio-metric status of pupils (ii) to study the relationship between incidence of drop-out and Creativity, (iii) to study the relationship between Adjustment of pupils and their Creativity (iv) to study the relationship between SES, incidence of drop-out and Adjustment. Sample of the study comprised 887 students ranging age from 11-14 years. Statistical techniques applied were t-test, chisquare test and product moment correlation. Main findings of the study were (i) the incidence of drop-outs was positively related with socio-metric status of the child in the class room (ii) the drop-out incident was not significantly related to Creativity (iii) drop-out incidence was significantly related to SES of children, (iv) the relationship between Adjustment and SMS was found to be significant and positive. The same was the case between Adjustment and Creativity (v) Creativity and Adjustment were not significantly related.
S. Subrahmanyam (1986) studied the problem of school drop-outs with special reference to scheduled castes and scheduled tribes. The main purpose of the study was to identify the relative influence of personal, economic and socio-cultural problem of school drop-outs. A sample of 300 drop-outs in 30 areas covering three districts of Andhra Pradesh was selected by stratified random sampling procedure. Problem checklist was developed to enumerate the problems of drop-outs. The findings of the study revealed that, (i) the problem in the area of personal factors such as Adjustment to the present educational set up are considerably high and this situation is very severe in the case of girls and with regard to children belonging to scheduled tribes, (ii) the economic problem of school drop-outs are also considerable high in the case of SC's and ST's (iii) the social problems are also considerably high in case of scheduled tribes (iv) there was no significant difference in the sub areas of economic and social problems and boys are more sufferer in the area of personal problems.

SIE, U.P. (1986) conducted a study of drop-outs and failures in primary classes. The main purpose of the study was to study the causes of drop-outs and failures among 6-14 age group students. The study was delimited to the four regions of the state, namely, the middle zone, eastern zone, southern zone and western zone. The findings revealed that (i) in all the four developed blocks, the development trend showed that from 6-8 class, 15
percents were drop-outs and four percents were failures (ii) maximum drop-outs were seen among children coming from backward classes (iii) no significant difference was seen in class V (iv) the main causes for drop-outs were illiteracy of the parents, poverty, lack of interest, distance of school from home, unattractive environment of the school, indifference of teachers, irrelevant curriculum, lack of physical facilities like water and sanitation etc. in schools.

Quraishi, Z.M. and Bhatt, V.D. (1986) investigated academic achievement in relation to SES, age and sex. The sample of the investigation was 100 female undergraduate students. The finding showed non-significant effects of age and sex on academic achievement. SES, however, was found to have a significant influence and academic achievement.

Mohan, J. and Gulati, A. (1986) reviewed into correlates of academic achievement. The results indicated that besides Intelligence, several other factors such as home environment, SES, self-concept, neuroticism, psychoticism, introversion-extroversion. Overall personality Adjustment appears to be related to academic achievement.

Desai, N.N. (1987) carried out an investigation into the creative thinking ability of students of higher secondary of Gujrat state in the contest of some psycho-socio-factors. Main objectives of the study were (i) to study the trend of creative thinking ability of
pupils of higher secondary study the creative thinking ability in relation to different socio-economic levels and (iii) to study creative thinking ability in relation to scholastic achievement, anxiety and reasoning. Sample of the study was 608 students from rural and urban area both girls and boys SES scale by B.V. Patel and Arora, the Anxiety scale by Nighawan, the percentage marks obtained by the students at SSC examination were the tool of the study. ANOVA was the statistical technique. The investigation revealed that (i) there exists no difference in creative thinking ability of urban and rural higher secondary students (ii) there was no significant difference between the means of high SES students (iii) there was no difference between the means of science and common stream students.

Sudhir, M.A. and Muraleedharan, P.G. (1987) investigated into science achievement in relation to Intelligence and SES. The sample comprised of 146 male and 165 female secondary school students. They were administered a science achievement test, a group test of Intelligence and SES scale. Findings revealed that SES and intelligence are positively related with science achievement, i.e. high socio-economic status and high Intelligence subjects and higher science achievement scores than low SES and low Intelligence group.

Eberhard, David, R. (1987) conducted A contrastive study of urban secondary school drop-outs vs stayers among 4 cohorts
(1980-1983) of American Indian Schools (total N = 368). To test hypothesis about academic achievement, family constellation, gender, family mobility, school attended and tribal affiliation, both parents and children were interviewed. Findings showed that the drop-out rate averaged 29%, which was substantially higher than the reported by the school district between grades 9, 8, & 12. There was a 61% attrition rate for all the cohorts. 50% of Sg reported a tribal affiliation. Academic achievement was significantly greater for stayers than drop-outs. Gender had no bearing on drop-out and Sg from families that moved were more likely to drop-out.

Dianes, Kaplin, B. Mitchell peck, Howard B. Kaplan (1990) conducted a study- Decomposing the academic failure, drop-out relationship: A longitudinal analysis. Data from a four - wave panel (N = 195), tested in the 7th, 8th and 9th grades and as young adults, were used to estimate a causal model. The model was used to decompose a previously, observed term of 5 theoretically informed mediating variables. The academic failure drop-out relationship was partially decomposed by mediating effect of low motivation, association with deviant peers and perception of rejection by the students at school. Although, perception of rejection by teachers and resistance towards school were, as hypothesized, influenced by earlier negative academic experiences, they had no independent effect on dropping out not of their relationship to associate with deviant peers or low motivation. Implications for current practices and future research are also discussed.
Stevenson, R.B. & Ellsworth, J. (1991) conducted a study on dropping out in a working class high school; adolescent voices on the decision to leave. Finding reveals how the schools response, or lack thereof, to students problem compound their difficulties and create tensions over the source of blame for their failure. However, these adolescents also attributed much of their failure of themselves. In revealing the issue of blame, these suburban white drop-outs in contrast to immercify minority youth, believed that they must be at fault for failing to conform to the expectation and demands of schools.

Hood, D.W. (1992) investigated into academic and non-cognitive factors affecting the retention of Black men at predominantly white university. Finding of the study reveals that (i) 8 non-cognitive factors were found to be related to the academic success of minority students, (ii) Black minority students were less inclined to leave college countarily but rather as a result of academic dismissal, (iii) They attribute the high dismissal rate for Black minority students to allowing situations to get to them, not taking college seriously until too late and not getting help when needed.

Vacha, E.F. and Mc Laughlin, T.F. (1992) carried out an investigation, the social structural, family, school and personal characteristics of at-risk students: Policy recommend for school personnel. The findings reveal that the most consistent characteristic of the at-risk student is low socio-economic class i.e. the lack of cultural capital. School success is also linked to family structure, which has an effect independent of social class
in impoverished families and parenting style. The school characteristics that have been implicated in producing at-risk students are the social climate of the school and certain teacher variables. Low grades and misbehaviour are the student variables most predictive of drop-outs.

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

Figueira-Mc Donough, Josefina (1993) carried out a study of dropping-out and delinquency rates. Using data on 69 Zipcode areas in Meriocopa Country, Ariz., drawn from the 1980 census survey tape, an attempt was made to characterize communities along dimensions that contribute to the concentration of youth diance and to compare rates of delinquency across communities with distinctive profiles. Community economic variables turn out to be stronger predictors of drop-out and delinquency rates than family variables. In addition, the association between drop-outs and delinquency rates was weak.

survey sought to determine that learning style (measured by the Gregorye Style Delineator) had on the learning success or failure of American Indian chippewa (metis) high school students (N = 98 graduates, 135 drop-outs) in N.D, as compared to Non-American Indian High School students (N = 94 graduates, 31 drop-outs) in MN. Though no significant difference were found in the personal learning style of graduates vs drop-outs in either population. Results also indicate statistically significant differences in learning styles of American vs Non - Americans Indian students.

Davies, Scott (1994) carried out an investigation on resistance and rebellion among high school drop-outs. Data obtained in a 1987 random telephone survey of 843 high school drop-outs and 103 graduates were used to explore processes of early learning from high school, with focus on whether socio-economic patterns of dropping out were mediated by: measures of resistance; whether gender differences process emerged and what specific type of resistance were associated with dropping out. The findings generally support the link between socio-economic dimensions, gender and exists from high school, but the patterns of relations between class, gender and specific manifestations of rebellion suggest a consideration of the nature of he 'resistance'.

African community were used to explore drop-out characteristics and the prevalence of their risk taking behaviour compared with those attending school of the 548 teenagers sampled, 15.9% were drop-outs; of these 62.1% left school after less than a year. Those still attending to school were more likely to engage in suicidal behaviour, but less likely to abuse substances and (for girls) to have had sexual intercourse.

Mc Neal and Ralph B., Jr. (1996) conducted a study on extra-curricular activities and High school & beyond study indicate that participation in extra-curricular activities (athletes & fine arts) significantly reduces a student's likelihood of dropping out, whereas, participation in academic and vocal clubs has no effect. Participation athletics and fine arts serve as key intervening variables in the drop-out process, magnifying the direct relationship among race, gender, academic ability and dropping out.

Hosaka, Toru (1996) conducted a follow-up survey of long absence and persistent non-attendance. In this survey, all children in elementary and junior high schools who were absent from school for more than thirty days in one school year from 1989-1991 in a certain city were investigated. In elementary schools, on third of the students who were absent from the school for more than thirty days even the following year, and half of them were school non-attendents. In junior high schools, half of the students who were absent from school for more than thirty days in one school year in 1989 and 1990 were also absent from for more than thirty days
even the following years. And 80% of them were school non attendants. Twenty percent of the students who were absent from school for more than thirty days in 1989 were also absent from school for more than thirty days in one school year the next two years.

Jordan, Will J., Lara, and Mc Partland, James (1996), explored the causes of early drop-out among race-ethnic and gender groups. This study used nationally representative high school student data to show race-ethnicity and gender differences in reasons for early school drop-out and plans for drop-outs to resume their education. Factor analysis shows that separate reasons for dropping out include school related, family related and job related causes as well as influences from peers and residential mobility. White drop-outs cited alienation from school more often than their African-Americans or Hispanic of both sexes. African-Americans males reported being responded or expelled from school more than the other groups. Hispanic and African American females cited family related reasons more often than did white females.

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

Next chapter deals with the method and procedure of the research.