CHAPTER VIII

CONCLUSIONS AND SUGGESTIONS

The present study was started under four hypotheses on, "Factors Impeding Compulsory Elementary Education in the Province of Isfahan, Iran". The hypothesis-wise conclusions are:

First hypothesis: "There are some defects within the educational system of Iran which hinder compulsory elementary education in the country".

The outcome of the information gathered from three main groups namely children, their parents and the experts in their combined views related with the first hypothesis has revealed, on the whole, that the following defects exist within the educational system of Iran and therefore, are hindering compulsory elementary education in this province also:

1. Wrong implementation of the policy:

The analysis of relevant data has revealed that implementation of educational policy of the country, as a whole, is wrong and hence, it is an impeding factor which stands in the way of compulsory elementary education.

2. Wrong Supervision and direction:

The present investigation has discovered that supervision and direction in the educational system of Iran
on the whole, is not sound, but it is defective. This is another serious factor which stands in the way of the present goal.

3. **Defect in the System of Examination**

The present study has also pointed out that the system of examination at the elementary level in the country is defective. This is also another impeding factor in the way of compulsory elementary education in this province.

**Second Hypothesis:** "In the Province of Isfahan there are Societal and Environmental factors also which impede compulsory elementary education".

The results of relevant data collected from three major groups namely children, their parents and the experts in their combined views related with the second hypothesis have proved that on the whole the following societal and environmental factors are standing in the way of practicability of compulsory elementary education in this province.

1. **Poverty of the Parents**

The study has revealed that the poverty of the parents of illiterate and drop-out children is one of the main obstacles and therefore a serious factor which hinders the practicability of compulsory elementary education in this province. As it is shown in Table 11 of chapter V of the present investigation 86.5 per cent of the illiterate
and climatic factors leading to poor transportation in the rural areas as well as lack of hygienic conditions in the rural areas; poor communication in the rural areas, and migration of the villagers to the cities are all the results of uncongenial geographical configuration and hence, another obstacle in the way of compulsory elementary education in this province.

Third Hypothesis: "Problems Standing in the way of compulsory elementary education can be reduced"

The information collected from the children, their parents and the experts indicates that the following problems are hindering the attempt of reducing the impediments standing in the way of compulsory elementary education in the province:

1. Scolding of the children:

The present study has shown that in some parts of rural as well as urban areas children are scolded by their teachers as stated by more than 20 per cent of the children and their parents. It is well known fact that physical punishment of the children by their teachers is not recommended by any social reformer, educator or psychologist. In Iran also, teachers are not officially allowed to practise it. In fact children between age of 6 to 14 are not fully
developed mentally and physically and therefore, their powers of reasoning, understanding and judgement are not developed completely. Thus, it is an unfair and wrong method which can produce negative results and hence children may leave the schools. In order to reduce the problems standing in the way of compulsory elementary education, physical punishment of the children by their teachers must be stopped completely by the orders of educational authorities in the province.

2. Lack of interest among the teachers:

Lack of interest among some of the teachers is another finding of the present investigation. Love for teaching in the teaching-learning process is one of the needed characteristics for every teacher. This is a serious defect in educational system in this province and therefore, another impeding factor in the way of reducing the problems of the present goal. The educational authorities especially The Ministry of Education in the Centre with full cooperation of educational authorities in the centre of the province through a committee of experts, educationists and psychologists must take this responsibility and appoint and select the best among candidates for teaching. Aptitude test for them is essential. The committee should also be sent to all parts of the province to find out the causes which lead to this problem and the correct remedy for it. This can certainly reduce the problems.
3. **Shortage of Schools:**

The present study has also pointed out that there is shortage of schools in the province as a whole. This is another defect in the present system of education in this province and therefore, a snag in the way of the goal. It is the responsibility of the educational authorities of the centre of the province to take this responsibility. Full cooperation of local community is also needed. Schools may be set up in needed places. Proper budget has to be provided by the Ministry of Education in Tehran if the problems standing in the way of the present goal have to be reduced.

4. **Shortage of trained teachers:**

Shortage of trained teachers is another discovery of the present study which has been agreed to by the experts. This certainly, is another defect and therefore, another impediment. The Ministry of Education should open more training colleges for the teachers in this province if the problems have to be reduced.

5. **Shortage of equipment:**

The present study has also pointed out that there is shortage of equipment in the schools of the province as a whole. This is also another hindrance and, therefore, a defect in educational process of the province. Equipment can be arranged under direction of the administrators and
principals in needed places with the help and full cooperation of local people. It can thus reduce this problem, to some extent.

6. Lack of healthy recreation:

Lack of healthy recreation in the schools of the province is also another finding of the present investigation. Children are fond of healthy recreation such as sports, games, drama and literary clubs. So lack of healthy recreation is another impeding factor. The administrators and the principals in the places where healthy recreations are not provided can arrange all these facilities with the help of local community and local people in order to reduce the problem.

Fourth Hypothesis: "Compulsory Elementary education can be enforced on compulsion basis by implementing radical reforms".

The present investigation has discovered that the following social and educational factors are hindering the practicability of compulsory elementary education:

(a) Social Factors:
1. Undesirable distribution of means of production:

The present study has found that distribution of means of production in the country, as a whole, is not sound. The information collected from the children, their parents and the experts reveals that in a rich country like Iran there is
a big gap between the rich and the poor which is the result of undesirable distribution of means of production as a major defect in the society of Iran. Due to this reason poor families are not able to send their children to schools and the main cause of drop-out children from the schools is also the poverty of their parents. It is possible to narrow the gap between the rich and the poor. The possibility of filling this gap is, through proper research, sound economic planning, correct utilization of the national resources, modernization of agriculture, development plans in the rural areas and, above all, sound supervision and direction. If the goal of compulsory elementary education has to be achieved the government has to take into consideration the above mentioned recommendations seriously.

2. Unhealthy mobilization of the national resources:

Unhealthy mobilization of the national resources is another finding of the present study. According to the experts, national resources including human resources, are not mobilized correctly. This is also another social defect and therefore, an impediment in the way of the present goal. If the present goal has to be achieved, the national resources including human resources must be mobilized soundly. It is possible through correct planning, implementing the plan and then supervising it.
3. Gap between rural and urban areas:

The present investigation has also discovered that there is a big gap between the rural and urban areas of the province in all aspects. Most parts of the rural areas of the province are quite backward as compared with the urban areas. The rural people are poor and the majority are completely illiterate. The basic needs such as cemented roads, electricity, medical care and proper educational facilities are not available in most parts of the rural areas. It is estimated that more than 52 per cent of total population of this province is living in the rural areas. This is also a serious social factor and one of the major impediments in the way of the present goal. If compulsory elementary education has to be put into practice, the State has to pay special attention to development of the rural areas. It needs proper planning along with sufficient budget devoted to this purpose. Modernization of agriculture; medical care; electricity; cemented roads, proper traffic facilities, construction of modern houses and sound educational planning and supervision are recommended to achieve the present goal.

4. Lack of permanent jobs for the people of the province

Lack of permanent jobs is another discovery of the present study. As it is shown in Table 46, chapter VII, 41 per cent of the parents of illiterate and drop-out children
have no permanent job. This is also another serious social problem and therefore, an impediment in the way of the present goal. It is the duty of the government to provide permanent jobs for the parents. It is possible through sound economic planning, making developmental plans, opening factories, modernization of agriculture, constructing roads and houses and above all creating machinery to direct and supervise the plan implementation. This is a positive way, if the goal has to be achieved.

5. Lack of Scientific Census:

The present study has also found that there is lack of scientific census and research in this province. Scientific census and research has a great value for solving all problems including the present one. No plan can be made successful without scientific census and research. This is a serious snag in the way of the present goal. So, if the aim has to be achieved, scientific census has to be conducted by the government through the University of Isfahan.

(b) Educational Factors:

1. Centralization of Education:

The expert group has agreed that centralization of education is another impeding factor. The educational authorities at the provincial level have limited power to carry on their responsibilities. It is a positive step to make
education decentralized to maximum possibility. The local educational authorities must be given more powers to do their duties. The educational authorities of the centre, may play the role of advisors and directors in this respect.

2. Isolation of professional teachers and planners:

The expert group of the sample has also agreed that there is no link between the educational planners and the professional teachers. In other words, professional teachers are not given chance to participate in educational planning and share their experiences with educational planners, which is essential. So, educational authorities at the centre may invite the professional teachers of the province for educational planning at the provincial level. This is another effective way for achieving the goal.

3. Poor Management in the schools:

The present study has also found that management in the schools of the province, as a whole, is poor. This is a serious defect in educational process. In fact in every school the head plays the most significant role. He or she has to do a number of duties and has so many responsibilities. All activities of the school are running under his or her direction and supervision. But they are also not trained. So, only the people trained in administration should be given this responsibility and their duties should not be too many
to let them have time to concentrate on the compulsory attendance of the elementary children.

4. **Interferences by unauthorized persons in educational process:**

According to the statements given by 61 per cent of the teachers as it is shown in Table 43 of Chapter VII of this study, unauthorized persons interfere directly in every aspect of educational process including the schools. This is a serious defect in educational system in this province, creating another hindrance. It has to be completely stopped by the order of the central government and central educational authorities. This is another positive step for practicability of the present study.

**Suggestions for Further Studies:**

1. A similar study may be conducted in other parts of this province. This may help to validate the present findings and provide a base for more generalized conclusions.

2. A similar study may be conducted in the rest of 23 provinces of Iran, especially in the provinces of Bluchistan; Kordastan; Lorastan; Kohkiloya and Boearahmad; Charmahal Bakhteary; Khorasan; and the
provinces of East and West Azar Bayjan. This can help to find out whether the other provinces of Iran are facing similar problems, and if so, then a correct and proper way for practicability of compulsory elementary education in Iran as a whole can be taken up by the central government of Iran.

3. Many countries of the Third World face the same problems as depicted in the present research. This topic may be studied in the other developing countries for a comparative look and for learning lessons from each other.