CHAPTER II

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So far, no study on this specific problem, 'Factors Impeding Compulsory Elementary Education' has been undertaken in the province of Isfahan, or in any other province of Iran. So, the problem under investigation is quite novel. However, some studies having some bearing on Iran and having a little relevance to the present study have been located. They are:

Bakhshi Khodadad's (1978) study on the relationship between different organizations for the campaign against illiteracy and change in literacy level in Iran. The major purpose of his study was to find out the relationship between the activities of various organizations carried out for the campaign against illiteracy and the resulting change in the literacy level in Iran. In this study he enlisted many agencies which cooperate on literacy programme 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 was the only government agency responsible for education in Iran. The need of establishment for 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 by him. He found that the average decimal rate of progress was only 19 per cent through the combined efforts of all the agencies. After 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. (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 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 building equipment and audio-visual aids be supplied to bring about an increase in attendance; available manpower of students, preachers and civil service employees be utilized in teaching the illiterates; mass media be used to motivate attendance of 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; 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
Mowahad Ardabillie Mehdi (1975) studied Education and pattern of Modernization in Iran, 1945-1974. Mowahad focused his study on the relationship of progress of education in Iran from 1945 to 1974 to the particular pattern in which modernization took place in the country. The study was not limited to the quantitative growth of education and growth in other social sectors. It was designed to determine only 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 on 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 shortages and dislocations accompanying the 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 was 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
He found that despite significant progress on many levels, Iranian education throughout the period under study suffered from severe problems of educational quality and chronic lack of harmony with the needs of the nation's modernizing economic sectors. He concluded that money spent on education for modernization is not so effective as the circumstances and social factors which have left Iranian education in a weak position due to the demands made on it by new development plans. He also concluded that despite new reforms the effects of which were still to be felt, education had not progressed to the point to become a leading force for modernization in Iran.

Hosseini Fouladi Ferydon (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 his study was to investigate the educational development in Iran during the period 1962-1977, as it was revealed in the establishment of the Educational Corps and the Educational Revolution 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. He utilized Campbell's theory of educational policy formulation model for his major theoretical framework of the study which suggested four phases process.
such as (1) basic forces; (2) antecedent movements (3) political actions; (4) formal enactments. He also utilized Mann's and Thomas's 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 decrees of Educational Revolution were also identified in this study. The Educational Corps was established in 1962 to use the energy and education of young higher school graduates in teaching rural people, during the period when they would normally be doing compulsory military service. The main objectives of the character 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 most applicable and useful in studying the policy-making process.
concerning the Educational Corps and decree of Educational Revolution. However, there was some weakness in the formal enactment phase of the model in policy-making process in Iran. He also found that Mann's and Thomas's models with some limitation were applicable to the Iranian system. The findings indicated that legislative actions were taken by decrees or orders, rather than by legislative process.

Neil Ernest David (1974) studied school drop out and universal education: A Study of Elementary School Desertion and Retention in Ecuador. The purpose of his study was to explore the extent of relationship among factors associated with elementary school drop-out in the coastal school of Ecuador South America and the topic of universal primary education. He started under two assumptions, (1) dropping out of school is related to a cluster of variables or associated with a number of complex factors, (2) a reallocation of educational functions among other sectors of Ecuadorian society and in many ways, rather than through schooling. In this study, the factors associated with school retention and desertion were studied through survey techniques. A total sample of 565 drop-outs and enrollees in five coastal provinces of Ecuador was included in this investigation. An extensive survey questionnaire was also used to collect data from 26 schools as well as 565 randomly selected children. The researcher
gathered relevant data related to the student's school and home. The actual survey resulted in a sample of 343 enrollees and 222 drop-outs. Information on the school, the child in the school, and the child in the home was sought through the final questionnaire. Generalization on the drop-out problem was made as a result of this particular investigation. He found that elementary facilities and the schooling process in both the urban and rural zones of coastal Ecuador were inadequate in terms of that nation's goal of universal elementary education. The school was usually rural with an average class size in excess of 39 students and with inadequate classroom space and building services. The teaching staff in dropout-prone school tended to have little formal preparation in education and the percentage of days taught during the year was low. He also found that the school was public, instruction was provided in all six grades and the number of repeaters was high. School related characteristics found to be common among elementary school drop-outs which included poor attendance and achievement records, low grade levels usually the first grade, and a high failure or repetition rate. Through step-wise multiple regression analysis he concluded that the child in home and in the school indicated the most efficient predictors of dropping out of school were, "work to support family" and "with whom lives".
Mengesha, Tadesse (1977) studied primary school drop-out in Rural Ethiopia: Planning and Policy Implication. The purpose of this study was to investigate the factors that might relate the problem of school drop-out in Rural Ethiopia. The sample size of this study consisted of 400 primary schools (350 rural, 50 urban) from which a total of 4000 school drop outs were interviewed by using an interview schedule. In addition, 540 parents of drop-outs, 540 stay-ins 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 drop-outs in rural Ethiopia. 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.

Sahota, Chander Kanta (1977) studied the ecology and educability of children: A Three Country Study. Her purpose was to examine the influence of the child's ecology on the
child's educability in three countries, Brazil, India and United States. The research focused on three important ecological variables; parent's (in particular mother's) education; family income (or income inequalities) and home environment (especially the quality of the house); the house variable was supposed to represent home amenities and neighbourhood environment. Several other variables also were used as controls. The selection of the study areas in each country was determined largely by availability of data and the researcher's access to the source of these data. She found that among socio-economic and family connected variables the most important variable for the child's educability was parents' education which accounted for the highest percentage of explained variance in the samples of each of the three countries; with regard to relative influence of mother's and father's education, the result strongly favoured the former, though certain statistical difficulties stood in the way of straight-forward comparison and inferences. She concluded that among different socio-economic classes within each country, the influence of parents' education comes out to be more important in low-education areas than in high education areas. Regarding the income variable, it was concluded that income remains a potent determinant of educability in all countries and communities but is less important than parents' education. The quality of
the house, was not very important in poor countries with a tropical climate whereas it was highly important for rich countries with a colder climate.... She recommended that a year's increment in the education level of less educated parents in the United States would induce a significantly high response for educational attainment by the children of these parents. For the relatively deprived segments of the population like the scheduled caste families of the Indian sample and the inner-city predominantly black population of United States an effective way of raising the educability of the children of these families was probably through their parents' education rather than their income and housing condition.

Sukit, Suwannachairop in his doctoral research (1980) studied "The Educational Needs and Problems in Rural Community of Isaan, the North Eastern Part of Thailand, and Tackling Those Problems to the Community Satisfaction through the Teacher Education Programme for Elementary Schools". The purposes of his study were - to study the general problems faced by the rural community, the educational needs based on the general problems to be solved, the educational problems which make the educational needs difficult to be fulfilled, the existing shortcomings of the teacher education programme which drag on the quality of the college students, and the desirable teacher education programme through which the educational needs and problems can be tackled to the community's satisfaction.
The sample of his study consisted of 2200. It included two groups, namely rural people group and the expert group. The rural group included 500 rural people and the relevant experts included six sub-groups namely 500 rural school teachers, 500 college students, 500 college teachers, 100 educational administrators and supervisors, fifty community development workers and fifty educators. The questionnaire-cum-rating scale were used as a tool for data collection for the expert group and the structured interview for rural people. He found that the rural community of Isaan had its own general problems which were: agricultural and economic problems, the health and hygiene problems, and the social and political problems. Among these problems, agricultural and economic problems were the most serious problems. Health and hygiene stood second and social and political problems were the least serious problems. He concluded that educational needs related to the agricultural and economic problems was the most important category being followed by the category of educational needs related to health and hygiene. He recommended that syllabus of the teachers' college should cover the educational needs in the rural community such as agricultural development, economic home science, industrial arts, physical education and education related to the health and hygiene problems. He also recommended that those persons in teachers' college should be selected who have strong interest, suitable personality, moral principles,
creativity, sincerity, patience, self-discipline, affection and leadership-qualities.

Atallah Salwa Gamil (1974) studied educational wastage in Lebanese public primary schools. The purposes 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 school budgets and on the economic and social development of the country. The sample survey covered each of five administrative regions of Lebanon. Urban zones and rural areas were studied separately as were each of 30 districts forming five regions. The actual enrolment figures were calculated from promotion, repetition and drop-out. Atallah'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 drop-out 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 public system which should serve 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.

Caspar, Luciano Mota made a comparative case study of elementary schools in Fortaleza, Brazil to study the educational goals of the country (1975). He attempted to analyze 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, Northeast 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 characterized poor. The choice of the schools was based upon 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 settlements of Pirem Bu and Farol. He obtained data through observation and questionnaires - direct to 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 later by the under-privileged
sectors of society. Contrary to the law which expressed democratic goals of equal educational opportunity for all as a means of attaining social mobility 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 classroom and methods of teaching. The construction of public schools was inferior to private ones 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 was more liberal, the pupils being geared towards the development of the leadership qualities that characterized the dominant class to which they belonged. In public schools, however, the method of teaching used in classroom 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 schools. Also many children drop 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 hierarchical pattern preserving the dominant class and was making social mobility very difficult for individuals from the lower classes to attain. Such a system not only reflected the historic discontinuities 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.

Mallum, Mallam Para's research project was "A Study of Primary Educational System in Nigeria and Its Relationship to National Goals" (1975). The purpose of his study was to examine the system of primary education in Nigeria, its function, development objectives, contribution to the acquisition of national goals, its organization and control and source of support for primary school system. He found that Nigeria before 1960 was under the colonial rule of England for a period of approximately 125 years. During that time educational system produced educated Nigerians according to their needs under British supervision such as clerks, artisans, assistant engineers, and so on. After independence in 1960 the Nigerians have shown a great deal of interest in establishing a more
appropriate system of education which serves the needs of Nigerians in the country. In 1973 only 25 per cent of the children of primary age were in schools. He also found that prior to Nigerian independence the Britishers established a Committee to help Nigeria set up her goals for the country. The Commission recommended a pattern of education which they believed would match Nigeria's aspirations. The Commission in general terms projected the national goals for education of Nigeria which were accepted by the Federation and all the ten regional governments of Nigeria with minor reservations. The planning of national goals suggested a manpower study. His conclusions were that the stated educational goals of Nigerian primary school system are more implied than actual. In the terms of implied goals of Nigeria for primary school system, the primary schools are not effectively educating the majority of the Nigerian primary age school children. The present set up of curriculum, examination and the tuition practices reduces the effectiveness of the primary school system in meeting the needs of Nigerians as implied by the goal system. The present number of classrooms and teachers available for primary school purposes are inadequate to meet the needs of Nigeria. The level of financing of primary schools is also inadequate.

Woeller, Louise Howell (1976) worked on "A Planning Process: Creative Environment for Learning". The purpose
of investigation was to explore the idea that teacher judgement should be included in the team approach to planning. The study proposed to demonstrate that teachers had information and educated judgement to contribute to the planning process. Although members of the geographic and educational committees are being included on facility planning for the community, the study did not cover a broad field of contributors, but rather sought to point out that even a modest survey of teacher ideas and attitudes could produce a meaningful response. He collected information for development of this project from many sources like the materials which were written by authors who were accepted as reliable sources of information on facility planning. Visitations also were made by researcher to elementary schools to discover functional and interesting solutions to the problems related to the near environment for learning. Surveys involving teacher judgement of educational facilities were prepared, distributed, collected and evaluated by him. He had earlier surveyed parents and teachers as participants of the initial planning (for Heritage Elementary School in the Cherry Creek School District in Metropolitan Denver Colorado). He had made a third survey also to determine teacher interest in making contribution to a study of the near environment of an elementary school. Woeller found that professional elementary school teachers had an interest in the learning environment and could make valuable contributions
to the field of facility planning. He concluded that more teachers could be involved in facility planning. Failure to utilize their input would be an error of judgement on the part of planners. He recommended that more extensive and inclusive studies could be made to provide some indication of common needs. The use of specific teacher judgement at the local level in planning facilities for unique programme would benefit the ultimate user - the students.

Kim, Jin Eum (1973) made an analysis of national planning process for educational development in the Republic of Korea, 1945-70. The primary purpose of his study was to analyse the national planning activities for educational change and growth, with consideration of the political and administration change in the Republic of Korea since 1945. He studied this problem from three aspects which were: the political administrative environment of national educational planning, the national planning activities for educational development and the educational change and growth in relation to the planning goals. These three aspects were studied under nine hypotheses to identify changes made before and after the political revolution of 1961. The relevant data was analysed by him at three stages; to study the characteristics of the problems and changes in specified problems; to see the changes in the problems; and to find out the
relationship between the problems and changes. His results were that due to the post 1961 developmental policy orientation of the political leaders, the central educational administration had to be adjusted. The changes were made in the dimensions of educational planning. Because of the planning changes coupled with the Korean People's zeal of education, the Korean education had attained advanced stage in the total school system including curriculum construction, teacher education and training and school environment. He concluded that in the nineteen fifties, the educational function was at an administrative operational level and its main activity was to achieve a compulsory education as a social demand on the basis of equity concept, the total environment increased in excess of economic growth. But in the nineteenth sixties, national education planning activities progressed and became more comprehensive and strategic toward the improvement of the efficiency of education. In accordance with planning goals, qualitative changes had been effected. Despite governmental controls the actual enrolments exceed those predicted in plans. The overall change in the National education had turned towards a new phase. Future perspective planning activities were directed toward fulfilling both the educational and economic demands as well as toward achieving the excellence of Korean education.

Besides the above studies, a few more studies have been conducted on various aspects of primary and elementary
education on Iran as well as other countries, but these do not have a direct relationship with present research. They are:

Al-Rahim Salah Mahmood (1978) "Educational Development and Human Resources in Iraq". This study is concerned with the lack of socio-economic development in Iraq due to lack of attention given to the educational planning and to the development of human resources.

Florio, Susan Ellen (1978) in the study "Learning how to go to School" emphasized the role of teachers in-service training and ethnographic means for them to reflect upon the teaching and learning that occur in the classroom.

Afshari Hassan Agha (1978) studied, "A model for teaching performance evaluation with implications for Iran". He attempted to develop a model for evaluating teacher performance that could be suitable for implementation in the schools of Iran and help teachers to improve their specific instructional behaviours in terms of individual and national needs.

Dwyer, Kevin Field (1978) studied implementation of an organizational development programme at the elementary level. He attempted to study in an elementary school a change in staff behaviour for improving education and student growth and development. And also to develop among staff members an understanding of their potential to achieve the school goals.
Samaranmitra, Chavalit (1979), studied the role and duties of rural educational administrators in Thailand. In this study the researcher emphasised the importance of effective administrative leadership on improvement of education and decentralization of authority and power in rural elementary educational administration as an ideal for successful administrative leadership.

Lewise, Alexander Orehmekeh (1979) studied the impact of population change on the cost of primary school education in Gambia. In this study the researcher emphasised that there is a need for quantitative improvement in the educational system implying an improvement in the retention rate. The need for improvement of teacher qualifications was also recommended.