

## ADDRESSING THE REGIONAL DISPARITY IN SRI LANKAN EDUCATION

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### **Introduction**

The educacional reforms implementad over the years lead to the expansion of educational facilities and increased the participation rate in education, but were unable to provide equal and qualitative opportunities for students to effectively cater to demand of the employment market. The number of drop outs is very high in remote areas. Therefore, the overall data on education thus gives a misleading picture of the educational system in Sri Lank. The average rate of school participation differs from regions to regions, due to socio economic conditions in different regions.

The primary objectives of this study is to identify the two broader categories of problems faced by students in rural areas.

- School based Problem
- Community based Problem

### **Methodology (Methodologies used or intend to use in the research)**

The research instruments which were used for the study are as follows:-

- a) Questionnaire
- b) Observation Methods
  - I. Participant Observation
  - II. Structured Observation
  - III. Recording Behaviour

### c) Interview Schedule

### d) Journal

The researcher utilized the above research tools were required to gather data on three consecutive dates. The above mentioned research instruments were administered by the researcher in qualitative and quantitative manner as stated above. The research required to discover the required data with the utilization of the research tools by focus group interviewing, observation and with responses to the questionnaire from the principal, sectional heads, teachers of each school and learners. Further the researcher conducted focus group interviews with the officers of the respective educational offices in Anuradapura and Kandy districts and divisional Education offices.

The methodology of the analysis of the research instruments. Research instruments administered by the research assistants including Journals, Individual case reports, information gathered based on Interviews for executive level educational officers which were cross analyzed by the researcher in a qualitative and quantitative manner for easy understanding of reader.

During the field survey had the opportunity to discuss with the education specialists in respective divisions well as university lecturers and economist. Based on the directions and changes of the research methodology which they were made agreed. It was decided to conduct an in depth analysis in order to illustrate a real picture of the sample of data presented.

### Experimental results

It is also important to link rural schools with community development programmes. Improving the functioning of smaller schools and reducing disparities within the district and within the country at large is imperative. As far as the education in the rural areas and former conflict areas are concerned, the government should pay urgent attention to the following specific issues, because it is our own duty to my neighbour. While realizing the right of my neighbour, if I can make my consciousness towards the betterment of him the justice arise in the situation. So to make The quality primary education in rural area we must look at the face of other. While realizing the deprivation we can provide,

- Improve the retention rate in schools at primary level
- Provide appropriate laboratory, sport equipment and materials
- To upgrade professional competencies of teachers in former conflict areas and remote areas.
- Strengthen field supervision
- Upgrade pre-school training

Those objectives are directly related to the quality of education imparted to children. It is equally important that government develops infrastructure facilities for teacher in former conflict areas and rural areas, where there are not adequate basic accommodation facilities for teachers. The situation is far more acute in the bordering area in north central province However poor education condition is, often because of a combination of weak political leadership, poor institutional capacity, and the difficult political economy of implementing reforms designed to exercise accountability for resource use and learning outcomes.

To address such issues will require a complex set of interventions. While some of rural area schools. required additional investments, others require systemic changes. the willingness and ability to set and monitor service standards and to hold actors at the classroom, school and system levels accountable for delivering on these standards would be make a room to success in free and equal education system in the country.

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