

Chapter II

Review of Related

Literature

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In trying to find support for thematic argument being made in chapter I, a review has been made of researches in this area of elementary education keeping in view the achievements of UEE. Very few studies have been found on completion of elementary education which led to the researcher to find the studies related to important aspects of related to completion of elementary education. The studies on drop out of learners also found relevant to the completion as the aspects which caused drop out are strengthened, could lead to completion of elementary education. In both kind of studies, learners' background and school environment found to have been important. In addition to this, in case of municipal schools, government benefits also have been major drive for learners to come to school. Based on the variables found from studies related to drop out and completion of elementary education, variables for the present study derived which were relevant for the participation of learners in completion of elementary education. Therefore, the studies related to variables such as background of learners, teaching learning, teacher learner relationship, facilities in school and government policies/initiatives were reviewed. The studies related to background of learners, teaching learning and teacher learner relationship were conducted more taking quantitative methodology whereas studies related to drop out and completion of elementary education were conducted taking qualitative methods. It is observed that the studies reviewed focused on very limited variables but the studies related to completion of elementary education and drop out focused on multiple variables which adopted qualitative methodology more. Very few studies relevant for the present study found from library visits to Navrachana Library of

Navrachana University, Hansa Maheta library and Center for Advance Studies in Educationa of Maharaja Sayajirao University. Most of the studies reveiwed were available at local level and also at international level in online platform. Very few studies related to completion of elementary education were found whcih shows that area of research on learners' completion of elementary education is not identified more. The studies reviewed for the present study have been grouped and presented here under.

Review of related literature of 93 studies have been grouped and presented here under.

- Understanding the background of learners
- Understanding facilities in school
- Understanding teaching learning
- Understanding teacher learner relationship
- Understanding the government inittatives- policy, programmes and schemes for UEE
- Understanding the phenomena of learners' completion of elementary education
- Understanding learners' drop out

The studies which are grouped has focused aspects individually as to find out how these aspects have contributed to learning of learners. Ultimately these aspects individually contributes to larger goal of completion of learners' education. The studies covered under completion of elementary education were helpful in finding how different aspects together helped to complete elementary education.

2.0 Understanding the background of learners

Reviews based on background of children investigate the way socio economic background of parents have influenced over education of children. Various studies

reviewed have established that there is strong relationship between socio economic status of family and education achievement of students. Yelkperli (2016) taking range of sampling techniques like simple random, purposive, census, to cluster sampling techniques and a cross sectional and a multi-site case study designs for the study found out from 531 respondents that “respondents agreed that parents’ financial circumstances affected students’ academic achievements in the study area. Respondents were of the opinion that learning environment provided by parents at home determined the academic achievements of students. The study found that students from high socio-economic homes were provided with most of the materials they needed to succeed in their education than their counterparts.” Quantitative research conducted by Pettigrew (2009) using statistical techniques with purposive sampling of 271 students of class VIII found out in the research study, “low socioeconomic status (students classified as economically disadvantaged) negatively influenced academic achievement.” Further, “It was also come to surface that academic achievement of a student is directly proportional to the parental income, education and occupation”

Studies by Suleman, Hussain, Khan & Nisa (2012); Ovansa (2017); Memon, Joubish & Khurram (2010); Dahie, Mohamed & Moalim (2016) show similar results in the studies taking purposive sampling revealed that parental income, education and occupation have significant influence on academic achievement on students. Bhat, Joshi & Wani (2016) and Asiegbo & Ezeugbor (2018) adopting the similar research design found significant difference in the academic achievement of high socioeconomic status of students in comparison to low socioeconomic status of students.”

Using Socio-economic Status Scale' (SESS) standardized by A.K. Kalia and SudhirSahu (2012), the studies of Singh & Choudhary (2015) & Islam & Khan (2017) found, "the academic achievement was influenced by the socioeconomic status and those who belonged to high & middle socioeconomic status have shown better performance." Both the studies show opposite result related to gender influence as Singh & Choudhary (2015) show influence of gender on academic achievement while Islam & Khan (2017) show no difference between male and female students in their academic achievements. Difference of socio economic background of urban and rural students influencing their academic achievement was found out in the study of Li & Qui (2018).

The study of Chandra & Azimuddin (2013) used Socio-Economic status scale for assessment of SES by Dr.Meenakshi (2004) revealed in the study, "students belonging to high SES category have higher Academic achievement as compared to average SES students. The High SES students have better exposure and environment. They go to schools with excellent infrastructure and facilities." and further correlated with academic achievement as, "Academic achievement is positively related to socio economic status. Low SES category students are deprived of good schools and outstanding guidance." Kieti (2017) concluded "socioeconomic background of the learner and academic performance are statistically dependent." A study of Considine & Zappalla (2002) with distinct result stated, "even within a group with considerable financial disadvantage, socio-economic status as reflected by the level of parental education, was a key predictor of student academic achievement."

Education of parents determines their involvement in their child's education which enables them to perform better as revealed by Nguru & Amollo (2017), "parents who

have attained a higher level of education are more involved in their children's academic progress and this enables their preschool children to acquire and model social skills and problem solving strategies conducive to children's school success." Michubu (2013) revealed quite contradictory result specifically about influence of parental education, "parental level of education has no influence on the student's academic performance. The finding also established that parent involvement in child education, income of the parent and financial and material support given to students by their parents influenced student's academic performance."

Barry (2006); Kapinga (2014); Okioga (2013) and Das & Sinha (2017) shows relationship between SES of students and their academic achievement. In contradicting to the strong relationship between SES and academic achievement, Satyarthi (2018) found no relationship between academic achievement of students and socio economic background of students while Loken (2007) also revealed no relationship specifically between family income and children's educational attainment. Taking the case of urban and rural sample, Lin & Lv (2017) established, "although the total sample and urban samples showed the level of family income has no significant influence on academic achievement of children, but in rural families, the increasing income does play a greater role in enhancing children's education level,..."

An overview of the data analysis techniques in the studies reviewed indicates a variety. Bhat, Joshi & Wani (2016); Singh & Choudhary (2015); Islam & Khan (2017); Chandra & Azimuddin (2013) and Satyarthi (2018) used SES scale to find out its impact where as Bhat, Joshi & Wani (2016) and Singh & Choudhary (2015) applied mean, S.D and t-test for analysis and Islam & Khan (2017) used pearson's correlation co-efficient for analysis.

Thus, the researchers presented above points out that the socio economic background of students in terms of parental income, education and occupation affects the education attainment of students. Above presented researches generally used descriptive statistics and inferential statistics in which ANOVA, ANCOVA, t-test, SD, correlation, regression and SPSS had been employed for analysis of data while Nguru & Amollo (2017) used document analysis and Kapinga (2014) analyzed through thematic analysis.

Generally, descriptive research design had been used in the above reviewed studies. Okioga (2013) and Ovansu (2017) used ex post facto research design and Kapinga (2014) used case study as research design. With respect to instruments used in the study, the studies which used SES scale used SES scale as instruments with achievement test of students. In other studies, questionnaire, semi structured interview, focused group discussion and document analysis were used.

Thus, the studies reviewed in this group presents the fact that socio economic background has great influence of the students' education attainment while out of 23 studies which are reviewed no strong evidence were found for no relation between socio economic background of students and their education outcome. The studies reviewed on background of learners had mostly found that parental income and education has positive impact on the learner's academic achievement which also does not assure learners' completion of elementary education. Further, the motivation and parental involvement also found to have positively influenced learners' achievement. However, the studies review did not find any significant different between male and female as well as rural and urban learners. The studies which are reviewed are quantitative in nature which lacks in depth insight into variables. Though these studies have taken so many aspects, questions

about socio economic background still remains to be explored as how this variable has influenced the learning level of learners and also completion of education. The studies reviewed provide strength to the present study that the background of learners is very important aspect to be focused in the present study.

2.1 Understanding facilities in school

Policy document, NCF (2005) has stated “the structuring of infrastructural facilities is essential for paving the way for creating a learner – friendly and activity-centric context. Setting norms and standards, especially relating to space, building and furniture, would help in fostering a discerning sense of quality.” The infrastructure facilities have relation with teaching learning process of which teachers are one of the integral part. Infrastructure of school also gives ample opportunity to teachers and students both to improve learning environment through physical facilities in school like classrooms, furniture, stationery, electronic equipments, library, computers and sanitation facilities. “It is in the classrooms that the day to day formal teaching and learning take place” (Mokaya, 2013) further found in the study, “improved academic achievement is associated with more adequate and well spaced classrooms, adequate and ample spacing in the libraries, adequate science laboratories, adequate water and sanitation facilities and adequate participation in co-curricular activities.” Further, correlating with academic achievement, the study (Odeh, Angelina & Ivagher, 2015) also found “significant influence on academic achievement of students.” Moreover, “The facilities that are needed to facilitate effective education development and learning in an educational institution includes the girl’s toilet, library, boundary wall, computer, play ground, classrooms, offices and other buildings structure (Bhunias, Shit & Duary, 2012).” On lack

of these facilities in school “Inadequate and low quality instructional materials and school facilities in secondary school impedes effective teaching and learning process and hence affect students’ academic performance negatively (Joseph, Valentina & Motunrayo 2015).” Further, the study of Ngina (2013) established, “there is lack of physical infrastructure in terms of classrooms that was important in defining the conduciveness of the learning environment where poor infrastructure hindered the pupils’ performance.”

Infrastructure becomes motivating aspect for teachers as “it ensures a clean, safe environment, with conveniently located with proper accessibility and transport facilities to and from the school, and well maintained serves to motivate teachers” (Roy & Sengupta, 2014). Nepal (2016) concluded, “The students’ outcome is the output variable (as measured by various standard achievement tests and exam, which is directly related to the condition of school’s infrastructure facilities and indirectly related to school learning environment.” Barrett et al. (2019) summarized “providing access not only to school places but also to spaces that are safe and healthy positively affects pupils’ academic outcomes.” Enjoh (2018) found “school facilities (classrooms with good air conditions) enhance teaching and learning, comfortable seats enable learning as students feel well to participate in class while spacious classrooms give the teacher and student good room for interaction.”

Nkong, George & Mohamadou (2016) observed “significant correlation between school facilities and the educational quality of pupils.” It was found from the response received from respondents, “School facilities when provided will aid teaching learning programme and consequently improve academic achievement of students” (Odeh, Oguche & Ivagher, 2015). Fisher (2008) revealed “teachers and students use the physical

environment as a tool and a setting for balanced literacy, and as such, it may positively impact literacy outcomes.” “The students also perceived that the physical environment have an impact on students’ health, enjoyment and learning. In addition, there was a significant relationship between the physical aspects of the classroom environment with students’ enjoyment and learning.”(Che, A., Che, N. & Amirul, 2017).

Srinivasu, Umadevi, & Kavithakiran (2015) studied on existing infrastructure facilities in KGBV (Kasturba Gandhi Balika Vidhyalaya) and it has been found that physical facilities like drinking water, food facilities, medical facilities, sanitation facilities and facilities in terms of building and space were good while play facilities and other facilities of library, internet and computer were found below average. Shah, S. F., Khan, I. U., Khan, D. & Khan, M. F. (2013) also found, “majority of the respondents viewed that buildings, rooms, trained teaching staff and basic physical facilities were present sufficiently but furniture, office staff, staff rooms; library and books in library were present to some extent, although majority of the respondents unanimously opined that computer and dispensary facilities were not present in nearly all the primary schools.” Bhunia, Shit & Duary (2012) also revealed, “the block covered by very good elementary educational infrastructure facility is Daspur-I and Dantan-II at primary level and Keshiary block at upper primary level in Paschim Medinipur district..” These studies presented that availability of infrastructure facilities found to have in good status across sampled schools.

The study does not confirm the findings presented in the studies showing relationship between infrastructure facilities and education attainment of students as “student achievement, attendance and completion rate measures were not found to be statistically

significant in relation to school facility conditions as measured by the TLEA at the 0.05 level” (Mcgowen, 2007).

With respect to research design and data analysis techniques, Roy & Sengupta (2014); Mokaya (2013); Nepal (2016); Enjoh (2018) and Nkong, George & Mohamadou (2016) analyzed the data using SPSS software. Roy & Sengupta (2014); Mokaya (2013); Ngina (2013); Odeh, Oguche & Ivagher (2015); Odeh, Angelina & Ivagher (2015) & Mcgowen (2007) adopted descriptive research design while Fisher (2008) adopted qualitative research design using grounded theory. Enjoh (2018) and Che, A., Che, N. & Amirul (2017) adopted survey research design and Nkong, George & Mohamadou (2016) adopted quantitative research design. Srinivasu, Umadevi, & Kavithakiran (2015) had a evaluation study while Joseph, Valentina & Motunrayo (2015) employed case study research desing. Generally the data were collected through questionnaire in reviewed studies. Srinivasu, Umadevi & Kavithakiran (2015) used checklist and Nkong, George & Mohamadou (2016); Joseph, Valentina & Motunrayo (2015)and Fisher (2008) used observation while Fisher (2008) also used interview as tool. (Che, A., Che, N. & Amirul, 2017) used physical aspect classroom environment inventory (PACE) as tool. Sampling techniques generally adopted in reviewed studies were purposive and simple random sampling.

Thus, the studies reviewed above confirm the positive impact of infrastructure facilities on academic achievement of learners, teaching learning in school, enjoyment of learners and motivation of teachers. Few studies also show that lack of facilities in schools impedes the performance of learners and teaching learning in school. The studies reviewed have focused on qualitative aspects of infrastructure facilities which also shows

that not only physical facilities but safe and healthy place enhances learning environment in school. Not only learners but teachers also get motivated by well maintained facilities in school. Hence, researches reviewed show that facilities in school have profound effect on school environment.

2.2 Understanding teaching learning

Elvis Munyaradzi (2013) focused on effectiveness of teaching methods on students' academic performance taking 109 undergraduate students as sample using descriptive statistics. The result indicates, "Significant differences on the effectiveness of the three teaching methods. The mean scores results demonstrate that teacher-student interactive method was the most effective teaching method, followed by student-centered method while the teacher-centered approach was the least effective teaching method." Teygong, Moses & Daniel (2017) studied the influence of teacher pedagogical competencies on pupil academic performance found out, "Teachers utilized question and answer method, problem solving and demonstration as main method of teaching. The findings meant that teachers who used various teaching methods were able to post positive results in their classes than those who relied on one method of teaching. Responses from head teachers showed that basic instructional resources (textbooks and reference books) were available and adequate in majority of primary schools in Chepkorio division. This implied that teachers who regularly alternated and improvised teaching aids while teaching were able to post positive good academic outcomes unlike those who relied on other conventional teaching aids."

Specifically focusing on cooperative teaching approach in Biology, Molla & Muche (2018) conducted experimental study taking 369 students and 18 Biology teacher of three

schools as sample and concluded, “There was significant learning gain obtained via CLAD followed by cooperative discussion group (CDG). The result from the questionnaire survey showed that the number of students, lack of laboratory equipment, and so on hamper consecutive execution of CL (Cooperative learning).” In a survey of Shah (2016) taking 1000 students of grade I to V as sample using open ended response format shows in finding the students likeliness towards different teaching approaches in Social science and concluded, “Primary school students want to go on field trips, work in cooperative learning groups and be actively engaged with content.” Further the study illustrated, “Students want to be actively involved in learning social studies.” On the other hand, 92 teachers too expressed their views through interview in favor of using multiple teaching strategies to teach Algebra in the study of Lynch & Star (2013), “Exposing students with disparate learning styles to multiple strategies for solving mathematics problems increased their chances of ‘reaching’ their students and helped ensure that each student found a method that worked for them.” Zarzari (2014) took up a case of Biology in VIII standard evaluating activity based teaching and few findings presented in favour of using different teaching methodology in comparison to conventional method of teaching which are: “The performance of the students taught by demonstration method, microscopic method, specimen method experimental method, play way method are better than that of the students taught by conventional method of teaching.”

Another study specifically focused on subject like Science and Social science by Braičić, Đuranović & Klasnić (2014) had taken 176 teachers as sample using descriptive statistics found out, “Some differences have been found in the frequency of application of

certain teaching methods and practices, with regard to the subject content - whether of Natural Sciences, Geography or History. As it turned out, teaching the subject content of Natural Sciences is linked to certain “natural processes”, such as observing or demonstrating phenomena in reality, practical work done by students and making experiments. In teaching geography-related topics, methods that can be found more often are working with a map, which is teaching practice characteristic of Geography and team projects, while in teaching topics of History, the frequently used methods are working with professional papers and teacher’s lecture.” Kolesnikova (2016) studied on teaching methods taking 136 future teachers of fifth year as sample and concluded, “The results of our study highlight that the lecture is efficient way to present pedagogy, but that using lecture as the sole mode of instruction presents less potent than combined (traditional plus active learning) teaching method. Hence, the lecture when combined with active learning activities is a feasible alternative to the traditional lecture only format.”

Adunola (2011) conducted a study taking students as sample of primary schools using descriptive research design and revealed, “Telling stories from culturally diverse sources supports the creation of multicultural awareness in classrooms and encourages the development of healthy self-concepts. Play way method contributes effectively to the productivity of the teacher and makes learning more permanent in the learner. It was also discovered that play way and storytelling methods are especially good not only to help the teacher but also the pupils in retention of what is been taught.” Intarapanich (2013) aimed to study different approaches of teaching in English foreign language taking 5 English teachers through case study and came to know from findings, “Communicative Language Teaching (CLT), Grammar Translation Method (GTM) and Total Physical

Response (TPR) were three major methods/approaches found in the foreign language classrooms studied. Regarding the language teaching used, the activities found implemented in primary grade level were limited and short while more various activities were found in the secondary level. Many activities in the secondary schools provided the students more opportunity to communicate and use the language. In addition, the activities in the secondary level appeared to be longer and more complicated than those found in the primary level.” Taking 50 students of grade second by choosing cluster random sampling and adopting experimental study by Rizi, Najafipour & Jafari (2013) found different teaching methods have influence on academic achievement and concluded, “The educational achievement of the students who are taught with the active method is higher than that of the students who are taught with the traditional method.”

Taking the case of Mathematics subject in secondary schools and utilization of ICT in teaching learning, Muema, Mulwa & Mailu (2018) purposively sampled five schools. All principals and all teachers are selected as sample from these five schools. Also, 30% of students were sampled through stratified random sampling. The study concluded, “Use of ICT’s in the teaching and learning of mathematics can cause an improvement in mathematics. ICT’s are able to enhance learning and make even the learning process interesting and captivating to the learners. These findings indicate that not many schools have integrated teaching using ICT’s in their classes and therefore ends up using the old methods to teach learners and these has led to dismal performance in mathematics. ICT’s are powerful tools for improvement of teaching methodology and improvement in performance. It is also evident that most school mathematics teachers’ do not like using the ICT tools in their classes because they are used to the old traditional methods of

teaching which are teacher-centred.” Applying multi case study research methodology, Sangra & Gonzalez-Sanmamed (2010) on favouring utilization of ICT in teaching learning concluded, “ICT in teaching as favouring several processes related to teaching and learning – in particular, those involving attention, perception, responding mechanisms, application of learning and understanding”

A literature review of Jalbani (2014) concluded, “With the passage of time, the importance of instructors’ teaching style is being spread and the teachers are taking initiative to improve their teaching strategies for students’ improved learning by getting enrolled in such programmes which help them reflect upon their teaching practices and improving them as per requirement. The teachers who are willing for professional development in this area are able to deliver even complex and complicated content effectively, helping the students generate their interest and eagerness for more opportunities of learning in a conducive environment, making all the individuals feel that they are being taught in their own unique way being unique themselves.

Thus, above studies finds that adopting different teaching methodology in school and even in higher education too has significantly affected students as well as teachers in terms of academic achievement and retention. The studies reviewed found that different teaching methods such as collaborative teaching, co operative teaching, play way method, storytelling and use of ICT in teaching have been effective in teaching and learning as well as makes the content interesting and captivating for learners. Thus, teaching learning with different methods found to have positive influence on academic achievement of learners.

2.3 Understanding teacher learner relationship

The learning takes place within an environment which is provided to students and teachers both in terms of relationship they both share. And this relationship greatly influences the teaching and learning indicated by Alnasseri (2014) in literature review further adding to it concluded, “The essence emerged from a connected relationship (caring, support, trust and respect) which support students self confidence, fosters students’ self-trust and increases students motivation to learn, influencing their professional development towards future career pathway. Not only does it motivates the students but also improves students’ academic achievement which is found by Be (2017); Mudassir, Norsuhaily & Ado (2015); Ayaz & Shah (2013); Košir & Tement (2013); Yunus, Osman & Ishak (2011) & Nugent (2009). With motivation and academic achievement, Varga (2017) mentioned students’ engagement and indicated in the result, “The results of this study indicate that building and maintaining positive relationships between teachers and students will improve student engagement and motivation during class. It was observed that students were engaged in fewer off-task behaviors during the four-week intervention period. Although the study did not measure academic growth, it is likely that because students were more engaged in the lessons and activities, they retained more information and grew academically.”

At the kinder garden, grade I and grade II students level, the study was conducted by Valiente et al. (2019) and found element of academic achievement, “In general, girls benefited academically from a close student-teacher relationship in kindergarten, whereas boys benefited academically when they moved into a close, and away from a conflictual, relationship across kindergarten to second grade. The findings have implications for

teacher trainings and programs designed to help children succeed in school.” Camp (2011), “The teachers investigated in this study believe the positive and supportive relationships they have with their students do play important roles in their students’ academic and behavioural success in and beyond their classrooms.” The relationship between student teacher relationships with behaviour of students is also indicated by Ng & Chong (2017) and suggested, “the quality of teacher-student relationships can have direct impact on students’ adjustment in school, particularly with respect to behavioural adjustment.” It is somewhere related to the experience of teachers that comes with over period of time as it time taking process Hussain, N. et al. (2013) and further concluded, “Positive teacher-student relationship creates understanding between the teacher and student, increases the confidence level of the students, produces mutual respect and obedience in the students.” Thus, behavioural success is possible when the students get motivated in the environment and get influenced by supportive relationship which is indicated in the study of Lee 2012), “Supportive teacher-student relationships and academic press were significantly related to behavioural and emotional student engagement whereas only the teacher-student relationship was a significant predictor of reading performance. The effects of the teacher-student relationship on student outcomes were not contingent on academic press of the school.” Ayaz & Shah (2013) found that, “Student motivation is more dependent on teacher –student good relationship.” da Luz (2015) added one more dimension of interest to it by finding, “teachers and students value a supportive and caring relationship between them and that interaction is essential to the teacher-student relationship. This sense of caring and supporting from teachers motivates students to become a more interested learner. Students benefit and are

motivated when their teachers create a safe and trustful environment. The students have in their mind that a positive relationship with their teachers positively impacts their interest and motivation in school which contributes to the enhancement of the learning process.”

Khaleduzzaman (2017) shows the student-teacher relationship to be a dynamic factor in classroom of both urban and rural schools and found from the students, that “Students from both schools felt respected (Teacher likes having student in the class), and appreciated for their efforts (Teacher thinks he does a good job in the class) when their teachers explicitly told them so. Another important finding was that students in both schools shared favourable perceptions of their teachers’ abilities to listen (Teacher listens carefully when student talk), support (Teacher helps student when they need help), and respect them (Teacher respects student) due to their teachers “being there” or more specifically, when teachers focused upon and attended to their students personally. The final broad-stroke finding of this study was that teachers may not have influence in all areas of students’ lives, but the influence is most easily identified and acknowledged when teachers talked with their students and expressed specific care and concern about the different facets of the students’ lives. In other words, these three findings underscored the students’ desire and need for caring and personal relationships with their teachers.”

Alnasser (2014); Be (2017); Ayaz & Shah (2013); Košir & Tement (2013); Ayaz & Shah (2013); Yunus, Osman, & Ishak (2011) & Nugent (2009); indicated that positive students teacher relationship influences motivation of the students while Varga (2017); Valiente, C. et al. (2019); Camp (2011) indicated influence of positive student teacher relationship on academic achievement. Behavioral success is indicated by Camp (2011);

Lee (2012); Hussain, N. et al. (2013); Ng & Chong (2017); Khaleduzzaman (2017). It can be observed that the studies selected purposive and stratified random sampling. In terms of data analysis techniques, the studies reviewed generally adopted descriptive and inferential statistics while Ayaz & Shah (2013) & Nugent (2009) used SPSS for analysis of data. da Luz (2015); Hussain, N. et al. (2013); Camp (2011); Be (2017); Valiente et al. (2019) analyzed data qualitatively while Khaleduzzaman (2017) applied ANOVA and correlation. Varga (2017) has a pre-experimental design that is similar to a one-group pretest-posttest design. Alnasseri (2014) is a literature review while other reviewed studies adopted descriptive research design.

Thus, the reviews of studies in this section indicates that teacher learner relationship is found to be crucial to motivate, behaviour success, to make learners interested in learning and improve academic achievement which makes learning successful. Further, caring and supportive relationship between teachers and learners motivated learners which increased interest for academics among learners. The studies reviewed show that teacher learner relationship motivates learners which leads to behaviour adjustment as well as improvement in interest among learners. None of the study has found teacher learner relationship ineffective or has no impact on learners in any ways.

2.4 Understanding the government initiatives- policy, programmes and schemes for UEE

Health is a critical input for the overall development of the child, and it influences enrolment, retention and school completion rates significantly (NCF, 2005). Therefore, MDM is proposed to be a part of education since years ago. The study of Paul & Mondal (2012) concluded the finding, “Mid-day meal programme (MDM) has had a positive

impact in some selective cases (e.g., enhancing enrolment, attendance and lowering retention and drop out of students) which are essential for achieving the higher level of academic performance of students particularly belongs to BPL level students residing in the rural areas of upper primary schools of Burdwan district in the state of West Bengal. The result of chi-square test revealed a significant association between mid-day meal program and academic achievement of students.” Furthermore, “mid-day meal program has some other benefits like removal of classroom hunger, social and gender equality and formation of good habits of students (like washing their own hands and utensils before meal) other than academic achievement in school.” The improvement in academic achievement, enrolment and attendance has been observed in the study of Kaushal (2009). Further the study has found, “Several teachers also credited the mid-day meals with putting an end to classroom hunger.” The impact of MDM has been found in the other country through the study of Hedwig Acham et al. (2012) which was conducted in Uganda. The study found, “Underachievement (the proportion below a score of 120.0 points) was high (68.4%); in addition, significantly higher achievement and better feeding patterns were observed among children from the less poor households (pB0.05). Achievement was significantly associated with consumption of breakfast and a midday meal, particularly for boys (pB0.05), and a greater likelihood of scoring well was observed for better nourished children (all OR values_1.0).” The study of Josephine (1998) found that MDM helped girls to attend the school as, “Large proportion of parents of school going children were appreciative of the scheme introduced and considered it good for the including girls to attend schools.” Further, “The parents of the non-school going children desired facilities, such as free supply of textbooks, stationary, slates and

school uniforms followed by stipend or scholarship and free mid-day meals with mild supply for sending their daughters to school.” Thus, basic need of food among learners has been satisfied by MDM in school which is found to have positive influence on enrolment and attendance.

The other focus of government initiative has been gender equity, that is, to bring girl learners to the school. The schemes such as NPEGEL and KGBV specifically have been launched to promote girls’ education. The study of Augustine, Dasgupta & Menon (2012) has found, “NPEGEL inputs have resulted in visible changes in girl’s attitudes and behavior both in and out of school. Schools have reported girl’s higher enrolment and attendance, and their greater interest in studies.” Further, along with improving enrolment and attendance of girls in school, NPEGEL is found to be effective in providing facilities in school as per the findings presented in the study of Uma, Kavitha & Prashanti (2014). More specifically, the study revealed, “NPEGEL schools had better infrastructure, water, sanitation, toilet, menstrual hygiene and vocational courses than the non NPEGEL schools.” With special reference to KGBV, the findings presented in the study of Baruah (2013) revealed, “The experience gathered from the visits to all the schools made feel that both the academic and non-academic activities followed in the schools are sufficient for making them prepared for future womanhood. The trainings are sufficient for making them physically, socially, emotionally and psychologically fit persons. They also get training to develop moral and spiritual values. They become well-disciplined, self-confident, enlightened and happy persons.” As against this, the study of Chaudhary (2012) does not find the impact of KGBC on girls’ achievement and issues of retention after class VIII. Further, “There is an increase in readiness of parents to teach the child further

but in some school like KGBV where child is secure and taken care off. There are lot of problems faced by the functionaries and the beneficiaries regarding the design of the building of the KGBV.” Hence, the focused interventions for girls show improvement in enrolment, their behavior and for bringing awareness about girls’ education but their continuation is not guaranteed.

The studies related to impact of government initiatives/schemes on elementary education provide comprehensive view of the aspects which are influenced by the implementation of different focused government initiatives/schemes. The study of Antony & David (2014) focused on the impact of various schemes adopted by government to strengthen elementary education. The findings presented in the study are; “The number of children particularly children from disadvantaged groups and weaker sections who drop out of school before completing upper primary education remains high, and the quality of learning achievement is not satisfactory even in the case of children who complete elementary education.” Raj (2011) has concluded the findings of the study, “The Indian government’s policy for primary education through state schools does not seem to be very effective in terms of providing UEE. It, however, has achieved the aim of universal enrolment of children in state schools and provided primary schools within the radius of 1 km of the habitation in almost all the areas. Low attainment of students indicates that education policy does not achieve its aim of providing essential level of learning to the students in state schools. There are also problems of inadequate teacher student ratio and infrastructure and teacher absenteeism.” The study of Manimangala (2012) has presented the findings, “The attendance of children in schools is significantly increased with increase in the distribution of textbooks, uniforms and attendance

scholarships to upper primary school girls.” Taking a case of SSA, Bisht (2016) has focused on the impact of provision for the education of students adopting a descriptive survey method. The finding of the study presented, “Two sets of uniform, free text books, scholarships, mid-day-meal etc. were given to students of government schools at elementary level. Infrastructural facilities like strength based classrooms, rooms with adequate lighting, furniture for teachers & students, teaching-learning material, library, science lab, CAL, computers, smart classrooms, boundary walls, kitchen sheds for mid-day-meal, clean drinking water, separate toilet facilities for girls & boys, CWSN friendly toilets, hand rail/ramps etc. has been provided to the schools. Library books were available in schools but separate library room was not available in all the primary schools and in large majority of upper primary schools. Books were either hanged with the help of rope in classrooms or locked in almirahs. Almost in all schools library books were not issued to the students due to apprehensiveness of teacher in charge that books may be lost or damaged by the students. However, in few primary schools storybooks were read by teachers for students.”

From the above, government initiatives/schemes have been successful in bringing learners in the school but, the level of learning achievement and completion is still remained to achieve. MDM has proved to be effective in bringing learners in the school and also increased retention among learners. The initiatives such as KGBV and NPGEL not only have been effective in improving enrolment and attendance but also increased confidence among girls. To make these interventions successful, facilities in school also have been provided to girls at primary stage. Thus, focused initiatives for girls proved to have strengthened status of girls’ education. Though such positive impact, the quality of

education of the learners who completed their elementary education have been unsatisfactory.

2.5 Understanding the phenomena of learners' completion of elementary education

The studies presented earlier in review of related literature provided an insight about the way different aspects have been influenced the education of learners. The composite views of the variables which have influenced the elementary education of learners provide the condition in which the learners have completed their elementary education. The study of Kanyora (2014) focused on school based factors of Secondary schools in one of the district of Kenya. The findings presented are, "Availability of teaching and learning resources and school infrastructure influences students' completion, books, size of the classes and recreational facilities, chairs influences students completion rate. Students fail to complete their education due to inadequate classrooms. The teaching and learning resources influence completion rate of students to a greater extent." Another study of Muli (2014) taking secondary schools of Kenya as sample and adopting descriptive research method has found, "The poverty/fees, inadequate government policies does not foster students' secondary education completion, mostly in day secondary schools other follows up factors such as teenage pregnancies, early marriages, child labour, unsupportive parents, indiscipline, lack of guidance and counseling, lack of role models, illicit brew, poor performance and lastly motor bike bodaboda business." Girls' completion of primary education has been focused in the study of Charles (2014) and the findings presented, "Distance from school, school levies, repetition, proportion of female teachers, and school safety were significant factors influencing girls' completion of primary education in Migori district. The study further established that sanitation

facilities were not a significant factor influencing girls' completion of primary education in the district. Multiple regression revealed that the school based factors accounted for only 35.4% in determination of girls' completion of primary education in Migori District." The study of Singh and Mikherjee (2015) focused on girls' completion of secondary education and has found "It is apparent that parental education is associated with occupation type, aspirations and most importantly economic stability, which in turn help children to complete secondary schooling. Completion of secondary education is biased towards boys, with many more girls discontinuing their education for various reasons, including familial, societal and school-related issues such as distance of secondary schools from their homes in rural areas and the obligation to support the family by doing domestic chores or working to supplement household income. In a nutshell, this paper highlights that it is not one factor but a multitude of factors, such as literacy skills in the early primary grades, high self-efficacy and non-participation in paid work before the age of 12, that emerge as important determinants of the completion of secondary schooling despite family poverty." The issue of non completion of education among girls in senior has been observed in the study of Adams, Lemaire & Prah (2013) and findings show, "the non- completion of senior high school by most of the girls in Sekondi Takoradi is attributed to three key factors namely; Home based and socio-cultural factors, school –based factors and students- based factors. This implies that parents, school authorities, Government and student-girls all have contributed in one way or the other in bringing about this problem. The major factors identified included: Peer influence and pregnancy –related, desire to get rich quick, lack of interest in education, poor socio-economic background of students, lack of motivation from parents, parental neglect,

traditional beliefs about the role of women, poor teaching methods in school, sexual harassment from teachers, and poor performance in school.” The completion of basic education among girls has been addressed in the study of Mbolela (2010). The findings indicated, “Both home environment and school environment are factors that contribute to girls’ low rate of completion of basic education. There is some evidence that girls’ low rate of basic education can be increased and fuelled by the school itself as an institution through what happens in the school. It appears that whatever problems girls may come with from home are reinforced and supported by the school through the attitudes of teachers towards girls. Peer pressure was another outstanding factor identified by the study that contributes to girls’ low completion of basic education in school.” Further the findings revealed that, “Girls’ low completion of basic education was affected by girls’ attitudes towards school, physical facilities found at schools, lack of models at school and home, parents’ educational level, distances between homes and schools and the poor relationship that existed between teacher and girls.” Another study Ramchandran (2004) in context of poverty focused on completion of primary education of students. The study is found to have, “Caste and community of children influence educational participation and outcomes along with the economic status. The attitudes and prejudices of teachers and children regarding social and community identities of marginal groups in the school also play an important role in defining educational outcomes for the latter. Gender relations in the family, community and in the society too exert significant influence on the ability of girl children to access services, nutrition, immunisation, healthcare (especially during bouts of illness) and schooling. The interplay of gender with social and economic status adds another important dimension to the issue. Gender relations in

the family, community and in the society exert significant influence on the ability of girl children to access services, nutrition, immunisation, healthcare (especially during bouts of illness) and schooling. The good news, however, is that if girls do reach school and are able to cross the initial barrier, they are highly motivated and struggle against all odds to remain in school. Similarly, if regularity can be assured, girls perform as well, if not better, than boys in school.

Completion of primary as well as secondary education mainly among girls has been part of concern in the study presented above. The aspects emerged in the studies such as poverty, distance, gender biasness, learning resources in school as well as teaching learning; infrastructure facilities have influenced learners' completion of primary as well as secondary education. The studies reviewed in this section have mostly focused on the aspects which became barrier for learners to complete their education which the present study does not focus on but helps to get an insight into the phenomena of conditions under which the learners might complete their education. Economic condition of family and school environment caused non completion or completion of education among learners. In addition to this, facilities in school also played major role. Distance and gender biasness were the barriers especially for girls where parents were also unsupportive. Thus, gender plays a major role in deciding which learners of particular gender would complete their education of certain level. Above all these aspects found in the studies reviewed, motivation and interest also have influenced the completion of education among learners.

2.6 Understanding learner's drop out

The studies presented above provided understanding about different aspects which affected learners' education. It is also important to understand the aspects which caused learners' not to complete education, that is, made them drop outs. Understanding this will provide an insight into the phenomena of non completion and help to gain the understanding that if the aspects which caused drop outs are compensated, the learners will continue their education.

Aspects such as low income and low education of parents are found to have been observed in the studies reviewed about non completion of learners, that is, drop out of learners. Along with these aspects, the study by Shahidul & Zehadul Karim (2015) revealed, "Parents who have lower socioeconomic status and they use the gender of the child to decide who gets more education ultimately results into girls' dropout in comparison to boys' dropout." Further, "there are human perceptions formed by several factors such as education, socio-economic status, religion and environment of the community where they live in, are the perspectives constrain girl's education." The different phenomena was observed in the findings of the study conducted by Muthaa, M'muyuri, Bururia & Mwenda (2013), "there is a relationship between dropout of boys and that of girls since when boys drop out of school; they make girls also to follow the same suit." Further, the final report of EDSIL (2013) established, "The reasons for dropping out of the school were almost similar for boys and girls. The major reason for girls dropping out of the school is to help the parents in the domestic work or due to economic reasons." The household work has been found to be one of the reasons in the study of Baruah & Goswami (2012) which caused drop out among learners.

Further, the study also indicated family size, lack of interest and low motivation for reason of drop outs of learners. Along with focusing on home related aspects, the study of Joubish & Khurram (2011) in detail indicated school related aspects which caused drop out. These school related aspects indicated are; Less provision of sports and co-curricular activities, no use of instructional technology, lack of basic physical facilities such as school desk or chair, drinking water, electricity, wash room, polluted and busted buildings, teachers related factors (e.g. un caring and professionally less committed teachers, harsh attitude, corporal punishment, sub standard teacher, shortage of teacher). Lack of immediate return of schooling, absenteeism, low teachers' competencies to retain students and migration are indicated in the study of Shah, Amir, Akhtar & Naseer Ud Din (2011) which caused drop outs. With existing financial issues, home related aspects as well as school related aspects which caused drop outs among learners. the study of Kishore & Shaji (2012) focused on the physical condition and child labor which caused drop outs and found, "The most common "reason" was various Physical disorders (80, 21.8%) followed by Mental Retardation (77, 20.9%). Child labor (Employment) came last (30, 8.1%) as a "reason" while financial issues constituted 50 (13.6%). Family issues accounted for 63 (17.1%) and School-related issues 68 (18.5%)." The study of Gouda & Sekher (2014) indicated drop out to be majorly in the case of Muslim, Scheduled Caste and Scheduled Tribe families.

The studies presented above have revealed various reasons for non completion of elementary education, that is dropping out, such as low socio-economic condition, poor health, lack of interest, learning problem, absenteeism, failing in examination, teacher's competencies, parent's low motivation, family size, perception and education, academic

achievements, child labour, family instability, initiation and traditions, low level of parental education, lack of infrastructure in school and gender bias of parents. Drop out among learners seems to vary with respect to gender, condition of family and school related aspects which were commonly found in almost all the studies.

2.7 Discussion on the review of related literature

All these researches have indicated and highlighted significant factors which make learning successful. The aspects covered in the studies reviewed such as background of learners, facilities in school, teaching learning and teacher learner relationship, government initiatives have proved to be facilitator to learners in making the learning successful. The aspect such a background of learners found to have been motivating at home whereas facilities in school, teaching learning and teacher learner relationship found to have been facilitator to learners in school. However, these aspects also did not give assurance for completion of education among learners as these aspects were focused mostly on academic participation and achievement.

Government initiatives such as MDM found to have increased attendance and retention among learners which later might have resulted in attentiveness and improved participation of learners in school. The focused initiatives for girls' education found to have not only improved status of girls education but also their personality. Government initiatives found to have become helping tool for teachers only to bring learners into the school and make them attend the classroom. In other words, absence of these factors might have hindered learning and the factors identified are: education and income of parents, income of family, occupation of parents, infrastructure facility, teacher pupil relation and method of teaching. Interaction of each one of these aspects with government

initiatives seems to have caused continuation or non continuation of education among learners. Thus, it shows that no single aspect could cause completion of education among learners. Moreover, the studies on completion and drop out of learners indicates that if efforts from home, school and government are made together, the completion of learners' education at certain level can be assured.

In addition, the studies have not indicated the response of specific groups of learners to government initiatives. The review of literature presented above provides a base for formulating objective of the present study and dimensions to be covered under each. Overall, the goal of UEE is successfully achieved. But the benefit of education is not spread uniformly across the nation, states and even within one state. Within one state, regional difference is observed in terms of GER and Transition rate in Primary education. Overall, in this context, a few significant aspects needing further inquiry that have been discerned are: the demography of the learners and the way they get education, a role of school in engaging learners in school, the relationship between background of learners and the school and; nature of participation of learners in school activities. Methodologically, it was seen that the above presented studies adopted survey and experimental research design. elaborate- small scale survey, large scale survey. Etc make it elaborate. However both these research designs do not seem appropriate for probing the research questions raised earlier. Keeping in view these considerations, the present study has been appropriately designed. Numeral study is done by the interaction of these variables which are not studied by researchers more. The numerical data is not as important as the collation and cross collation of data is important. Survey helps to study

large number of variables. Experimental deal with a few variables. For the present study at local level of Surendranagar city, descriptive reserch design found to be appropriate.

The details of methodology are presented in Chapter III.