

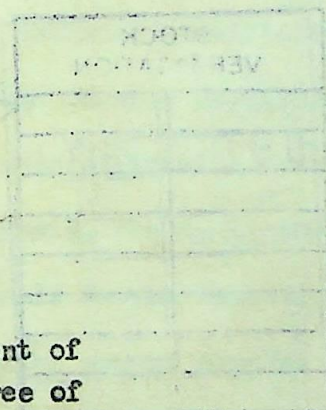
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AN INVESTIGATION INTO THE ATTITUDE OF PUPILS,
TEACHERS AND PARENTS TOWARDS THE EDUCATIONAL
REFORMS COMMENCING FROM 1972 IN SRI LANKA

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by

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ABSTRACT

This dissertation is an attempt to investigate the attitudes of pupils, teachers and parents towards the educational reforms effected at the secondary level by the Ministry of Education in Sri Lanka from 1972. The study endeavoured to find out whether these groups were favourably or unfavourably disposed towards this programme.

The core of the new reforms was vocational and technical in nature and was intended to introduce the pupils to the world of work and its ethics. When this educational programme replaced the traditional General Certificate of Education (Ordinary Level) Programme there were comments by the pupils, teachers and parents for and against these changes. Hence the need for this study.

Two Likert-type scales, consisting of twenty eight items in each, measured the attitudes towards the National Certificate of General Education Programme (N.C.G.E.) and the General Certificate of Education G.C.E.(O.L) Programme, of a sample of four hundred pupils, seventy eight teachers and seventy five parents. The pupil and the teacher samples were selected from four schools in the Kalutara Region. Parents of some of these pupils constituted the parent sample.

The main objective of the investigation was to see whether the different groups mentioned had differences in attitudes towards the N.C.G.E. programme. The results may be generalized as follows:-

1. Sinhala pupils at the end of their Secondary Education career, in Sri Lanka, had a more positive attitude towards the newly developed National Certificate of General Education Programme

than towards the General Certificate of Education (Ordinary Level) Programme. This preferential attitude was found to be independent of sex and educational programmes actually followed by the pupils in schools.

2. Teachers as a whole, working at the Secondary Educational level, in the Sinhala Medium schools in Sri Lanka had a more positive attitude towards the N.C.G.E. Programme than towards the G.C.E.(O.L) Programme. With regard to male teachers this trend was clearly evident. However, with regard to female teachers the differences in attitudes towards the two programmes were not very significant. Both trained and untrained teachers showed the same preferential attitude towards the new programme.
3. Parents of Sinhala pupils in Sri Lanka schools on the whole had a more favourable attitude towards the N.C.G.E. programme. While the male parents showed the same preferential attitude, the female parents showed no such preference. In the case of middle class parents, there was no significant difference in attitude towards the two programmes, but the lower middle class showed preference for the N.C.G.E.

The above generalizations are subject to the limitations indicated below:-

1. The sample of pupils, teachers and parents has been selected from one Educational Region.
2. The low response rate of parents.

Though the Tamil Medium schools were not included for this investigation, one may argue that these generalizations could

could be applied to the Tamil pupils, teachers and parents because attitudes are not influenced by the medium of instruction.

This study provides a case in point to show that attitudes of relevant groups of persons should be ascertained before educational innovations are undertaken.

Numerous research studies of this nature are therefore necessary if Sri Lanka is to establish a system of education that will help develop political, economic, social and cultural stability.

