

Sociological study of computer facilities in rural schools in Sri Lanka

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Abstract

The computer facilities have become an essential part of modern education system. The use of computers for the success of the modern education process can be seen in both urban and rural schools. Study of whether there are adequate computer facilities for students who are studying in rural schools, inquiring the identification of the problems in the computer facilities of the rural schools and the study also attempted to submit relevant suggestions.

Keywords: computer facilities, urban, rural, schools

Introduction

In modern day, every country in the world uses the computer for the efficiency of all functions. In school in every country, the computer has a unique place in the education process. Learning from computers through Sri Lankan schools has also begun at a very advanced level. Ex- Smart Class Room concept. Therefore, computer facilities should be at an optimum level for each rural and urban school. This research has examined the nature of the computer facilities available in rural schools. First of all, it's important to identify what school is. Simply, the school is an institution of learning and teaching in an institutional structure. "The school is part of the social system and it has relations with the social values and norms" (Hettiarachchi, 2001). It is also important to identify what a rural school is. The classification of schools in Sri Lanka is done on various criteria. But important classification is urban and rural classification. It is reported that most schools in the Sri Lanka are rural schools. Out of the 10162 schools in Sri Lanka, 9067 belong to the rural school <http://www.moe.gov.lk> & "There is no clear definitive definition of a village school, different opinions have been suggested. A school in a rural area can be easily described as a rural school.

The rural school can be identified as a school of less facility (Gunasekera,2011) ^[1]. Gunasekera has done study on frustrated schools. School children in rural areas are also at a low level in the economic and social strata (Senarathna,1999) ^[4]. When looking at other studies that have taken place in this regard, "The use of small schools for rural societal development in Sri Lanka" by Mrs. KHN Damayanthi, Manager, Katugastota Teacher Training Centre.

The research report submitted by the National Education Advisory Council in 2014, "Policy Research", by YADG Wijerathna, the instructor for the Embilipitiya Zonal Education Office, is also important (Policy report, 2014).

Methodology

Study area

As the academic area for this research, the Embilipitiya Education Zone was selected from the Rathnapura District of in the Sabaragamuwa Province ^Latitude 7 06'00" Longitude 81 24'00"&". According to the statistics data, there are number of rural schools in Embilipitiya Education Zone, which are considered more rural, under-funded schools. Because of that it selected to Embilipitiya education zone for this study.

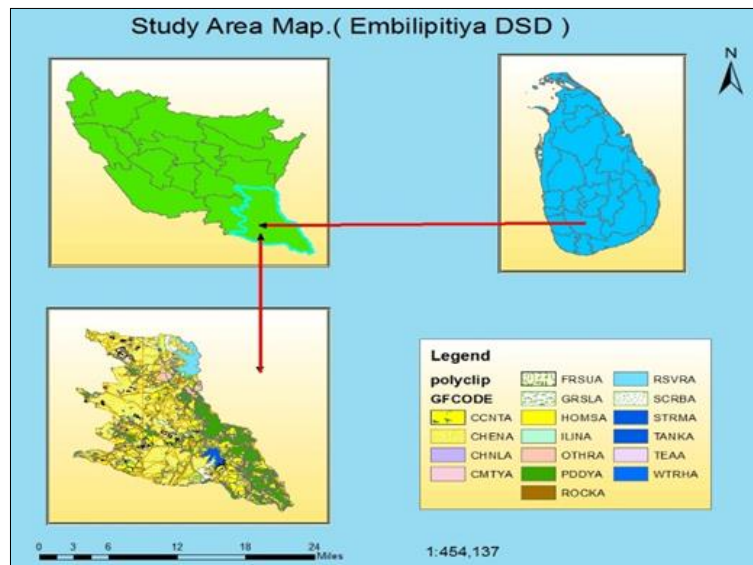


Fig 1: Study area in Embilipitiya village

Objective

The objective of this research was to study the computer facilities of the rural schools for the provision of equal computer education for all students in the modern school system which is a competitive education system.

Selection of sample

Sample of the study was, there were 48 schools in the Embilipitiya Educational Zone, and three schools were selected in a simple, randomized sample. Of these 3 schools, 59 O / L students, three teachers in the three computer classes of the three schools and five

out of 67 parents who attended that day, went to schools through the sample. Students who do not study and study the subject of ICT included a competition on this research. Only O/L students in the sample were tested for the success of the research. At the same time, the percentage of male students in these rural schools was lower than the percentage of females.

Collection of Data

The research involved collecting data form questioning, interviewing, and participatory observation.

Analysis of Data

Three methods were used to collect data for this research. In terms of the interviews, questionnaires, and surveillance systems, quantitative and qualitative data were collected during the year 2018. The data collected were analysed using charts and graphs using both SPSS and Excel statistical techniques.

Results

The study was carried out by three schools belonging to the Embilipitiya Educational Zone in Rathnapura District. The types of computer facilities available at these three schools were as follows.

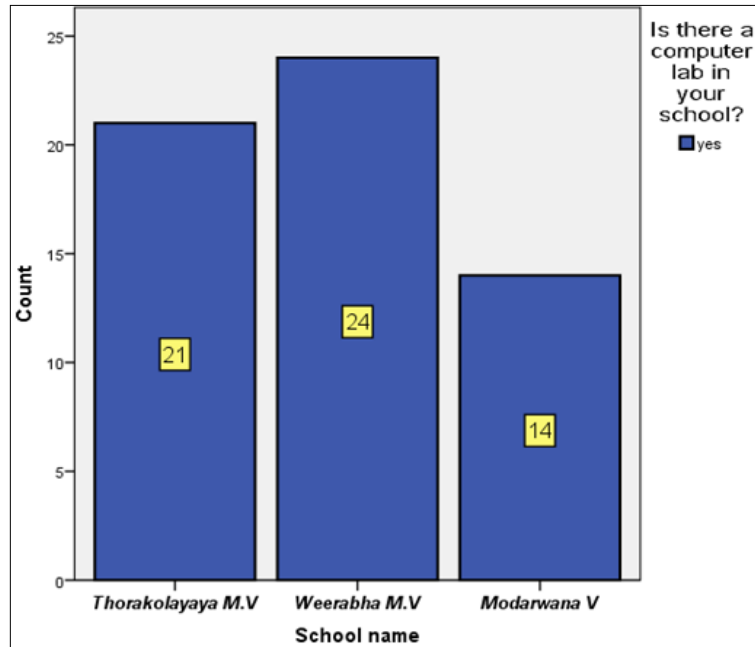


Fig 2: types of computer facilities available at school

These three schools were reported to have computer science labs, but labs were found to be of low quality. The computer laboratory of the Wirabha College it also use as a science laboratory. It is a small room with 2 computers.

The number of computers in all three schools is very low. It is reported that the number of computers in the three schools is not above two, three or four.

The 21 students in the Thotakolayaya College had only 3 computers. There were only 2 computers for the 24 students of the

Weerabha Vidyalaya. There were only 4 computers for the 14 students of Modaravana College. This is the number of all computers that students can use for their studies. It is clear that the computer facilities available in all three schools are at a very low level. This indicates the number of teachers for the IT subject. There were only one teacher for the subject of computer science at ThorakolayayaVidyalaya and ModarawanaVidyalaya. It has been reported that there are two teachers for the IT subject of the WeerabhaVidyalaya.

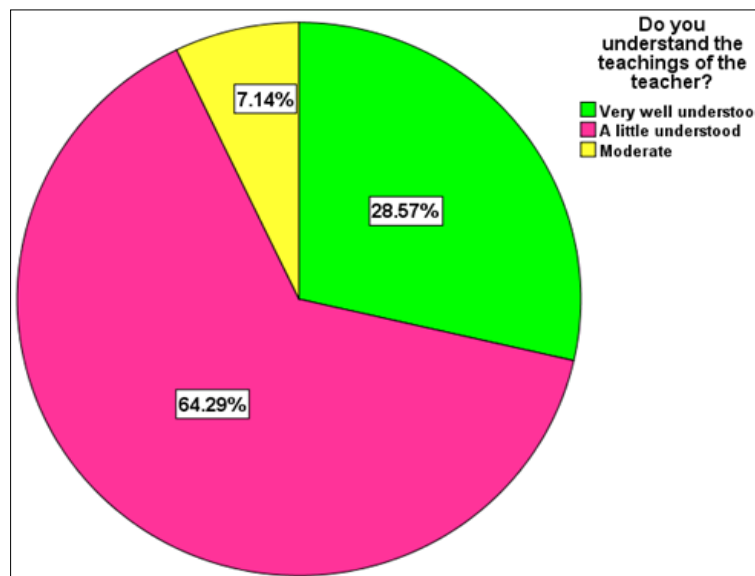


Fig 3: The extent of understanding computer teaching

According to the above chart, 64% said they little understood the subject of computer science. 29% said they very well understood the subject of computer science. 7% of the respondents spoke moderately. Accordingly, the satisfaction level of the teaching system is not satisfied.

When inquired about schools internet facilities, they were questioned separately. Accordingly, it is clear that the facilities of the Weerabha and Modarawana schools have internet facilities and that the Internet facilities of the Thotakolayaya College are not available.

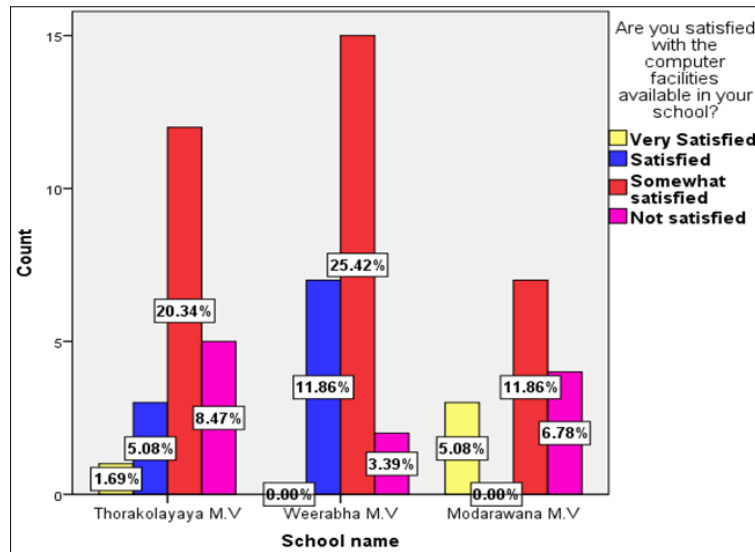


Fig 4: Satisfaction level with computer facilities

According to the chart above, reported a higher percentage of people who are not satisfied than those who are satisfied with the computer facilities. Factors that were not satisfying with computer facilities were examined. There were two main factors. Those are less computer facilities and low internet facility. Clearly, these three schools lack the optimum level of computer technology.

Conclusion

The study found that rural schools had the minimum computer facilities and there were very low result for the computer science subject as follows,

Table 1

End semester exam result	Number of student		
	Weerabha Vidyalaya	Thotakolayaya College	Modaravana College
100-75	0	0	0
74-65	0	0	0
64-55	1	2	0
54-45	3	2	0
44-35	3	4	1
Below 35	15	16	13

The study on computer facilities in rural schools revealed the nature of the computer facilities available in the rural school. Computer literacy is very important in the modern competitive education system. Studies with Tablets are now in the Sri Lankan school system. In such an era, students should be able to obtain computer knowledge for Sri Lankan rural schools. There should be computer facilities at an adequate and optimal level in rural schools. There are many reasons for that and those are, the only one curriculum that has been implemented in all schools without rural-urban gap, the all rural and urban students faces the same examination and all students enter the same competitive job world. Therefore everyone should have equal educational opportunities.

The research found that rural schools had the minimum computer facilities. All three schools used a small classroom, part of the school office or part of the science lab as a computer lab. The number of computers in schools is also low. There are not more than four computers in schools. made it difficult for both students and teachers. The subject of the computer should be learned with

practical uses. On the other hand these schools has not properly equipped with internet connection. Therefore, rural students have a minimum knowledge of Internet and use of modern computer technology. A lack of computer literacy is directly affected for the job world. The lack of qualified teachers to teach the computer science is also a reason for this problem. Suggestions can be made as follows. Providing computer equipment and other necessary equipment for rural schools, implementing scholarship programs for the provision of computer facilities to rural schools, providing computer laboratories with required facilities, Provide internet facilities and improve internet usage knowledge, Provide a trained teachers with a computer knowledge for rural schools.

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