

THE IMPACT OF TIME AND ENVIRONMENT  
UPON STUDENTS IN PLANTATION AREA  
SECONDARY SCHOOLS IN THE  
DISTRICTS OF  
NUWARA ELIYA AND KANDY

by  
S. Maria Anthony, S.J.  
and  
A.R. Indra Fernando

SATYODAYA  
CENTRE FOR SOCIAL RESEARCH AND ENCOUNTER  
KANDY

March 1996  
Published by the Centre for Plantation Studies of  
Satyodaya Centre  
April 1998



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Satyodaya Centre for Social Research and Encounter, Kandy, and the Centre for Social Concern, Naitani,

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## PUBLISHER'S FOREWORD

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Satyodaya Centre for Social Research and Encounter  
Kandy, Sri Lanka  
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Kandy, Sri Lanka  
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05. Different Activities Other than Studying in the Classroom

07. Aspirations of Children and Parents

08. Recommendations

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## INTRODUCTION

"They have no intelligence", "They are a dull people", "They cannot study" are commonly heard when reference is made to the poor and their educational performance. So have the plantation people in Sri Lanka been labelled as a group of people who are backward and uneducated, whose children cannot study but are only good for work on the plantation, houses or hotels. Therefore in terms of education they are looked down upon by other communities which enjoy higher levels of educational facilities. It is a fact that in Sri Lanka the facilities available for education differ from community to community.

The environment in which children live and study, the time allocated for different activities and the facilities available for education both at home and school determine the educational performance of any identifiable group of students. In the same line of thought an attempt has been made to study the impact of environmental and time factors upon the students of secondary schools in the upcountry districts of Nuwara Eliya and Kandy.

There are 650 plantation schools in Sri Lanka. Of these 602 are in the plantation Districts of Kandy, Matale, Nuwara Eliya, Badulla, Ratnapura and Kegalle. Except for a few, they are essentially primary schools. The "no schooling" category consists of two groups, namely, No Schooling (Illiterate) and No Schooling (Literate). The "no schooling" category for the whole island in 1978/79 was 24.37 per cent and in 1981/82 it was 25.02 per cent of the population.

In the year 1981/82, the no schooling category was 20.11 per cent, 24.47 per cent and 45.26 per cent for the urban, rural and estate sectors respectively. The no schooling category is very high in the estate sector. Tables 0.1a and 0.1b illustrate the situation clearly.

Table 0.1a: Percentage of No Schooling Category in All Sectors - 1978/79

Education	1978/79			
	Urban	Rural	Estate	All Island
No Schooling (Illiterate)	18.57	22.47	43.58	23.40
No Schooling (Literate)	01.09	00.92	01.08	00.97
Total	19.66	23.39	44.66	24.37

Source: Report on Consumer Finances and Socio-Economic Survey 1978/79

Table 0.1b. Percentage of No Schooling Category in All Sectors - 1981/82

Education	1981/82			
	Urban	Rural	Estate	All Island
No Schooling (Illiterate)	19.79	24.02	44.49	24.57
No Schooling (Literate)	00.32	00.45	00.77	00.45
Total	20.11	24.47	45.26	25.02

Source: Report on Consumer Finances and Socio-Economic Survey 1981/82

The percentage of those with secondary education (Grade 6-G.C.E. A/L) in the all-island, urban, rural and estate sectors was 36.5, 47.3, 36.1 and 10.3 respectively. In the urban and rural sectors the

percentage of passes in G.C.E. O/L is much higher than in the estate sector. The data is presented in Table 0.2.

Table 0.2: Percentage of Secondary Education in all Sectors  
1981/82  
(%)

Education	1981/82			
	Urban	Rural	Estate	All Island
Secondary	30.45	26.10	08.46	25.77
Passed G.C.E. O/L	14.38	08.77	01.71	09.37
Passed G.C.E. A/L	02.44	01.25	00.15	01.40

Source: *Consumer Finances and Socio-Economic Survey, 1981/82*

School avoidance in the estate sector is an area which cannot be overlooked. The Consumer Finances and Socio-Economic Survey 1981/82 defines school avoidance as follows: Persons who had no schooling irrespective of whether they are literate or illiterate are placed in the category of 'school avoided'. This does not include children below the age of 5 but includes all other age groups. In the year 1981/82 the rate of school avoidance for all age groups of different sectors was as follows: Urban 10.64, Rural 14.51, Estate 36.07 and All Island 15.14 per cent. Compared to other sectors the estate sector has the highest percentage of school avoidance. The data is presented in Table 0.3.

## HYPOTHESIS

Environmental and Time factors adversely affect the education of the upcountry plantation children's secondary education. This leads to poor results. The hypothesis presupposes that any amount of resources without paying attention to environmental

and time factors will have limited success in the education of the up-country children.

Table 0.3: Age Specific School Avoidance Rates (%)

Age Group	Urban	Rural	Estate	All Island
05 - 09	16.69	18.95	40.74	19.87
10 - 13	06.36	05.79	26.19	07.07
14 - 18	07.33	07.85	28.26	08.94
19 - 25	05.94	07.71	28.72	08.80
26 - 35	04.28	09.10	28.64	09.55
36 - 45	09.01	16.28	42.94	17.05
46 - 55	16.64	24.83	50.23	24.83
Over 55	25.82	34.91	59.88	34.21
All Age Groups	10.64	14.51	36.07	15.14

Source : *idem*

### OBJECTIVES OF THE RESEARCH

1. To examine the impact of environment and time upon the students of secondary schooling (Grade 6 - GCE A/L). This involves investigating the time spent on travel and self-study, the milieu of both home and estate in terms of facilities at home and on estate, relationship between parents and students, facilities for tuition, other tasks at home and the relationship between teachers and students.

2. To investigate how time and environment affect studies and personality development.

3. To make specific policy recommendations.

## METHODOLOGY

Data for the research was collected from two sources:

i. Documented data on plantation education in general and education in the upcountry plantation areas in particular. This was done for the purposes of understanding education in the plantations from a historical perspective and for comparison where necessary.

ii. Field investigation: for field investigation the interview method was followed; students, parents and heads of schools were interviewed. The interviews were administered by filling in the pre-prepared structured questionnaire, and perceptive observation had its due place in the research.

In selecting both schools and students for research a multi-stage sample was administered. Approximately 20 per cent of schools in each of the two Districts (Kandy and Nuwara Eliya) and 10 per cent of the population of each class were selected for the study. Using this method, out of 52 schools 10 were selected in the Nuwara Eliya District and in the Kandy District out of 29 schools 6 were selected.

In the Nuwara Eliya District the total number of secondary school students in the 10 selected schools was 5250 of which 525 students and their parents and the respective heads of schools were interviewed. The corresponding figure for the Kandy District was 1748 students in the 6 selected schools and the number selected for interview was 175 but the actual number interviewed was 168. Table 0.4 summarizes the selection of schools and number of students.

Table 0.4: Selection of Schools and Students

Category	N'Eliya	Kandy	Total
Number of Plantation Schools	52	29	81
Number of Schools in Sample	10	06	16
Number of Students in Schools Sampled	5250	1748	6998
Number of Students Sampled	525	175 (168)*	700 (693)*

- *The figures within brackets are the actual number of students interviewed.*

#### FIELD SURVEY

In the first stage by way of a pilot survey 7 students and their parents were interviewed. The field survey was carried out by a group of graduates and a group of field investigators specifically trained for this purpose. The nature and the circumstances of the research compelled the investigators to make on average as many as five visits to each school.

The reason for the many visits was that parents or guardians were to be interviewed and all of them could not come on the given day to the school because of their work and other responsibilities at home.

#### TARGET AREA AND GROUP

The target area was the Districts of Nuwara Eliya and Kandy. And the target group was the students in the secondary schools of these two Districts and one of the parents of the students or their guardian.



## NOTE FROM THE RESEARCHERS

Due to unforeseen circumstances the research report which should have been out by December 1993 appears in print in April 1998. Although the report comes later than scheduled, the situation in the plantations remains much the same as it was in 1993.

of time and environment. Hence, the need for a definition of time and environment.

What then is time?, said Augustine, "If no one asks me, I know what it is. If I wish to explain it to him who asks me, I do not know". Britannica Micropaedia says that "time appears to be more puzzling than space because it seems to flow or pass or else people seem to advance through it". Time also can be defined according to the categories of "before" and "after" which indicates past, present and future.

Furthermore, time is the most familiar of concepts used in the organization of thought and action. It is also the most elusive. Time is like a container within which the universe exists and changes take place. Time cannot be treated in isolation from space.

From this it is obvious that the concept of time has the dimension of change. In change there can be either progress or regrets. In the concept of time the present which derives its meaning or importance in relation to the past and future is significant because it concerns what is happening now.

How people spend their time and how time is allocated for various activities is paramount in the lives of people for desirable changes take place by proper time management. The achievement of progress in life depends on how a person manages time.

On this basis the time allotted for studies by the plantation secondary school students reveals that time is not well managed



## CHAPTER ONE

### UNDERSTANDING OF TIME AND ENVIRONMENT

The research demands an understanding of the concept of time and environment. Hence, the need for a definition of time and environment.

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On this basis the time allotted for studies by the plantation secondary school students reveals that time is not well managed

and that it does not help them in their studies. This is elaborated in Chapters 2 and 3.

In the learning process of children environmental factors are as important as time. The environment in which a person lives makes life what it is for the person. In other words, a person is made by his/her environment. According to the Dictionary of the Environmental Sciences, environment is defined as "the combination of external conditions that influence the life of individual organisms. The external environment comprises the non-living and the inter-relationships with other living components". "The environment in relation to an individual means the sum total of that individual's reality, for today the physical as well as the cultural is regarded as the environment. It is also defined in terms of the participator or component of that environment" (*Economic Review*, February 1980). It is important to note that the theory of environmental determinism states that the physical milieu of a people, including natural resources, climate and geographic accessibility is the major determining factor in the formation of a culture.

From what is said above we can say that the line-room culture of which the majority of the plantation children are part determines their educational performance. The physical, social and economic environment of the children either help or hinder better performance in studies, as is explained in the later chapters.

## CHAPTER TWO

### PHYSICAL ENVIRONMENT

Generally behaviour or progress in life is conditioned by the environment in which one lives. For our purpose we divide the environment into two categories, namely, physical and social.

The physical environment includes the region and the location of the place in which the students live. The dwelling place, namely, the type and size of the house and its environment and the facilities available in that milieu go a long way in influencing in one way or other the educational performance of students.

Therefore, it is important to take note of the physical environment. The present study was conducted in two Districts of the Central Province, namely, Kandy and Nuwara Eliya. In the study the majority of the students comes from estates and the rest from villages, colonies or towns.

In the Nuwara Eliya District the research was conducted in the following schools: Ragala Tamil Maha Vidyalaya, Norwood Tamil Maha Vidyalaya, Ramboda Tamil Maha Vidyalaya, Nallathaneer Tamil Vidyalaya, Panmoor Tamil Vidyalaya, St. Coombs Tamil Vidyalaya, Rilamula Tamil Vidyalaya, Rahatungoda Tamil Vidyalaya, Taloes Tamil Vidyalaya and Holy Rosary Tamil Vidyalaya.

In the Kandy District it was conducted in the following schools: Galaha Tamil Maha Vidyalaya, Barathi Tamil Vidyalaya (Wattegama), Kalaimahal Vidyalaya (Mahiyawa), Peradeniya Tamil Vidyalaya, Westhall Tamil Vidyalaya and Kithulmulla Tamil Vidyalaya.

In the Nuwara Eliya District, on the basis of the location, the schools can be divided into 3 categories.

- (i) In the town, but close to, and serving, the plantation: Ragala T.M.V. and Norwood T.M.V.
- (ii) Schools situated on the estates but at walking distance from the town: Holy Rosary T.V, Panmoor T.V, Taloes T.V, Ramboda T.M.V and Rahatungoda T.V.
- (iii) Schools on the estates and away from urban influences: Rilamulla T.V, St. Coombs T.V and Nallathaneer T.V

In the Kandy District on the basis of the location, the schools could be divided into three categories.

- (i) In the town, but close to, and serving, the plantation: Galaha T.M.V, Barathi T.M.V, Wategama, Kalaimahal T.V. Mahiyawa
- (ii) Schools within the village set up: Peradeniya T.V.
- (iii) Schools on the plantations without much urban influence: Westhall T.V and Kithulmulla T.V.

Where the particular school is situated is an important factor in the formation of the students. For example, if the school is situated in the town, the students will be exposed to a different environment from the environment experienced by the students where the schools are situated on the estates (the town has its own culture while the estate has its own). If the school is situated on the estate, the students are caught up in the same environment as that in which their houses are situated. This means that they are not exposed to

different atmospheres. The meeting of two environments could influence the performance of students either positively or negatively. In this light, let us examine the dwellings and the types of houses.

Table 2. 1: Location of Dwellings

Location	Nuwara Eliya		Kandy		Both Districts	
	No.	%	No.	%	No.	%
Estate	470	89.5	95	56.5	565	81.5
Village	003	00.6	27	16.1	030	04.3
Colony *	008	01.5	03	01.8	011	01.6
Town	026	05.0	21	12.5	047	06.8
Not Available	018	03.4	22	13.1	040	05.8
Total	525	100	168	100	693	100

\* A colony is a group of houses built in the land that was once part of a tea estate. Sometimes supported by a political party, villagers occupied the land and eventually built their dwellings. Sometimes a part of the estate was set apart by the relevant authority and both Tamils and Sinhalese built their houses.

With regards to dwellings we interviewed the parents of the selected students and it is important to record that we could not interview all the parents as we wanted to. In the Nuwara Eliya District 18 or 03.4 per cent and in Kandy 22 or 13.1 per cent of parents were not available for interview. In spite of repeated requests through letters and visits to schools, some parents failed to turn up for the interview. In Table 2.1 these are referred to as "Not Available". Of the 507 interviewed in the Nuwara Eliya District, 470 or 89.5 per cent were from estates. Of the 146 that were

available in the Kandy District, 95 or 56.5 per cent were from estates. Table 2. 1. gives the breakdown.

According to the sample, in the Nuwara Eliya District 89.5 per cent and in the Kandy district 56.5 per cent of the students came from estates. This shows that although both the Districts are in the plantation set-up, the Nuwara Eliya schools cater to a much higher percentage of plantation children than the Kandy schools. Children in the Kandy District have more opportunities to mix with children from the towns. In the Nuwara Eliya District 7.1 per cent and in Kandy 30.4 per cent of students come either from villages or urban areas. Since many children have their dwellings on estates, it is important to understand the physical set-up of their dwellings.

Housing is one of the fundamental requirements for human beings to live a decent life. There are four types of houses in the plantations.

- i. Single-storeyed barrack-type with rooms back-to-back in the line; this means that two rooms on either side of the line share a common rear wall;
- ii. Single-storeyed barrack-type with rooms only on one side in the line; this means that the rear wall of the room is not shared;
- iii. Cottage type: the total floor space is greater, divided into a narrow verandah, a kitchen, a toilet (with no provision for bathing) and two bed rooms, one of which has to serve also as a sitting or living room;
- iv. Quarters type: they are separate houses with more space. Usually the estate staff (clerks, factory officers, field officers and certain supervisory officers form the staff members) are provided with such quarters.



But the majority of the houses provided for workers are barrack-type 'line-rooms', with an open verandah, built about a century ago. Each line-room, 10 by 12 feet, has to serve a whole family of four to five (or even more) as kitchen, bedroom, store-room and study for children. There are 'back-to-back' houses still in use. These are single-storeyed barrack-type, one backing on to another. From the 1960s onwards new cottage-type houses have been built. They are not meant to replace the barrack-type line rooms but to accommodate the growing population. These cottage-type-houses are better when compared with line-rooms for they have more space and are not clustered together. This improvement is marginal and insignificant when compared to the improvement of housing in the other sectors of the country. The last type is called the "quarters". Usually the estate staff are provided with these quarters. The present study found that 410 students out of 565 or 72.5 per cent live in rooms in lines with back-to-back rooms or in rooms in lines with rooms only on one side. This means that nearly three fourth of the students who live on estates live in dwellings that are not at all conducive to studies. Table 2.2 summarizes the data on the type of housing available to plantation children.

Table 2.2: Type of Houses on Estates

Types	Nuwara Eliya		Kandy		Total
	No.	%	No.	%	
Back-to-Back	112	26.0	28	29.5	150
Rooms on one side only	224	47.7	36	37.9	260
Cottage	098	20.8	16	16.8	114
Quarters	026	05.5	15	15.8	041
Total	470	100	95	100	565

In the Nuwara Eliya and Kandy Districts 150 or 26.5 per cent of students live in back-to-back rooms, 260 or 46 per cent in rooms which are located only on one side of the lines, 114 or 20.2 per cent in twin cottages and 41 or 7.3 per cent in quarters.

A further description of the different types of houses will help to determine to what extent the houses help or hinder the progress of students in their studies.

The number of rooms a family has will no doubt influence the education of children. According to the findings of our research, both the back-to-back and rooms on one side only are very oppressive in structure with inadequate living space and poor ventilation. And this oppressive structure does not facilitate human development and growth.

Table 2. 3: Number of Rooms Available for Families Living in the Barrack-Type Back-to-Back Lines

Number of Rooms	Nuwara Eliya		Kandy		Both	
	No	%	No	%	No	%
1 room only	03	2.4	05	17.8	08	05.3
1 room and kitchen	44	36.1	12	42.9	56	37.3
2 rooms and kitchen	52	42.6	07	25.0	59	39.3
3 rooms and kitchen	18	14.8	03	10.7	21	14.1
4 rooms and kitchen	05	04.1	01	03.6	06	04.0
Total	122	100	28	100	150	100

Of the 122 families who live in back-to-back houses in the Nuwara Eliya District, 3 or 2.4 per cent of families have only one room each, 44 or 36.1 per cent have one room and a kitchen, 52 or 42.6 per cent of students have 2 rooms with a kitchen, 18 or 14.8 per cent have 3 rooms with a kitchen and 5 or 4.1 per cent of families with 4 rooms with a kitchen each. The corresponding figure for the Kandy District is as follows: of the 28 students who live in back-to-

back rooms the families of 5 students or 17.8 per cent have just one room each, 12 or 42.9 per cent of them have one room and a kitchen each, 7 or 25 per cent of them 2 rooms with a kitchen, 3 or 10.7 per cent of families have 3 rooms with a kitchen each while only one or 3.6 per cent of families has 4 rooms with a kitchen. Table 2. 3. summarizes the data collected from the families who live in the barrack-type back-to-back line rooms.

The type and size of houses, the space and facilities available in the house, whether students have a separate room for study are factors which go a long way in determining the educational performance of students. Hence, it is of importance to ascertain the type of dwellings and the availability of a separate room for study, etc. In the Kandy District none of the students living in back-to-back rooms had a separate room for study while in the Nuwara Eliya District of the 122 who lived in back-to-back houses only 19 or 15.6 per cent had a separate room for study. What is implied here is that 19 families had more than one set of rooms (that is more than one room and a verandha). The allocation of houses depends on the number of persons in the family. In the category of barrack type lines with rooms on one side only, out of 224 only 42 or 18.7 per cent had separate rooms in the Nuwara Eliya District and the corresponding number for Kandy was 2 or 5.5 per cent out of 36 houses. In the Nuwara Eliya District of the 98 who lived in cottage type houses 38 or 38.8 per cent had a separate room for study and in Kandy out of 16, 4 or 25 per cent had a separate room for study. Table 2. 4. summarizes the data on children who have a separate room for study. This includes only those who live in the barrack-type back-to-back lines, barrack-type with rooms on one side only and those who live in cottages.

Table 2. 4: Separate Rooms for Study of Those Living on Estates  
(excluding those in the quarters)

Type of Dwelling	N'Eliya		Kandy		Both	
	No	%	No	%	No	%
Back-to-back lines	19	19.2	00	--	19	18.1
Lines with room on one side	42	42.4	02	33.3	44	42.0
Cottage type	38	38.4	04	66.7	42	39.9
Total	99	100	06	100	105	100

When children say that they live in quarters it gives them a sense of pride and enhances their dignity. In the Nuwara Eliya District 26 and in Kandy 15 families had their dwellings belonging to this category. This means better facilities. Of the 693 sampled students only 170 or 24.5 per cent had a separate room for study: Nuwara Eliya District 135 and Kandy District 35. In the Nuwara Eliya District 26 per cent of children had a separate room for study while the corresponding percentage for the Kandy District was 21 per cent.

When asked about a separate table and chair for study, 392 or 74.7 per cent students in the Nuwara Eliya District and 118 or 70.2 per cent in Kandy answered positively. In many cases the table is shared by others in the family, since the family probably has only one table. Nearly 25 per cent did not have a table and a chair and 21.5 per cent said that they sat on the ground, the ground substituting for table and chair, while 2 per cent used the bed as table or chair. In the Kandy District 48 of the 50 whose answer was negative said that the ground was their table and chair while for two the bed substituted table or chair. The plantation children have thus to face the problem of the lack of space and the lack of basic facilities for study.

In addition to the difficulties of the students in their physical environment, there is also the factor of the lack of electricity. In the Nuwara Eliya district only 20 per cent and in the Kandy district 37 per cent of the students sampled had electricity at home.

*(Note: In this chapter 'education' is taken to mean 'formal education' in the school system and is not taken to mean 'the capacity to understand and face life'. Hence a person who is in this chapter said to have "no education" in the first sense only means that the person has had no formal schooling though the person may in fact have a high degree of education in the second sense.)*

The human being is shaped not only by the physical environment but also by the social environment. Furthermore, by definition the human being is a social being and necessarily lives in groups with other human beings. In living with other human beings, the relationships in the community and the interrelationships in the community are of paramount importance for the quality of human life. This social infrastructure which forms the social environment. The benefits of social environment do not reach each individual in the same way. This creates differences in society. In this chapter an attempt is made to study the social environment.

Social life for a child begins at home. Home and the family are the immediate environment of a child. The size of the family, education of parents and other members of the family, the type of employment of parents, the interest adults take in the education of children, the work the child does at home, the desire of the child for studies are taken into account when talking of social environment. Therefore it is important to study these aspects in detail.



In addition to the difficulties of the students in their physical environment there is also the factor of the lack of electricity. In the Newara Eliya district only 30 per cent and in the Kandy district 33 per cent of the students sampled had electricity at home.

Type of Dwelling	No	%	No	%	No	%
Back-to-back lines	19	19.2	06	6.0	19	18.1
Lines with room on one side	42	42.4	02	2.0	44	42.0
Cottage type	38	38.4	04	4.0	42	39.9
Total	99	100	06	100	105	100

When children say that they live in quarters it gives them a sense of pride and enhances their dignity. In the Newara Eliya District 26 and in Kandy 15 families had their dwellings belonging to this category. This means better facilities. Of the 693 sampled students only 170 (24.5 per cent) had a separate room for study. In the Newara Eliya District 26 and in Kandy 15 families had a separate room for study while the corresponding percentage in the Kandy District was 21 per

When asked if they had a table and chair for study, 392 or 74.7 per cent students in the Newara Eliya District and 118 or 70.2 per cent in Kandy answered positively. In many cases the table is shared by others in the family, since the family probably has only one table. Nearly 25 per cent did not have a table and a chair and 21.5 per cent said that they sat on the ground, the ground substituting for table and chair, while 2 per cent used the bed as table or chair. In the Kandy District 48 of the 50 whose answer was negative said that the ground was their table and chair while for two the bed substituted table or chair. The plantation children have thus to face the problem of the lack of space and the lack of basic facilities for study.

## CHAPTER THREE

### SOCIAL ENVIRONMENT

*[Note: In this chapter 'education' is taken to mean formal education in the school system and is not taken to mean "the capacity to understand and face life". Hence a person who is in this chapter said to have "no education" in the first sense only means that the person has had no formal schooling though the person may in fact have a high degree of education in the second sense.]*

The human being is shaped not only by the physical environment but also by the social environment. Furthermore, by definition the human being is a social being and necessarily lives in groups with other human beings. In living with other humans, inter-human relationships in the community become vital. And human interrelatedness is of paramount importance for the progress and quality of human life. This relationship depends very much on social infrastructure which plays a significant role in social environment. The benefits of social infrastructure usually do not reach each individual in the same measure and this creates differences in society. In this chapter an attempt is made to study the social environment.

Social life for a child begins at home. Home and the family are the immediate environment of a child. The size of the family, education of parents and other members of the family, the type of employment of parents, the interest adults take in the education of children, the work the child does at home, the desire of the child for studies are taken into account when talking of social environment. Therefore it is important to study these aspects in detail.

## SIZE OF THE FAMILY

In the Nuwara Eliya District, as Table 3.1 indicates, of the 506 parents interviewed there were 4 families or 0.8 per cent with 2 persons - the child and one other. There were 240 families or 47.4 per cent with 3-5 persons, 229 families or 45.3 per cent with 6-8 persons, 29 families or 5.7 per cent with 9-11 persons, and 4 families or 0.8 per cent with 12 or more persons. In the Kandy District of the 148 parents interviewed there was only one family with 2 persons, 47 families or 31.7 per cent with 3-5 persons, 77 families or 52 per cent with 6-8 persons, 18 families or 12.2 per cent with 9-11 persons and 5 families or 3.4 per cent with 12 or more persons.

Table 3.1: Size of Families by Number of Persons in Family

No. of Persons	DISTRICT				Total	
	Nuwara Eliya		Kandy			
	No.	%	No.	%	No.	%
2 Persons	004	00.8	001	00.7	005	00.7
3-5 Persons	240	47.4	047	31.7	287	43.9
6-8 Persons	229	45.3	077	52.0	306	46.8
9-11 Persons	029	05.7	018	12.2	047	07.2
12 or more	004	00.8	005	03.4	009	01.4
Total	506	100	148	100	654	100

The mean size of the family is estimated to be 6. But it is all the more important to keep in mind the fact that 362 families or 55.4 per cent of the total 654 families had 6-14 persons.



## EDUCATIONAL LEVEL OF PARENTS

The education of the parents and other members of the family will, in one way or another, affect the education of the children themselves. The environment for children to study at home will be facilitated by the education of other members in the family. Hence the need to find out the level of education of other members in the family.

There were some parents who were not available for interview and in such cases children were asked about the education of their parents. It is sad to note that a number of children did not know the level of education reached by their parents. This number has been included in the category 'not known'. In regard to education of the fathers, in the District of Nuwara Eliya 10.7 per cent come under the 'not known' category; and 6.8 per cent of the mothers also fall within this category. The percentage of the 'not known' category for the Kandy District is very high - 20.2 per cent of the fathers and 15.5 per cent of the mothers fall under this category. The percentage of fathers and mothers who were illiterate was 5.0 and 22.5 per cent respectively in the Nuwara Eliya District and 4.2 and 12.5 per cent respectively in the Kandy District. In the total 9.2 per cent of the fathers and 35 per cent of the mothers had no education. The 'not known' and 'no education' categories together account for 15.7 per cent and 24.4 per cent of fathers and 39.5 per cent and 28 per cent of mothers in the Nuwara Eliya and Kandy Districts respectively. This is by no means a small percentage and this will affect the educational performance of children.

The number of fathers with primary education only in the Nuwara Eliya District is 237 and in the Kandy District it is 134; and the corresponding numbers for mothers are 273 and 71. With regard to secondary education 205 fathers and 98 mothers in the Nuwara Eliya District and 66 fathers and 50 mothers in the Kandy District have been recorded as having had secondary education. In both the Districts only one father had some sort of technical education.

Table 3.2: Percentage of Parents According to Educational Levels (%)

Category	Father		Mother	
	N'Eliya	Kandy	N'Eliya	Kandy
Not Known	10.7	20.2	06.8	15.5
No Education	05.0	04.2	22.5	12.5
Primary	45.1	36.3	52.0	42.3
Secondary	39.0	39.3	18.7	29.7
Technical	00.2	00.0	00.0	00.0

Parents with a relatively low level of education and working on estates may not be able to get involved fully in the education of their children. This is one of the factors that needs to be kept in mind when studying and planning for the education of plantation children.

#### EDUCATIONAL LEVEL OF OTHER MEMBERS

Besides the education of parents, the education of other members in the family can create a favourable or unfavourable climate for the education of children. Hence the importance of education of family members other than the parents. In the Nuwara Eliya District 118 or 22.5 per cent of families were fortunate where all the members had been to school. That is to say that in their families not a single adult had gone without schooling. The corresponding number for Kandy was 111 or 66 per cent. There were families which had only 1 adult without schooling and the figures for Nuwara Eliya and Kandy were 273 or 52 per cent and 21 or 12.5 per cent respectively. Finally the families with 2 persons without schooling were 98 or 18.7 per cent for Nuwara Eliya and 10 or 6 per cent for Kandy. In the Nuwara Eliya District there were 15 or 2.8 per cent of families and in Kandy District 4 or 2.4 per cent of families had 3 to 4 persons without schooling. There were 2 families or 0.4 per cent in the Nuwara Eliya District which had 5 or more persons without

schooling. The corresponding picture for the Kandy district was 2 or 1.2 per cent.

## CHAPTER FOUR

What is available for the majority of the estate population is only primary education, and even this is a very low quality of primary education. Nevertheless, it can be said that many in the estate sector had at least primary education such as it is imparted in estate schools.

Table 3.3: Persons in Family Without Schooling Other than Parents or Guardians

Number of Persons	Nuwara Eliya		Kandy		Both Districts	
	NoF	%	NoF	%	NoF	%
00	118	22.5	111	66.0	229	33.0
01	273	52.0	021	12.5	294	42.4
02	098	18.7	010	06.0	108	15.6
03-04	015	02.8	004	02.4	019	02.7
05 & more	002	00.4	002	01.2	004	00.6
Not available	019	03.6	020	11.9	039	05.7
Total	525	100	168	100	693	100

NoF= Number of Families



## CHAPTER FOUR

### INCOME AND EMPLOYMENT

Income, employment and the size of the family determine the place of the family in the community. Income determines the progress of the family in education, health, savings, etc. In other words the income of the family is the base on which other things are built. As shown in Table 4.1., in the Nuwara Eliya District out of 525 families 7.4 per cent received a monthly income of less than Rs 1,000. The corresponding percentage for the Kandy District is 9.5 per cent. In the Nuwara Eliya and Kandy Districts 33 per cent and 32.2 per cent received incomes between Rs 1,001 and 2,000 respectively. The group that received an income between Rs 2,001 and Rs 3,000 was 33.9 per cent in the Nuwara Eliya and 29.8 per cent in the Kandy District. In the Nuwara Eliya District 14.3 per cent and in the Kandy District 7.1 per cent came under the next category of families that received an income between Rs 3,001 and Rs 4,000. The last group was the families that received an income of more than Rs 4,001 and 7.6 per cent in the Nuwara Eliya and 8.3 per cent in Kandy District came under this category.

The study reveals that in the Nuwara Eliya District 74.3 per cent and in the Kandy District 71.4 per cent families received an income less than Rs 3,000 per month. The families that had an income above Rs 3,001 per month were 21.9 per cent and 15.4 per cent for the Nuwara Eliya and Kandy Districts respectively.

Taking the total of 693 students from both Districts together the income groups could be categorized as follows:

- No response: 6.1 per cent
- Rs 3,000 and below: 73.5 per cent
- Above Rs 3,000: 20.4 per cent.

Families that received an income of Rs 3,000 and below are in a majority. This situation reveals their economic status and one could imagine the difficulties they face in educating their children.

Table 4.1: Income Groups

Income	Nuwara Eliya		Kandy		Both Districts	
	No.	%	No.	%	No.	%
No Response	020	03.8	22	13.1	42	6.1
Rs 1,000 & Below	039	07.4	16	09.5	55	7.9
Rs 1,001 - 2,000	173	33.0	54	32.2	227	32.7
Rs 2,001 - 3,000	178	33.9	50	29.8	228	32.9
Rs 3,001 - 4,000	075	14.3	12	07.1	87	12.6
Rs 4,001 & Above	040	07.6	14	08.3	54	7.8
Total	525	100	168	100	693	100

From the overall picture which emerges, it is evident that the majority of the families are poor and that they cannot afford to give a decent education to their children. Free education is no more free and the parents are obliged to send their children for private tuition or coaching classes for them to pass the examinations. Hence, for the poor it turns out to be an expensive free education. Free education is a slogan without much substance in it. Where money determines education, the poor become victims. It will be unfair and unrealistic to expect parents, who struggle to make both ends meet, to pay for the education of their children.

## EMPLOYMENT OF PARENTS AND OTHERS

The type of employment one is engaged in determines what one is, namely, one's outlook on life, thinking pattern, behaviour, aspirations and the like. Even in the education of children the employment of parents plays a vital role. Hence, the importance of employment of parents and others in the family.

Table 4.2: Fathers in the Families

Position	Nuwara Eliya		Kandy	
	Number	%	Number	%
Employed	416	79.2	119	70.8
Unemployed	023	04.4	010	06.0
Retired	029	05.5	003	01.8
Deserters	003	00.6	001	00.6
Dead	035	06.7	012	07.1
No Information	019	03.6	023	13.7
Total	525	100	168	100

The employment of the head of the family definitely has a psychological effect on the education of children. According to the study, in the Nuwara Eliya District out of 525 fathers, 416 or 79.2 per cent were employed while 23 or 4.4 per cent were unemployed. Of the rest, in 35 or 6.7 per cent of families the father had died and in 3 or 0.6 per cent of families the fathers had deserted their families while in 29 or 5.5 per cent the fathers had retired from work. No information could be obtained about fathers in 19 or 3.6 per cent of families. The corresponding picture for the Kandy District is that out of 168, 119 or 70.8 per cent of fathers were

employed while 10 or 06 per cent were unemployed. Of the rest in 12 or 7.1 per cent of families the fathers had died while in 1 the father had deserted his wife and children and in 3 or 1.8 per cent the father had retired. No information could be obtained about fathers in 23 or 3.7 per cent of the families surveyed.

In the Nuwara Eliya District 79.2 per cent of the fathers and 70.8 per cent of fathers in the Kandy District were employed while 4.4 per cent and 6 per cent in the Nuwara Eliya and Kandy Districts were unemployed.

In the Nuwara Eliya District, as Table 4.3. demonstrates, of the 416 who were employed, 78.1 per cent came under the category of daily paid (non-staff) workers while 7.9 per cent were on the staff category in estates and 14 per cent were employed in other types of jobs. As far as the Kandy District is concerned, of the 119 who were employed only 55.5 per cent were daily paid (non-staff) workers while 8.4 per cent were staff members of estates and 36.1 per cent were engaged in other types of work.

Table 4.3: Employment of Fathers

Category	Nuwara Eliya		Kandy	
	Number	%	Number	%
Workers(non staff member)	325	78.1	66	55.5
Staff members	033	07.9	10	08.4
Other jobs	058	14	43	36.1
Total	416	100	119	100

Table 4.4 shows that of the 325 (not on the estate staff category) in the Nuwara Eliya District 303 fathers were estate workers, 20 were peasant cultivators, 1 was a casual worker and 1 was a peon. Of the



66 (not on the estate staff category) in the Kandy District 50 were estate workers, 3 were peasant cultivators, 3 were casual workers, 9 were municipal workers and 1 was an office orderly.

Table 4.4: Employment of Fathers of Children in Worker Families  
[Non-Estate-Staff workers]

Type of Employment	Nuwara Eliya		Kandy	
	Number	%	Number	%
Estate Worker	303	93.2	50	75.7
Peasant cultivator	020	06.2	03	04.6
Casual Worker	001	00.3	03	04.6
Municipal Worker	--	--	09	13.6
Peon	001	00.3	01	01.5
Total	325	100	66	100

In the Nuwara Eliya District of the 33 who were in the estate staff category, the majority, that is 60.6 per cent, were kanakupulles (KPs are those who maintain the records of people attending daily work and who oversee the work), 18.2 per cent worked as drivers, 15.2 per cent came under the category of clerks, 3 per cent were factory officers and 3 per cent worked as mechanics. In the Kandy District of the 10 who were on estate staff, 50 per cent were kanakupulles (KPs) and 50 per cent were clerks.

Most of the kanakupulles consider themselves to be above the workers in the social ladder. But in reality they are neither with the workers nor with the staff members of estates. In most cases the kanakupulles are with the workers for various social functions. When they are with the workers they are like the face of a lion and when they are with the staff they are the tail of the lion. Most of the

kanakapulles, as well as the clerks and factory officers, have graduated to their present status from the working class.

Table 4.5: Employment of Fathers of Children in Staff Families

Type of Employment	Nuwara Eliya		Kandy	
	Number	%	Number	%
Kanakupulle	20	60.6	05	50
Driver	06	18.2	00	00
Mechanic	01	03	00	00
Factory officer	01	03	00	00
Clerk	05	15.2	05	50
Total	33	100	10	100

Fathers who were engaged in employment other than on the estate staff or as workers numbered 58 in the Nuwara Eliya District and 43 in the Kandy district. Of the 58 in the Nuwara Eliya District 3 were teachers. If we take the total number of families in the District into account, we find that the teachers are only 0.6 per cent. The fathers who were engaged in either small business or worked as salesmen numbered 32. This is 6.1 per cent of the total number in the District. The number that worked as shop assistants was 8 which is 1.5 per cent of the total. Four fathers were drivers outside the estate. Eleven or 2.1 per cent of fathers worked as tailors, cooks or laundrymen.

The corresponding picture for the Kandy District is that of the 43 families 2 were teachers. The fathers who are engaged in small business or worked as salesmen numbered 23 which is 13.7 per cent of the total. Shop assistants accounted for 3 or 1.8 per cent, 4

or 2.4 per cent were drivers and 11 or 6.5 per cent were engaged as tailors, cooks or laundrymen. Table 4.6 summarizes the data.

Table 4.6: Fathers in Jobs Outside Estate

Type of Employment	Nuwara Eliya		Kandy	
	Number	%	Number	%
Teachers	03	05.2	02	04.6
Small Business/Salesman	32	55.1	23	53.5
Shop Assistant	08	13.8	03	07.0
Driver	04	06.9	04	09.3
Tailor/Cook/Laundryman	11	19.0	11	25.6
Total	58	100	43	100

## MOTHERS AND EMPLOYMENT

As far as estate worker families are concerned often both father and mother are employed. What the mother brings in terms of income is as important as that which the father brings. Hence the mothers are not second to the fathers in so far as contribution to family income is concerned.

In the Nuwara Eliya District, as shown in Table 4.7, out of 525 samples 366 mothers or 69.7 per cent were employed and 108 or 20.5 per cent were not employed. The retired women were 15 or 2.9 per cent while 15 or 2.9 per cent had died. In the case of 21 mothers or 4.0 per cent no information could be obtained. The corresponding picture for the Kandy District is that out of 168 mothers 80 or 47.6 per cent were employed while 60 or 35.7 per cent were not employed. The retired women were 3 or 1.8 per cent and 2 or 1.2 per cent had died. In the case of 23 mothers or 13.7

per cent no information could be obtained. When both Districts are taken together 64.4 per cent were employed while 24.2 percent were not employed. Retired women accounted for 2.6 per cent while 2.5 per cent had died. No information could be obtained for 6.3 per cent.

Table 4.7: Employment Status of Mothers

Position	Nuwara Eliya		Kandy		Both Districts	
	No.	%	No.	%	No.	%
Employed	366	69.7	80	47.6	446	64.4
Not Employed	108	20.5	60	35.7	168	24.2
Retired	015	02.9	03	01.8	018	02.6
Dead	015	02.9	02	01.2	017	02.5
No Information	021	04.0	23	13.7	044	06.3
Total	525	100	168	100	693	100

The study reveals that the number of mothers employed in the Nuwara Eliya District is 22.1 per cent higher than in Kandy District. In the case of mothers not employed the percentage is 15.2 higher in the Kandy District than in the Nuwara Eliya District.

The type of employment the mothers are engaged in is also important for the education of their children. In the Nuwara Eliya District out of 366 mothers who are employed 343 or 93.7 per cent were estate workers, 9 or 2.5 per cent were peasant cultivators, 8 or 2.2 per cent were creche attendants, 4 or 1.1 per cent were teachers and 2 or 0.5 per cent were housemaids working in the Middle East. In the Kandy District out of the 80 mothers who were employed 66 or 82.5 per cent were estate workers, 2 or 2.5 per cent were peasant cultivators, 2 or 2.5 per cent were creche attendants, 2 or 2.5 per

cent were teachers and 8 or 10.0 per cent worked as housemaids abroad. Table 4.8 summarizes the data.

Table 4.8: Type of Employment of Mothers

Type of Employment	Nuwara Eliya		Kandy		Both Districts	
	No.	%	No.	%	No.	%
Estate Worker	343	93.7	66	82.5	409	91.7
Peasant Cultivator	009	02.5	02	02.5	011	02.5
Creche Attendant	008	02.2	02	02.5	010	02.2
Teacher	004	01.1	02	02.5	006	01.4
Housemaid	002	00.5	08	10.0	010	02.2
Total	366	100	80	100	446	100

#### EMPLOYMENT OF OTHERS IN THE FAMILY

In the Nuwara Eliya District there were 406 families or 77.3 per cent which did not have children who were employed as workers on estates. This includes children whose parents are not estate workers. In the same District 62 families or 11.8 per cent had one other person other than the parents working on the estate, 22 families or 4.2 per cent had 2 persons each and 14 families or 2.7 per cent had between 3 and 4 persons each working on the estate other than the parents. Out of the 525 families 98 or 18.7 per cent had persons other than the parents working on estates. This number includes 21 or 4.0 per cent of families for which information was not available and other families where the parents are not estate workers.

In the Kandy District 129 or 76.8 per cent had no children working on estates. This number includes children whose parents are not estate workers and the families for which information was not available. There were 14 families or 8.3 per cent which had one person each other than the parents working on estates, 3 families or 1.8 per cent had 2 persons each other than the parents working on estates.

In the Nuwara Eliya District 3 families or 0.6 per cent had one child each working as staff members on estates; another group of 3 families or 0.6 per cent had one child each as teachers; a third group of 13 families or 2.5 per cent had children working as creche attendants while Kandy District had no families with children working as staff members, teachers or creche attendants.

In the Nuwara Eliya District of the 502 families or 95.6 per cent for which information was available, 62 or 12.3 per cent had one person each other than the parents working on the estate, 22 or 4.4 per cent had 2 persons each and 14 or 2.8 per cent of families had between 3 and 4 persons each. Altogether there were 155 persons from 98 or 19.5 per cent of families employed as workers on estates. In the Kandy District, of the 146 families for which information was available 14 or 9.6 per cent had one person each other than the parents working on estates, 3 or 2.0 per cent had 2 persons each. The total number of families which had persons other than parents working on estates were 17 or 11.6 per cent and the total number of persons in this category for Kandy was 20.

The above picture shows where the community stands in terms of employment and education. Most of the parents are estate workers and the children do not have proper education. Given the above picture, social mobility of the community would be very slow. The parents who are estate workers have hardly any time to guide their children in education. The rhythm of life of workers is hardly conducive for parents to find time to help their children. Their employment and the limitation of their free time explain the fact that the parents are unable to help in the education of their children.

## CHAPTER FIVE

### INTEREST PARENTS TAKE IN CHILDREN

Progress in education of children depends to a great extent on the interest parents or guardians take in their education. The interest of parents in the children is, or can be, a motivating force for children to study well. In the plantation sector it is important to take note of the pattern of life and work of the plantation workers for they hardly find time to show real interest in the education of their children.

In the Nuwara Eliya District the research records that 95.2 per cent of parents or guardians took interest while 1.2 per cent did not and there was no response from 3.6 per cent of the parents. In the Kandy District 81.5 per cent took interest, 5.4 per cent did not, while 13.1 per cent did not respond.

Table 5.1: Interest of Parents or Guardians in the Education of their Children

Category	Nuwara Eliya		Kandy		Both Districts	
	No.	%	No.	%	No.	%
Take Interest	500	95.2	137	81.5	637	92
Do not Take Interest	006	01.2	009	05.4	015	02.1
No Response	019	03.6	022	13.1	041	05.9
Total	525	100	168	100	693	100

## SENDING CHILDREN FOR TUITION

It is legitimate to ask the ways by which parents take interest in the education of children. The research reveals that one of the ways interest is shown is sending children to tuition which has become a type of alternate educational institution. One might argue that sending children to tuition cannot be equated with taking real interest in their education. But one must bear in mind that sending children to tuition has become normal rather than exceptional.

In the Nuwara Eliya District 266 or 50.6 per cent said that they sent their children to tuition while 234 or 44.6 per cent said that they did not and there was no response from 25 or 4.8 per cent of parents. In the Kandy District 68 or 40.4 per cent answered positively and 75 or 44.6 per cent negatively, while 25 or 15 per cent did not respond. The data is presented in Table 5.2.

Table 5.2: Parents Sending Children to Private Tuition Classes

Answers	Nuwara Eliya		Kandy		Both Districts	
	No.	%	No.	%	No.	%
Sending	266	50.6	068	40.4	334	48.2
Not Sending	234	44.6	075	44.6	309	44.6
No Response	025	04.8	025	15.0	050	07.2
Total	525	100	168	100	693	100

## PROBLEMS FACED IN SENDING CHILDREN TO SCHOOL

When asked whether they had any problem in sending their children to school, 347 or 66.1 per cent in Nuwara Eliya and 101 or 60.1 per cent in Kandy answered in the affirmative. Of those who said that they found it difficult to send their children to



school, 313 or 90.2 per cent in the Nuwara Eliya and 91 in the Kandy District said they faced financial problems in sending children to school. There were also parents who found it difficult to send their children to school because of lack of proper travelling arrangements. In the Nuwara Eliya District 10 or 2.9 per cent and in the Kandy District 8 or 7.9 per cent came into this group. The financial reason as Table 5.3 indicates is the most compelling. Hence one could say that the economic factor is the major reason for the backwardness of education in the plantation sector.

Table 5.3: Problems Faced by Parents in Sending Children to School

Problems	Nuwara Eliya		Kandy		Both Districts	
	No.	%	No.	%	No.	%
1.Financial	313	90.2	91	90.1	404	90.2
2.Health of Parents	017	04.9	01	01.0	018	04.0
3.Too much work	007	02.0	01	01.0	008	01.8
4.Travelling	010	02.9	08	07.9	018	04.0
Total	347	100	101	100	448	100

## EXPENDITURE ON CHILDREN

At this stage it is important to find out the amount spent on children for private tuition, travelling, as pocket money and sundries. The money spent on food and clothing is not included.

Table 5.4 shows that 23 or 4.4 per cent parents in the Nuwara Eliya District said that on average they spent less than Rs 50 per month on a child, 184 or 35 per cent of parents spent between Rs 51 and 150, 130 or 24.8 per cent spent more than Rs 151 but less than Rs 200, 82 or 15.6 per cent of parents spent more than Rs 201 but less than Rs 250 and 81 or 15.4 per cent of parents spent more

than Rs 250 per month on a child. No response could be obtained from 25 or 4.8 per cent of parents.

Table 5.4: Expenditure Per Child Per Month

Amount	Nuwara Eliya		Kandy		Both Districts	
	No.	%	No.	%	No.	%
Less than Rs 50	023	04.4	015	09.0	038	05.5
Rs 51-150	184	35.0	060	35.7	244	35.2
Rs 151-200	130	24.8	032	19.0	162	23.4
Rs 201-250	082	15.6	020	11.9	102	14.7
More than Rs 250	081	15.4	015	09.0	096	13.8
No Response	025	04.8	026	15.4	051	07.4
Total	525	100	168	100	693	100

The breakdown for the Kandy District is as follows: 15 or 9.0 per cent of parents spent less than Rs 50, 60 or 35.7 per cent spent between Rs 51 and 150, 32 or 19 per cent spent between Rs 151 and 200, 20 or 11.9 per cent spent more than Rs 201 but less than Rs 250, and only 15 or 9.0 per cent of families were able to spend more than 250 per month on a child's education. No response could be obtained from 26 or 15.4 per cent of parents.

Of the total of 693 families only 198 or 28.6 per cent spent more than Rs 200 per child per month. This shows the financial difficulties they undergo. The figures also indicate that the parents cannot give all that is necessary for the education of their children.

#### ATTENDING MEETINGS IN SCHOOL AND DISCUSSING THE PROGRESS OF CHILDREN WITH TEACHERS

Attending meetings such as those of the School Development Society (SDS) and meeting teachers to discuss the education of children also are indicators which show that the parents are interested in the education of children.

In the Nuwara Eliya District 262 or 49.9 per cent of parents said that they always attended the SDS meetings, 85 or 16.2 per cent said that they attended often, 111 or 21.2 per cent said that they attended SDS meetings sometimes, while 19 or 3.6 per cent rarely attended the meetings and another group of 28 or 5.3 per cent never attended the meetings. The corresponding situation for the Kandy District is that 80 or 47.6 per cent of parents attended SDS meetings always, 35 or 20.8 per cent often, 16 or 9.5 per cent sometimes, 7 or 4.2 per cent rarely and 8 or 4.8 per cent never attended SDS meetings. Table 5.5 presents the data.

In both the Districts a fair percentage of parents attended SDS meetings. Combining 'always' and 'often' the percentage for both districts is 66.6 per cent.

Table 5.5: Attendance at School Development Society Meetings

Frequency	Nuwara Eliya		Kandy		Both Districts	
	No.	%	No.	%	No.	%
Always	262	49.9	080	47.6	342	49.3
Often	085	16.2	035	20.8	120	17.3
Sometimes	111	21.2	016	09.5	127	18.3
Rarely	019	03.6	007	04.2	026	03.8
Never	028	05.3	008	04.8	036	05.2
No Response	020	03.8	022	13.1	042	06.1
Total	525	100	168	100	693	100

It is a good sign that the parents in spite of their difficulties managed to attend SDS meetings. However, there was no way to measure the extent of their active participation in the meetings in planning, making suggestions and contributing to the discussions.

The rapport between teachers and parents is another aspect that would promote education of children. The research records that in the Nuwara Eliya District 21 per cent of parents met the teachers often to discuss the progress of their children, while 37.7 per cent

met the teachers sometimes. As many as 37.3 per cent of the parents never met the teachers to discuss the education of their children. In the Kandy District 39.3 per cent of parents never met the teachers, 13.7 often while 33.9 per cent sometimes.

The 'never' category is high for both districts. It would not be wrong to assume that this must be the case for the whole plantation sector. The development of the plantation community, particularly in education, depends very much on the rapport between teachers and parents. Hence in the plantation sector there is greater need to build up the relationship between teachers and parents.

Table 5.6: Parents Discussing With Teachers the Progress of Children

Frequency	Nuwara Eliya		Kandy		Both Districts	
	No.	%	No.	%	No.	%
Often	110	21.0	023	13.7	133	19.2
Sometimes	198	37.7	057	33.9	255	36.8
Never	196	37.3	066	39.3	262	37.8
No Response	021	04.0	022	13.1	043	06.2
Total	525	100	168	100	693	100

## CHAPTER SIX

### DIFFERENT ACTIVITIES OTHER THAN STUDYING IN THE CLASSROOM

Travelling to and from school and the conditions under which students travel, tuition classes, watching television, listening to the radio, playing and other activities at home have to be taken into account when speaking of efficiency or performance of students in school. Asking students to study but not providing the necessary facilities or creating the proper environment for them to study is nothing but asking them not to study. The residents on several plantations do not have proper transport facilities. If the houses are by the side of the main road or somewhere near the bus route, the students are fortunate. If they are not, successful performance in school is rendered very difficult. How time is allocated for various activities becomes important in the life of students.

#### TRAVELLING

The proximity between school and home is an important factor for if the distance is great, then the students have to spend much time in travelling. In the Nuwara Eliya District 31 per cent of the students had their homes within half a mile from the school, 35 per cent had homes at a distance ranging from  $1\frac{1}{2}$  to 2 miles, 22.5 per cent at a distance between 2 and 5 miles, 8.8 per cent had their homes between 5 and 10 miles and 2.7 per cent had their homes at a distance more than 10 miles from the school. In the Kandy District the proximity between school and home for 35.1 per cent of the students was less than half a mile, 34.5 per cent between  $1\frac{1}{2}$  and 2 miles, 18.4 per cent between 2 and 5 miles, 6 per cent between 5 and 10 miles and 6 per cent more than 10 miles. If the distance is less than 2 miles, students walk and if it is less than 5 miles some students walk and others go by bus. If the distance is

more than 5 miles it will be difficult to walk. In summary, as Table 6.1 indicates, in the Nuwara Eliya District 347 and in the Kandy District 117 students had their homes at a distance less than 2 miles from the school. In Nuwara Eliya District 118 and in Kandy 31 students had their homes at a distance between 2 and 5 miles. The students whose houses were situated at a distance more than 5 miles from the school were 60 for the Nuwara Eliya and 20 for the Kandy District. The majority of the students had their homes at a distance less than 2 miles from the school.

Table 6.1: Distance Between Home and School

Distance	Nuwara Eliya		Kandy		Both Districts	
	No.	%	No.	%	No.	%
Less than 1/2 Mile	163	31.0	059	35.1	222	32.0
1/2 - 2	184	35.0	058	34.5	242	34.9
2 - 5	118	22.5	031	18.4	149	21.5
5 - 10	046	08.8	010	06.0	056	08.1
More than 10	014	02.7	010	06.0	024	03.5
Total	525	100	168	100	693	100

As shown in Table 6.2 in the Nuwara Eliya District 418 or 79.6 per cent and in Kandy 130 or 77.4 per cent of the students went to school on foot. That is, a total of 548 or 79.1 per cent of students went to school walking and the rest or 145 went by bus.

All the 145 students used public transport as their mode of travel. In the Nuwara Eliya District 107 and in the Kandy District 38 students went by bus and 26 of them had to walk more than 1 mile to the nearest bus stop. There were 9 students who had to walk more than two miles to the nearest bus stop. These 35 students

besides travelling by bus had to walk more than 1 mile to the nearest bus stop and cover the same distance on their return home after school. However, this is only 3.7 per cent of the total of 693 students.

Table 6.2: Mode of Travel

Mode of Travel	Nuwara Eliya		Kandy		Both Districts	
	No.	%	No.	%	No.	%
On Foot	418	79.6	130	77.4	548	79
By Bus	107	20.4	038	22.6	145	21
Total	525	100	168	100	693	100

The children who travel by bus may be a small number. Yet it is important to calculate the time they spent travelling, including the time taken to walk to and from the nearest bus stop. In the Nuwara Eliya District 62 and in Kandy 23 students spent more than one hour both ways in the bus. The rest spent less than one hour in the bus. When they miss the bus or the bus does not stop because of overcrowding, etc., of the 154 students 55 or 38.0 per cent go back home, thus missing school, 52 or 35.8 per cent would walk to school and 38 or 26.2 per cent would wait for the next bus.

In the Nuwara Eliya District, of the 107 students whose mode of travel was public transport, 82 or 76.6 per cent said that they did not get a seat while going to school and 79 or 73.8 per cent did not obtain a seat while returning home. In the Kandy District, of the 38 students whose mode of travel was public transport, 29 or 76.3 per cent did not obtain a seat while going to school and 21 or 55.2 per cent did not obtain a seat while returning home. The emerging picture from this situation is that most of the students travel standing in crowded buses. When they reach school they are tired.

Necessarily this will affect their studies. Furthermore, if they obtain a seat, they could use the time usefully for reading.

In the Nuwara Eliya District 418 and in Kandy 130 students said that they went to school walking. Hence it is important to ascertain the time spent walking to and from school.

Of the 548 students whose mode of travel was walking, 284 or 51.8 per cent walked for less than 30 minutes to school. This means their homes were not far from the school. The number of students who spent between half and one hour walking to school was 180 or 32.8 per cent, while 74 or 13.5 per cent spent more than one hour walking to school. The same amount of time was spent returning home which meant that they spent more than 2 hours walking to and from school. Ten students or 1.9 per cent walked for more than 2 hours to school and the same amount of time to return home.

#### TIME OF LEAVING FOR SCHOOL AND RETURNING HOME

In the daily routine of students the time they leave home for school and the time they return home are important. This indicates the time they spent at school and home. In both Districts, out of the total of 693 students 23 left for school before 6.00 a.m., 127 left between 6.00 and 6.30 a.m., 218 left between 6.30 and 7.00 a.m., 313 left between 7.00 and 7.30 a.m. and only 12 students from Nuwara Eliya District left for school after 7.30 a.m. The data is tabulated in Table 6.3.

The time students return home is as equally important as the time they leave for school. Returning home depends very much on the distance between home and school, transport facilities, extra curricular activities, tuition, etc. According to the study, of the 693 students, in the Nuwara Eliya and Kandy Districts, 152 or 21.9 per cent returned home before 2.30 p.m., 389 or 56.1 per cent between 2.30 and 3.30 p.m., 103 or 14.9 per cent between 3.30 and 5.00 p.m., 42 or 6.1 per cent between 5.00 and 6.00 p.m. and 7 or 1 per



Table 6.3: Time Students Leave Home for School

Time	Nuwara Eliya		Kandy		Both Districts	
	No.	%	No.	%	No.	%
Before 6.a.m.	012	02.3	011	06.6	023	03.3
6.00 - 6.30	091	17.3	036	21.4	127	18.3
6.30 - 7.00	165	31.4	053	31.5	218	31.5
7.00 - 7.30	245	46.7	068	40.5	313	45.2
After 7.30	012	02.3	00	00	012	01.7
Total	525	100	168	100	693	100

cent in the Nuwara Eliya district returned home after 6.00 p.m. More than 50 per cent of the students returned home between 2.30 and 3.30 p.m. The data is presented in Table 6.4.

Table 6.4: Time Students Leave School for Home

Time	Nuwara Eliya		Kandy		Both Districts	
Before 2.30 p.m	083	15.9	69	41.1	152	21.9
2.30-3.30	312	59.4	77	45.8	389	56.1
3.30-5.00	090	17.1	13	07.7	103	14.9
5.00-6.00	033	06.3	09	05.4	042	06.1
After 6.00	007	01.3	00	00	007	01.0
Total	525	100	168	100	693	100

## WATCHING TELEVISION

Watching television and listening to the radio have become very popular amongst students and the plantation children are no exception. It can help students to study better and increase their general knowledge. The other side of the coin is that it can also have negative effects on their studies. TV and radio may or may not help students.

In the Nuwara Eliya District 396 or 75.4 per cent and in Kandy 98 or 58.3 per cent of the students said that they watched television. Nuwara Eliya District has a higher percentage of students who watch television. Taking both Districts together, out of 693 students 494 or 71.3 per cent watched television.

Table 6.5 : Place of Watching Television

Place	Nuwara Eliya		Kandy		Both Districts	
	No.	%	No.	%	No.	%
Home	144	36.4	42	42.9	186	37.7
Friends	016	04.0	05	05.1	021	04.2
Neighbours	160	40.4	39	39.8	199	40.3
Relatives	057	14.4	10	10.2	067	13.6
Com. centre	019	04.8	02	02.0	021	04.2
Total	396	100	98	100	494	100

The place where they watch television is of relevance to the community. In both districts 186 - 144 students in Nuwara Eliya and 42 in Kandy - had a television set at home. A small number went to their friends' homes to watch and 199 - 160 in Nuwara Eliya and 39 in Kandy - went to their neighbours' homes while 67 -

57 in Nuwara Eliya and 10 in Kandy - went to their relatives' homes and 21 - 19 in Nuwara Eliya and 2 in Kandy - went to the community centre to watch television. Table 6.5 illustrates the exact situation.

As far as time is concerned the frequency of watching television becomes important. In both Districts 167 students watched everyday; 183 watched on certain days only; 133 watched on weekends and most of them watched on Sundays and a very negligible number of 11 students said that they watched only now and then. Table 6.6 sets out the findings of the research.

Table 6.6 : Frequency of Watching Television

Frequency	Nuwara Eliya		Kandy		Both Districts	
	No.	%	No.	%	No.	%
Everyday	135	34.1	32	32.6	167	33.8
On certain days only	153	38.6	30	30.6	183	37.0
Weekends	105	26.5	28	28.6	133	27.0
Now and Then	003	00.8	08	08.2	011	02.2
Total	396	100	98	100	494	100

Time is an important factor and therefore the time spent in watching television needs to be taken into account. Table 6.7 indicates that in both Nuwara Eliya and Kandy Districts 99 students spent less than 2 hours a week, 133 students spent between 2 and 4 hours, 113 between 4 and 6 hours, 114 between 6 and 8 hours and 35 students more than 8 hours a week.

Table 6.7: Time Spent Watching Television  
( per week )

Hours	Nuwara Eliya		Kandy		Both Districts	
	No.	%	No.	%	No.	%
Less than 2	070	17.7	029	29.6	099	20.0
Between 2-4	106	26.8	027	27.5	133	26.9
Between 4-6	098	24.7	015	15.3	113	22.9
Between 6-8	096	24.2	018	18.4	114	23.1
More than 8	026	06.6	009	09.2	035	07.1
Total	396	100	098	100	494	100

In both districts 199 - 129 in Nuwara Eliya and 70 in Kandy - said that they did not watch television. This figure is 28.7 per cent of the total. In the Nuwara Eliya District 24.6 per cent and in the Kandy District 41.7 per cent of students did not watch television. When asked the reason for not watching television, the answers given are as presented in Table 6.8. In the Nuwara Eliya District 98 and in Kandy 67 students said that they did not have a television set at home. Three students, 2 from Nuwara Eliya and one from Kandy said that they had no access to television. Four students in the Nuwara Eliya District said that they were not interested in watching and 3 said that they had other work which was more important than watching television. Finally, 22 from Nuwara Eliya and 2 from Kandy answered that their parents did not allow them to watch television.

Table 6.8: Reasons for not Watching Television

Reason	Nuwara Eliya		Kandy		Both Districts	
	No.	%	No.	%	No.	%
No T.V at Home	98	76.0	67	95.7	165	82.9
No Access	02	01.5	01	01.4	003	01.5
Not Interested	04	03.1	--	--	004	02.0
Have other work	03	02.3	--	--	003	01.5
Parents do not Allow	22	17.1	02	02.9	024	12.1
Total	129	100	70	100	199	100

## LISTENING TO THE RADIO

Listening to the radio is the main source of information and entertainment to many people, including students in the plantations. The research reveals, as Table 6.9 indicates, that a high percentage of students listen to the radio. In the Nuwara Eliya District 80.6 and in Kandy 73.2 per cent of students listen to the radio. Of the total of 693 students 546 listen to the radio. The number of students who said that they did not listen to the radio were 102 and 45 for Nuwara Eliya and Kandy Districts respectively. This is 21.2 per cent of the total. In comparison more students in the Nuwara Eliya District listen to the radio than in Kandy. In the Nuwara Eliya District 451 families or 85.9 per cent and in Kandy 131 or 78 per cent had radios at home which is 84 per cent of the total.

Table 6.9: Listening to the Radio

Listening to Radio	Nuwara Eliya		Kandy		Both Districts	
	No.	%	No.	%	No.	%
Yes	423	80.6	123	73.2	546	78.8
No	102	19.4	045	26.8	147	21.2
Total	525	100	168	100	693	100

### FREQUENCY OF LISTENING TO THE RADIO

The frequency of listening to the radio manifests the interest the students have in listening to the radio. Hence the importance of assessing the frequency of listening to the radio. Of those who listen to the radio in the Nuwara Eliya District 320 or 75.6 per cent and in Kandy 79 or 64.2 per cent listened everyday. There were students who listened only on certain days which was 71 or 16.8 per cent and 29 or 23.6 per cent for Nuwara Eliya and Kandy respectively. And 32 or 7.6 per cent in the Nuwara Eliya and 15 or 12.2 per cent in Kandy Districts said that they listened only during weekends. The data is listed in Table 6.10.

Table 6.10: Frequency of Listening to the Radio

Frequency	Nuwara Eliya		Kandy		Both Districts	
	No.	%	No.	%	No.	%
Everyday	320	75.6	79	64.2	399	73.1
Certain days only	071	16.8	29	23.6	100	18.3
Weekends	032	07.6	15	12.2	047	08.6
Total	423	100	123	100	546	100

## TIME SPENT ON LISTENING TO THE RADIO

The time spent on listening to the radio is of paramount importance for time is precious. There is a difference between the two Districts but, taking both Districts together, 114 or 20.9 per cent of students spent less than 2 hours a week, 144 or 26.4 per cent spent between 2 and 4 hours, 95 or 17.4 per cent spent between 4 and 6 hours, 110 or 20.1 per cent between 6 and 8 hours and 83 or 15.2 per cent spent more than 8 hours a week. The complete data is presented in Table 6.11.

Table 6.11 : Time Spent on Listening to the Radio

Time	Nuwara Eliya		Kandy		Both Districts	
	No.	%	No.	%	No.	%
Less than 2 hours	068	16.1	46	37.4	114	20.9
2 - 4 "	105	24.8	39	31.7	144	26.4
4 - 6 "	081	19.1	14	11.4	095	17.4
6 - 8 "	097	23.0	13	10.6	110	20.1
More than 8 hours	072	17.0	11	08.9	083	15.2
Total	423	100	123	100	546	100

Although listening to the radio is common in the plantations there are students who do not listen in. Hence the importance of finding out the reasons. The research findings are presented in Table 6.12. In both Districts of the total of 693 students 21 said that they were not interested, 111 students said that they did not have a radio at home. If they had a radio at home they would have developed the habit of listening. Only from Nuwara Eliya District 9 students said that they had no time to listen to the radio. In both Districts 5 students did not listen because they had television at home and one

student in the Kandy District was not allowed by his parents to listen to the radio. In the Nuwara Eliya District 102 students or 19.4 per cent and in Kandy 45 or 26.8 per cent of students did not listen to the radio. The percentage of students not listening was slightly higher in the Kandy District. On the whole a total of 147 or 21.2 per cent out of 693 students, did not listen to the radio because of the above reasons. The largest number of those who did not listen fall into the category of 'no radio at home'. This may be due to economic reasons. Only one student was not allowed by the parents to listen to the radio.

Table 6.12 : Reasons for not Listening to the Radio

Reason	Nuwara Eliya		Kandy		Both Districts	
	No.	%	No.	%	No.	%
Not interested	15	14.7	006	13.4	021	14.3
No Radio	74	72.5	037	82.2	111	75.5
No Time	09	08.8	--	--	009	06.1
Because of T.V	04	04.0	001	02.2	005	03.4
Parents do not Allow	--	--	001	02.2	001	00.7
Total	102	100	045	100	147	100

## LIBRARY FACILITIES AND READING HABITS

A Library has an important role in the life and formation of students. Making use of a library is a sign of the thirst of people for knowledge. In the Nuwara Eliya District out of 525 students 327 or 62.3 per cent and in the Kandy District out of 168 students 70 or 41.7 per cent answered that they had no access to a library. In the



Nuwara Eliya District 194 or 36.9 per cent and in Kandy District 94 or 55.9 per cent said that they did have access to a library. Altogether eight students, 4 or 0.8 per cent from Nuwara Eliya and 4 or 2.4 per cent from Kandy said that they did not know whether there was a library.

In both Districts 397 students or 57.3 per cent of the total said that there was no library for them to use. To this figure should be added the 8 students who were ignorant of the existence or non-existence of a library. Only 288 or 41.5 per cent of the students were aware of the existence of a library. This is a low percentage and is an indicator of the educational backwardness of the community.

The other important aspect is the location of the library for the location itself can attract students. Of the 288 students who answered in the affirmative 196 - 149 or 76.8 per cent in Nuwara Eliya and 47 or 50 per cent in Kandy - said that the library was in the school itself and 92 said that the library was in the town or village or estate. The percentage of students who said that the library was in the school was 28.3 of the total of 693 students. What is important is not only the existence of the library but also making use of the library. In the Nuwara Eliya District 84 students and in Kandy 32 students used the library. Those who used the library were 40.3 per cent of the number that answered in the affirmative.

Further it is important to ascertain the hours the students spent in the library. In both Districts 47 students spent less than one hour a week, 37 spent between one and two hours a week, 19 students between 2 and 3 hours and only 14 students spent more than 3 hours a week in the library. This is an indicator of the weakness of the reading habit, of general knowledge and of the students' desire to know what was happening in the world.

Connected with the library is the reading of newspapers, story and other books. Reading and through it gaining knowledge is important in the development or progress of students and in the

long run of the community. A group that does not read or know the world will be left behind in the race for development or progress. In other words they will be left behind in social mobility. In the Nuwara Eliya District 376 or 71.6 per cent and in Kandy 109 or 64.9 per cent of students reported that they had the habit of reading the newspapers. One other important aspect is how often they read newspapers. To the question, "how often do you read newspapers?", the students answered as discribed in Table 6.13.

Table 6.13 : Reading NewsPapers

Frequency	Nuwara Eliya		Kandy		Both Districts	
	No.	%	No.	%	No.	%
Everyday	052	09.9	028	16.6	080	11.6
Weekends	242	46.1	052	31.0	294	42.4
Once in a way	082	15.6	029	17.3	111	16.0
Did not read	149	28.4	059	35.1	208	30.0
Total	525	100	168	100	693	100

Taking both Districts together 80 students read newspapers everyday, 294 read during the weekends only and 111 read once in a way. The majority of them read at home.

#### WORK AFTER RETURNING HOME

Once the students returned from school, several get involved in various activities at home. In the plantation sector especially in the Nuwara Eliya District, vegetable cultivation is given prominence for it supplements the family income. In the Nuwara Eliya District 321 or 61.1 per cent and in Kandy 34 or 20.3 per cent of students worked in the family vegetable gardens after they returned from

school. Of the total of 693 students 51.2 per cent worked in the vegetable gardens after returning home.

Helping parents in the kitchen is another activity the students, especially girl students, were involved in after returning home. In the Nuwara Eliya District 368 or 70 per cent and in Kandy 100 or 59.5 per cent of students helped in cooking and other household chores. This is 67.5 per cent of the total. The main source of energy for cooking in the estate homes is firewood. School children also play a role in collecting firewood. In both Districts 294 students - 256 or 48.8 per cent in Nuwara Eliya and 38 or 22.6 per cent in Kandy - went now and then to collect firewood. Some families in the plantations rear cattle which is a source of income to supplement the family income. Sixty-one students in both Districts helped the elders in collecting fodder for the animals. Table 6.14 summarizes the data.

Table 6.14: Activities Students are Involved In After Returning from School

Work	Nuwara Eliya		Kandy		Both Districts	
	No.	%	No.	%	No.	%
Work in the garden	321	61.1	34	20.2	355	51.2
Work in the kitchen	368	70.1	100	59.5	468	67.5
Collecting fire wood	256	48.8	38	22.6	294	42.2
Gathering fodder for cattle	046	8.8	15	8.9	061	08.8

It is important to note that some children are involved in one, two or more activities besides their studies. When time is taken up for such work, how much remains for personal studies is a big

question. Table 6.14 gives an idea of what students do after they return from school. It could be presumed that when they return home they are physically tired and the work at home adds to their weariness. In such situations it would be unrealistic to expect students to do well in their studies.

## GAMES

In the development of students, sports and games have a formative value. Hence the importance of games and sports. In the Nuwara Eliya District, out of 525, 451 or 85.9 per cent of the students and in Kandy out of 168, 114 or 67.8 per cent of the students played at least one game. The percentage was high in the Nuwara Eliya District. In both the Districts together 565 or 81.5 per cent played games while 128 or 18.5 per cent did not. Of those who played games 68.6 per cent said that they played either volley ball or cricket or throw ball. As far as the place is concerned 29.5 per cent played at school while the rest played where they lived.

This chapter indicates how time is allocated for various activities other than studies. Some of these activities have a formative value, others do help general education, but their effect on the students school performance has to be carefully monitored.

Activity	Nuwara Eliya District	Kandy District	Total
Work in the garden	21.2	35.2	28.2
Work in the kitchen	38.2	30.1	34.2
Collecting fire wood	48.8	38	43.5
Gathering fodder for cattle	8.8	12	10.8

## CHAPTER SEVEN

### ASPIRATIONS OF CHILDREN AND PARENTS

Development or progress of a student depends to some extent on the desire of the student to study and develop himself or herself. It is said that 'those who dream big keep growing'. Likewise the student's desire to study indicates the student's effort to develop and grow. What matters is not only whether the dreams of the student are fulfilled but the dreams themselves are important for they will give the student a sense of direction. If a student desires to be a doctor in future all that is done could be focused towards becoming a doctor one day. The student may or may not become a doctor but the desire of becoming a doctor itself will draw the student's attention and focus all activities towards the fulfillment of the desire. Besides the dreams of the students, the parents too will have their own dreams for their children.

#### DESIRE TO STUDY

When the students were asked how far they wanted to study 95 - 56 or 10.7 per cent in Nuwara Eliya and 39 or 23.2 per cent in Kandy - out of 693 expressed the desire to study up to G.C.E. O/L (General Certificate of Education Ordinary Level). This is 13.7 per cent of the total sample. A large group of 329 students - 260 or 49.5 per cent in Nuwara Eliya and 69 or 41.1 per cent in Kandy wanted to study upto G.C.E. A/L (General Certificate of Education Advanced Level). This accounts for 47.5 per cent of the total number in the sample. A fairly large group of 264 students- 206 or 39.2 per cent in Nuwara Eliya and 58 or 34.5 per cent in Kandy - or 38.1 per cent of the total had the desire to go to University and obtain a degree. A very negligible group of 2 students - 1 or 0.2 per cent in Nuwara Eliya and 1 or 0.6 per cent in Kandy said that they wanted to proceed to technical studies. This is 0.3 per cent of the total. Three

students - 2 or 0.4 per cent in Nuwara Eliya and 1 or 0.6 per cent in Kandy were unable to respond to the question as to how far they desired to study. This, group of students "unable to respond" formed 0.4 per cent of the total. Table 7.1 summarizes the research findings.

Table 7.1: Desire to Study

Desire to Study	Nuwara Eliya		Kandy		Both Districts	
	No.	%	No.	%	No.	%
Up to GCE O/L	056	10.7	039	23.2	095	13.7
Up to GCE A/L	260	49.5	069	41.1	329	47.5
Up to University	206	39.2	058	34.5	264	38.1
Technical Studies	001	00.2	001	00.6	002	00.3
No Response	002	00.4	001	00.6	003	00.4
Total	525	100	168	100	693	100

#### DESIRE FOR EMPLOYMENT

After the completion of studies, the students have to find employment. Hence students must think not only how far they wish to study but also whether they want to work and what type of employment they wish to be engaged in. When asked about their desire to work, 628 students - 473 or 90.1 per cent in Nuwara Eliya and 155 in Kandy or 92.3 per cent in Kandy, or 90.6 per cent of the total said that they wanted to work after their studies. Four students, 2 in each District, or 0.6 per cent said that they did not want to work. And 54 students - 50 or 9.5 per cent in Nuwara Eliya and 4 or 2.4 per cent in Kandy, or 7.8 per cent of the total did not respond to this question of desire for employment.

## TYPE OF EMPLOYMENT

In the attempt to find out what type of jobs the students liked, the following picture emerged. Some of the students who found it difficult to respond to the previous question with regard to the desire for employment were able to respond to this question. In both Districts 206 students or 29.7 per cent expressed the desire of becoming a professional as follows: doctor 158, engineer 21, lawyer 5, scientist 3 and accountant 19. A group of 388 students desired to be employed in the service/clerical category in the following order: teacher 286, nurse 29, estate staff 21, shop assistant 17, typist/clerk 13, Christian priest or religious sister 12 and security personnel 10. Thirty-eight students desired skilled jobs as follows: mechanic 18, tailor 13, driver 6 and mason 1. Twenty-six students said that they would take whatever job that was available and finally 10 students said that they would opt for any good job but did not specify any particular job. Table 7.2 summarizes the findings.

## REASON FOR THE DESIRE FOR A PARTICULAR EMPLOYMENT

The students were not without reason for their choice of employment. However, of the total of 693 students, 179 - 139 in Nuwara Eliya and 40 in Kandy - which includes those who did not respond to the question, whether they wanted to work, did not give reasons for their choice. Of the rest, 216 thought the job they chose was interesting, 139 students chose their employment because they wanted to serve society, 74 gave as reason the fact that their parents wanted them to obtain that particular employment, the choice of 40 students was guided by status in society, 27 students were guided by the criterion of earning money and for 18 students the determining factor was comfort in life. Table 7.3 tabulates the various reasons adduced by the students.

Table 7.2: Desired Employment

Employment	Nuwara Eliya		Kandy		Both Districts	
	No.	%	No.	%	No.	%
<b><u>PROFESSIONAL</u></b>						
Doctor	117	22.3	041	24.4	158	22.8
Engineer	018	03.4	003	01.8	021	03.0
Lawyer	005	01.0	000	--	005	00.7
Scientist	002	00.4	001	00.6	003	00.4
Accountant	016	03.0	003	01.8	019	02.8
Total	158	30.1	048	28.6	206	29.7
<b><u>SERVICE/CLERICAL</u></b>						
Teacher	219	41.7	067	39.9	286	41.3
Nurse	027	05.2	002	01.2	029	04.2
Estate Staff	019	03.6	002	01.2	021	03.0
Shop Asst.	009	01.7	008	04.7	017	02.5
Typist/Clerk	013	02.5	000	--	013	01.9
Religious	010	01.9	002	01.2	012	01.7
Security	008	01.5	002	01.2	010	01.4
Total	305	58.1	083	49.4	388	56.0
<b><u>SKILLED WORKER</u></b>						
Mechanic	013	02.5	005	02.9	018	02.6
Tailor	007	01.3	006	03.6	013	01.9
Driver	004	00.8	002	01.2	006	00.9
Mason	000	--	001	00.6	001	00.1
Total	024	04.6	014	08.3	038	05.5
Any Job	017	03.2	009	05.4	026	03.8
Any Good Job	008	01.5	002	01.2	010	01.4
No Response	013	02.5	012	07.1	025	03.6
Total	525	100	168	100	693	100



Table 7.3: Reason for Choice

Desire	Nuwara Eliya		Kandy		Both Districts	
	No.	%	No.	%	No.	%
Interesting	174	33.1	042	25.0	216	31.2
Serve Society	101	19.2	038	22.6	139	20.0
Parents' wish	055	10.5	019	11.3	074	10.7
Status	026	05.0	014	08.3	040	05.8
Money	020	03.8	007	04.2	027	03.9
Comfort	010	01.9	008	04.8	018	02.6
No Response	139	26.5	040	23.8	179	25.8
Total	525	100	168	100	693	100

## ASPIRATIONS OF PARENTS

Not only children have dreams of their future but parents too have dreams for their children. Hardly does one find a parent who is not interested in the future of the child. Parents want their children to do well in future and this is not something uncommon. The degree of aspiration the parents have for children depends on the socio-economic background in which the parents are placed.

What the parents want the children to be does have some influence in shaping the future of children. Hence the aspirations of parents for their children become important.

## DESIRE TO EDUCATE

When the parents were asked how far they are prepared to educate their children, in both Districts, as Table 7.4 indicates, 59 said they

wanted to educate their children up to G.C.E. O/L, 240 up to G.C.E. A/L, 201 upto University, 2 up to technical school and 148 said that it depended on the children. There was no response from 43 parents.

Table 7.4: Parents Desire to Educate Children

Desire	Nuwara Eliya		Kandy		Both Districts	
	No.	%	No.	%	No.	%
Up to G.C.E.O/L	036	06.8	23	13.7	059	08.5
Up to G.C.E.A/L	194	37.0	46	27.4	240	34.6
University	152	29.0	49	29.1	201	29.0
Technical	002	00.4	00	00	002	00.3
Depends on children	120	22.8	28	16.7	148	21.4
No Response	021	04.0	22	13.1	043	06.2
Total	525	100	168	100	693	100

#### PARENTS' WISH FOR CHILDREN'S FUTURE EMPLOYMENT

To the question, What do you want your child to be in future?, 51 parents in the Nuwara Eliya and 23 in the Kandy Districts did not respond. This includes the parents who could not be contacted and those who did not answer. Perhaps they never thought of it.

Tables 7.2 and 7.5 show that the research has four main categories of employment sought by children for themselves and by parents for their children. They are professional, clerical service, skilled

worker and a miscellaneous category which the research called 'Other'. Finally there was the 'no response' category. Table 7.5 presents the research data. Tables 7.2 and 7.5 show that 110 parents wanted their children to become doctors and 158 students expressed the desire to become doctors. What they mean by doctor is not only those who pass out from the medical colleges but also the estate medical assistant and other semi-qualified persons who are called doctors on the plantations and are connected with dispensaries and estate hospitals. Of the total, 187 parents wanted their children to become teachers and 286 students chose teaching as their profession. A relative majority of both parents and children opted for the profession of teacher or doctor. The reason for the choice was that today teaching has become a profession which is open to the educated youth of the plantations. Furthermore teaching is a profession where they do not need to compete with the youth of other communities. They consider the medical profession as something noble and have great respect for doctors, estate medical assistants and dispensers to whom they go when they are ill. Besides, they see many persons of the plantation community working as "doctors" and teachers. What they see and experience has an influence on their desire for a particular type of employment.

Profession	Parents	Students	Total
Doctor	110	158	268
Teacher	187	286	473
Other	103	166	269
No Response	17	107	124
Total	417	627	1044

Table 7.5: Parents' Choice of Employment for Their Children

Employment	N'Eliya		Kandy		Both Dist:	
	No	%	No.	%	No.	%
<b><u>PROFESSIONAL</u></b>						
Doctor	079	15.0	031	18.4	110	15.9
Engineer	012	02.3	000	00.0	012	01.7
Lawyer	002	00.4	001	00.6	003	00.4
Accountant	020	03.8	007	04.2	027	04.0
Total	<b>113</b>	<b>21.5</b>	<b>039</b>	<b>23.2</b>	<b>152</b>	<b>22.0</b>
<b><u>SERVICE/CLERICAL</u></b>						
Teacher/Nurse	150	28.6	037	22.0	187	27.0
Shop Assistant	012	02.3	000	00.0	012	01.7
Clerk	016	03.0	002	01.2	018	02.6
Social Worker/ Priest/Nun	008	01.5	002	01.2	010	01.4
Manager	002	00.4	000	00.0	002	00.3
Estate Staff	010	01.9	006	03.6	016	02.3
Security	003	00.6	002	01.2	005	00.7
Total	<b>201</b>	<b>38.3</b>	<b>049</b>	<b>29.2</b>	<b>250</b>	<b>36.0</b>
<b><u>SKILLED WORKER</u></b>						
Mechanic	007	01.3	004	02.4	011	01.6
Driver	001	00.2	001	00.6	002	00.3
Tailor	005	01.0	004	02.4	009	01.3
Typist	003	00.6	000	00.0	003	00.4
Total	<b>016</b>	<b>03.1</b>	<b>009</b>	<b>05.4</b>	<b>025</b>	<b>03.6</b>
<b><u>OTHERS</u></b>						
What Child Wants	048	09.2	020	11.9	068	09.8
What God Wants	008	01.5	004	02.4	012	01.7
Any Govt. Job	050	09.5	011	06.5	061	08.8
Any Job	038	07.2	013	07.7	051	07.4
Total	<b>144</b>	<b>27.4</b>	<b>048</b>	<b>28.5</b>	<b>192</b>	<b>27.7</b>
No Response	051	09.7	023	13.7	074	10.7
Total	<b>525</b>	<b>100</b>	<b>168</b>	<b>100</b>	<b>693</b>	<b>100</b>

## CHAPTER EIGHT

### RECOMMENDATIONS

01. The present barrack-type line room system is the most oppressive structure in the plantations. This system oppresses people both socially and psychologically. The line rooms are known for poor ventilation and lack of space. The system has created the 'line room culture' which prevents real development of the people. Living in the line room houses adversely affects the efficiency and performance of students. This housing structure is a real obstacle for them to study. According to the present study of those living on estates 67.4 per cent live in line rooms.

That the present barrack-type houses be demolished as it is a hindrance for the growth and development of the people and it adversely affects the education of children.

That new plantation villages with all necessary facilities, such as play grounds, transport, electricity, etc., be created.

02. Many of the estates do not have proper transport facilities. Lack of transport facilities makes it difficult for students to travel to and from town schools. Hence school service buses should be provided from remote estates to the nearest town schools. This would enable students to go to school on time.
03. In each district, for students who travel long distances full board facilities should be

established. The boarding should be made part of the school. This arrangement will help the disadvantaged plantation students and it will have far reaching benefits for these students.

04. The study reveals that many of the schools do not have proper facilities for sports. Sports helps the overall growth of students and it has its formative values. Hence, the Department of Education must pay attention and promote sports in the plantation schools.
05. There is a shortage of trained teachers in the plantation schools. There is only one teacher training college for the plantation sector. There should be more teacher training colleges or the intake to the existing colleges must be increased and more facilities provided.
06. Until new plantation villages are created, the local estate schools which are located not far from the dwellings of the workers must be opened in the evenings for the students so that they can make use of the time gainfully.
07. Income of the family is an important aspect in the education of children. As per the present study 92.2 per cent of the sample had an income of less than Rs 4,000 per month. If the education of the children is to improve, the income of the family also must increase. Therefore, it is recommended that programmes to supplement the income of the workers must be undertaken.
08. Better relationship and understanding between teachers and parents is of paramount importance for the education of children. Since the

educational level of the parents of the plantation children is very low, programmes must be organised to establish a better relationship and understanding between these two groups.

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