INTRODUCTION
Introduction

This study is about the educational scene at the primary level in the state of Kerman, a province of Iran, the country from which the present researcher comes. This place has been chosen specifically since of all the places the researcher knows it best.

But before the researcher goes into a detailed study of the subject chosen by him, it would be very useful and pertinent to give a background of Iran as also the scope and reach of education in general in the economic and cultural development of a country.

1.1 AIM AND FUNCTION OF EDUCATION

"I consider a human soul without education like marble in the quarry, which shows none of its inherent beauties until the skill of the polisher fetches out the colours, makes the surface shine, and discovers every ornamental cloud, spot, and vein that runs through the body of it. Education, after the same manner, when it works upon a noble mind, draws out to view every talent virtue and perfection which, without such help is never able to make its appearance..." (Addison).

In fact proper education is a process which broadens a person's horizons; makes him socially more active; extends his opportunities of participating in management and administration; helps him to choose the right career, and develops a creative attitude to work. It
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is also a process of full realization of human potential; a process of proper modification of human behaviour and a process of character building and mutual understanding. In other words education produces bright young men and women, buoyant in body and alert in mind, that is, youth with self-confidence and optimism, who have initiative and resourcefullness to create opportunity and employment for themselves, rather than be passive and dependent of individuals. Education also trains students to grow into fine young people with responsibility and integrity, and with devotion to duty.

Education is absolutely necessary for the full development of human personality and the sense of its dignity, and strengthens the respect for human rights and fundamental freedoms. The progress of a nation depends first and foremost on the progress of its people. Unless it develops their spirit and potentialities, it can not develop much else materially, economically, politically, or culturally.

"As a man is known by the company he keeps, a country can be known by the schools it runs. A school serves as mirror in which can be observed all the essential traits of a country, good as well as evil in the various aspects, political, social, economic, ethical and moral...." (Nehru 1953).
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Although man has made progress in different fields of life, still there are a lot of problems to be overcome. Among them, the most notable problems are those of poverty, starvation and population. It is true that no progress can be made unless a nation is fully aware of its problems and fully armed to fight them. Mass education seems to be the best and the most effective weapon against such problems. There is a strong correlation between a nation's education and its development. Almost nowhere in the world in modern history has there been any discussion of development that did not give education predominant role. It is through education that people can understand the shortcomings in their society and get the necessary skills to overcome them. It is obvious that the nations that have better and more widespread system of education, have been and are economically more advanced. To achieve the target of better and more widespread system of education, primary education is the first step. In Iran primary education, especially among girls is not in a proper shape and needs great attention and improvement.

1.2 PRIMARY EDUCATION AND DEVELOPMENT

Education is of great importance for a nation from all social, economical and political points of view. It can
make a man socially, economically and politically more productive.

The Primary aim of education is the development of good citizens. A child grows to be a useful citizen only when he is conscious of his duties towards his society and is also helpful in maintaining law and order in the society. This civic-sense in a man can fully grow if he is directed in right direction since his childhood. Childhood is the stage when a person is prone to imitate each and everything which is taught or told to him. A child going to school becomes aware of his duties towards his friends, his teachers and his school. He becomes conscious of school rules and learns to work under discipline and as he grows gradually he recognizes his duties towards his society and country.

Archer (1958) writes that an individual living in a modern society is estimated to receive 100 times as much information as the one living in developing society and 60 per cent of this information is communicated by reading. Development of communication, especially the radio which now reaches the rural population, brings the so-called traditional societies into permanent contact with outside world, but the messages they bring to illiterate masses are incomplete. The consequence is an increase in social tensions where as development demands an effort to look
beyond tribal and local horizons, thereby fostering national unity.

In some countries the economic function of schooling is regarded as minor since the cultivation of the mind and the spirit, curiosity, contemplation and reasoning have more than economic purposes and justifications. In other societies it is the role of education in overcoming poverty, increasing incomes, improving health and nutrition, reducing family size, that receives most attention.

Schooling imparts specific knowledge and develops general reasoning skills (its 'cognitive effects'); it also includes change in beliefs and values, and in attitudes towards work and society ('non-cognitive' effects). The relative importance of these is much debated and poorly understood; both are extremely important.

In the cognitive area, developing a generalized capacity for thinking and learning has been found to be more important than the specific subjects learned. On the job training, informal education and vocational training all build on learning abilities acquired earlier. Although literacy deteriorates, if left unused, the educational experience still generally provides an improved foundation for subsequent learning.

Many of the non-cognitive effects of schooling, receptivity to new ideas, competitiveness and willingness to
accept discipline are directly relevant to productive economic activity. Others, tolerance, self-confidence, social and civil responsibility are more personal or political in nature, but may also affect individual economic performance. Some of the evidence on the effects of education rests on attempts to measure attitudes directly. Studies in several countries have shown that, modernity of outlook towards activities ranging from voting to family planning, saving and working is more influenced by the level of the individual's schooling than by any other factor. But there are also many studies of the direct effect of schooling on an individual's productivity and earnings, which can be examined under two heads, those relating to the self employed and those relating to employees.

The hypotheses related to the self-employed are straightforward; that primary education helps people to obtain and evaluate information about improved techniques and new opportunities, to keep records and to estimate the returns of past activities and the risks of future ones, an experience in self-discipline and working for long-term goals.

The second type of studies relates to the educational levels of individuals to their wages and salaries. If education effects the capacity to learn, innovate and adopt, its effects should be particularly
important for employees doing non-routine or changing tasks. For example, in modern enterprises, primary education also promotes disciplined work habits and responsiveness to further training as well as offering the advantages of literacy and numeracy.

Therefore, education has long been regarded as an investment in human resources, leading to economic development of a country. Modern economists have approached the problem from two sides; firstly from the point of view of increase in individual income and secondly, from the point of view of total production. A study conducted by John Vaizey (1962) concluded that the increase in education brings about an increase in individual income. Shurtz (1963) concluded that during the last three decades schooling had been a larger source of economic growth than capital, represented by structures, equipments and inventories. Denison (1962) reported that improved education has made a major contribution to economic growth; Harbinson and Meyers (1963) worked out composite indices of human resources development in 75 countries and indicated significant correlation between indices of enrollment and G.N.P. (Gross National Product). Goel (1975) in India found a high positive correlation between per-capita income and enrollment at primary level, and the secondary level (r .83 and .93 respectively). John Vaizey (1962) writes in
his book "Economics of Education", considering only the total co-efficients, the conclusion emerges that one year of school education produces a rise in qualification 2-6 times greater than that produced by one year of factory apprentice-ship. Pigou (1952) has also described the investment in man as yeilding a rate of return in extra product, which would much exceed the rate of return on capital invested in machinery and plants.

Education, today constitutes a vital component in any effort for development and human progress, and occupies an increasingly important position in the formulation of national policies. The document on education having international perspectives. Foure et al., (1972) have highlighted the fact that educational development is a form of national emancipation and that education is to be regarded as the primary instrument for social stability and human and national development.

Educational expansion and economic growth run parallel. Modern education in science and technology, according to Pandey (1988), has given incentives to the growth of industrialization, commercial expansion of business in the rural areas which have been marked with an accelerated growth in new economic opportunities and jobs. Mathur (1981) considers that with the growing economy, the need for skilled, trained and educated persons increases in
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geometric proportions. He further extends his view that the highly skilled and educated persons raise the national output and national income so tremendously that expenditure on their training seems to be the most profitable. Hallinan (1987) has viewed that although the organization of the curriculum and the organizational differentiations of students for instruction are major determinants of student learning, the impact of these factors is determined or modified, often in a dramatic way, by the environment in which learning takes place. He further stated that there are three aspects of school that affect the learning process; the school climate, the community or network of persons connected to the school, and the larger society in which the school is located.

Students are in direct touch with parents and local community as a whole, who serve as models for behaviour patterns appropriate to the cultural group to which they belong. Secord and Backman (1964) have discussed certain general process that operate in the family situation to shape the attitudes and behaviour of the children. They advocate that each family represents the cultural values and behaviour patterns of its sub-culture because of family's residence, geographical region and social class variations (SES). While some cultural elements are common to almost every family, others are specific to particular sub-
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cultures. In addition to providing models for and reinforcing appropriate behaviours and values the family mediates acquired culture through media and sub-groups by filtering and interpreting the values and behaviours of sub-groups differing from its own.

Many characteristics of the family affect the educational achievement of children. Among these are the socio-economic status of family, the values and meaning the family attaches to education, the extent to which the home environment stimulates intellectual development, the form of discipline and control, the academic guidance and the extent to which parents directly press their children towards achievement in school and towards other valued achievements are often thought to be important determinant of child's success in school. However, the involvement and interest of parents in education, school, and their childrens' academic performance viewed by Bloom (1964) and McDill, Ringsby and Meyers (1969) indicating that the extent to which norms and values regarding academic excellence in the school are shared by parents and thus the community and the school, the more likely the school is to develop an atmosphere which encourages students to higher achievement and educational aspirations.

People's interest and aspirations for youth's future and their better living account for their
interference and involvement in school and its facilities and programmes that seems to be challenge for planners. It is, on the other hand, agreed that the basic function of school is to improve the quality of human living, and that such improvement requires a far closer co-operation between planners and community that has been typical in even the immediate past. If our schools instruction is to become truly effective, we must: organize it around fundamental human needs, both individual and group; directly relate school programmes and facilities with community life process and problems; and provide extensive community study and service opportunities for children, youth, and adult alike.

A nation's progress is deeply related to the amount of its educated and trained youth according to the demands of the society. The emerging needs may vary from time to time and nation to nation. It is, therefore, the responsibility of educational planners and administrators to identify the needs of the society and set desirable facilities, curriculum, train adequate number of qualified teachers, provide required instructional materials, and inservice training, on one hand and meet the needs of parents to take active part in school organization and administration, if we are to provide better education for children, to solve our educational problems and to promote the development and modernization of the nation.
1.3 ATTITUDE TOWARDS EDUCATION

Because of its complex nature, the concept of attitude has become a subject of discussion among the psychologists. The term attitude has been defined in terms of (i) Predisposition of an individual towards certain objects, and (ii) the degree of positive and negative effect associated with psychological object. Attitude is a feeling, a reaction towards certain object or concept. As such the definitions of attitude vary from one to another.

For Cambell (1950), an individual's attitude is a syndrome of response consistency with regard to social object. According to Schramm (1955) attitude is inferred state of readiness to react in an evaluative way, in support of or against a given stimulus situation.

Cardno (1955) pointed out that common agreed characteristics of an attitude were the existing interaction with the situational and other dispositional variables, guide and direct the overt behaviour of an individual. In short it can be said that attitude is a readiness for response to an object or an issue.

According to Osgood et al (1957), an individual's attitude is the sum total of the strength of belief about the objects and evaluative aspects of these beliefs.
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Anderson and Fishben (1965) defined attitude in terms of evaluative dimensions of a concept.

In his recent work on attitude, Landy (1987) viewed attitude as a combination of feelings and beliefs about an object, person or event. According to him, attitudes are made up of three distinct elements:

- behavioural
- emotional and
- belief

When we put the three elements together, we have all the ingredients necessary for complex pattern of behaviour.

The relationship between attitudes and behaviour remains an active area of research in psychology. Studies have found a strong relationship between attitude and behaviour especially under certain conditions. To Landy (1987) behaviour will generally follow from attitude when people are aware of or have been thinking about their attitudes.

1.3.1 CHARACTERISTICS OF ATTITUDE

Shaw and Wright (1967) mentioned six general characteristics of attitude. The summary of the same is presented below.

a) Attitudes are learned through social interaction rather than the result of maturation (McGrath, 1964).
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b) Attitudes have specific social referents or specific classes. It is not necessary that referents be concrete objects. It may include such abstract referents as God, War, Peace, Political issues or government Policies. Individuals demonstrate their feelings towards objects according to the manner in which they have been exposed to the object earlier (Newcomb et al, 1965).

c) Attitudes possess varying degree of interrelatedness to one another. Attitudes are interrelated to the extent that they possess similar referents. Attitude, which are highly interrelated, form clusters or subsystems and these subsystems are related to one another to form the total attitudinal system of the individual (Krech et al., 1962; McGrath 1964).

d) Attitudes are based upon evaluative concepts regarding characteristics of the object (Anderson and Fishben, 1965).

e) Attitudes are construed as varying in quality and intensity on a continuum from positive through neutral to negative (Krech et al., 1962; Newcomb, Turner, and Converse, 1965).

f) Attitudes are stable and enduring (Sherif and Sherif, 1956; Newcomb et al., 1965). There are certain attitudes which are stable and very difficult to change.

In studying attitude, we first ask whether a person is for or against a given social stimulus, person, group, activity, process, or institution. Are the affective connotations positive or negative? Does he like it or dislike it? Are these motivations such that he will behave in a manner to support or continue or endorse the stimulus, or will he tend to oppose or obstruct or condemn it? Attitude of an individual, thus tells us his mental...
state which tends to respond for or against a situation with affection and feelings of likes and dislikes.

Attitude plays a significant role in determining our ideals, through memory and learning process. The conclusions we drive from facts are influenced by attitudes. To find out the causes of low literacy rate and non-enrollment, it is necessary to study the attitude towards education for a better outcome.

1.4 ILLITERACY A MAJOR PROBLEM

Man has made a great progress in many spheres of life particularly in Science, Technology and Space. But man with all his abilities and capabilities for achieving such progress has not been able to solve the many problems which have surrounded him. The most ticklish problems which he is facing nowadays are poverty, starvation, population explosion leading to other problems like problems of food, accommodation and employment and above all the problem of illiteracy. Illiteracy itself is a source of many other social evils. Illiteracy affects each man and woman, both as an individual and as a member of the community. It hampers his or her personal development. In fact, illiteracy, in many respects, is more than a problem of an individual or even the problem of an individual nation. Its dimensions are world-wide. Illiteracy has also direct and
far-reaching economic and social effects on the development of the whole world. In this regard, less developing nations are especially deeply concerned with the problem of illiteracy.

1.4.1 ILLITERACY IN IRAN

In Iran, a census is held every decade. These censuses clearly show the progress of universalization of education. The tables 1, 2, 3 and 4, show the growth of literacy in the years 1956, 1966, 1976 and 1986.

TABLE 1

The Number And Percentage Of The Literates, Considering Their Habitat And Sex In The Year 1956

<table>
<thead>
<tr>
<th>Habitat</th>
<th>Urban</th>
<th>Rural</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Males</td>
<td>Females</td>
<td>Males</td>
</tr>
<tr>
<td>Age Group</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Population of Ten Year and above</td>
<td>2,172,000</td>
<td>2,014,000</td>
<td>4,370,000</td>
</tr>
<tr>
<td>Number of Literate People</td>
<td>982,000</td>
<td>414,000</td>
<td>472,000</td>
</tr>
<tr>
<td>Percentage of Literate People</td>
<td>45.2</td>
<td>20.6</td>
<td>10.8</td>
</tr>
</tbody>
</table>

Source: Centre of Census of Iran (Tehran).

The above table indicates that in 1956 the total number of ten year olds and above was 12,780 thousand out of 12,780,000 people.
which only 1,911 thousands were literate, which means, approximately, less than 15 per cent. Among the males living in urban areas 45.2 per cent were literate, whereas only one per cent of the rural females claimed to be literate. (The only support to be considered literate was self-claim).

**TABLE 2**

The Number And Percentage Of Literates Considering Their Habitat And Sex In The Year 1966.

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Male Population of Ten Year and above</th>
<th>Number of Literate People</th>
<th>Percentage of Literate People</th>
</tr>
</thead>
<tbody>
<tr>
<td>Habitat</td>
<td>Urban (Males)</td>
<td>Urban (Females)</td>
<td>Rural (Males)</td>
</tr>
<tr>
<td>Total</td>
<td>3,537,000</td>
<td>3,209,000</td>
<td>5,009,000</td>
</tr>
<tr>
<td>Population of Ten Year and above</td>
<td>2,154,000</td>
<td>1,156,000</td>
<td>1,176,000</td>
</tr>
<tr>
<td>Number of Literate People</td>
<td>60.9</td>
<td>36.0</td>
<td>23.5</td>
</tr>
</tbody>
</table>

Source: Centre of Census of Iran (Tehran).

In the census taken in 1966 all those who had passed the first grade of primary education, or were able to read and write, were considered to be literate. According to the 1966 census total number of 10 year olds and above was estimated to be 16,536 thousand out of which 4,650
thousand were literate. In fact it shows that within ten years the literacy percentage rose from 15 per cent in 1956 to 28 per cent in 1966. In the case of rural females the literacy rate remained to be very low.

**TABLE 3**

<table>
<thead>
<tr>
<th>Habitat</th>
<th>Urban</th>
<th></th>
<th>Rural</th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Males</td>
<td>Females</td>
<td>Males</td>
<td>Females</td>
<td></td>
</tr>
<tr>
<td>Population of Ten Year and above</td>
<td>6,017,000</td>
<td>5,395,000</td>
<td>5,795,000</td>
<td>5,799,000</td>
<td>23,006,000</td>
</tr>
<tr>
<td>Number of Literate People</td>
<td>4,329,000</td>
<td>2,760,000</td>
<td>2,153,000</td>
<td>712,000</td>
<td>9,954,000</td>
</tr>
<tr>
<td>Percentage of Literate People</td>
<td>71.9</td>
<td>51.2</td>
<td>37.2</td>
<td>12.3</td>
<td>43.3</td>
</tr>
</tbody>
</table>

Source: Centre of Census of Iran (Tehran).

The above table shows that in the year 1976 population reached to be 23,006 thousand out of which 9,954 thousand were literate which means approximately 43 per cent of the total population of ten years and above was literate.
# TABLE 4

Percentage Of Literacy Among Different Age Groups (6 Years And Above) Considering Their Habitat, Sex, And Non-Residence In The Year 1986.

<table>
<thead>
<tr>
<th>Habitat</th>
<th>Urban</th>
<th>Rural</th>
<th>Non-residents</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Males</td>
<td>Females</td>
<td>Males</td>
<td>Females</td>
</tr>
<tr>
<td>6-10 years</td>
<td>94.05</td>
<td>90.74</td>
<td>83.77</td>
<td>65.31</td>
</tr>
<tr>
<td>11-14 years</td>
<td>95.59</td>
<td>91.94</td>
<td>86.44</td>
<td>65.15</td>
</tr>
<tr>
<td>15-24 years</td>
<td>91.27</td>
<td>80.88</td>
<td>75.92</td>
<td>46.04</td>
</tr>
<tr>
<td>25-64 years</td>
<td>69.09</td>
<td>44.87</td>
<td>33.66</td>
<td>9.39</td>
</tr>
<tr>
<td>65 years and above</td>
<td>34.56</td>
<td>11.63</td>
<td>10.67</td>
<td>1.69</td>
</tr>
<tr>
<td>Total Population of 6 years and above</td>
<td>80.36</td>
<td>65.43</td>
<td>59.95</td>
<td>36.33</td>
</tr>
</tbody>
</table>

Source: Centre of Census of Iran (Tehran).

In 1986 the total population of Iran was estimated to be 49.44 million out of which 38.71 million were of 6 years and above. Out of these 38.71 million 61.78 per cent were literate. In the age group of 6-14, 83.9 per cent were literate, whereas only 52.2 per cent of the age group of 15 and above were literate. Among the population of 6-14 year olds percentage of literacy was 93.0 per cent in urban areas and 75.3 per cent in rural areas.
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1.5 GENERAL BACKGROUND OF IRAN AND KERMAN, THE STATE SELECTED FOR THE STUDY.

Iranian or Persian civilization is now known to be at least ten thousand years old. It is one of the longest continuing civilizations. For much of its long history Iran embraced a far larger area than is included within the boundaries of the country today, which is one reason why Iranian cultural influences have affected so many other cultures both in the East and the West.

Iran's position between the low-lying Mesopotamian region, the Caucasus and the Steppe Lands of Central Asia, all regions which at various periods have formed part of Iran, has meant that the country has always been a bridge between the East and the West across which has streamed wave after wave of migrants and invaders. As a result Iran has undergone periods of great hardship and suffering as well as of glory. Iranologists, whether specialists in archaeology, art, history, religion, philosophy or literature, all attest to the remarkable continuity of Iranian civilization.

The land area of Iran is some 1,648,180 square kilometres (6,36,00 square miles), roughly five times the area of England or Italy, three times that of France and Larger than half of India. Some two thirds of this is mountains and desert which accounts for the relatively low density of population (about 30 per square kilometers).
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Iran has land frontiers with the Soviet Union, Afghanistan, Pakistan, Iraq and Turkey. Iran is also separated from the Soviet Union by the Caspian Sea, the world's largest inland body of water. The South of Iran borders on the Persian Gulf, where Iranian Coastline is the longest of any littoral state. Across this vital waterway lie Kuwait, Saudi Arabia, Bahrain, Qatar, The United Arab Emirates and Oman.

The largest islands of Iran are situated mainly in the Persian Gulf, the largest of which are as follows: Gheshm (1491 square kilometers), Kish (89.7 square kilometers), Lavan (76 square kilometers), Lark (48.72) and Hormoz (41.9 square kilometers)

Iran is rich in minerals (i.e., oil, copper, gas, and coal), and export of petroleum products is the principal source of foreign currency. The temperature in Iran varies considerably from 50 °C (122 °F) or even more, in the South, to the lowest of -25 °C (-13 °F) in the North West. It occasionally freezes along the Caspian littoral but never in the Persian Gulf.

The people of Iran belong to the Aryan race being descendants of the first Aryan settlers of the Plateau. But migration and invasions have also brought other ethnic groups to Iran. These include Turkomani, Armenian and Assyrian peoples.
Fig. 1: MAP OF IRAN
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Persian or Farsi, the official and literary language of modern Iran, is the most important of the group of languages known as Iranian. Modern Persian is directly descended from Pahlavi which was the middle Persian language spoken in Sassanid times to which after Islamic times a great many Arabic words were added. Persian is an extremely rich language which has, in fact, changed very little in the past eleven centuries and an educated Iranian can read works written a thousand years ago without much difficulty. The other modern Iranian languages spoken in some parts are Turkish, Kurdish, Baluchi.

At the last census in 1986 the population of Iran was about 49.44 million with an annual rate of growth of 3.1 per cent. The last census conducted in 1986 showed that 49 per cent of the total population were male and 51 per cent female. It also showed that almost 52 per cent of the total population were below the age of fifteen, and according to the same census 54.3 per cent of the total population were living in rural areas and 45.2 per cent in urban areas, and the rest 0.5 per cent were living abroad.

There are twenty four states or provinces in Iran. Out of these Kerman, the state selected for the purposes of this study is the second largest with an area of 186,422 square kilometers.
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The state is named after its capital, Kerman, which is an old city whose history goes back to thousand years. Kerman consists of both mountainous and plain areas. In the mountainous areas the weather is cold and in other places, i.e. plain areas it is hot.

There is very little rainfall in this state. Irrigation water is carried by subterranean channels or 'qanats' which are underground channels dug at a depth of ten to fifty meters, and varying in length upto hundred kilometers. These qanats are good evidence of how hard working the people of this state are. Despite shortage of water there are many agricultural products which are the best of their kind not only in Iran but in the whole world. Some of them are pistachio, date, caraway seed, and orange. Persian carpets are famous all over the world but carpets woven in this state are considered to be the best of all.

The state is rich in minerals. The second largest copper mine in the world is located in this state.

The majority of the people are Muslim but a good number of zoroastrians also live in the state. One reason for this is that there has been no pressure on them as a minority.

Kerman consists of ten small provinces, 23 districts, 22 cities, and 120 rural districts. The small provinces of this state are, Baft, Bam, Bardsir, Jiroft,
Fig. 2: MAP OF KERMAN
Introduction

Kahnooj, Kerman, Rafsanjan, Shahr-e-Babak, Sirjan, and Zarand.

The census of 1986 shows that the total population of the state was 1,639,021 out of which 42.86 per cent were living in urban areas and 54.68 per cent in rural areas and 2.46 per cent were non-residents.

The average of family size in this state has been reported to be 5.17 in 1986. This average differs in urban and rural areas (in rural areas 5.06 and urban areas 5.28).

Out of the total population of the state 58.84 per cent were literate in 1986. The percentage in urban areas was 72.36 and in rural areas was 49.41.

**TABLE 5**

**Showing Some Demographic Features of Kerman State**

<table>
<thead>
<tr>
<th>Area Habitat</th>
<th>Population of 6 years and above</th>
<th>Average size of Families</th>
<th>Total Population</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percentage of Literacy</td>
<td>Number of Literates</td>
<td>Total Population</td>
</tr>
<tr>
<td>Urban</td>
<td>72.36</td>
<td>385,249</td>
<td>532,237</td>
</tr>
<tr>
<td>Rural</td>
<td>49.41</td>
<td>327,166</td>
<td>662,054</td>
</tr>
<tr>
<td>Non-residents</td>
<td>29.04</td>
<td>9,312</td>
<td>32,063</td>
</tr>
<tr>
<td>Total</td>
<td>58.84</td>
<td>721,727</td>
<td>1,226,454</td>
</tr>
</tbody>
</table>

Source: Centre of Census of Iran (Tehran).
TABLE 6
Educational Data: Level And Type In Urban Areas of Kerman State in 1986-87

<table>
<thead>
<tr>
<th>Educational Level</th>
<th>Number of Students</th>
<th>Number of Teaching Staff</th>
<th>Number of Institutions</th>
<th>Number of Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>Kindergarten</td>
<td>2,036</td>
<td>1,882</td>
<td>3,918</td>
<td>250</td>
</tr>
<tr>
<td>Primary</td>
<td>55,628</td>
<td>50,659</td>
<td>106,287</td>
<td>5,204</td>
</tr>
<tr>
<td>Exceptional Children</td>
<td>414</td>
<td>240</td>
<td>654</td>
<td>101</td>
</tr>
<tr>
<td>*Teacher Training</td>
<td>639</td>
<td>63</td>
<td>702</td>
<td>36</td>
</tr>
<tr>
<td>**Teacher Training</td>
<td>1,123</td>
<td>550</td>
<td>1673</td>
<td>253</td>
</tr>
<tr>
<td>Total in the State</td>
<td>110,247</td>
<td>93,515</td>
<td>203,762</td>
<td>12211</td>
</tr>
</tbody>
</table>

Source: Centre of Census of Iran (Tehran)
* Teacher Training Colleges Entering Before Finishing Secondary School
** Teacher Training Colleges Entering After Finishing High School
1.6 **EDUCATION IN IRAN**

For thousands of years Iran has been a crossroad of cultures and civilizations and has, therefore, been subject to foreign influences. These include the invasions by Mongols, Tartars, and Arabs, and various forms of interventions by France, England, and Russia in the nineteenth and early twentieth centuries. But despite these foreign influences the Iranian national culture and language have demonstrated remarkable continuity and cohesion. For example, although modern Persian is written in an Arabic
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script and has borrowed heavily from the Arab lexicon, yet it has retained its character and identity. It is usually estimated that Persian is the mother tongue of approximately half of the total population. But it is the only official language of the country and the sole language in which education is conducted. Thus, despite many foreign influences that came in from time to time, Iranian culture and language have always retained their own identity.

Historically the most important and lasting influence on Iranian culture has been that of Islam. The Arabic conquest of Iran in the seventh century A.D. and the consequent concession of the Iranian population to Islam led to many fundamental changes. Thus, to gain our understanding of the development of education in Iran, the influence of religion and theology must be kept in mind.

The mosque served the Persians not only as a place of worship, but also as a centre of learning. The curriculum consisted of the scriptures, logic, Arabic, and grammar. From the basis of this, the Koranic school, called the 'Maktab', eventually emerged. Learning by rote was compulsory, even though the lesson memorized was often not understood by the pupil. Discipline was strict. The Maktab was attended by children of the middle class. Upper class families did not send their children to school, but employed private tutors, who came to play an important role in the
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family life, advise parents in all aspects of education. This traditional system of education was gradually, although never completely, displaced by a system of state education, modelled on the French educational system, which was introduced in 1894.

1.6.1 GOALS OF EDUCATION

In 1957, the Ministry of Education of Iran declared the following overall goals for education:

a) Physical development—pupils should learn sports and hygiene. This concern dates back to very early doctrines.

b) Social development—pupils should learn to respect their family, community and society. They must also understand social and economic life and strive to live and work in and for the community. This idea was already there in the Islamic mode of education.

c) Intellectual development—pupils should learn to think, preferably through their own experience. This is a European ideal.

d) Moral development—pupils should understand religion, culture, and civilization and by so doing exercise self-control. This has always been one of the main aims of Persian education.

e) Aesthetic development—pupils should love nature and learn to appreciate the arts.

The basic problem in Iranian education was and is that of reconciling traditional values with the development of a society based upon science and technology. Following
Introduction

the Islamic Revolution of 1979, the Islamic Republic of Iran emphasized the moral training of individuals in society. The guidelines for schools were based on the principles and teachings of Islam, with great emphasis on strengthening and encouraging the faith of Islam. Particular importance was attached to the relationship between education and work. Young people were to be equipped with academic and scientific techniques and work skills in order to make them aware of the need for industrial and agricultural production (Ministry of Education, 1979).

1.6.2 STRUCTURE AND SIZE OF THE EDUCATIONAL SYSTEM IN IRAN

The structure of the formal educational system is presented in Fig. Preschool education typically takes place in private institutions. The overall aim is to prepare children for school education. Activities include group games, narrating stories, singing, acting plays, and handicrafts with simple tools such as paper, cardboard, and pen. In rural areas where local dialects are spoken emphasis is given to the learning of spoken and written Farsi, the medium of instruction in primary schools.

Primary school begins at the age of 6 and lasts for five years. In theory, if not always in practice, this leads to a guidance or orientation course lasting three
Source: Central Office of Education (Trehan)

Fig. 3: STRUCTURE OF EDUCATION IN IRAN
years. Thus, there is general education of eight years, although all eight years are not compulsory. The three-year orientation course is when students are expected to decide upon their future occupations or academic pursuits.

Secondary education lasts for four years and is divided into two main tracks. The older and larger of these is the academic track, which is subdivided into two main branches—sciences and humanities. The secondary technical and vocational line is less well-developed and comprises industrial and agricultural branches.

Higher education can be divided into teacher-training colleges which may not require completion of secondary education as an entrance condition and various colleges and universities. However, it should also be pointed out that a large number of university students study abroad also.

Considerable importance has been given to non-formal education in Iran, particularly to literacy work. From 1967 to 1972 Iran participated in the World Experimental Literacy Programme organized by UNESCO and the United National Development Programme (UNDP). This project was carried out in two regions—Esfahan in central Iran and Dezful in the south and stressed what was called "functional literacy". Originally this term was interpreted to mean that instruction in reading and writing should be combined
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with vocational training. Hence, special courses were organized for automobile mechanics or growers of sugarbeet. Subsequently a broader interpretation had to be employed as the majority of the participants proved to be women and self-employed farmers. The experience gained in these experiments was used in developing a national literacy programme which received professional support by the establishment of a National Centre for Adult Education and Training. Despite these efforts the adult illiteracy ratio remained high.

Following the World Conference of Ministers of Education, which was convened in Tehran in 1965, Iran played an active role in the promotion of literacy at the international level. It was this fact which led to the establishment of the International Institute for Adult Literacy Methods (IIALM) in Tehran in 1968. The IIALM served as an international documentation centre on literacy as well as for working in the areas of literacy research and training.

1.6.3 GROWTH OF THE PRIMARY EDUCATIONAL SYSTEM IN IRAN FROM 1966 TO 1986.

Tables 8 and 9 presenting the 1966 and 1976 census data of the primary Educational system of Iran.
# TABLE 8

Number And Percentage Of School Going Children At The Age Six Years Out Of The Total Population Of Children of The Same Age With Reference To Their Habitat And Sex In The Years 1966 And 1976.  

**CENSUS REPORT OF 1966**

<table>
<thead>
<tr>
<th>Habitat</th>
<th>Urban</th>
<th></th>
<th>Rural</th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age Group</td>
<td>Boys</td>
<td>Girls</td>
<td>Boys</td>
<td>Girls</td>
<td></td>
</tr>
<tr>
<td>Total Population of 6 years</td>
<td>166,000</td>
<td>155,000</td>
<td>288,000</td>
<td>259,000</td>
<td>867,000</td>
</tr>
<tr>
<td>Six Years Old School Going Children</td>
<td>128,000</td>
<td>102,000</td>
<td>114,000</td>
<td>34,000</td>
<td>378,000</td>
</tr>
<tr>
<td>Percentage</td>
<td>77.1</td>
<td>65.8</td>
<td>39.6</td>
<td>13.1</td>
<td>43.6</td>
</tr>
</tbody>
</table>

**Census Report of 1976**

| Total Population of 6 years | 224,000 | 212,000 | 334,000 | 303,000 | 1,063,000 |
| 6 Years old School Going Children | 164,000 | 143,000 | 190,000 | 103,000 | 600,000 |
| Percentage | 73.2 | 67.5 | 56.9 | 34.0 | 56.4 |

Source: Centre of Census of Iran (Tehran).
### Table -9
Percentage of Students Population of Different Age Groups (6-24) In Relation to The Total Population of Their Respective Age Groups in The Year 1986.

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Residents</th>
<th></th>
<th></th>
<th>Non-residents</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Urban</td>
<td>Rural</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6-10</td>
<td>91.20</td>
<td>72.76</td>
<td></td>
<td>29.92</td>
<td>81.71</td>
</tr>
<tr>
<td>11-14</td>
<td>84.15</td>
<td>57.86</td>
<td></td>
<td>22.16</td>
<td>70.78</td>
</tr>
<tr>
<td>15-18</td>
<td>50.00</td>
<td>22.64</td>
<td></td>
<td>6.94</td>
<td>37.11</td>
</tr>
<tr>
<td>19-24</td>
<td>11.90</td>
<td>4.17</td>
<td></td>
<td>1.64</td>
<td>8.27</td>
</tr>
<tr>
<td>6-24</td>
<td>59.84</td>
<td>44.70</td>
<td></td>
<td>18.93</td>
<td>52.54</td>
</tr>
<tr>
<td>15-24</td>
<td>28.00</td>
<td>13.17</td>
<td></td>
<td>4.42</td>
<td>21.45</td>
</tr>
</tbody>
</table>

Source: Centre of Census of Iran (Tehran)

The above tables indicate that there has been some positive growth in the enrollment rate of students. The lowest enrollment, however, is for the rural female children. Comparing between the urban and rural population, the rural population is at disadvantage for as the age increases the number of children in schools drops.

1.6.4 **ADMINISTRATION OF EDUCATION IN IRAN**

The organization of the modern educational system in Iran was closely modelled on that of France. It was, therefore, highly centralized. The Ministry of Education through its central bureaucracy and regional representatives...
Source: Central Office of Education (Tehran)

Fig. 4: ADMINISTRATIVE MACHINERY OF EDUCATION IN IRAN

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administers and finances the public educational system at primary and secondary levels. Efforts have, however, been made over the years, particularly in the 1970's, to establish regional education councils and to develop their role and authority. These councils are composed of representatives of the people, regional education officials, and teachers and school principals.

In 1969, a separate Ministry of Science and Higher Education was established and entrusted with authority over higher education and research institutes as well as with responsibility for overall educational research and planning. There is also a Central Council of Universities composed of chancellors of universities and institutes of higher education, which advises the ministry. In 1980, all universities were closed for reorganization and they were gradually re-opened in 1983-84.

1.6.5 FINANCE

Education in Iran has been financed predominately by the government. Although private schools existed until the end of 1970's, They too were usually subsidized by government subventions or by provision of teachers and staff. Following the escalation of oil prices and government revenues in the years after 1973, both unit costs and enrollments increased rapidly. For example, expenditure on primary education increased 34 per cent from 1976 to 1977
and by 38 per cent from 1977 to 1978, whereas secondary educational expenditure increased by 52 and 37 per cent in the same periods. None-the-less the educational system was still unable to provide education for all. The shortage of places was particularly acute at the secondary and higher levels.

During the fifth development plan (1973-78) funds provided for education totalled the equivalent of US $ 5.75 billion compared with less than $ 2 billion in the preceding five year period. As a percentage of gross national product, this represented an increase from 3.4 to 5.4 per cent. It was planned to spend 32 per cent of this amount on primary education, 12 per cent on the guidance cycle or orientation level, 19 per cent on secondary education, 18 per cent on higher education, and 1.5 per cent on adult education. In all, it was estimated that 30 per cent of educational expenses would be made in the rural areas of the country. Precise information on the extent to which these proposed expenditures were realized is not available, although expenditures in the first year of the plan exceeded anticipated outlays.

1.6.6 SUPPLY OF PERSONNEL

From 1973 until the Islamic Revolution of 1979, the major constraint on the growth of the Iranian
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educational system was personnel and not money. In the cities and towns the supply of teachers was sufficient to provide primary education for all, or nearly all, children who sought it, although many teachers were less than fully qualified and classes tended to be large. The unresolved crisis of Iranian education was and remains the provision of teachers for extending education to rural children. According to the Iranian constitution, primary education is compulsory, although its duration is not stated and, by a law adopted in 1932, is free of charge. These legal provisions, however, have never been fulfilled. As early as 1943, the government adopted a programme to achieve universal primary education within a decade, but this goal remains elusive. Nonetheless, the expansion of education has been significant. In 1917-18, there were only 24,033 pupils in schools; by 1941, this had increased to 167,682; by 1960-61 to nearly 1.5 million, by 1980 to nearly 5 million, and by 1986 to nearly 7 million.

An important limitation on the rate of increase of primary enrollment was the capacity of teacher training institutions. The growth of such institutions was in turn limited by a shortage of qualified faculty. In order to cope with this problem temporary measures were adopted. High school graduates were employed and assigned to schools without pre-service training. Normal schools (teacher
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training colleges) were opened which accepted students who were not high school graduates. Tribal normal schools, for example, enrolled women with only a primary education. The main problem, however, was that teachers could not be recruited for service in rural areas.

The establishment of the Education Corps in 1962 represented an important and innovative measure for meeting this problem. Instead of being drafted into the army under the compulsory-military-service law, young men who had completed secondary education were given the opportunity and monetary incentives for performing their national service as rural teachers. After a four-month training course, devoted to both basic military training and the elementaries of teaching, these corpsmen were assigned to rural schools, often establishing the school in which they were to serve. For every 15 corpsmen there was one travelling supervisor, often himself a former corpsman. Upon completion of service corpsmen were offered teaching assignments by the Ministry of Education.

A Women's Education Corps was also established, whereas men were usually assigned to single-teacher schools, corpswomen were always assigned in pairs and often joined the faculties of established schools in small towns. Measures were also taken to provide significant financial incentives for service in rural areas. While these measures
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resulted in a rapid growth of rural education, they were insufficient to provide schools for all communities or all children. The Education Corps, however, was suspended after the Islamic Revolution (1979) due to war. There are plans to re-establish it under the name of Soldier-Teacher campaign. Teachers shortage also existed at the secondary level, particularly in vocational and technical education where qualified graduates were attracted to well-paying jobs in the country's rapidly expanding industries. The expansion of the university system was expected ultimately to provide the required supply of secondary teachers.

According to the census taken in September 1986, in urban areas there were 164,375 teachers at guidance cycle and secondary level and 263,885 at primary level. Accordingly in rural areas there were 16,759 teachers at guidance cycle and secondary level and 70,912 at primary level. The teacher-pupil ratio at primary level was 13.90 in urban areas and 45.30 in rural areas. This ratio at guidance cycle and secondary level was 15.70 in urban and 60.10 in rural areas.

The rapid expansion of higher education created a demand for qualified faculty and administrators. Progress was made in satisfying the requirement of university personnel by recruiting returning graduates who had completed advanced studies abroad. The fact that nearly
half of all Iranian students in higher education were studying abroad also served to relieve the pressure of enrollments at the tertiary level.

1.6.7 CURRICULUM DEVELOPMENT AND TEACHING METHODS

Traditionally curriculum development has been highly centralized in Iran. In the 1970s, however, efforts were made to broaden participation in the process of designating content and preparing instructional materials. Specialized committees were established to review the recommendations of local committees in the different regions and of individual experts. Identification of the needs of primary education is undertaken by a coordinating committee on the basis of the work of the specialized-committees. The specialized committees make suggestions about the course content and methods for each subject area at each class level. However, it is the coordinating committee which finally allocates the number of hours to be devoted to each subject area at each level. The recommendations of the specialized committees and coordinating committee are sent to the Higher Council of Education for final approval. The Council then gives the plans to authors to produce textbooks. Regional and provincial committees review the textbook authors' products and suggest revision. At the
university level it is the faculties which determine the course content.

Table 10 shows the number of teaching hours devoted to different subjects in general education.

**TABLE -10**

**Number of Teaching Hours Per-Subject In General Education.**

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Primary Stage (5 Years)</th>
<th>Guidance Stage (3 Years)</th>
<th>Total General Education (8 years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethics and Religious Studies</td>
<td>416</td>
<td>192</td>
<td>608</td>
</tr>
<tr>
<td>Persian Language and literature</td>
<td>1,600</td>
<td>512</td>
<td>2,112</td>
</tr>
<tr>
<td>Mathematics</td>
<td>608</td>
<td>480</td>
<td>1,088</td>
</tr>
<tr>
<td>Science and Hygiene</td>
<td>416</td>
<td>480</td>
<td>896</td>
</tr>
<tr>
<td>History, Geography and Social Education</td>
<td>416</td>
<td>384</td>
<td>800</td>
</tr>
<tr>
<td>Arts and Handicrafts</td>
<td>704</td>
<td>192</td>
<td>896</td>
</tr>
<tr>
<td>Arabic Language</td>
<td>-</td>
<td>64</td>
<td>64</td>
</tr>
<tr>
<td>Vocational and Technical Orientation</td>
<td>-</td>
<td>384</td>
<td>384</td>
</tr>
<tr>
<td>Physical Exercise and Training</td>
<td>320</td>
<td>192</td>
<td>512</td>
</tr>
<tr>
<td>Total Teaching Hours</td>
<td>4,480</td>
<td>3,264</td>
<td>7,744</td>
</tr>
</tbody>
</table>

Source: Central Office of Education (Tehran).
Teaching methods were originally adopted from the religious 'Maktabs' and stressed rote learning. The fact that in the early years of the twentieth century classes were large and books were scarce, tended to reinforce this approach, as did the system of homework and assignments, which usually involved nothing more than the recopying, often several times, of passages from a text. In the eyes of traditional educators, the best students were those who could recite their text-books by rote. The teacher would examine this by taking the book away from the student and asking him to continue his recitation. With the establishment of modern teacher-training colleges, efforts were made to introduce active methods and some success was achieved in the better urban schools and, interestingly, among the young educational corpsmen and corpswomen who had not, as yet, been indoctrinated in the traditional approaches. The reforms in teaching methods, however, had had to confront an entrenched educational establishment and strongly held educational values which hold mastery, that is, memorization of a finite body of knowledge as the goal and meaning of education. The knowledge explosion "has yet to have its impact upon primary education in Iran, although the educational authorities are already confronted with the problem of reconciling old values to a transforming society."
1.6.8 EXAMINATION, PROMOTION, AND CERTIFICATION

Promotion from one grade to the next is based on the results of an end-of-year examination. In each subject children's work is scored on a 0 to 20 scale. An average score across subjects of at least 10 is required for promotion. Those falling below 10 must repeat the year. This system holds for all primary and secondary education. A similar system is used in teacher-training colleges and sometimes at university level.

At the end of general school, a regional test is administered and a certificate of general education is awarded to the successful candidates. Admission to secondary school, however, requires certain levels of performance in specific subject areas. A secondary-school-leaving test is administered in each province (state) and, again, a certificate is awarded to successful students. Admission to higher education is based on the results of an annual nation-wide test.

1.6.9 EDUCATIONAL RESEARCH

During the 1970s, Iran gave considerable attention to the development of institutions capable of carrying out educational research. The most prominent of these is the Institute for Research and Planning in Science and Education, which is attached to the Ministry of Science and
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Education. The mandate of this institute was to conduct research on the planning of national education, formal as well as non-formal, from pre-school through the universities. Initially the research of the institute stressed personnel planning and resource allocation, although this type of research was gradually broadened to include studies on the history and development of Iranian education, analysis of the socio-economic conditions of education, and research on the content of education. The National Centre for Adult Education and Training played an important role in the conduct of linguistic research, in preparing curriculum for non-formal education, and in evaluating the socio-economic impact of literacy programmes. In the fifth development plan (1973-78), it was decided to stress the development of research capacity in universities and to avoid the establishment of separate research institutes.

1.7 STATEMENT OF THE PROBLEM

Keeping in view the importance of primary education role of parents in universalization of education and the affinity of the researcher the study undertaken is stated as below:

"PROBLEMS OF PRIMARY EDUCATION AS PERCEIVED BY PARENTS OF PRIMARY SCHOOL CHILDREN IN KERMAN STATE OF IRAN"

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1.8 NEED AND IMPORTANCE OF THE STUDY

The changes in the economically and technologically advanced countries have made it clear that national development requires changes in the knowledge, skills, interests, and values of the people. It is realized that there can be no hope of making a country self-sufficient in food, essential raw materials, industrial products and many other requirements unless they are moved out of their age-long conservatism, become interested in experimentation and are ready to adopt techniques that result in increased production in various fields. Economic and social growth is not merely a matter of physical resources and mixing with each other, but in real sense it involves education of the masses in new ways of life. Therefore, no reform is more important or urgent than relating education to the needs and aspirations of the people and thereby making it a powerful instrument of social, economic and cultural transformation necessary for the realization of national goals.

It has been true at all times in all countries that education can play an important role in removing social evils and bring about social progress and economic growth. Children occupy a prominent place in shaping the destiny of their nations and of the world as a whole. They are citizens of tomorrow and their present conditions shape the
future of their adulthood which has a great significance for their society. So proper attention and care need to be bestowed upon the development of children through proper education.

Primary education being the first educational level plays a vital role in all-round development of a nation because the effect of the primary education and primary schooling is the second only after the family. It influences children at particularly impressionable time in their lives, it reflects the nation's common faith in the efficiency of education, and it is a part of the community which it serves.

The central objective of all primary education is fixed in the teaching and learning of three R's, i.e., reading, writing and number work, also preparing the pupils for higher education and through that the realization of other objectives which may range from development of citizenship and character, environmental response-potential, basic skills of social, emotional integration, attitude development, etc. These and other objectives may weigh well in importance in the minds of educational planners, administrators, teachers, educators and the other educational elite.

Parents play a vital role in the universalization of primary education. In this regard there are many studies
and almost all have come to the same conclusion on the effect of family background specially parents on the children's attainment and success in school, which can be classified as below:

1. Parental attitude to education, which involves interest in school, encouragement to children, and aspirations for children's educational and occupational careers.

2. Educational level of the home, involving the amount and nature of the formal education received by parents themselves, the cultural interest of parents and particularly the extent to which the reading of books is a normal activity in the home.

3. Family size, which is important in the years of early childhood, mainly in its effect upon the extent to which children spend time in conversation with adults and elders, which in turn results from the birth order of the children.

4. Quality of material care of young children.

5. Material prosperity of the home.

6. Social environment which involves a complex of neighbourhood phenomena, such as high birth rate, illiteracy, high incidence of crime, neglect of children, dirty home and broken families.

7. Abnormal family back-ground.

Sane (1960) investigated into the conditions of primary education. He reported that strained relations and ignorance of the parents were some of the important causes for non-attendance.

Seetharamu and Ushadevi (1985) studied the problems of schooling in general and school drop-out.
phenomenon in particular in the context of integrated rural development, they found that the drop-outs were mostly from illiterate families, and 80 per cent of drop-outs come from chronically poor families. They also classified the factors of pressure on primary education in two groups. One, internal to the school system and the other external to it. Those that are internal to the system include the quality of the learning process that goes in the school, the teacher characteristics such as age, sex, experience, training and qualifications, the position of the school with regard to building, play ground, library, interaction of school with surrounding community, the rigour of enforcement of incentive scheme for children, etc. The factors external to the school system are, the family in particular and the socio-economic environment in general. They may include such factors as the level of education, occupation and income of parents, their caste-status implying their lifestyle, the fertility behaviour and family organization within the family system, parental awareness and utilization of school facilities and incentives, etc.

Ammoun (1957) in his book "Study of Discrimination in Education", mentions the causes of discrimination in third world countries as, sex, social, geographical, economic and historical circumstances. He writes, "the most striking case is that of rural population: it is no
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exaggeration to say that in all countries rural population are at a serious disadvantage as compared with urban population so far as education is concerned".

In Iran, although compulsory education laws were ratified in 1943, of the total population of over ten years of age in 1976, only 43 per cent were literate and only 56 per cent of six years old children were enrolled in schools. The official report published by the Ministry of Education of Iran in the Persian newspaper "KAYHAN" on July 9, 1980 on number 11040, Page 6, showed that there were about one million eligible children in the whole of Iran who did not attend school so far. The latest official report published by Centre of Census of Iran and Ministry of Education in 1986 says that the total population of 6-10 years of age 18.29 per cent were not enrolled in schools, this percentage accordingly is 8.8 per cent in Urban and 27.24 per cent in rural areas. Although there has been a good progress in universalization of primary education in Iran specially in the last few years, still the aim of having cent per cent of enrollment of school age children has not been achieved particularly in rural areas.

Concerning primary education in Iran, only few studies have been conducted and in particular, no research has been done to understand the shortcomings in providing proper primary education to the whole population from
parents view and the hindrances parents face in this regard. So, the researcher felt it necessary to conduct this research on the problems of primary education as perceived by parents (head of the family). Parents living in different habitats i.e. rural, urban areas, parents of different socio-economic status, parents having children of different sexes and parents with different educational background may have faced different problems, have different attitude towards education and may have different expectations regarding primary education of their children. To find out all these, this research has been undertaken.

Study of the problems of primary education as perceived by parents (head of family) can be helpful in understanding the position and capacity of parents in sending their children to school, and would help in better understanding of the expectations of parents about the primary school education which may further help the planners to develop educational plans to retain school leavers and minimize the wastage and stagnation. It may further lead to a better system of education and help to ensure fuller and proper utilization of educational facilities.
1.9 OBJECTIVES OF THE STUDY

The proposed study is conducted with the following objectives:

I To find out the differences in the perception of parents with urban and rural background with regard to the problems of the primary school education of their children.

II To find out the differences in the perception of parents with different educational background with regard to the problems of the primary school education of their children.

III To find out the differences in the perception of parents of varied income levels with regard to the problems of the primary school education of their children.

IV To find out the differences in the perception of parents of sons and daughters with regard to the problems of the primary school education of their children.

V To find out the attitude of the parents towards education with regard to their habitat, income and educational level, and sex of their wards and its relationship with perception of the problems of the primary school education.

1.10 HYPOTHESES OF THE STUDY

I Parents with rural and urban background will perceive the problems of the primary school education differently.

II Parents with different educational level will perceive the problems of the primary school education differently.

III Parents with different level of income will perceive the problems of the primary school education differently.
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IV Parents of sons and daughters will perceive the problems of the primary school education differently.

V Parents with 'urban/rural back-ground', 'different level of education', 'varied income groups' and having children of different sexes in the primary schools' will differ in their attitude towards education.

VI There will be a positive relationship between the parents attitude toward education and their perception of the problems of the primary school education.