



Economic Factors Influencing on Students’ Education of Balangoda Plantation Sector in Sri Lanka

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අධ්‍යාපනික අංශයන් තුළ ජයගත යුතු එක් වැදගත් ක්ෂේත්‍රයක් ලෙස වැවිලි ශිෂ්‍ය ප්‍රජාවගේ අධ්‍යාපන මට්ටම නගා සිටුවීම දැක්විය හැකිය. මෙම අධ්‍යනයේ මූලික අරමුණ ලෙස වැවිලි ශිෂ්‍ය ප්‍රජාවගේ අධ්‍යාපන මට්ටම සඳහා ඔවුන්ගේ පවුල් වල ආර්ථික මට්ටම දේශපාලන සාධක හා සාමාජික සාධක බලපෑම් කරන ආකාරය හඳුනා ගැනීම දැක්විය හැකිය. මෙම අධ්‍යනය සඳහා වතු සිසුන්ගේ ප්‍රාථමික ද්විතියික දත්ත අන්තර්ගත වේ. නියැදීම සිසුන්ගෙන් ලබාගත් දත්ත සඳහා සමාන පරිමාණ ප්‍රශ්නාවලියක් භාවිතා කර ඇත. අනෙකුත් තොරතුරු ද අදාළ පාර්ශවයන්ගෙන් සංඛ්‍යාත්මකව හා විශ්වාසනීය පරීක්ෂණ මෙවලම් යොදාගෙන ලබා ගන්නා ලදී. මෙම දත්ත දැක්වීම සඳහා වගු, ප්‍රස්ථාර හා අධ්‍යාපන පහසුව සඳහා වගු සමග ගැලපෙන විචල්‍යයන් මෙම සම්බන්ධතාවය දැක්වීම සඳහා ප්‍රගතිකාරී ලෙස භාවිතා කරනු ලැබේ. අවසාන ප්‍රතිඵල වශයෙන් දැක්විය හැක්කේ ආර්ථික සාධක වැවිලි ශිෂ්‍ය ප්‍රජාවගේ අධ්‍යාපන මට්ටම සඳහා ප්‍රධාන වශයෙන් බලපෑමක් ඇති කරන අතර ආර්ථික, සමාජීය හා දේශපාලන සාධක වැවිලි ශිෂ්‍ය ප්‍රජාවගේ අධ්‍යාපනික මට්ටම සඳහා සෘණාත්මකව බලපෑම් සිදු කරනු ලබන බවය.

ප්‍රමුඛ පද: වැවිලි සිසුන්ගේ ආර්ථිකය, පවුල් පරිසර සාධක, දේශපාලන සාධක, අද්‍යාපනික හැකියාවන්

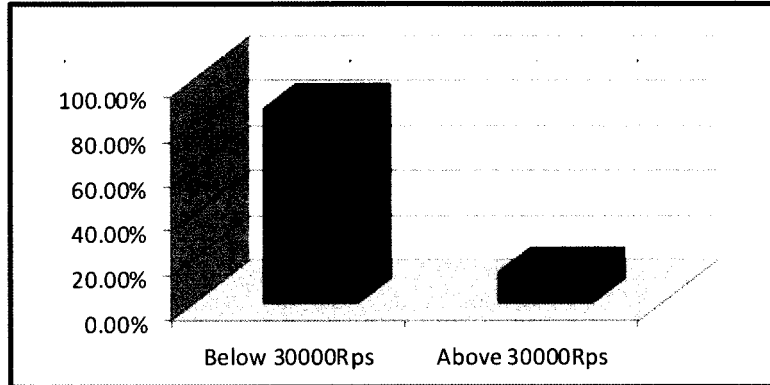
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01. INTRODUCTION

The Tamil of Indian origin, commonly referred to as Indian Tamils, were brought to Sri Lanka by the British as labour for tea and rubber plantation. Their descendants make up a large part of plantation labour forces today. These plantations were created as self-sufficient enclaves with hardly any integration into the national social and economic structures. Even though Indian Tamils and Sri Lankan Tamils share same religion and a similar language, they should not be regarded as a single entity. Unlike Sri Lankan Tamils, Indian Tamils live in the southern and central part of the country. According to Sri Lankan economy despite is a crucial role in the economy. In terms of economic factors, estate sector householders are very vulnerable in terms of increasing cost of living. In this regard, only a very few householders are there that succeed in reaching higher standard of living through regular income from the estate employment and external income sources. The generalized facts that most people working in the estates, both men and women are not well educated and are employed in the estates just to provide their unskilled labour and thereby enabled to get only a poor earning.

It is obvious that most of the line rooms, which are usually 10 .12 feet in size, of these people are still has the same condition they did many decades before. However, very few line rooms have been constructed or modernized on their own by the estate people throughout the last few years. However Plantation community is one of the marginalized groups that are more vulnerable in educational achievements. The plantation economy had declined, and children were no longer needed for labour. Supervisors preferred that children be in school, rather than roaming the estate. As a result of the state takeover, planters were no longer responsible for the cost of schooling and thus they were more willing to let labourers' children go to school. Foreign aid also helped. Despite major improvements, however, the Indian Tamil population still lags behind in education today.

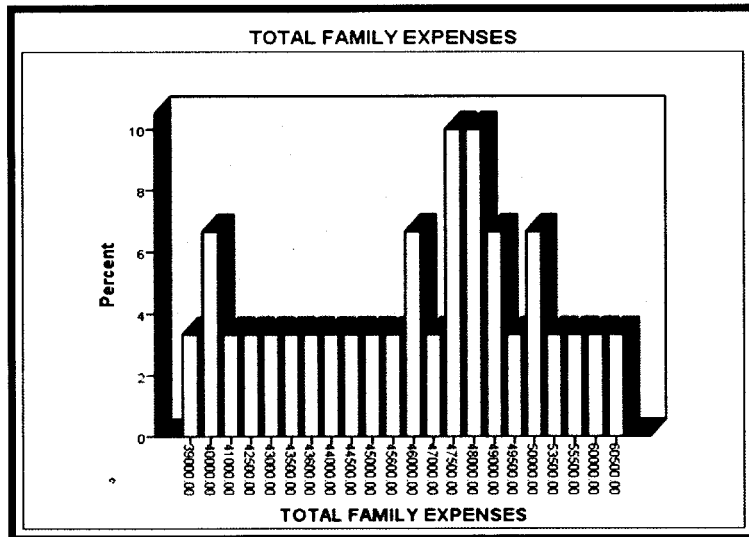
1.1 Total family income per month



Source -: Field research

According to above chart most of the student’s families earn low income per month. 86.67% of student’s families earn below 30 000rps while 13.33% of student’s families earn more than 30 000rps per month. Total income of the estate workers effect their education expenditure mostly.

1.2 Total family expenses



Source -: Field research

Mostly estate people's family expenses are very high more than normal middle class families. They spend more for liquor and foods. So expenditure for foods and liquor take a major part of their total family expenses. But their expenditure for education is very low. Above chart shows their family expenses. Most of the student's families in estate sector spend more than 40 000rps per month. This amount is more than their total income per month. Mostly their deficit amount of family expenses was filled by some small loans.

02. OBJECTIVES OF STUDY AND HYPOTHESIS

The main objective of the study is to identify the economic factors that influence on education of Balangoda plantation sector students and to analysis the correlation between the educational level of plantation students and economical, political, social and family factors. The obvious hypothesis is that Economical factors of Balangoda plantation student's significantly influence on their education and Economical, Social and political factors have significant as well as negative impact on education of plantation sector students while family environmental factors have positive impact on their education

03. LITERATURE REVIEW

Megan (2002) found that in a perfect world, children of all race, socio-economic backgrounds, and family types would not only have the opportunities to receive a higher education, but they would also take full advantage of these opportunities in Chicago. And there is a strong relationship among educational attainment and three background factors. Education level of mother and house hold income and size of the family. On the other hand the relationship between these background variable and race did not work out like the socio- economic literature suggested. Gillian (2002) noted that even with considerable financial disadvantage, socio-economic status as reflected by the level of parental education was a key predictor of student academic achievement raises several policy implications. In contrast, family structure, the main source

of family income and geographical location did not significantly predict variation in school performance once other factors were controlled.

Nisha (2006) found that the estate students are the educational backward students and the main reason for that is lack of trained teachers and lack of infrastructures. Gunatilaka (2009) found that Poverty is also associated with low educational attainment. The education system has been based on rote learning abstraction and authority which have inculcated attitudes that avoid challenges. This has placed children from poor families at a disadvantage as they lack the means to obtain work-oriented skills from fee-levying institutions certain cultural factors such as male dominance; alcoholism and high tolerance for domestic abuse make for poverty in some communities.

Little (2011) noted that among the children and young people aged 5-16 years whom surveyed 98% were currently enrolled in school. Ninety two percent of children attended some form of pre-school education. Only 8% had been excluded from pre- school education. All children had entered school and just fourteen (2%) had out of mainstream schooling. While almost all children gain access and remain in school to the age of sixteen years, inequality is apparent along well established socio-economic clime. Dissanayake and Athauda (2011) conducted the study under the title of 'the impact of worker Attitudes and its Attributes on labor out-migration in the tea plantation sector of Sri Lanka.' find out that the age, education and welfare levels are the main worker pushing factors out of the estate sector. Free education system in the country is the main reason for higher literacy rates among the residents in tea estates. When the education level increases most of young people do not like to work in estates.

Sarma (2011) noted that lack of resources and lack of school infrastructure are the main constraints for improve the estate student's educational level in Assam. Premadasa (2012) all schools in estates have been taken over by the government along with some hospitals. So it is clear that the government has not ignored the plantation sector. Giorgio et al (2012) found that heavy use of drugs (alcohol and tobacco) has direct detrimental effect on educational achievements. This result don't mean that alcohol and tobacco consumption have an immediate impact

on educational attainments. This analysis is limited to the short term effects of addictive substances consumption on educational performance and it can be the case that the main effects appear long term. Satharasinghe (2013) pointed out that family size, high level of food ratio, higher poverty level, poor housing condition, low birth spacing and low level of computer literacy are significantly influence on education of plantation students. Jayachithra et al (2013) found that quality of education, campus facilities and atmosphere, external and financial factors, and advertisement and publicity are determine the student's preference in higher learning institutions. Anja (2013) noted that Students experiences, Choice of program, Social environment, Institutional factors, Demands of program and Financial considerations are significantly influence on students delay in higher education.

Ariyaratne et al (2014) pointed out that women in the plantation sector have been the main drivers of both the household and the plantation economics. But there education level is very poor than other women. Gita (2014) noted that many of the estate children in Assam have either never entered school or have dropped out of it. Female illiteracy (45.52%) is much higher than male illiteracy (22.17%). A very poor infrastructural facility of the school stands as the most important reason for children not attending school. Most gardens only have a lower primary school, with anything between 199 to 250 children. Javid (2015) pointed out that parent's educational background, lack of knowledge about curriculum, lack of time, language, school staff attitude and environment, school demands (certain or uncertain parents), children's invitation, teacher's invitation, children's desire for independency, parents beliefs about their skill to develop learning, parent's income level, family structure, parenting style, parent's own parental involvement, student's age, student's gender, student's achievement level, and parent's beliefs about parental duty culture are affecting parental involvement in education.

Lucky (2015) noted that a number of factors responsible for success and failure of academic performance of university students. Among the highly influential factors for success are regular study, regular attendance and assignment completion, which are regarded as products of hard work, commitment and dedication. With regard to failure,

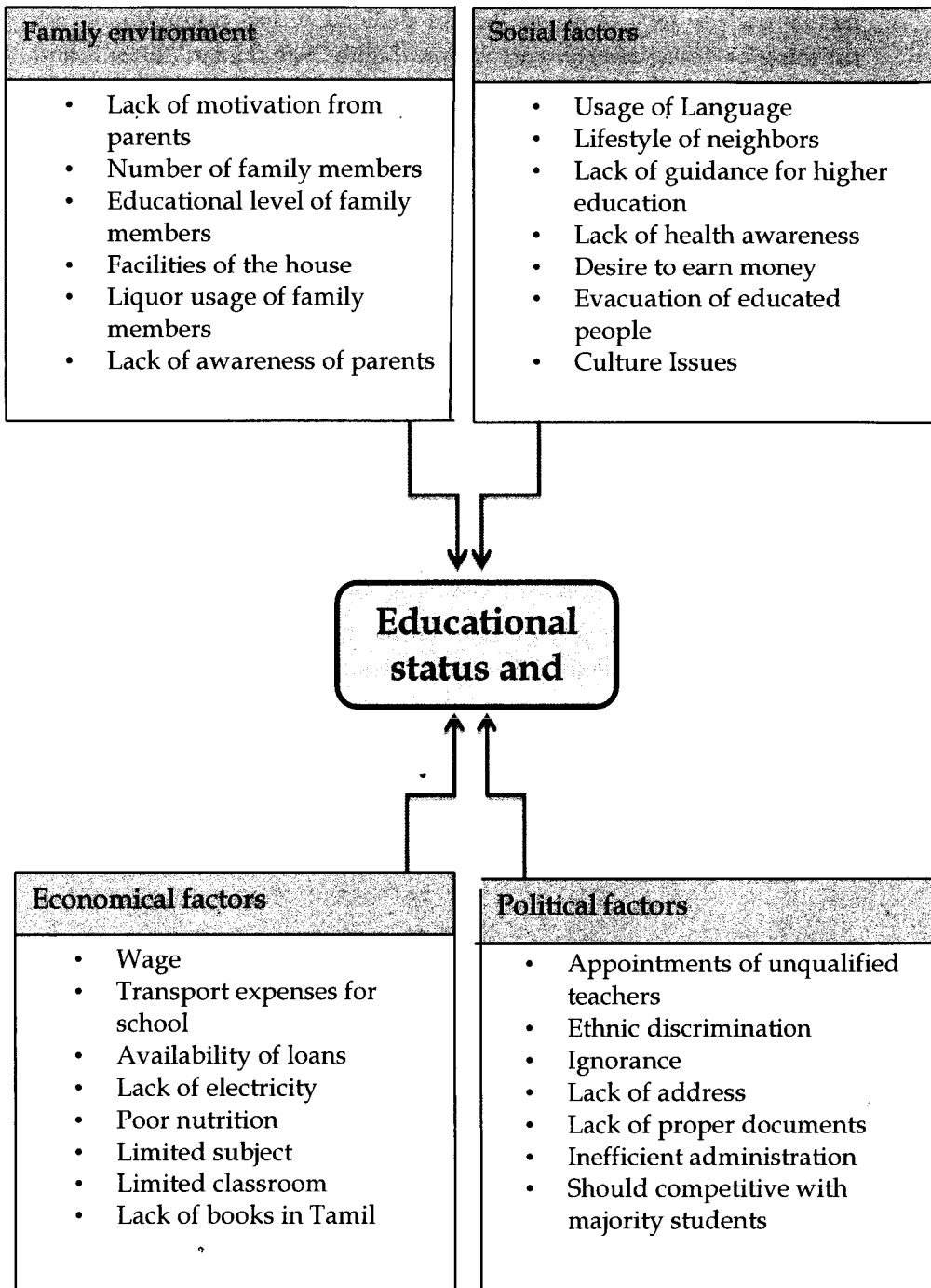
factors such as lack of effort, lack of dedication and commitment, not finishing or doing assignments ranked highly. Sabaranjan (2016) found that the quality of education, lack of qualified Science and Mathematics graduate teachers, lack of Mathematics, Science and English trained teachers, lack of SLEAS Tamil medium officers, lack of infrastructure especially toilet are the main reason for lower educational attainment.

04. METHODOLOGY

The area of the study is the Balangoda estate sector student's education and the study seeks out to understand this important correlation among the economical, social, political, family environmental factors and educational level of estate students. This study has been conducted using both qualitative and quantitative methods. Primary and secondary data has been employed. Primary data has been gathered from questionnaire, Interviews, observations and etc. Total population for this study is 600 students (Above grade 6). Sampling population is 5% out of total study population. Simple random sampling has been used to select the students. Likert-scale questionnaire has been issued to gather data from the sample students. Secondary data has been collected from various research Papers, Divisional reports, School reports, Internet, books and etc. The tools such as Reliability test, Descriptive statistics, Graphs, Tables, Correlates and Regressions have been employed to find out the relationship among the variables.

05. CONCEPTUAL FRAME WORK MODEL SPECIFICATION

Below conceptual frame work describes about the way of relationship among the economical, social, political, family environmental and educational level of plantation students. Those significantly influence on educational level of plantation students.economical, political, social, and family environmental factors



The following models have been used to test the relationship and impact of variables on education.

Model - 1

Education = f (Economical factors)

$$\text{Edu (Y)} = \beta_1 + \beta_2 \text{ncom} + \beta_3 \text{ Expenses} + \beta_4 \text{ Distance} + \beta_5 \text{ Savings} + \beta_6 \text{ Loans} + \beta_7 \text{ Hou.infrs} + \beta_8 \text{ Sch.infrs} + \beta_9 \text{ Educa.expenses} + ut$$

In this model education is the function of economical factors such as total family income, total family expenses, large distance between school and home, lack of savings for education, Available loans, Housing infrastructure, School infrastructure and expenditure for education.

Model - 2

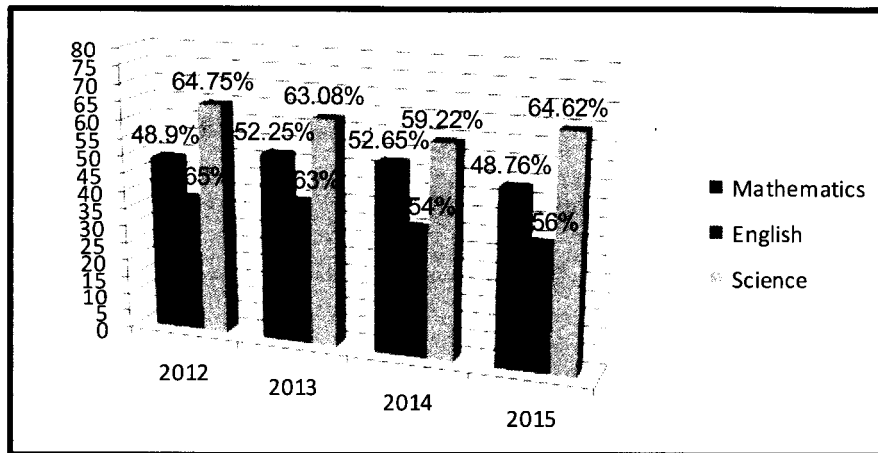
$$\text{Education(Y)} = \gamma_1 + \gamma_2 \text{ Fam} + \gamma_3 \text{ Soc} + \gamma_4 \text{ Eco} + \gamma_5 \text{ Pol} + ut$$

The education is the function of family environmental, social, economical, and political factors. Education is considered as the dependent variable. At the same time family environment factors, social factors, economical factors and political factors

are viewed as the independent variables.

06. DATA ANALYSIS AND HYPOTHESIS TESTING

Graph 1.3 shows the percentage of pass rate in G.C.E O/L examination (Mathematics, English and Science) in 2012 to 2015.

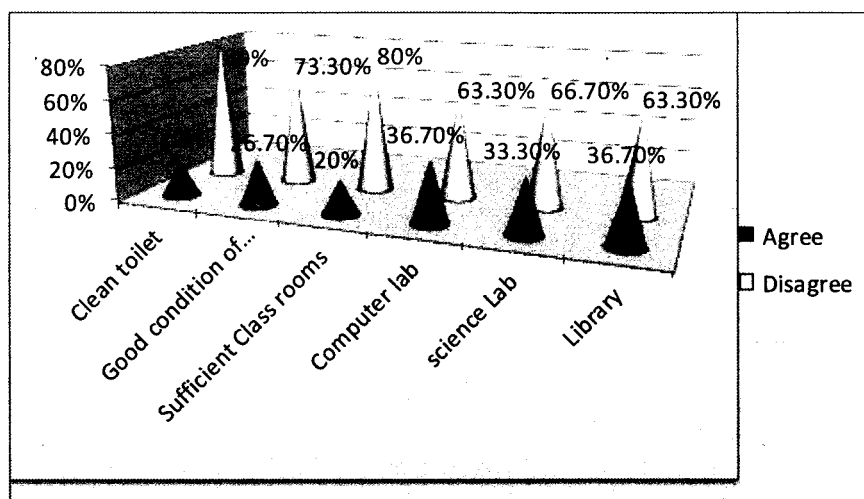


Graph 1.3: Source: - Zonal educational office, Balangoda

7.1 H1- Economical factors of Balangoda plantation student’s significantly influence on their education.

Economic factors such as total family income per month, total family expenses per month, expenditure for education, distance between the school and home, lack of housing infrastructure, lack of savings, and lack of school infrastructure and availability of educational loans are significantly influence on student’s education of plantation sector.

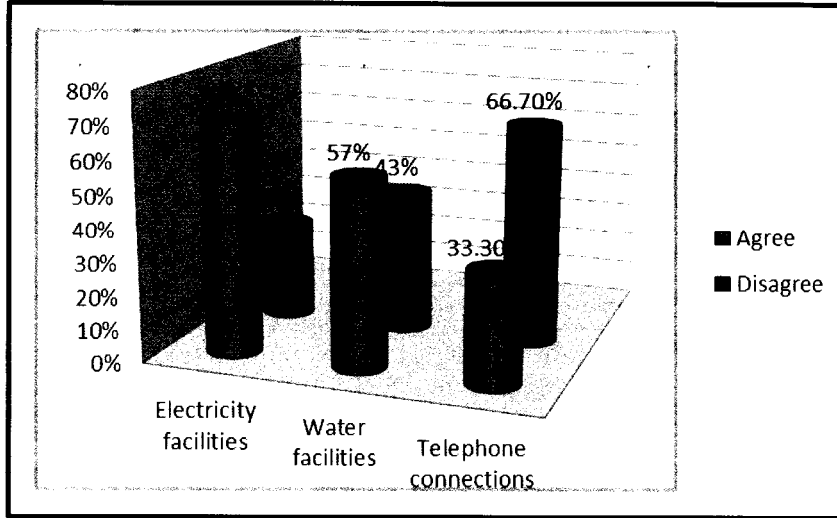
Graph 7.3 School infrastructure



Source -: Field research

Above chart shows the lacking infrastructures of estate schools. 80% of students disagree with that they have clean toilet facilities in their schools while 20% of students agree. 73.3% of students disagree with that they have good condition of furniture while 26.7% of agree. 80% of students disagree with that they have sufficient class rooms in their schools while 20% of students agree. According to this chart above 63% of students disagree with that there are Computer labs, Science labs and Libraries in their schools while below 36% of students are disagree. So lacking infrastructure is a big barrier for student’s education in estate sector.

Graph 7.4 Housing infrastructure



Source -: Field research

Regression model

Table 7.1

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.966 ^a	.933	.908	.33923

Based on the above regression model R^2 is 0.933 which means 93% of variation in the sample explained by economic factors given below and 7% of variation could be explained by other factors. P value is 0.01. According to the regression model economical factors are significantly influence on student’s education of estate sector.

$$Y = 2.785 + 0.860_{\infty 1} - 0.051_{\infty 2} - 0.403_{\infty 3} - 0.197_{\infty 4} + 0.115_{\infty 5} - 0.143_{\infty 6} - 0.048_{\infty 7} + 0.157_{\infty 8}$$

Y = Average marks

a = 2.785 (Constant)

∞ = Economical factors

- ∞_1 = Total family income per month
- ∞_2 = Total family expenses per month
- ∞_3 = Distance between school and home
- ∞_4 = Lack of Savings for Education
- ∞_5 = Available loans for education
- ∞_6 = Lack of housing infrastructure
- ∞_7 = Lack of School infrastructure
- ∞_8 = Expenditure on education

According to this regression model Average marks take the value of 2.785 when economical factors such as family income, family expenses, expenditure for education, distance between school and home, lack of savings, available loans, lack of housing infrastructure and lack of school infrastructure are zero.

Total family income per month has 0.86% of positive impact on education of plantation students. That means if the family income increased by 1%, average marks will increase by 0.86%. Total family expenses per month have 0.05% of negative impact on education of plantation students. If family expenses increased by 1%, average marks will decrease by 0.05%. Because they are spend more money for liquor and food. Distances between school and home have 40.3% of negative impact on their education. That means if distance increased by 1%, average marks will decrease by 0.43%. Lack of savings for their children's education have 0.19% of negative impact on student's education of plantation students. If lack of savings increased by 1% average, marks, will decrease 0.19%. Available loans for education have 0.11% of positive impact on their education. If available loans increased by 1%, average marks will increase by 0.11%. Lack of housing infrastructure have 0.14.% of negative impact on education of plantation

students. If lack of housing infrastructure increased, by 1%, average marks will decrease by 0.14%. Lack of school infrastructure have 0.48% of negative impact on their educational attainments. If lack of school infrastructure increased by 1% average marks, will decrease by 0.48%. Expenditure on education has 0.15% of positive impact on education of plantation sector. That means if expenditure for education increase by 1%, average marks will increase 0.15%. Total family income, Available loans for education and expenditure for education are positively influence on plantation student's education while total family expenses, large distance between school and home, lack of savings for education, lack of housing infrastructure and lack of school infrastructure are negatively influence on education of plantation sector.

H2- Economical, Social and political factors have significant as well as negative impact on education of plantation sector students while family environmental factors have positive impact on their education

The model for this hypothesis is as follows. The model shows that education of plantation sector is function of the family environmental factors, Economical factors, and Social factors and political factors.

Regression model

Table 7.2

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.917 ^a	.842	.816	.47876

According to the regression model R^2 is 0.842. That means 84% of variation of the sample explained by family environmental, social, political and economical factors. Only 16% of variation could be explained by other factors. P value is 0.01.

Table 7.3**Coefficients ^a**

Model	Un standardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	6.931	1.513		4.582	.000
Family environmental factors	.025	.043	.052	.584	.048
Social factors	-.028	.064	-.047	-.442	.042
Political factors	-.095	.024	-.484	-3.997	.000
Economical fact	-.125	.037	-.422	-3.412	.002

a. Dependent Variable: AVERAGE MARKS

$$\diamond \text{ Education}(Y) = \beta_1 + \beta_2 \text{Fam} + \beta_3 \text{Soc} + \beta_4 \text{Eco} + \beta_5 \text{Pol} + ut$$

$$Y = 6.931 + 0.025\beta_2 - 0.028\beta_3 - 0.095\beta_4 - 0.125\beta_5$$

According to the model family environmental factors have 2.5% of positive impact on education of plantation sector and also it has Significant impact on their education because of p value is less than 0.05 (0.048). If the family environmental factors increased by 1% educational level will increase by 2.5%. Social Factors have 2.8% of impact on educational level of plantation sector and also it has Significant impact on their education because of p value is less than 0.05 (0.042). That means if the social factors of plantation sector increased by 1% educational level of plantation students will decrease by 2.8%. Economical factors have 9.5% of impact on education of plantation sector and also it has Significant impact on plantation student's education because p value is less than 0.05 (0.002). If economical factors of plantation sector increased by 1% educational level will, decrease by

9.5%. And political factors have 12.5% of impact on education of plantation sector and also it has Significant impact on education of plantation students because p value is less than 0.05 (0.000). If political factors increased by 1% educational level of plantation sector will decrease by 12.5%.

07. CONCLUSION AND RECOMMENDATION

This study carried out that, economical factors of Balangoda plantation workers such as family income per month, family expense per month, expenditure on education for their children, large distance between the school and home, lower number of rooms in home, lacking other infrastructure such as separate toilet, water facilities, electricity and telephone connection, lack of savings, lack of school infrastructure, availability of loans and lack of extra classes in this area have significant as well as a negative impact on their student's educational attainments.

Political and economical factors influencing on education level of plantation students more than the other factors Such as family environmental factors and social factors. Beginning stages of tea production in Balangoda most of the estates are under the government. But now most of the estates are privatized. Labourers whom worked at the tea factories and tea estates effected from this reason. The wages that they earned from estate sectors is not sufficient for fulfilled their daily needs.

Most of the political leaders in Balangoda are Sinhalese. So they don't think and talk about the problems of estate peoples, especially they don't talk about the problems of estate student's such as lack of schools for advanced level, lack subjects and streams for advanced level, lack of trained teachers and lack of graduate teachers for Mathematics, Science and English, lack of infrastructures for estate students and lack of opportunities for them.

So political factors also a reason for estate sector's economical backward. Not only that but also they spending more money for liquor usage, spending a little part of their income for their children's education and

lack of savings are some other causes for their economical backward. So these political factors and economical factors negatively impact on student's education of plantation sector. Not only directly but also indirectly influence the political factors on their education. If increase the educational level of estate student's in future, that will be a cause for decrease the Sri Lankan economy by a decrease rate of tea export. Because educational development of plantation sector will be a cause for lack of tea puckers in future.

As a conclusion estate people's educational level is very low, compare with other's in the island. Their family environment, social and economical factors significantly influence on their children's education. Political factors play a crucial role in their educational backward. Estate worker's educational status associated with their social development. But their life style also a main barrier for that the educational improvement of them. Because of estate people trained by British only for working in tea and rubber estate from the early stages of British colonial. So they should change their mind set and life style for their children's future. And government should give more attention to estate worker's problems and estate student's educational improvements. Not only that educated people whom from estate sector also have a huge responsibility to develop their society.

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