

INTRODUCTION :

The problem of decay in the elementary education schools is considered one of the most important challenges that faces this form of education , in particular; and also faces our society ' development, in general. This is because it causes a decay of the human energy which is necessary for the plans of development. Besides, it is regarded the main source of increasing and accumulating illiteracy rates in the society, which reaches dangerous degrees.

The Previous studies are concerned with the dimensions of this field; and stressed the increase of these dimensions in the countryside more than in the city, and among females more than males; and in the Upper Egypt more than the lower Egypt. This emphasized its relations with the social modernization as well as the economical level in which people live ; they behave in their daily life according to these surrounding circumstances.

The conflict model explained social interaction in the society as " it is the competition and the struggle among different social classes that are working to get their basic material needs . This conflict is motivated and continuously controlled by number of primary factors. Among these ones is the social organization and its systems; besides, the human nature and its aspects. The social behavioristic model added that the individuals ' needs and their special objectives are the main motive for behaviour, or , they are the motivator that formulate the individuals' social behaviour.

This is because the individual behaviour is considered a response for the individual desire. It is a preference or a choice behaviour, regardless of the external forces that stem from the society and limits the response, although there is a need.

Hence, in analyzing the modern social structure of the Egyptian society - the emergence of luxuriant social classes as a result of increasing the private property and keeping wealth, and the increase of types of work that lead to quick gain; lead to the spread of poverty and the decrease of living level for other social classes. This makes individuals behave in their daily life in the light of costs and gain, in their view according to the social-economical circumstances. This is considered the direct reason of people's interest in quantity that meets their basic needs; therefore their desire to benefit from social, and cultural services as well as education decreases.

QUESTIONS OF THE STUDY:

To analyze this viewpoint, the study presents the following question :

- What are the social dimensions of decay in education among elementary education children in the countryside ?

To answer this question, the following sub-questions are expressed , structural

- a - What are the historical positive dimensions of the Egyptian society that affect education and illiteracy cases ?
- b - What are the factors that affect the decay rates in education among elementary education children in the countryside ?

- c - What are the conceptions of the countryside families about their children ' future who do not benefit from education ?
- d - How and what is the way to solve the problems of educational decay to achieve the ultimate benefit from elementary education ?

PROCEDURES OF THE STUDY:

- a - A sample of the study was chosen. Twenty - three [N = 23] families were selected from whom their children are not listed in the elementary education . An interview list was conducted . Its items go around the factors that prevent joining children- aged 6-to the available schools , in the regional field in which they live from their views.
- b - Another sample was selected from families whose children joined schools and left after a period of time [N= 39] . An interview list was conducted; and its items are about the factors that led their children to leave schools after joining, from their opinions.
- c - A third sample from children - unlisted in schools [N. = 30] and [Leaving school N. = 51] , was chosen .
- d - Random interviews with selected sample from specialists and workers in the field of education were conducted to make sure of other point of view around these suggested factors.

After collecting results, statistical analysis was conducted .

RESULTS OF THE STUDY :

The results of the study indicated that the decay phenomena in education in Egypt is still regarding education the social form that has to

enhance people and some classes refuse this traditional type of education that does not response to their need; it doesn't solve their problems. There, fore this phenamena is related with social dimensions that increases its strength .

The study showed some of the contemporary social dimensions that affect the decay rates in education among children:

a - Compulosary education laws are filled with many gaps that help people to deviate from writing their children in any school or preventing them to continue in education after a period of time; or help the state to carry out its responsibleties in finding places and faciliaties to educate every child in the compalusory age. Statistices show that 24% from those children don't find places in schools every year.

This is due to the wide variety in distributing educational services in all over . Egypt . Cairo and other modernized governorates have the priority in most facilities than other regions. This shows the severe previlage for urban at the expense of the rural regions in educational services . Hence There is an urgent need for re-distribution of equal educational services according to children rates at this stage to meet the increasing needs for those children.

B - Results of the study indicated that the poor don't benefit much from the educational service. This is because they are not able to get it and to meet its needs which are highly costed. thus, to solve the decay problem, the economical and the materalistic conditions for the poor must be enhanced to enable them to benefit from the educational services.

- c - Results of the study also showed number of problems which the elementary education is suffering from. There is no relation between the philosophy of the concept and the practice philosophy in schools there is no workshops, farms that help in training, the due time in school schedule is not enough for practical training this motivates teachers to explain without any practice. Moreover, the class size and other problems that hinder the right application for the philosophy of the elementary education.

Although the results of the study showed many dimensions that affect the people's desire and their abilities to join their children in the elementary schools such as the cultural social dimension, the educational dimension with its various elements, the economical dimension and the psychological dimension of children that is related to the general atmosphere of the school, besides the conceptions of the old about their children's future in the modern society. Solutions suggested by the study to solve the decay problem stressed the importance of carrying out all the above mentioned dimensions and to solve their problems in one side. Then, we can expect the increasing effectiveness of education and the weakness of the effects that affect the people's benefit from it. Hence, the desirable functions from education can be achieved. Its objectives can be carried out for the sake of the society's progress as an important element from the national security elements and the social peace.