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The study of related literature before conducting any research is very important. Best (1963) said, "... a familiarity with the literature in any problem area helps the students to discover what is already known, what others have attempted to find out, what attacking methods have been promising and disappointing and what problems remain to be solved.

A review adds to the store of knowledge that can be used in solving the problems in hand currently. In every research work it is necessary for the researcher to be familiar with the related literature because it helps him in understanding the potentialities of the problem in hand. It helps the researcher to acquire information about the studies already done in the area of his interest, protects him against unnecessary duplication, guides him in carrying out the investigation smoothly and makes him familiar with steps required to be followed for quality research. It also helps the investigator to learn from the mistakes of others and to start from a point where others have left.

In this study the review of the literature is grouped into two parts: part one will review those studies which have been done in Iran and Part two will review those studies which have been conducted in other countries. The review, however, is restricted to those studies which have been published in English language only.
2.1 REVIEW OF RELATED STUDIES IN IRAN

As for research related to problems of primary school education as perceived by parents, only a few researches have been done that have a direct or even indirect bearing on the subject.

Ardabillie (1975) studied education and pattern of modernization in Iran, 1945-1974. He focused his attention on the relationship of progress in Iran from 1945 to 1974 to the particular pattern in which modernization took place in the country. The research was designed to determine the quantitative interrelationship between education and the pattern of modernization. His hypothesis was that education was limited by the influence of other areas of social life more than it served to initiate modernizing change. Data was collected regarding Iran's economic progress till 1974, with a special attention to the intensely accelerated growth stemming from the world market position of the oil industry from 1972 along with a consideration of the importance of increased public revenue and developmental plans created by this growth, as well as shortage and dislocation accompanying this rapid growth. He presented educational progress in detail for the literacy areas of primary education, secondary education, vocational, technical education and higher education. Data for all the categories were divided between the period before the explosion in oil
revenues in the early 1970's which caused the government to redouble its already ambitious development plans, and the period since the oil explosion. He found that despite significant progress at many levels, Iranian education throughout the period under study suffered from lack of harmony with the needs of the nation's economy. It was concluded that money spent on education for modernization was not as effective as it could have been. He also concluded that despite new reforms, education had not progressed to the point to become a leading force for modernization in Iran.

Bakhshi's (1978) study was on "The relationship between different organizations for the campaign against illiteracy and change in literacy level in Iran". The major purpose of this study was to find out the relationship between the activities of various organizations for the campaign against illiteracy and the resulting change in the literacy level in Iran. In this study, he enlisted many agencies which co-operated on literacy programmes in Iran, like Educational Corps, National Committee for World Literacy Programme as a co-ordinating agency of the programme, Ministry of Labour and Social Affairs, Ministry of Co-operative and Rural Affairs, The Women's Organization, Iranian Armed Forces, and The Ministry of Education which
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was the only government agency responsible for education in Iran. The need for the establishment of each agency was different. He analyzed his literacy data and discussed its limitations and the procedure used to determine the rate of progress of literacy. To measure the progress of literacy, the relative rate of progress was computed. He found that the average decimal rate of progress was only 19 per cent through the combined efforts of all the agencies. After the Ministry of Education, which stood first in literacy activities, the other agencies in this field ranked as follows; (1) the Educational Corps; (2) the Iranian Armed Forces; (3) the Ministry of Labour and Social Affairs; and the (4) Women's Organization. He concluded that Iran was facing an illiteracy problem. The percentage of illiteracy in the country as a whole was 56.1 in 1976, out of which 70.3 per cent of total population of rural areas were illiterate. In order to overcome illiteracy in Iran he recommended that more funds should be allocated to education, particularly for rural areas; compulsory education law should be enforced; adequate teaching staff should be provided; school buildings, equipment, and audio-visual aids should be supplied to bring about an increase in attendance; available manpower of students, preachers and civil service employees should be utilized for teaching the illiterate; mass media be used to motivate attendance in
literacy classes; mobile schools be used in areas of scattered population; curriculum and instructional materials be revised to meet the rising needs; more educational corps personnel be sent to rural areas; the roads be improved between villages for better transportation; there should be increase in salaries and fringe benefits for literacy education; and priority be given to literate workers in employment in factories and workshops.

Fouladi (1979) studied the educational policy in his research project, "A Study of Educational Policy Formulation in Iran (1962-1977): Establishment of Educational Corps and Educational Revolution Decree". The purpose of this study was to investigate educational development in Iran during the period 1962-1977, as it was revealed in the establishment of the Educational Corps and the Educational Re-volution Decree. The study was made from a policy-making perspective. He focused his study on all aspects of the Policy-making process related to the Educational Corps and the decree of the Educational Revolution. Theory of educational policy formulation he utilized for his major theoretical frame work of the study suggested four processes such as: (1) basic forces; (2) antecedent movements; (3) political actions; and (4) formal enactments. He also utilized Mann's and Thomas' theories of educational policy formulation models in order
to identify suitable characteristics of a policy making model for Iran. According to Mann's model, educational policy is development through calculation and control procedures. Thomas's model suggests the policy development through stages of formulation, adoption and implementation. There were basic forces including national needs, economic needs, and manpower needs associated with the establishment of Educational Corps and Educational Revolution Decree. Antecedent movements related to the establishment of the Education Corps and the decree of Educational Revolution were also identified in this study. The Educational Corps was established in 1962 to use the energy and capacity of young high school graduates in teaching rural people, during the period when they would normally be doing compulsory military service. The main objectives of Educational Revolution were to mobilize human and material resources for the sake of future progress, to advance educational and technical methods, develop vocational and technical training, improve teacher training programmes and further scientific development. He found that of the three utilized educational policy formulation models (Campbell, Mann and Thomas). Campbell's model proved to be the most applicable and useful in studying the policy-making process, conducting the Educational Corps and decree of Educational Revolution. However, there was some weakness in the formal enactment
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phase of the model in policy-making process in Iran. He also found that Mann's and Thomas' models with some limitations were applicable to the Iranian system. The findings indicated that legislative actions were taken by decrees or orders, rather than by legislative process.

Kaveh (1982) conducted a study under the title, "Charting Educational Development (1922-77). With Profession (1977-2000) in The Islamic Republic of Iran". The purpose of this study was to provide a history of Iran's educational system and to determine the development of primary and secondary education between 1922 and 1977. More specifically, the researcher collected data documenting the growth of education in Iran and attempted to analyze the effect of the five educational plans from 1948 to 1978 on the Iranian educational system. The findings of this study were: (1) Iranian educational processes usually accelerated by constant multiples every five years; (2) the overall acceleration of the secondary student was higher than that of primary and higher education students in all five educational plans; (3) new educational reforms, for example, changing the elementary education from six to five years in 1973, and free schools and lunches in 1974, had no effect on the acceleration of the primary educational indicators; (4) there was no evidence that the establishment of the Ministry
of Science and Higher Education in 1967 affected the quantitative expansion of higher education students; and (5) no significant effects resulted at all levels of education due to the implementation of five educational plans.

Kashani (1983) conducted a research to find out factors impending compulsory elementary education in the province of Isfahan, Iran. The study was undertaken with the following objectives: (I) to examine the defects in the system of elementary education in Iran; (II) to study the problems coming in the way of compulsory elementary education; (III) to find out, if the problems standing in the way of compulsory elementary education could be reduced; (IV) to clarify how compulsory elementary education could be made practicable; and (V) to study what reforms were needed to attain the goals.

The investigation was a descriptive survey research. The sample included three main groups namely, two hundred of the completely illiterate and the dropout children from the school between the age group of 6-14 years, two hundred of parents of the same children, and experts consisting of eighty teachers, ten principals, ten administrators and ten educationists and planners.

The tools used for the investigation were: (I) questionnaire for the experts which included 29 statements
and an open choice to comment or mention the other hindrances which may stand in the way of compulsory elementary education; and (II) structured interview for collecting information from the illiterate and dropout children and their parents.

The findings of the study were as follow: (I) the following defects were found to exist within the educational system of Iran and were hindering compulsory elementary education: (a) wrong implementation of educational policy; (b) wrong supervision and direction in educational system and defect in the system of examination. (II) the social and environmental factors which were standing in the way of compulsory elementary education were; (a) poverty of the parents of illiterate and dropout children; (b) illiteracy of the parents of illiterate and dropout children; (c) superstitions among illiterate families, this being an outcome of their illiteracy; (d) isolation of parents of the children from school authorities; (e) uncongenial geographical configuration like geographical and climatic factors leading to poor transportation in the rural areas as well as lack of hygienic conditions in the rural areas; (f) poor communication in the rural areas; and finally (g) the migration of the villagers to the cities; (III) the following impediments were found to be in the way of the
attempt for reducing the problems of compulsory education: 
(a) scolding of the children by their teachers wherever it 
was practiced; (b) lack of interest among some teachers 
where it was observed; (c) shortage of trained teachers; 
(d) shortage of schools in the rural areas; (e) shortage of 
equipments in the schools and lack of healthy recreation. 
(IV) the outcome of relevant data revealed that the 
following reforms were essential to enforce the development 
of compulsory elementary education: "a) sound distribution 
of means of production through sound planning and 
supervision to narrow the gap between the rich and the poor 
to its maximum possibility; (b) correct and proper 
mobilization of the national resources including human 
resources through careful planning and directing and 
supervising; (c) filling the gap between backward rural 
areas and urban areas in all respects such as modernization 
of agriculture in the rural areas; medical care for the 
rural people; electricity for the rural people; proper 
cemented roads and traffic facilities from the rural areas 
to the cities; construction of modern houses; proper 
educational facilities such as schools and its required 
facilities; and providing sufficient teachers for needed 
places in the rural areas. In order to achieve all these 
esential needs in the rural areas, enough budget, sound 
planning, directing, and supervision are the foundation of
the goal; (d) creation of permanent jobs for jobless people through sound economic and development plans is essential; (e) promotion of scientific research; (f) census to be conducted by the government through university of Isfahan; (g) decentralization of education to its maximum possibility in which local educational authorities may be given more authority to discharge their responsibility and the educational authorities at the centre may play the role of advisors and directors in this respect; (h) participation of professional teachers in educational planning for the province; (i) sound and proper management in the schools of the province by selecting and appointing capable, qualified, creative, dynamic, well behaved, expert, impartial and experienced teachers as head-masters, head mistresses and principals, and finally the interference of unauthorized persons who are not aware of teaching-learning process and are interfering in all aspects of educational process must be completely stopped by the order of the government through Central Ministry of Education in Tehran to the educational authorities in the province for its implementation.

Salehi Hosseini (1990) conducted a study entitled "Educational environment of Higher Secondary Schools of West Azerbaijan of Iran as Perceived by Principals, Teachers, Students and Local Community and Their Attitude Towards School System". The objectives of this study were: (I) to
find out whether principals, teachers, students and the local community perceived the educational environment differently; (II) to find out whether the attitudes of principals, teachers, students and the local community towards the school system differed from one another; and (III) to find out whether there was a relationship between perception of educational environment and attitude toward school system of principals, teachers, students and local community taken separately. The sample for the study were 20 schools selected randomly out of 91 higher secondary schools of West Azarbaijan. The principals of these schools formed the first group of the sample and five teachers, teaching grades 10 to 12, were randomly picked from each school. The third group of the sample consisted of 100 students for which five students of grade 12, alone, were drawn randomly from each school. The fourth group consisted of 100 local community selected from students' parents, education officers, retired teachers or teachers, teaching in schools different from those included in the sample. The researcher developed two tools for the study. The first was Educational Environment Questionnaire, and the second an opinionnaire to measure the attitude towards school system.

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

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

The review has amply suggested that elementary education in Iran is not adequate. The government's policy and implementation have been reported to be defective, the needs of the school going children and of the parents are not taken into account while planning for elementary education. A wide gap has been shown to exist in educational system meant for urban and rural areas. The teaching methods, staffing and use of newer techniques of teaching have not been utilized properly. The study suggested that there was much to be done to improve the lot of illiterate children.

2.2 REVIEW OF RELATED STUDIES IN OTHER COUNTRIES

In a study conducted by The Primary Education Department, Bombay (1956), it was observed that apart from the large number of children who fail to enroll themselves into school, there was a very difficult problem in the case of those who join school but dropout in the middle of the
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academic year. A continuous dropping out is found in municipal schools. Dropping out of children through out the academic year is a great handicap in the educational progress of the children concerned and involves wastage of funds and human energy. To understand the educational implications of the phenomenon of dropping out and to find ways and means to minimise the same, the study was planned with three objectives, viz., (I) to study the incidence of dropouts in municipal primary schools (II) to compare the incidence of dropping found in children of compulsory age and children who are overage (III) to analyse the reasons for the dropping out of children who left school without taking school leaving certificate. Parents and guardians of about 1,000 compulsory age and overage children were contacted to get the correct reasons for the dropping out of school before the completion of their schooling. Parents, guardians, and quite often, neighbours of 784 children who left school without taking their school leaving certificate were contacted personally. Some of the results of the study were that: (I) there were considerable number of dropouts every month but the number varied from month to month and it was difficult to point out any definite trends in the incidence of dropouts in different months; (II) the incidence of dropouts in standard I was alarmingly high; (III) in the compulsory age group, the incidence of
dropping out in case of girls was higher than boys; (IV) in the compulsory age group, migration to native place was responsible for the dropping out of forty three per cent students; (V) truancy was responsible for 11.12 per cent dropouts, ranking first among the reasons for dropping out, was followed by gainful employment at 3.11 per cent, illness at 2.07 per cent, and negligence of parents at 1.63 per cent; (VI) truancy was more frequent in the case of boys than in the case of girls; (VII) in the overage group the inability of parents to pay fees was the most frequent reason for the dropping out of children from school.

Another study was done by The Primary Education Department (1957) following the finding of the World Survey. It was decided by The Research Advisory Committee that a larger sample should be studied for the verification of the results obtained in the above cited survey. The different localities in Greater Bombay were selected by restricted random sampling. The areas were selected mainly on the basis of the socio-economic condition of the people in the locality, the restrictions imposed being (i) representation of very poor, poor, middle and richer class in the sample should, roughly, be in proportion that found in Greater Bombay, and (ii) various industrial and commercial labour and different language groups should be
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included in the sample. The total population surveyed was 48,086. Enumerators visited every household to get all the data about the children in compulsory education group and the adult population in the localities.

Some of the findings of the survey revealed that (i) on account of factors like domestic work, looking after younger children at home, the education of girls was far behind that of boys even in the young and immature age group 6 to 11 years; (ii) the incidence of non-attendance was very high in poorer areas; (iii) one of the factors that was responsible for increased non-attendance was the continuous coming into and going out of Bombay of a number of children and it was found in the survey, that the incidence of non-attendance, due to this factor, was much lower than what was popularly believed; (iv) the incidence of non-attendance was much higher in the age group 6-7 years and 7-8 years than that in the age range 8-11 years; (v) fifty per cent of the non-attending boys and fifty two per cent of the non-attending girls did not go to school on account of lack of accommodation in nearby schools; (vi) domestic work at home, looking after younger children, extreme poverty, doing odd jobs to supplement family income, truancy, and migration were reasons for non-attendance of children; (vii) major reasons which were responsible for about eighty five per
cent dropouts were a) negligence b) non-accommodation in school c) domestic work d) looking after younger children e) admission refused on technical grounds and (viii) truancy and stay at native place intermittently.

Sane, (1960) investigated into the condition of primary education in the educationally backward parts of the Poona Municipal Corporation area with special reference to non-attendance of pupils coming under the provisions of Primary Education Act of 1947, and irregular attendance of pupils actually under instruction. Along with scanning of literature and intensive study of records about causes of irregular attendance, questionnaire and interview schedule were used as research tools for collection of data. The salient findings of his study were: (i) girl's education was neglected due to old beliefs and traditions; (ii) ignorance of the advantage of education and wrong ideas about it were widely prevalent; (iii) people living away from enlightened society did not change for years; (iv) orphans and children whose parents had strained relations needed more help; (v) there was slow progress in some wards though the compulsory education scheme was in operation there; (vi) the co-operation of the people in the locality was felt essential; (vii) more disciplinary action was necessary; (viii) school courses did not attract parents; and (ix) some help was necessary for the
handicapped and nomads. In the case of irregular attendance, the study revealed that (I) children avoided schools as they could not adjust to the crowded classes and school discipline; (II) parents thought that the curriculum was totally useless; (III) teachers failed to create an urge for education; (IV) supervision and inspection needed improvement; (V) domestic difficulties and lack of hygienic facilities also contributed to irregular attendance.

Sharma and Sapra (1969) undertook the study of the problems of wastage and stagnation on a large sample of 790 dropouts and 485 stay-in cases from ninety-two schools of Panjab, Rajasthan, Maharashtra, Himachal Pradesh and Delhi. Schools Information Blanks and Pupil Information Sheets were used for collecting data about schools and dropouts and stay-ins respectively. Interviews were also conducted with the dropouts as well as their parents to supplement the information. The finding of their study revealed that: (I) about fifty per cent of wastage was noticed in class I itself and gradually the rate decreased as the child moved up the ladder; (II) incidence of wastage and stagnation was more in girls than in boys; (III) wastage was more in the shift system schools; (IV) the rate of dropout was negatively related to the qualifications and the per-capita
income of teachers; (V) the number of dropouts was also negatively correlated with the co-curricular activities in the schools; (VI) distance of the teacher's residence from the school and teacher-pupil ratio were positively correlated with wastage.; (VII) academic achievement was superior for the stay-ins than for the dropouts; (VIII) higher age level and lower attendance were noticeable among dropouts; (IX) stay-ins held leadership assignments in schools and perceived that their parents attached higher significance to education (X) more dropouts were reported from small size families, (XI) dropouts were usually from nuclear families, who had suffered the death of one or both the parents; (XII) dropouts were usually older in age and came from families of the low income group; (XIII) some of the parents of dropouts were insensible to the physical facilities available at the school and perceived no need for the education of their children; (XIV) forty-three per cent of dropouts were from rural areas; (XV) illness, mental retardation, economic backwardness, social maladjustment, home problems, etc., were some of the factors for dropping out from the school; (XVI) attendance, parents' view of children's performance, motivation for learning at home, caste and age at the time of admission were some of the discriminating factors between the dropouts and stay-ins.
The Bureau of Economics and Statistics Andhra Pradesh evaluated the wastage at primary school level in Hyderabad, India, in 1970. The objectives of the evaluation were to ascertain the reasons for wastage at the primary school level. A sample of fifteen primary schools were selected. Twenty percent of the students who discontinued their studies at various stages of primary education were surveyed. Two schedules were designed for the study of wastage at the primary school level, viz., the schools schedule and the pupil schedule. The school schedule was canvassed in respect of the selected schools. In the school schedule, information was collected on the enrollment in different standards in the school, students who discontinued their studies at various stages of the primary education, etc. The pupil schedule was canvassed over the selected pupils who discontinued their studies at various stages of primary education. In the pupil schedule, information was collected on socio-economic background of the pupils and the reasons for discontinuance. The important findings of the study were: (I) enrollment in the primary schools was not consistent with the goal of achieving cent per cent enrollment of children in the age-group 6 to 11 in a short time; (II) the percentage of dropouts in different standards was perceptibly larger in the case of girls than of boys; (III) the major reasons for discontinuance of
studies were either house-hold duties or financial difficulties; (IV) the largest percentage of dropouts due to house-hold duties was noticed in standard V while that due to financial difficulties in standard I; (V) relatively more girls discontinued their studies because of house hold duties than boys; (VI) relatively, more boys discontinued their studies due to financial reasons than girls; (VIII) the drop-outs were more numerous in the lower income groups.

Das, (1970) investigated into the problems of wastage and stagnation at the primary level of education in the district of Sibsagar, Assam. The main objectives of his study were: (I) to ascertain the extent of the problem in the district and its variations under a variety of situations; (II) to identify the causes and their relative importance; and (III) to suggest appropriate remedial measures.

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

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

Agarwal conducted a study in the Mahindergarh Block of the state of Haryana (India) in 1972 to (I) identify the quantum of wastage and stagnation in primary schools; (II) to locate the casual factors of wastage and stagnation in primary schools, and "(III) to suggest remedial measures
so that educational improvements, both qualitative and quantitative, could be brought about. Data were collected on 736 schedule caste/schedule tribe students from all the schools in Mahindergarh Block. Data were also collected from 124 persons, out of which 24 were teachers (17 trained, 7 untrained), 60 parents (20 each of low, middle and high income group), and 40 persons from the community consisting of 20 non-tribals and 20 tribals. The major findings of the study were: (I) wastage rate was above 98 per cent in the Primary stage: (class I to V) in government schools (tribal) and the Tribal Welfare Department Schools. The overall percentage of wastage in all categories of schools was 91.53 at the primary stage; (II) rate of wastage was the highest in class I, and the lowest in class V; (III) more than 70 per cent of the respondent teachers, parents and community members believed that students dropped out from schools because their parents did not feel the necessity of education, and parents were indifferent towards education. They did not get enough time to study because of household work, parents lived in poor social environment and in heavy debt; parents were drunkards, parents were too poor to provide clothing, parents needed their support to earn, parents were superstitious, family members were illiterate, there was lack of community participation, students lacked interest in education, they had low intelligence, they were
poor in studies and study habits, they were needed at home to look after youngsters, and they were in the company of bad children. (IV) teachers as a group opined that students dropped out of schools because of high pupil-teacher ratio, text-books and the curriculum were not adjusted to the needs and capabilities of students; reading material and other teaching materials were not available and teachers remained busy in non-teaching official duties.

Tadesse (1974) studied primary school drop out in • Rural Ethiopia; The purpose of this study was to investigate the factors relating to the problem of school dropout. The sample size of this study consisted of 400 primary schools (350 rural, 50 urban) from which a total of 4000 school dropouts were interviewed by using an interview schedule. In addition, 540 parents of dropouts, 540 stay-inns and 540 primary school completers were interviewed to ascertain whether or not family characteristic difference existed. The study was focussed on the extent to which teachers, school administrators, the curriculum and the general school system as well as the cultural factors of the society contributed to the problem of dropouts. It revealed the extent to which parental background influenced the educational decision of youth. The study brought out an essential information about rural children including the nature of the traditional cultures in which they grow up and
the effects of those cultures on children's attitudes, educational decision and learning. He concluded that performance in schools was dependent on parental characteristic factors.

The Finance and Planning Department of Andhra Pradesh conducted a survey of primary education in Hyderabad (India) (1974) to find out similarities and differences in primary education of urban and rural areas. The survey yielded the following findings: (I) the sanitation facilities were better in urban schools than in rural schools; (II) the proportion of single teacher schools in the rural areas ranged from 43.4 to 66.7 per cent; (III) the percentage of girls attending schools was considerably lower than that of boys in all the age groups and the disparity tended to become more acute in the higher age groups; (IV) domestic work and participation in economic activity were the two important reasons attributed to the non-attendance of children in schools in rural areas. Among boys the important reason was participation in economic activity of the family while it was domestic work in the case of girls; (V) about 64 per cent of the children were enrolled in schools situated in healthy surroundings in the case of both urban and rural areas; (VI) the percentage of stagnation and dropouts was generally lower among boys than among girls; (VII) the propensity of pupils to dropout
from schools was quite strong in rural areas as compared to that in urban areas. The structure of schools had some impact on the proportion of stagnation among pupils enrolled in such schools; (VIII) the incidence of stagnation among primary schools was higher among single teacher schools as compared to multiple teacher schools in urban as well as rural areas.

Atllah Salwa Gamil (1974) studied educational wastage in Lebanese Public Primary Schools. The objectives of his study were to determine educational wastage in Lebanon as a whole and in each of its regions and districts comparatively, the location of wastage resulting from repetition and dropout within the primary cycle, the cause of educational wastage at various levels of Primary cycle and of the discrepancies between region and the implication of such wastage on schools' budgets and on the economic and social development of the country. The sample survey covered each of the five administrative regions of Lebanon. Urban and rural areas were studied separately as were each of 30 districts forming five regions. The actual enrollement figures were calculated from promotion, repetition and dropout. Atllah's results were: Lebanon was suffering from a high wastage ratio due to excessive and widespread repetition throughout the primary cycle, coupled with a high rate of dropout occurring mainly at the beginning of
the primary level, wastage was higher in primary schools than in the primary level of the primary intermediate schools. Mount Lebanon appeared to be a privileged region compared to other regions of the country and the private sector of educational system, because of its variety and importance reduced the chances of progress and advancement of the public system which served poorer classes of society at the primary level. Atllah's recommendations were of psychopedagogical as well as a socio-economic nature for reducing wastage and for increasing the efficiency of the educational system.

Perception of school system and utility of schooling by the rich and poor parents was studied by Caspar "1975) who made a comparative case study of elementary schools in Brazil to find out educational goals of the country. He attempted to analyse the Brazilian educational system as it is provided for, by the law with the way schools operate in different social settings. The study was limited to a comparative case study of elementary schools located in Fortaleza, North-east Brazil. The place was an area which presented a sharp division in its population, composed of an economically privileged class and a majority that was based up on a sample in which each elementary school in the city had an equal chance of being included.
The schools were located in Aldeota, the most elegant section of Fortaleza and in the squatter settlement of Pirem Bu and Farol. He obtained data through observation and questionnaires from the teachers, the students and their families. He found that the educational system was dualistic, being composed of private and public schools. The former were attended by children who came from socially privileged families and the later takes from the underprivileged sectors of society, contrary to the law which expressed democratic goals of equal educational opportunity for all as means of attaining socialmobility and achieving the developmental aspirations of the country. He observed that those two school systems were unequal as reflected by differences in the physical aspects of the classrooms and methods of teaching. The structural lay-out of public schools was inferior to private schools and did not offer the minimum comforts or hygienic conditions which were needed to perform their educational activities satisfactorily. He also found teaching in private schools to be more liberal, the pupils being geared towards the development of the leadership qualities that characterized the dominant class to which they belonged. In the public schools, however, method of teaching in class-room stressed disciplinary matters and students were taught to be submissive and obedient. A comparative analysis of the
attitudes held by the students' families concerning the school revealed a significant difference between the two social groups studied. Socially privileged families recognized the importance of education for the vocational future of their children and encouraged them to perform well in their studies. In contrast, low income families did not see much practical value for sending their children to the school. Also many children dropped out of school definitely in order to work full time. In these cases the law which stated all school-age children must attend elementary schools was not enforced. He concluded that the school system contrary to its goals maintained a hierarchial pattern preserving the dominant class and was making social mobility very difficult for individuals from the lower classes. Such a system not only reflected the age-old disparities between low social groups, but also was incompatible with ideals of democracy and development. He suggested modification in curriculum, improvement of school building and above all enforcement of educational law.

Apart from dropout and stagnation studies a few researchers have concentrated on finding out the problems of primary education in general which create hindrances in non-fulfilment of the objectives of universalization of primary schooling. In this direction Hossain conducted a study in Bangladesh in 1978 to identify the different problems from...
various areas, namely, economic, social, environmental, geographical, religious, administrative, and political, for introducing universal primary education in Bangladesh. The hypothesis framed was that the problems pertaining to different areas were perceived as equally important by family heads, dropout, head teachers, education officers, and teacher educators. The sample consisted of 393 respondents belonging to different categories, heads of families having dropout children from primary schools, primary school teachers, Thana education officers, sub-divisional education officers, district inspectors of schools, district education officers, superintendents of primary training institutions, and teacher educators from teacher education institutions.

The major findings were: (I) economic, social, environmental (home and school) geographical, religious, administrative, and political factors influenced the programme of universal provision, universal enrollment and universal retention; (II) beside these, poverty of the State as well as poverty of the parents were the major factors which were creating hindrances in introducing universal primary education system in Bangladesh; (III) the problems considered to be very important were the financial difficulties of the Government, parent's inability to afford expenses on clothes, books, writing materials, medical facilities, inadequate food for their children, inadequate
accommodation in class-rooms, poor teacher-parent relationship, communication, inadequate inspection of schools by Thana education officers, inadequate inspecting personnel and want of separate administrative structure for primary education; (IV) the problems considered to be least important were parents' feeling that education would spoil boys and they would not follow family occupation, that their children would not accept traditional culture if they got educated.

Invariabily, girls have been found to be out of school in greater proportion than boys both in urban and rural schools. Dutt (1979) conducted a study to find out the actual causes of backwardness in girls' education in a district of West Bengal. The findings of the study were: (I) eighty per cent of the guardians stated that providing girls with training in domestic work was their only responsibility; (II) thirty per cent felt the family or society were not losers if girls were not given education; (III) in poor families, 68 percent felt it was unthinkable to send girls to schools; (IV) fifty-eight per cent gave lack of individual attention as the reason for not sending their daughters to school; (V) the proposal for rapid expansion of girls' education in the country was supported by 98 per cent; (VI) poverty, negligence of parents and
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involvement in domestic work were the main hindrances in the way of education of girls; (VII) according to the primary school teachers, 85 per cent parents and guardians were irresponsible towards girls education; (VIII) seventy-five per cent of parents felt that making arrangements for their daughters' marriage was their only responsibility; (IX) poverty and consequently lack of clothes were cited by 65 per cent teachers as a reason for not sending the girls to schools; (X) fifty-four per cent felt parents were eager to take them out of school even if they failed once; (XI) eighty per cent of the local community felt an equal proportion of boys and girls was sent to school while 96 per cent felt they were more interested in the boys' education; (XII) eighty per cent of the community were considered having a favourable attitude towards education; (XIII) important reasons given as obstacles in the proper management of schools were paucity of funds, condition of the school building and shortage of teachers, in a descending order.

Pillai, Benjamin and Nair (1980) conducted a study in the State of Kerala with the main objectives: (I) to estimate the rate of dropouts in primary education in Kerala; and (II) to identify the socio-economic causes leading to dropout. The study was based on a sample survey. The sample consisted of twenty-eight lower primary schools
and twenty-eight upper Primary Schools selected from twenty-eight educational subdistricts with due representation to high land, midland and coastal regions in the State. Standard-wise enrollment figures and the number of dropouts in each class were collected from the selected schools. The details of enrollment and dropouts collected from the fifty-six schools for the year 1976 were utilized for estimating the percentage of dropouts a sample of dropouts from each of the selected schools was chosen for detailed house-hold enquiry. The house-holds of 479 selected dropouts were contacted for filling in the proforma designed for the purpose. The major findings of the study were: (I) the rate of dropouts in the lower primary stage was 10 per cent and in the upper primary stage it was 9.2 per cent; (II) the percentage of dropouts was higher among boys than among girls; (III) the dropout percentage was the highest in standard I and the lowest in standard V; (IV) the percentage of dropouts was higher among the children in the age group 5 to 10 than in the age group of 10 and above; (V) students belonging to schedule casts, schedule tribes and other backward communities constituted the majority of the dropouts; (VI) the main reasons for dropping out were health, house-hold work and poverty, in that order; (VII) large size of the family exerted a notable influence on the dropouts, since the rate of dropouts was very high in the
case of children belonging to families with six or more members; (VIII) lack of education of the parents was a factor which increased the tendency to dropout; (IX) majority of the drop-outs were children of casual labourers; (X) nearly a quarter of the dropouts enumerated were engaged in some occupations such as house-hold work and casual labour.

Srivastava and Gupta made a survey in 1980 in the district of Ferozepur, Punjab to: (I) determine the extent of non-enrollment, non-attendance and dropout at the elementary stage of education (age group 6 to 14 years); (II) the socio-economic composition and sex-wise composition of the non-enrolled, non attending and drop-out children; (III) to examine the differencial rates of non-enrollment, non-attendance and dropout children of rural and urban areas; and (IV) to find out whether school variables played any significant role in enrollment, attendance and dropout. The sample consisted of fifty primary/middle schools of Ferozepur district, of which twenty were from urban areas and thirty from rural areas. These non-enrolled, non-attendance, dropout cases were sample on the basis of one-third of the total of 5,212 cases. The sample also included 200 teachers and parents of 2,500 children and 50 community leaders. The tools of research were inquiry proformas, interview schedules and questionnaire. The major findings of
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the study were: (I) the percentage of non-enrolled children in the age group of six to fourteen years ranged from 2 to 10. Since 1970, the number of non-enrolled children in this age group had been on the increase. The number of girls who tended to remain out of school was higher than that of boys; (II) there were significant differences among the non-enrollment children of urban and rural areas but school facilities and the number of teachers had no relationship with the incidence on non-enrollment; (III) a majority of the non-enrolled children belonged to economically backward classes and a majority of their parents were casual labourers. The educational background of the parents of the non-enrolled children showed that one-third of the parents were illiterate and one-fourth had studied up to the middle standard. (IV) the incidence of non-enrollment was higher in the primary classes than in the middle classes and was more acute in the first three classes; (V) the non-attendance was more acute in rural areas and in the case of girls, there was no significant relationship between school facilities and non-attendance. The same was the case regarding the number of teachers and non-attendance; (VI) more than 50 per cent of the parents of non-attending children were illiterate. The children of uneducated parents in urban areas were more irregular than those of uneducated parents in rural areas. The girls were on the whole more
irregular than the boys; (VII) a large majority of the parents of the non-attending children were engaged in manual work like casual labour and cultivation, etc; (VIII) the parents of a majority of the non-attending children belonged to economically backward classes; (IX) one-third of the children left the primary school before completing primary education. In the middle schools, the tendency of dropping out appeared to be less; (X) the number of the dropouts was higher in rural areas than in urban areas; (XI) the educational back-ground of the parents of the dropouts was very poor, more so in rural areas than in urban areas. The parents of the dropout children were economically backward and belonged to low occupations; (XII) the major reasons given by the parents for non-enrollment, non-attendance and dropping out were: the need for the child to work in homes, unsympathetic teachers, dull curriculum, lack of utility of education, lack of interest in education, lack of text-books and lack of education among parents. The major factors which aggravated the incidence of non-enrollment, non-attendance and dropout among girls were: lack of separate schools for girls, lack of awareness of the education of girls, distance of school from home and necessity for girls to look after their young brothers and sisters at home; (XIII) the community leaders felt discouraging teachers' attitude, poverty, parents negligence, lack of employment
facilities, education not related to daily life, and narrow outlook of parents as major factors for non-enrollment, non-attending and dropping out.

Kasinath's (1980) major findings of a study conducted in a district of Karnataka (India) regarding the causes of wastage and stagnation in relation to instructional variables were: (I) chronological age of the school, space facility, the school building and furniture did not have significant effect on its rate of wastage and stagnation; (II) the rate was higher in double-shift than in single-shift schools; (III) there was relationship between availability of instructional facilities in a school and the rate of wastage and stagnation; (IV) the rate of wastage and stagnation was negatively associated with co-curricular activities provided in the schools. Causes identified in relation to teacher variables indicated; (V) the age of teachers, teaching experience and their income did not have any significant effect on the rate of wastage and stagnation; (VI) the qualification of teachers and the rate of wastage and stagnation were related; (VII) the rate of wastage and stagnation was positively related to the pupil-teacher relation. As regards causes in relation to pupil variables; (VIII) the academic performance of stagnation cases was superior to that of wastage cases; (IX) wastage cases had lower attendance in schools than
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stagnation cases; (X) the stagnation cases were more interested in education than the wastage cases; (XI) more wastage cases than stagnation cases perceived their teachers as doing a good job; (XII) more stagnation cases assisted their parents in occupationallly relevant activities and perceived their parents as attaching higher significance to education; (XIII) cases of stagnation were more interested in holding leadership assignments in schools, with reference to family variables; (XIV) There were more wastage than stagnation cases among small-sized families, families of lower income and educational level, families engaged in occupations like agriculture, labour or artisanship, families which had suffered the loss of one or both parents or the child was a first born or only child; (XV) the parents of a relatively larger number of stagnation cases were younger in age than the parents of wastage cases; (XVI) parents of stagnation cases were more satisfied with the academic performance of their children and the physical facilities in schools than those of wastage cases; (XVII) the parents of wastage and stagnation cases did not differ significantly in regard to perception of social influence; (XVIII) more parents of wastage cases than of stagnation cases perceived the burden of the cost of education as heavy; (XIX) more parents of stagnation cases than those of
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wastage cases perceived the need for educating their children.

In another study conducted on the children of Karnataka State (India) by Seetharamu and Ushadevi (1981) it was found that: (I) there were regional variations in family and school factors which favoured school participation; (II) the majority of the family factors and the school factors favoured school participation more in low dropout areas than in high dropout areas; (III) fifty-five per cent of the child labourers were dropouts from schools in the state; and (VI) most of the family factors were less favourable for school participation for girls than for boys.

In a study conducted by ISEC (1981), regarding universal primary education in Bangalor (India), the objectives formulated were to find out the extent of non-enrollment, non-attendance and dropouts at the elementary stage of education, and also to find out the relationship between schooling facilities and incidence of non-enrollment, non-attendance and dropouts. Some of the major findings of the study were: (I) the percentage of non-enrollment was more among girls than among boys; (II) the incidence of irregular attendance was more among girls in lower primary schools while it was higher among boys of higher primary schools; (III) the incidence of irregular attendance was 63.12 per cent in house-holds, where the
family size was five to eight; (IV) the reasons for irregular attendance were reluctance of the students, work at home, peer group influence, lack of interest in school work and lack of clothes; (V) irregular attendance was noticed equally among literate and illiterate families; (VI) ninety per cent of the families of irregular attenders came from an income bracket of Rs. 5000 per annum; (VII) the percentage of failures was markedly high in class I and it decreased in class IV; (VIII) detention ratio was higher among girls than among boys; (IX) reasons for dropping out were: assisting in house-hold work, attending cattle, looking after younger sibilings and working on daily wages; (X) most of the dropouts were engaged as paid labour; (XI) as far as parents' choice of subjects for inclusion in non-formal education syllabus was concerned, they gave first preference to poultry and farming and second preference to scientific agriculture. Teachers gave first choice for cottage industry and second choice for scientific agriculture; (XII) 83.33 per cent of the respondents indicated that 6.30 p.m. to 8.30 p.m. was the most suitable time for holding non-formal education classes.

A similar study was also conducted in Uttar Pradesh (India) to investigate the factors influencing the growth of girls' education at elementary level by Gupta.
The major findings of the study were: (I) the more the distance travelled by girls in rural areas to reach schools for elementary education the less was the enrollment for those areas; (II) in the case of 87.41 per cent of the parents of the dropouts, the parents withdraw their daughters from schools because of their dependence on girls for help for some work or other at home in fields or in the shop; (III) the annual school costs were fairly high and varied from class to class and school to school. The overall annual private costs of schooling girls in class VIII ranged between Rs.295.20 and Rs.438.15 per girl depending on the location of the school and its management. Even for Class I the overall annual private costs of schooling ranged between Rs.93.50 and Rs.216.50 per girl; (IV) in all, 63.67 per cent parents of the dropouts considered the costs heavy and unbearable and stated it as third most important reason for withdrawing girls; (V) the majority of the elementary schools had inadequate schooling facilities, such as drinking water, sanitary arrangements, etc.; (VI) growth of girls' education in the elementary stage in rural areas of U.P. was slower and less than in urban areas; (VII) there was no exclusive girls' primary school in the state. All were mixed schools.

Deka (1982) conducted a study in Assam (India) on pre-primary education and highlighted a number of problems.
in its optimal utilisation. Problems identified included: (a) lack of co-ordination of activities by the pre-school institution; (b) shortage of competent qualified and trained educational administrators; (c) absence of proper health care; (d) prevalence of uncongenial environmental conditions; (e) inadequate facilities for the training of personnel for pre-school education for long-term as well as short-term course; (f) high child-teacher ratio; and (g) non-existence of children's books and teachers manuals and other teaching aids especially in local language.

Imbalance of educational opportunity in urban and rural primary school education has been reported from Thailand by Tisnower (1985). In this study the social structure, culture, values, elements of social class, and socio-economic factors of urban and rural societies in Thailand were compared and contrasted. Educational opportunity was determined by using the following criteria: access to school, educational resources, and quality of education. The inequality of educational opportunity between urban and rural children was shown to be a reflection of various factors within the regions themselves. Evidence of inequality of educational opportunity was collected from previous studies, government reports and other documents. Factors affecting rural children's access to school were many, but the major one included the lack of
school, both elementary and secondary in some rural areas. Unequal educational resource allocations for rural children were the result of the centralized administration which was located primarily in Bangkok. The low academic performance of rural children was affected by various factors: low qualified teachers, budget shortage, and different dialects spoken within each region which were different from the language used at school.

Differences in perception of concerned persons involved in educational system has further been examined by Sarhan (1986) who undertook a study to evaluate the elementary school physical facilities in Makkah, Saudi Arabia to determine if the physical facilities were adequate as assessed by the school, teachers, principals, and related government officials. Two instruments were used to collect data for the study: (1) the principals and officials interview; and (2) the questionnaire which consisted of 88 items divided into four sections: (A) general facilities; (B) site; (C) auxiliary, special, and services areas and (D) instructional areas. Arithmetic means of responses to each of the 88 items were calculated for the individual schools, in urban and rural areas. The group data were reported and comparisons between the two groups were made. Finding were as follows: (1) for urban schools 17% of the items did not
exist, 14% were rated as poor, 57% were barely adequate, and 12% were adequate; (2) for village schools, 27% of the items did not exist, 17% were found to be poor, 52% were rated as barely adequate and only 4% were adequate (3) on all four sections of the questionnaire, means for urban schools were higher than those for village schools; (4) principals and officials agreed in the interviews that school facilities must be adequate to the educational needs of its young citizens.

Diniz (1986) in her study analysed The Federal Educational Programmes designed to reduce repeater and dropout rates among primary grades in two North-East - Brazilian cities. She commented that the Brazilian educational system suffered from an internal inefficiency which was reflected in high dropout and retention rates in grades I through 4 of the primary schools and through out the nation one third of the students who enrolled in first grade never reached fourth grade and the situation was even worse in the North-East states. Overall the findings indicated that the three special programmes investigated had limited effectiveness in reducing the retention and dropout rates among first grades. Impediments to success included: (a) political interference and lack of trained personnel, which affected implementation and continuation of the programmes; (b) negative factors in the schools such as lack...
of facilities and materials, uncertified teachers, and socio-economic and health related problems among students; and (c) significant resources allocated to schools which had already achieved low retention and dropout rates. Even though all three programmes had the reduction of retention and dropout rates among students as their major aims, there was a lack of coherence between programme objectives and operational results.

Stafford (1986) evaluated the educational outcomes of Haitian primary schools from the perspective of peasant parents upon whom the Haitian education system is financially dependent. The data originated from three research instruments: a students interview, a teacher questionnaire; and a school facilities survey. The findings indicated that: (1) students socio-economic status (SES) in Haiti was not an accurate predictor of educational survivorship; (2) variances in quality of school facilities had only minimal affect on school's performance on all three criteria; (3) the impact of teachers was powerful in Haiti, and investment in their training, equipping, and job satisfaction was a viable strategy for the enhancement of education; (4) parents, regardless of their education, vocation, or SES, had a strong influence on students academic achievement; (5) the criteria which determined a
child's progression to higher education were more a function of environment, parental priorities, and SES than of actual school quality.

Al-Buraikan (1988) in his study aimed at calculating the kingdom-wide dropout rates in Saudi Arabian schools and to identify possible causes for the dropout problem. The data revealed that the average Saudi dropout rate at all level of schooling was nine per cent, with the highest rate occurring at the transition period between levels of schooling. In his study he developed three versions of a questionnaire and distributed among dropout students, their fathers, and school personnel. Although it is easy to confuse causes with effects in a study such as this the major findings showed that, there was general consensus among the dropout students and their fathers about the main reasons why students dropout of schools, and it is important to note that these two groups of individuals placed most of the blame on the schools and school personnel. For example, academic failure, low quality of teaching, trouble with school personnel, and courses that did not meet the students' needs were frequently mentioned as the most important factors that forced students to dropout of school. However, school personnel saw the problem differently, the reasons provided by these individuals were targeted, conscious or unconsciously at the
students and their parents. For example, school personnel reported that poor scholastic achievement, family problems, and low educational level of parents were the major causes of the dropout problem. Thus, it showed that there had been differences in the perception of the problems and their causes in different categories of persons involved.

Dreyden (1988) investigated the rate of elementary school dropout in Liberia. This investigation was based on first hand data aggregated on site in Monrovia and Bong. It measured the precise effects of specific variables on the dropout rate of elementary schools in Liberia. Three major variables affecting dropout rates in third world countries, were identified as urbanization, socio-economic status, and sex. The research on a proportionate random stratified sample (twenty-three public and private schools in urban and rural areas). The data indicated that in all research conditions i.e. urban-public, urban private, rural-public, and rural private schools, the rate of male enrollment exceeded proportion of dropout of girls was higher and dropout rate had been higher amongst poor families.