

Sociological Study on the Computer Technology Applications in Rural Schools in Sri Lanka

Maduwanthi RGM¹, Mendis MRA²

^{1,2}*Department of Sociology, University of Sri Jayewardenepura, Sri Lanka*

Abstract: - When discussing the advancement of technology in the word, it is the computer that provides the basis for its development. Computer technology is used everywhere in every field. In the 21st century, almost all government-owned institutions use computer technology for education. Through the study of the importance of using computer technology in rural schools such as Sri Lanka, The objectives of this research is to attempt to improve the utilization of computer technology in rural schools and to identify the causes of computer utilization in rural schools and make suggestions for it.

Key words: Rural school, Technology, Computer Technology

I. INTRODUCTION

With the advancement of information and communication technology, the whole world has become a global village. In such an era it is impossible to function without technology. Information and Communication Technology spread around the world in the latter part of the 20th century. With this, many new technological equipment and techniques were created. Among them are multi-functional mobile phones, Nano technology, and computer technology. The computer with the ability to translate into languages that are capable of translating into languages can translate into a great technological advancement in the modern world due to the way the computer overturns the time and space between the teacher and the student, the mobile phone and the doctor, and the cell phone that eliminates the distance. From 1988 to 2003, the efficiency of the computer has increased by four million times (<http://ravaya.lk>).

A computer is a technical device that can be used to make people easy and efficient (<http://www.yourdictionary.com>). In the developed and developing countries of the world, the modern computer is used mainly for the performance of school education processes. Highly developed methods such as "Smart classes" are available in Sri Lankan Urban schools. Even in developing countries, the computer is becoming commonplace (Gunasekara,1994)' In 1955 The computer was first classically taught as a teaching aid in American Graduate School ^Ministry of Education,2012&'—Why Use Computer Technology?' According to a study in New York, the use of computer technology in the classrooms of high school is compulsory^Richards,2000&' Computer technology helps students to find specialized learning for computer processing, communication, research, and multimedia projects and three million students ^Hasselbrings& Glaser,2000& '

Accordingly, the computer has become an irreplaceable device for the modern school. School is one of the other social institutions and the social representation of the social class that it serves (Gunasekara,2011).The rural school is a school that is classified according to the geographical location and classified by resources (Gunasekara,2011,31). Computer knowledge should be provided by all rural and urban students. Therefore, there is a need for computer facilities in rural schools. While in the use of technology in Sri Lanka, it is quite satisfactory at present, but regionally there are discrepancies. There are problems with regard to the use of computer literacy in schools in rural schools at a very high level. In order to equip all Sri Lankan students who are studying for global education with technical expertise, it is necessary to bring computer technology into the best places in the local schools. Accordingly, it is necessary to find out whether there is a level of computer literacy in rural schools. On the whole, when considering other studies in this regard, various studies have already been made in this regard. Out of these, the National Education Commission's Research and Development Division is the Annual Research Perspective of 2012, which is an annual research publication. Assistant Government Agent Sumith Parakrama Wansara has presented a research paper titled "Measures to take steps to improve the use of computer assisted learning".Also, the use of small schools for the rural social development of the research book has been submitted by Mrs. KHN Daminayanthi, Katugastota Teacher Training Manager.

The research report submitted by the National Education Commission in 2014, Research by Mr. Y. Dayaratne Wijerathne, the teaching advisor of the Embilipitiya Zonal Education Office, is also important here.In addition, the Survey conducted by the Zonal Education Office of the year 2016 by the educational research circle "The impact of the school resource center on student achievement on school achievements has shown the students' early and forthcoming test results" (National Education Institute records 2017).

II. METHODOLOGY

2.1. 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.

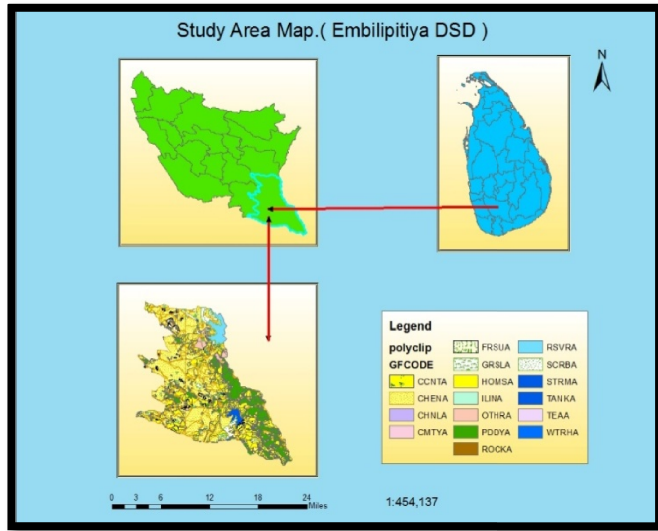


Fig1: Study area in Embilipitiya village

2.2. Objective

The objective of this research is to study the importance of computer technology in rural schools to enhance the computer literacy of rural school children.

2.3 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.

2.4 Collect of Data

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

2.5 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.

III. RESULTS

7% of the total number of students studying at Thorakolayaya School is studying IT subject. Veeraba Model College 7% follows IT subject. The percentage of students who study IT in Modarawana School is 10%. Overall, it is clear that the number of student studying IT subject of the three schools is not at an optimum level. 50% percentage of students commencing the IT subject at grade 10. 36% of students have started studying it subject at Grade 6. 14% of students have started studying it subject at Grade 7. Accordingly, it is clear that most of the O / L students are studying the IT subject in a short period of time. Therefore, it is clear that the student group has the low opportunity to gain more knowledge and experience on the subject. It was clear that at least one teacher is taught IT subject at this schools.

	Responses		Percentage of Cases
	N	Percentage	
It is Necessary subject	8	27.6%	61.5%
It is important For educational studies	7	24.1%	53.8%
Getting a chance to use the computer	2	6.9%	15.4%
It is important For higher education	6	20.7%	46.2%
Require the technical knowledge	2	6.9%	15.4%
Select a good occupation	4	13.8%	30.8%
Total	29	100.0%	223.1%

Fig 2 :Reasons for choosing the subject

The above table lists the reasons for students to choose the subject. Therefore, it is clear that these students understand a degree of computer literacy. This is a good trend. The reasons for not selecting a computer subject for most students are that they cannot understand the subject of IT. The reason for this is 60%.

Also, 10 people have stated that they did not choose the subject because they dislike the subject. It is 15% as a percentage. 9% say that they did not select this subject because they do not have a computer at home. Six were told that their computer facilities were not at a high level because of that they did not select the information technology subject.

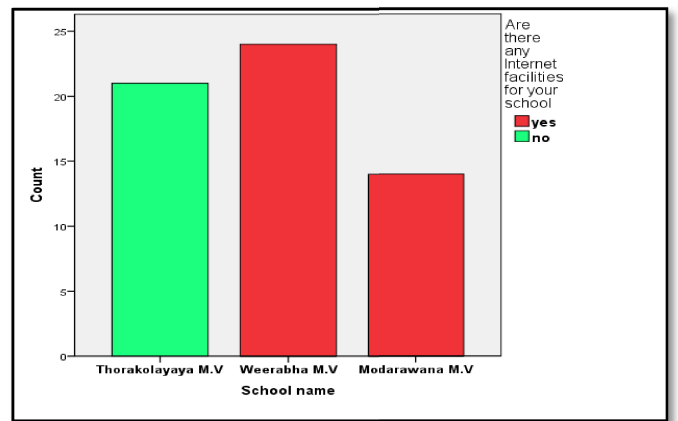


Fig 3 :Whether there is an internet facilities in the school or not

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.

IV. CONCLUSION

In rural schools there is still a distance between the computer and the student. It was revealed in the study that programs were not carried out for these schools where there are less computer facilities. The rural schools are still at primary level regarding the use of computers. It cannot be satisfied with the computer facilities of the rural schools.

The gap between the student and the computer in modern urban schools has become sharper. But in rural schools, computer technology and students are still far away.

If it is a compulsory subject as a subject of computing, it will be possible to find a higher level of computer literacy in rural schools. The majority of these rural school children had started their computer education from grade 10. It is reason for lack of computer knowledge of them. While studying separately in rural or urban areas, all students have higher education attending after school education without any rural or urban divide. On the basis of all these facts, it was concluded that the computer facilities of rural schools were not sufficient.

Compared to urban schools, the use of computer hardware can be enhanced through the development of computer technology in rural schools. An important fact revealed in this research was that the GCE Ordinary Level subject was paid more than the practical computer knowledge to provide theoretical

knowledge. But more important is practical knowledge more than theoretical computer knowledge. Most of the students have said that it is difficult to understand the subject of computer science because they have difficulty understanding this theoretical point of view. The subject matter of the course is to make it compulsory for students to follow the IT curriculum in Grades 6 grade. Amend the syllabus for more practical use than the theoretical knowledge in the syllabus.

Providing proper training for IT subject teachers, Development of computer technology facilities in rural schools relative to urban schools, Directing students to use computer at school for creative work and recreational activities to enhance practical use, Participating in student exhibitions and workshops to enhance students' computer knowledge, introducing the importance of computer technology, enable students to read books written on computer technology, monthly magazines, etc., to enable students to think of and use the computer technology to perform various activities. Those are possible to point out conclusions and suggestions.

REFERENCES

- [1]. Gunaseekara,S;(2011);Main feature of our education;Nugegoda;Sunera Publishers
- [2]. Gunaseekara,D;(1994);Odia and Vidio Communication Methods and Educational Sources
- [3]. Ministry of Education, (2012); Education prospective| Ministry of Education.
- [4]. Hasselbrings and Glaser,H.V;(2000);Use of computer technology to help students with Special needs;Princeton University
- [5]. Richards,G.A;(2000);Why use computer technology; National Council of teachers of english'
- [6]. <http://ravaya.lk>
- [7]. <http://www.yourdictionary.com>