

# A Sociological and Anthropological study of the problems faced by the rural youth who are deprived of higher education opportunities

(Courtesy of Godakawela Divisional Secretariat)

W. T. D. Wijethunga\*, S.D.Y. Jayarathne

Department of Sociology, Department of Anthropology, University of Sri Jayewardenepura, Nugegoda, Sri Lanka.

## Abstract

*Education is the lifeblood of a country or the mechanism of national and economic development. Its responsibility is to develop the human resources of the country. Current Needs It is imperative to identify global trends and make a qualitative change or innovation in education. Otherwise, the country's development will be hampered and the country will be left stranded in the inability to move forward with the world. Where is the concern when high school education to a nation `It is widely accepted in society as the backbone. University education improves the quality of life of those living in every society. As a result, today's youth are more inclined to pursue higher education. But it is possible to identify how socio-economic problems arise due to the declining number of rural youth entering higher education for a variety of reasons. The test question in the study is what are the problems faced by the rural youth who are deprived of higher education opportunities. Rural youth education opportunities lost because solutions face to minimize problems that identify issues proposals to study the mission and tertiary education for rural youth to identify , rural young people to study the causes of the loss of higher education To ,Among the specific objectives of the study is to investigate the socio-economic problems faced by the rural youth community and to come up with solutions to alleviate those problems. For the study, 80 youths out of the total population of Nambuluwa Grama Niladhari Division in Godakawela Divisional Secretariat Division were subjected to the study under 15% sample percentage. Systematic sampling was used to obtain information from databases. According to the study, young people in the age group of 26-28 years are the ones who face the problem of missing out on higher education opportunities. It is 42.5% as a percentage of the total. According to the study, young women are the most affected by economic and social problems. That is 46 in total. 57.5% as a percentage. Among the problems of youth unemployment , stress , work for influence , influence of family background , the formation of a social deviant behavior , approach to foreign employment , and can identify problems such as underage marriages. The proposals of the regulation to adopt higher education , in which the vocational training institutions in rural areas , the regulation of the vocational training institutions , reconstruction Series L curriculum , the educational facilities , the implementation of programs to provide English and technical knowledge , school counseling Providing , in the area of employment through higher education can be lost at the socio-economic problems of rural youth.*

**Keywords:** education, higher education, rural, youth

## 01. Introduction

What is education? Many educators are of the opinion that it is difficult to give an accurate definition of the question. But the interpretation given by various philosophers, psychologists and educators from the past to the present is very helpful in understanding what education is. The word education is as abstract as the word intelligence. It conceives a very broad idea. Education - Educate - Educe word meaning Bring out or Develop from Latent or Potential Existence Elicit the novena Concise Oxford dictionary is described (Sirisena, 1999; 10-

11). Compared to social corporations, the Education Corporation can be considered as a unique social corporation in modern society. Education seems to have been a process from the beginning of human society. Education in the present sense is a human right. Every country in the world strives to give this right to all, without distinction of rich or poor, without distinction of race or gender (Perera, 2017; 133-134). The Education Corporation provides critical guidance or good training to individuals. Man does not have innate good qualities. Basic socialization is the basic education a child receives. Cultural traits are passed on to the younger generation, especially through education. Education also provides guidance for one to acquire knowledge (Samarakoon, 2009; 47-48). There are various educational institutions in the present society. It is divided into 3 parts considering the structure, administration etc. of these institutions. It is divided into formal, informal, and informal education (<http://psychologysams.blogspot.com>)

Sri Lanka has been able to record high values in the education related indicators among the countries in the South Asian region. This clearly reflects the focus on primary education and the high enrollment rate for primary education in general and the high literacy rate. Some change in this situation can be seen at the level of secondary education. Higher education, especially at the university level, has seen more women turning to education than men, but the difference is relatively small compared to other Asian countries (Wickramaratne, 2016; 4). The educational structure of Sri Lanka is divided into 5 parts. Namely Primary, junior, Secondary, Senior Secondary, Peripheral and Tertiary. The duration of primary education is 5 years and after primary education, junior secondary education lasts for 4 years. Students pursue senior secondary education for two years. Students have 2 years to pursue a comprehensive education. After the successful completion of this stage, tertiary education (university and beyond) to offer students can (<http://www.moe.gov.lk>) policies, including primary education secondary and tertiary education is free as a result of a large education progress Has been done. Sri Lanka has achieved an impressive range of human development indicators, primarily the result of decades of progressive free education policy. It is important to build and strengthen these foundations because a large number of young people are engaged in educational activities (Ministry of Youth Affairs and Skills Development, 2016; 16).

Higher education institutions act as the premier institution for tertiary education. Higher education, especially university education, is widely regarded as the backbone of a nation. University education plays a crucial role in important countries such as Sri Lanka is a middle income, based on the global knowledge economy (<http://www.ugc.ac.lk> & 'universities in Sri Lanka i Universities provide free education. State universities i university system It is highly competitive and therefore the opportunity to pursue tertiary education can only be guaranteed to the top students in each district, as a result of which many students who are unable to continue their education at foreign universities or receive government-aided degree-granting degrees in Sri Lanka. is a registered private institutions (<http://www.nio.lk>) 'as the title of education pyramid, higher education by, armed graduates to create a high level of skills, provide quality education, market oriented research and commercial innovations to create and it is expected to contribute to social and economic development of the country. Sri Lanka State university 15 million between, are faculty 86 percent and the department 494 consists of is (University Commission, 2018; 7). Admission of students to state universities is limited to GCE Advanced Level. (A / L) Examination and Z-score based on the level of subject difficulty will be done based on the results. Admission to faculties has become extremely competitive due to limited facilities. Only 6.6 percent of the total students who sit for the exam (25,676 in 2015) will have the opportunity to enter universities. Due to the fact that students appearing for foreign examinations are not allowed to apply for admission to public universities and the number of students with basic qualifications for university admission is increasing and the opportunity is limited, the tendency to go abroad for higher education is increasing (<http://www.mnpea.gov.lk> & ')

In the case of Sri Lanka, too, the demand for education provided by universities and other institutions of higher learning in both the public and non-government sectors is higher than ever before. In a highly competitive world, all students who qualify for higher education in Sri Lanka face stringent capacity restrictions on admission to the state university system. Hearing appeared DM` Master M students 247.376 million of university students access to 149.572 million of qualified, was admitted to the university system due to capacity limitations at 17% of the students 25.624 only. Government Primary and Secondary level education to all

students  $\geq$  bow and, students who qualified to be included in the public universities have not been able to hire a significant number of all or part. At present, Sri Lanka, non-affiliated universities and a large number of higher education institutions is giving a foreign degree or equivalent qualification. According to Section 25 of the Universities Act No. 16 of 1978 and the Special Authority Rules No. 1 of 2013, by the end of 2015, degrees will be conferred on 16 non-governmental higher education institutions and newly admitted to higher education institutions (Central Bank, 2016; 8-9). GCE Lack of opportunity and higher education universities able to access the most qualified students to enter universities due to limited space because , at present there is great frustration among the youth. Of the approximately 150,000 qualified A / L students, about 25,000 are enrolled in universities. Another 125,000 remain. This means going down pass of 17% when universities only 83% of the way back to that (<http://www.lankadeepa.lk>)

Society is simply a macro unit of collective social relations. "Society is organized in an individual unit by working together and living together through the definition of the limits of the social unit as Gorz and thinks they know very well ," the definition is made clear. According to the Dictionary of Sociology, society is defined as a group of self-sufficient communities (Amarasekara, 1995; 88-89). Society changes just as individuals change. Society also grows as the population grows faster. Translation of this social change is taking place from Robert Redfield Anthropologist rural society to urban society , social change as the club point out that this could be a major rural and urban (Perera , 2014; 198). According to Robert Redfield, the development of a society from the earliest opportunity is the formation of cities in that society. Introduces rural society as an intermediate stage in the process of social change from primitive to urban (Samarakoon, 2008; 92).

Social change

Society

Primary societies

Rural societies

Urban Society (Gunawardena, 2004; 33).

Village is a basic concept in the study of rural society. The village is the main unit of social life. The land known as Gama is an area that reflects a certain border identity (Gunawardena, 2004; 33). Societies that are not subject to an urban culture can be basically divided into two groups. The first is the barbaric society. The second is the village society. The village society is a very different kind of society from the barbaric one. Well-known anthropologist Robert Redfield states that rural society can be described as a social species between these two extremes if the barbaric or primitive society is seen as the source of a social evolutionary system and the urban society as its other end (Amunugama, 1977; 22-2; According to Firth, the basic livelihood of the villagers was to cultivate their lands. Firth seeks to define the village by focusing on the agriculture and self-sufficiency of the villagers. His view is that small-scale artisanal production and fishing people belong to the rural community (Samarakoon, 2009; 18). The societies we describe as rural society are a mixture of elements of particularly primitive societies as well as elements of urban societies. Thus, what we call a rural society is a section of people who have always maintained a particular territory as their heritage and have a high culture from that territory and some connection with the cities which are the centers of that culture (Amunugama, 1977; 23-25). Different communities can be seen living in rural society. Among them, the youth community can be identified as a major human community in the society.

The definition of youth as a post-transition group varies greatly between societies and cultures. Many definitions use the widely accepted classification of age groups, which defines youth based on the general experience and role expectations of a particular age group. The definition of youth varies greatly between societies and cultures (Ministry of Youth Affairs and Skills Development, 2018; 06). According to the universal definition in the United Nations system, people between the ages of 15 and 24 are referred to as the youth community, and some countries have made minor changes to the age groups, taking into account their own context. Considering the nature of the transformation of a dependent child into an independent adult in the social context of Sri Lanka, the National Youth Policy of Sri Lanka defines youth as taking into account the age group of 15 to 29 years (Ministry of Youth Affairs and Skills Development , 2016; 11). The youth population of Sri

Lanka in 2011 was estimated at 4.4 million or 22% of the total population. In terms of gender, the young population is almost equally divided into 50.23% males and 49.76% females. The young people defined in the National Youth Policy are beyond the age group of 5-14 years which is the compulsory schooling age.

Accordingly, young people can be divided into three broad categories as school going, working and unemployed. Among those who study, who consider Every Sri Lanka, the top grade Secondary (10-11 grades) 80.6% of the school, including those of high grade (12-13 grades) up from the 39.4% to the large numbers of students Shows a decrease. Enrollment at both levels is lowest among young people in the plantation sector. Due to the limited number of tertiary education institutions in Sri Lanka, the number of young people engaged in higher education is even lower. In terms of higher education, only 14.3% of those who qualified for admission in 2007 were admitted to higher education institutions. The question of the place of the youth in the development policy of the country can be explained under a number of headings. One of these is how many young people should be included in this development policy. Next we need to consider what educational physical and other things are. Many young people are subject to various pressures and are unfit for education for the development work of the nation. These young people have become anxious and fall into any trap. They have had to find jobs on their own. Thus the problem of education can be identified as a major problem facing the youth community today (Jayawardena, 1970; 03).

Young people are encouraged to go to other areas and seek their fortunes, leading to other social problems. At the same time, rural people have lost their most active and vibrant resources. Problems in the field of education have a direct impact on the well-being and development of the youth. Accordingly, education has an impact on the activities of the rural youth community and among them the Sri Lankan education system has had a strong impact. The gain and loss of higher education opportunities is a major factor in this and the loss of those higher education opportunities can be seen in the fact that the rural youth community has to face many major problems. Therefore, this study is timelier.

## **02. Research problem**

Today, we live in a time of rapid globalization and advances in social, economic, cultural, political, and educational spheres, as well as modern scientific and technological advances. This situation is further exacerbated by the current increase in human expectations and population growth due to the dissemination of knowledge. Education is the number one way for young people in any country in the world to move forward. But Sri Lankan education is currently facing a number of critical issues. Rural education is at the forefront of the focus on Sri Lankan education. If we focus on rural education, it can identify two extremes of development in urban and suburban areas. The level of education of the rural population has been declining due to the lack of proper planning for a long time. Despite being at the forefront of the country in terms of literacy criteria, I feel that the rural education system is still very backward compared to the city.

It is the aspiration of many young people, especially after completing their schooling, to enter higher education. Even in free education, the low enrollment of students for higher education seems to be a weakness in the country's education policy. Fewer than 10% of students entering the alphabet class have the opportunity to pursue a university education, while the remaining 80% pass the GCE Advanced Level. After the GCE Advanced Level examination, they lose the competitive examinations. Public universities in Sri Lanka 15 million, private universities, 19 are implemented 2014 the number of those who qualified for admission to universities in the year 160, 517 million. It is 64.40% as a percentage. However, the inclusion of those who qualified was 19.10% (Central Bank Report, 2018; 17). The urban areas of those unable to get a higher education and financial resources from the rich to spend a large amount of young people going to private universities, many courses to offer can be seen in overseas promotions. But young people in rural areas have to give up their dream of getting a higher education for various socio-economic reasons. As a result, the rural youth community is facing various economic and social problems. The problem of this research is to study the problems faced by the rural youth community due to the loss of higher education opportunities.

## **03. Research Objectives**

General Objective

Identifying the problems faced by the rural youth community due to the loss of higher education opportunities and proposing solutions to minimize those problems

#### Special Objectives

01. Identifying the rural youth community who have lost their tertiary education
02. Studying the factors that led to the loss of higher education opportunities to the rural youth community.
03. Investigating the socio-economic problems faced by the rural youth who are deprived of higher education opportunities.
04. Submitting solutions to minimize those problems

#### **04. Research Significance**

The importance of this sociological research in the study of the problems faced by the rural youth who are deprived of higher education opportunities can be discussed under several sections. The theoretical issues focused on in this research dissertation can make some contribution to the advancement and development of the sociology. Accordingly, the theoretical points contained herein will be important first in preparing this research dissertation. Sociology is the field of study of society. The subject is engaged in a scientific study of various events and actions in society. Sociology pays special attention to basic concepts such as the functioning of social institutions, the social class system, a rural urban society, various social communities, and development. The studies included in the education of social science, rural sociology, community participation, social science, the study of a range of social contribution in various sub-disciplines such as social science background is primarily on the development of social science. This research reveals a vast body of knowledge for a number of these sub-disciplines. This subject matter knowledge to feed, the subject field is detected by a wealth of important research to develop. Most importantly, various social and educational problems are developing day by day with intense competition in the society. This research makes an important contribution to the field of sociology, which studies those problems and suggests solutions to them.

It is possible to identify different communities living in a society. Among them, the youth community is a key player in the development process of a society. The importance of education is immense. But many young people are subject to various pressures and they are unfit for education for the development work of the nation. Especially in the education system of Sri Lanka, the number of young people who are selected for higher education after primary and secondary education has become very low. This is mainly due to the influence of various factors. This causes them to discontinue their educational goals. Although young people from economically stable families are able to get education abroad or through private higher education institutions, many in rural society do not have that opportunity and face socio-economic problems. The study focused on those issues and came up with solutions to those problems. It is important that the youth community has the knowledge they need to live a successful life while fulfilling their future educational goals. This study is important to identify the rural-urban educational disparity in terms of education and to identify the rural youth who are suffering from the inability to access higher education opportunities. Although there are various educational reforms in the rural society especially for the youth, it can be seen that they are limited to certificates only. Although training programs and educational opportunities are available to the rural youth, those qualifications have to face various problems in obtaining professional employment opportunities or entering the public service. After school education for their academic work completed and unemployment, which causes problems such as family disputes and to create programs in education proper to identify such youth receiving the necessary measures to solve those problems, the study of the steps we can take to implement the program in the rural community research contributes to the information highlighted in.

Economically, the loss of higher education opportunities leads to various economic problems for the rural youth. Among the objectives of this research is to conduct a comprehensive study on unemployment and economic problems in the rural youth community. It is important to understand the economic problems of the youth in order to reduce unemployment, uplift the rural youth economically, make their economic activities successful and bring about development in the country. It can alleviate many of the country's economic problems and pave the way for young labor to take the necessary steps to contribute to the growth and development of their country's economy. It can be seen that various government agencies and private

institutions are currently operating in the country to implement various projects to develop the country economically. The main point of this study is to be able to get a lot of important facts for it. It is common in developing countries for education to influence socially diverse issues. Various crimes, social changes, many social problems are caused by the weakness of the Education Corporation. There, education contributes to building a social environment that is full of values and attitudes as a society, where higher education is able to make a lot of social changes. But the loss of these educational opportunities to the youth community can be seen to lead to various social problems. They are also affected by a variety of social factors. Loss of higher education directly affects the youth of the society who are facing various problems and this study is important for the social groups that are working to identify those problems and suggest solutions to them.

This study is important to identify the problems faced by the rural youth who are deprived of higher education opportunities nationally. Although the literacy rate in Sri Lanka is high day by day, the percentage of youth enrolling in higher education is relatively low. With the disparities in education, especially in rural and urban areas, the youth of the rural society are inclined to choose art streams for A / Ls. A very small percentage of those who pass the exam are selected for higher education and due to the lack of competitive streams to study in rural schools, many young people have to work hard to get an education. Having to spend a lot of money on personal higher education and many other factors, including the rural lifestyle and family background, are the main reasons why young people miss out on higher education. It is important to come up with solutions and hope to study in depth the current educational problems. It is important to address these issues nationally in order to minimize them and higher education has become a major educational issue today. Therefore, this study will be important to get some idea in solving solutions in that nationally important topic. In principle, it facilitates and precision in the formulation of national policies. The findings and suggestions found in the study of the problems faced by the rural youth who have lost their higher education, which is a topic of discussion in Sri Lanka, are very important. This research dissertation is important as a source of literature in educating government policy-making agencies on how new policies should change. Also, the information provided by this research plays an important role in the curriculum development and policy formulation of various private educational institutions and vocational training institutes, as well as in identifying areas of implementation of these educational institutions.

Researchers have been able to conduct various researches on higher education, rural education and youth education. You can see how various researches have been done on these themes not only nationally but also internationally. However, due to the abundance of research on the rural youth who have lost their higher education and the problems they face, this study mainly focused on the socio-economic problems faced by them due to the loss of higher education. The rural youth, their nationalism being able to suggest solutions to minimize the problems and to identify the socio-economic problems facing them, especially to identify the factors that led to receive higher education. The knowledge imparted through this research will be important to the Ministry of Education, the Youth Services Council, the Ministry of Higher Education and all related institutions as well as the society and the youth community.

## **05. Research Methodology**

### **Study Area**

The field of study of the researcher was Godakawela Divisional Secretariat which belongs to the Ratnapura District of the Sabaragamuwa Province. There are 21 Grama Niladhari Divisions in Godakawela Divisional Secretariat. The following Grama Niladhari Divisions have been selected for the study. There are 21 divisions in Godakawela Divisional Secretariat. The youth community who have access to higher education opportunities in this division is very limited and according to the Resource Profile 2018 report the lowest percentage of higher education is shown in Nambuluwa Grama Niladhari Division. There are 692 families in this domain and the total population in the domain is 2983. The total living youth population is 530.

### **Sample**

The total population of the study was 530. In selecting the sample, only one Grama Niladhari Division was selected by sampling as per the requirement and Nambuluwa Grama Niladhari Division was selected for the study. According to the Resource Profile 2018 Report, a large number of young people who have lost their

higher education opportunities in the 21 Grama Niladhari Divisions of the Godakawela Divisional Secretariat Division are living in the area and most of the rural and estate based youths are living in the area.

The total sample was selected by the researcher under a sample percentage of 15% of the total sample.

Nambuļuva GS domain =  $530 * 15 / 100$

= 79.5

Total sample = 80

The researcher collected data from 80 data contributors using a systematic sampling method.

## 06. Data collection

### Data Collection Methods

Primary sources

Secondary Sources (Compiled by Researcher - 2020)

Primary sources

1. Questionnaires
2. Observation
3. Interviews
4. Case study

Secondary sources

1. Magazines, books, newspapers, online information
2. Reports of Godakawela Divisional Secretariat
3. Bank reports / National Youth Services Council reports
4. Police reports of Godakawela division

Two main sources of data can be identified in this way.

### Obtaining Preliminary Data

The following methods were used to apply the preliminary data in the data collection for the research. It can be described as follows.

Table 1.1 Obtaining Preliminary Data

The methodology used	Target team	The nature of the data collected
Questionnaire	young man	<ol style="list-style-type: none"> <li>1. Identifying the rural youth community.</li> <li>2. Identify the educational status of the rural youth community</li> <li>3. The attitude of the rural youth education , the identification</li> <li>4. Study the reasons for the loss of higher education</li> <li>5. Study the problems caused by the loss of higher education</li> <li>6. Study how those issues affect the breakdown of rural education and the breakdown of the future of youth</li> </ol>

Case study	young man	1. To study the oppressive experiences faced by the rural youth due to the loss of higher education opportunities.
Interviews	young man	1. Focus on the causes that led to the loss of higher education. 2. Identify through experience interviews the problems faced by the rural youth due to the loss of higher education and how rural education affects the future of the youth.
Observation	young man	01. Monitoring the social environment and characteristics of the rural youth being studied through observation.

(Compiled by Researcher - 2020)

### Obtaining secondary data

Table 1.2 Obtaining secondary data

Secondary sources	Subjects studied
Magazines Books Newspapers Internet information	1. Rural society , identification of rural education 2. Identifying the rural youth community 3. Identify what education is 4. Identify what tertiary education is 5. Identify what higher education institutions are
Reports of Godakawela Divisional Secretariat	1. Obtaining data and information on Grama Niladhari Divisions and population 2. Obtaining data on the youth population in the area
Divisional Education Reports	1. Obtaining data on the number of students who have applied for higher education in the division and the number who have been admitted to higher education.
Bank records University Commission Reports Vocational training records	1. Obtain statistical reports related to higher education

(Compiled by Researcher - 2020)

### Methods of data analysis

In the analysis of data collected by the various methods mentioned above, it was done under two sections. That is,

1. Quantitative data analysis
2. Quality data analysis

#### Quantitative data analysis

Quantitative data analysis was done through the use of tables, charts, diagrams, maps etc. MS excel and SPSS software was also used to process the data clearly and clearly.

#### Quality data analysis

The statements and data obtained in the qualitative data analysis are presented analytically and the quantitative data were used to further explain the qualitative data.



## 07. Data analysis

According to a sociological study of the problems faced by the rural youth who are deprived of higher education opportunities, the data and case studies of the 80 rural youth studied in the Nambuluwa Grama Niladhari Division of the Godakawela Divisional Secretariat Division can be analyzed as follows.

### Demographic Factors

Table 7.1 the village under study

Village	Frequency	Percentage
Information Technology Nambuluwa	26	32.5%
Management Narangalla	30	37.5%
Pilana	24	30.0%
Collection	80	100.0%

(Source: Field Research - 2020)

The study Godakawela Divisional Secretariat Division of nambuluwa GS domain is selected villages were studied in this domain nambuluwa, Narangas and Pilate and Dambulluhalmallowewa. There were 26 data contributors from Nambuluwa village i.e. 31.5% as a percentage, 30 data subscribers from Narangalla village or 37.5% as a percentage and 24 data contributors from Pilana village or 30% as a percentage. One of the main distinguishing features of the villages studied is the predominance of Sinhala and Tamil communities.

Table 7.2 Ages

age	Frequency	Percentage
20 - 22	8	10.0%
23 - 25	24	30.0%
26 - 28	34	42.5%
Over 29	14	17.5%
Collection	80	100.0%

(Source: Field Research - 2020)

Considering the age gap of the rural youth community studied, the majority of the youth facing various problems due to the loss of higher education opportunities are the youth community between the ages of 26-28 years. That is 42.5% and the lowest representation is in the youth community between the ages of 20-22. That is, it is 10%. The study also looked at 24 % of young people aged 23-25 years as a percentage and 30% as 14 % of young people over 29 years of age i.e. 17.5% as a percentage.

Table 7.3 - Gender

Gender	Frequency	Percentage
Management Male	34	42.5%
Women	46	57.5%
Collection	80	100.0%

(Source: Field Research - 2020)

The majority of the rural youth in the study are facing various problems due to the loss of higher education opportunities. That is 46 % of the total data subscribers and 57.5% as a percentage. The number of youth represented is 34. That is 42.5% as a percentage. According to the study, the majority are rural girls.

Table 7.4 - Ethnicity

Ethnic group	Frequency	Percentage
--------------	-----------	------------

the Sinhala	31	38.8%
Tamil	23	28.7%
Muslim	21	26.3%
Burger	5	6.3%
Collection	80	100.0%

(Source: Field Research - 2020)

When focusing on the race of the rural youth community under study, the majority representation is the youth community belonging to the Sinhala community. That is, ethnic statistics percentage Sinhala 31 38.8% Tamil 23 28.7% Muslim 21 26.3% Burgher 5 6.3% Total 80 100.0% Overall 31 It is 38.75% as a percentage. Out of the total 23 persons belong to the Tamil community which is 28.75% as a percentage. There are 21 Muslims and 5 of them are burghers. The special feature here is that all the four races Sinhala, Tamil and Muslim burghers live in this study area. Young people from all four races were recruited for the study.

Table 7.5 - Religion

religion	Frequency	Percentage
Buddhist	31	38.8%
Hindu	25	31.3%
Islam	21	26.3%
Christian	3	3.8%
Collection	80	100.0%

(Source: Field Research - 2020)

In focusing on the religion of the rural youth studied, Buddhism has become the religion with the majority youth representation. All data that is voters 31 people representing the Buddhist religion and as a percentage Table 3.5 - Religion Buddhist frequency rate 31 38.8% Hindu 25 31.3% Islam 21 26.3% Christian 3 3.8% Collection 80% 100.0 38.75% percent. There are 25 young people representing Hinduism and it is 31.25% as a percentage. 21 represent Islam and 3 represent Christianity. Thus, it was possible to identify people of several religions living in the village under study.

Table 7.6 - Employment

Occupation	Frequency	Percentage
No job	15	18.8%
Public Sector	4	5.0%
Private sector	41	51.2%
Trade	6	7.5%
Management Agriculture	3	3.8%
Labor	4	5.0%
Self-employment	7	8.8%
Collection	80	100.0%

(Source: Field Research - 2020)

When looking at the employment of rural youth in the study, it is important to note that a large number of data contributors are engaged in private employment. That is 41 people in total and 51.25% as a percentage. Also, the total number of youth employed in the public sector is 4 in total. 5% as a percentage. 7 are self-employed and 8.75% as a percentage. 6 people are engaged in trade activities and the percentage is 7.5%. Four are also employed as laborers. Changing the data of voters were farming 3 million. As a percentage it is 3.75%. Out of the total representation in the study, 15 young people are not employed at all. It is 18.75% as a percentage. When looking at the economic status of the rural youth who have lost their higher education, many are employed in private sector and a small number are employed in the public sector.

Table 7.7 Marital unmarried status

Marital unmarriedness	Frequency	Percentage
Married	39	48.8%
Unmarried	41	51.2%
Collection	80	100.0%

(Source: Field Research - 2020)

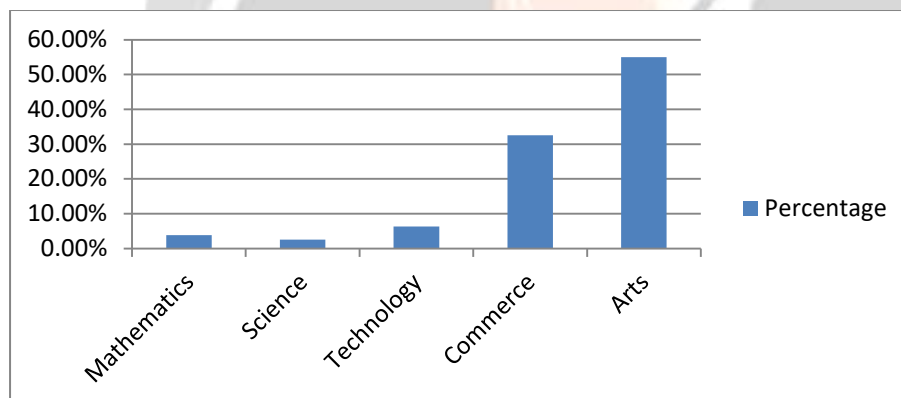
The majority of the rural youth studied are unmarried when considering their marital status. Of the young men studied, 39 were married. That is, it is 48.75% as a percentage. There are 41 unmarried people. That is 51.25% of the total representation. Thus the majority of the youth community in the study area is unmarried.

Table 7.8 - GCE Subject streams offered for Advanced Level

Subject streams offered for Advanced Level	Frequency	Percentage
Mathematics	3	3.8%
Science	2	2.5%
Technology	5	6.3%
Commerce	26	32.5%
Arts	44	55.0%
Collection	80	100.0%

(Source: Field Research - 2020)

Chart No. 7.8 - GCE Subject streams offered for Advanced Level



(Source: Field Research - 2020)

In gaining an understanding of the level of education of the rural youth who are deprived of higher education opportunities, attention should be paid to what are the A / L streams in which they appeared. Thus, the majority of the youth in the studied area have appeared for the Advanced Level through the arts streams. That is 44 students have been educated in arts subjects and it is 55% as a percentage. There are two students in the science stream and three students in the mathematics stream. That is, between 2.50% and 3.75%, respectively. There are 5 students who sat for the A / L subject according to the technical stream. 6.25% as a percentage. The majority of young people in rural areas are educated in arts and commerce streams. This is due to the economic, social and educational difficulties and at least the GCE Advanced Level in Science, Mathematics and Technology. Studied A / L. Due to the loss of higher education in the studied villages, many problems are faced by the GCE Advanced Level students in Arts and Commerce. Are the young people who faced for A / L.

Table 7.9 - GCE Number of failed A / L passes

Number of passes and failures	Frequency	Percentage
Passed	61	76.3%
Failed	19	23.8%

Collection	80	100.0%
------------	----	--------

(Source: Field Research - 2020)

The GCE Advanced Level examination of rural youth in focusing on the results obtained for the Advanced Level subjects, the GCE 61 students have passed the Advanced Level. It is 26.25% as a percentage. The number of failures is 19. That is 23.75% as a percentage. Not a single young person among those who passed has been able to get higher education opportunities and as a result their education has to be terminated after completing their schooling. As a result, the rural youth have faced socio-economic problems at various times.

Table 7.10 GCE The number of times he sat for the A / L examination

The number of times he appeared	Frequency	Percentage
the first	23	28.7%
Second	41	51.2%
Third time	16	20.0%
Collection	80	100.0%

(Source: Field Research - 2020)

Among the rural youth community studied, GCE Considering the number of times he appeared for the GCE Advanced Level Examination, he failed the GCE Advanced Level examination only once. 23 students sat for the GCE Advanced Level examination. That is 28.75% as a percentage. 41 people appeared for the second time. 51.25% as a percentage. GCE Advanced Level examination for the third time 16 students sat for the GCE Advanced Level examination. As a percentage it is 20%. It has become the hope of many young people in the educated village to get higher education opportunities. Due to this many young people failed the GCE Advanced Level examination for the second and third time. Has appeared for the A / L examination.

Table 7.11 - Obtain the desired result

Achieving the desired result	Frequency	Percentage
No	49	61.3%
Yes	31	38.8%
Collection	80	100.0%

(Source: Field Research - 2020)

When inquired about the educational status of the young community being studied, the GCE An inquiry was made as to whether he was able to sit for the GCE Advanced Level examination and obtain the desired result. Accordingly, out of the 80 youths studied, only 31 obtained the expected result. It is 38.75% of the total number. Out of the total youth community, 49 have not achieved the desired result. That is 61.25% as a percentage. The majority of the total data contributors studied did not achieve the expected results. The young people studied for this have been affected by various problems.

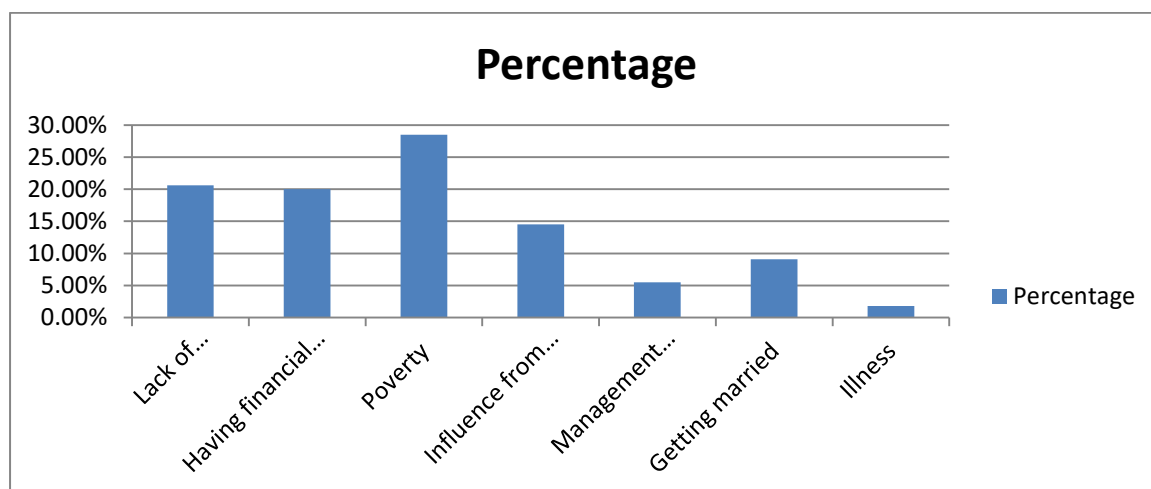
Table 7.12 - Reasons for not getting the desired result

Reasons for not getting the desired result	Frequency	Percentage
Lack of educational facilities	34	20.6%
Having financial problems	33	20.0%
Poverty	47	28.5%
Influence from family	24	14.5%
Management Stress	9	5.5%
Getting married	15	9.1%
Illness	3	1.8%

Collection	165	100.0%
------------	-----	--------

(Source: Field Research - 2020)

Chart No. 7.12 - Reasons for not getting the expected result



(Source: Field Research - 2020)

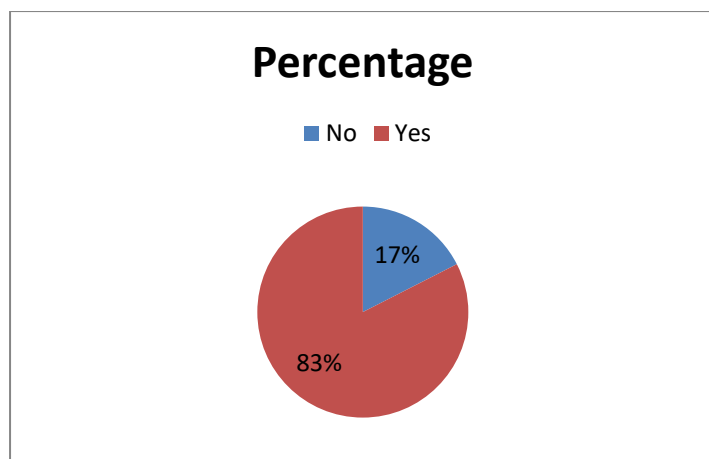
Table 7.11 in the L Of those who failed to get the desired result for the Advanced Level, 49 was the young people studied. There are various reasons for not getting the desired result. Accordingly, according to Table 3.12, the GCE Out of the 49 youths who failed to get the desired result in the GCE Advanced Level examination, many felt that they could not get the desired result due to the lack of educational facilities. The 34 people have responded to it, and 20.6% percent. In addition, 33 responses were received regarding financial problems. 20% as a percentage there were 47 responses from poverty, 24 from family background, 9 from stress, 15 from marriage, and 3 from illness, with 49 respondents. Accordingly, out of the 80 youths studied, 49 failed to obtain the expected results for the Advanced Level and the majority passed the GCE Advanced Level examination. Lack of educational facilities, financial problems and rural poverty has led to the failure to obtain the expected results for the GCE Advanced Level Examination.

Table 7.13 - Willingness to pursue higher education

Willingness to pursue higher education	Frequency	Percentage
No	14	17.5%
Yes	66	82.5%
Collection	80	100.0%

(Source: Field Research - 2020)

Chart No. 7.13 - Desire for Higher Education



(Source: Field Research - 2020)

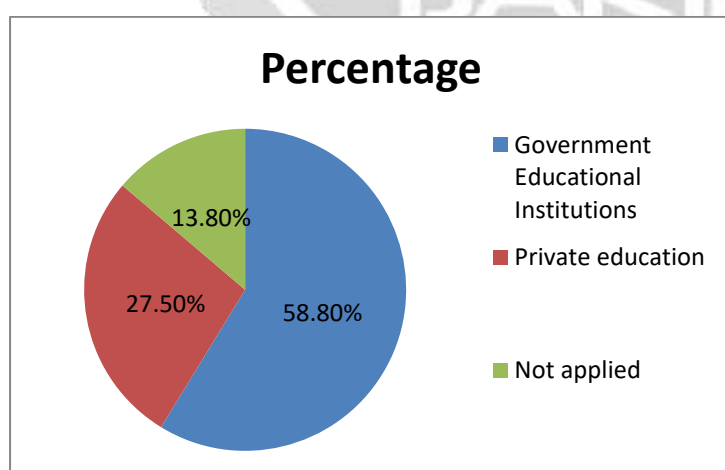
When asked about the desire for higher education among the rural youth who have been educated, the majority of the youth are willing to pursue higher education. That is, 66 out of 80 rural youth in the study consent, which is 82.5%. The number of data subscribers who refuse to pursue higher education is 14. That is 17.5% as a percentage. This shows that the majority of rural youth are interested in higher education. The family, marriage relationships, causes such as financial and rural poverty because a minimum number of ferocious objections higher studies.

Table 7.14 Institutions that applied for higher education

Institutions applied for	Frequency	Percentage
Government Educational Institutions	47	58.8%
Private education	22	27.5%
Not applied	11	13.8%
Collection	80	100.0%

(Source: Field Research - 2020)

Graph 7.14 Institutions applying for higher education



(Source: Field Research - 2020)

If the study data contributors applied for higher education institutions as a whole, the majority of young people would have applied for higher education institutions in the public sector, focusing on what those institutions are. That is 47 data subscribers have applied for higher education institutions in the public sector and it

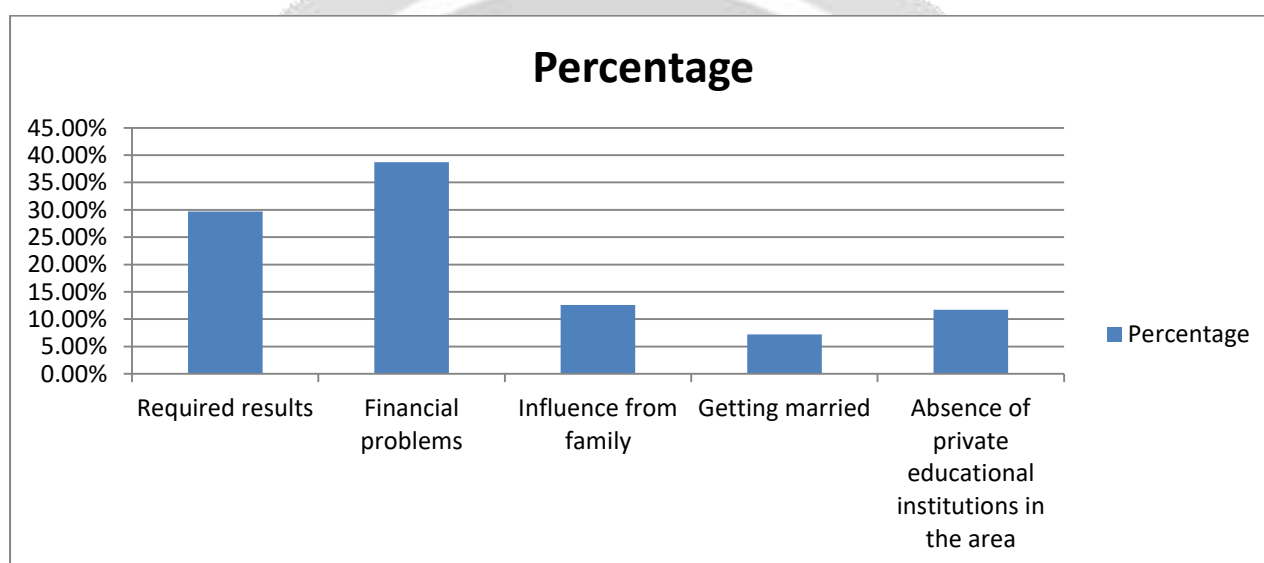
is 58.75% as a percentage. There are 22 applicants for private sector educational institutions. It is 27.5% as a percentage. 11 out of 80 databases have not applied for any higher education institution. It is 13.75% as a percentage. The majority of data subscribers are interested in pursuing higher education in the public sector.

Table 7.15 - Full private education PHMs ` reasons for not applying for

Full private education PHMs ` reasons for not applying for	Frequency	Percentage
Required results	33	29.7%
Financial problems	43	38.7%
Influence from family	14	12.6%
Getting married	8	7.2%
Absence of private educational institutions in the area	13	11.7%
Collection	111	100.0%

(Source: Field Research - 2020)

Graph 7.15 - Full private education PHMs ` reasons for not applying for



(Source: Field Research - 2020)

In studying the problems faced by the rural youth who are deprived of higher education opportunities, attention was drawn to the factors that influenced them not to apply to private higher education institutions. Of the 80 data contributors used for the study, 58 did not apply to public sector higher education institutions and 11 to any educational institution. This was due to various issues and 33 responses, or 29.7%, were received as a result of the lack of desired results. There were 43 responses regarding financial problems and the percentage was 38.7%. Out of 14 responses received, it was 12.6% due to family influence. There were 8 responses that it was because of marriage and 13 responses that there were no private educational institutions in the area. Thus, it can be identified that there are various reasons why the rural youth who have been studied do not apply for private higher education institutions.

Table 7.16 - Vocational Education Institutions Existing in the Area

Vocational Education Institutions Existing in the Area	Frequency	Percentage
No	24	30.0%
Yes	56	70.0%
Collection	80	100.0%

(Source: Field Research - 2020)

When asked about the existence of various private and public institutions to promote youth education and vocational education in the area under study, 56 out of 80 databases stated that such institutions are close to the study area. That is 70% as a percentage. Also, 24 % of the data contributors, or 30%, stated that there was no vocational education in the study area. Accordingly, there is awareness among the rural youth about the existing vocational education institutes in the area and a very small number of data subscribers are not aware of these institutes.

Table 7.17 - Receiving vocational education at present by vocational education institutes

Receiving vocational education	Frequency	Percentage
No	32	40.0%
Yes	48	60.0%
Collection	80	100.0%

(Source: Field Research - 2020)

The focus was on whether rural youth are being educated with the existing vocational training institutes in the study area. Out of the 80 rural youth who studied there, 48 are pursuing vocational education activities through the institute. It is 60% as a percentage. There are 32 people who are not educated by these professional institutions. That is 40% as a percentage. Most of the data contributors are associated with various professional organizations located in rural areas. Thus, the majority of rural youth who have lost access to higher education are associated with professional institutions run at the local level.

Table 7.18 - Adequacy of Vocational Education Institutions to Achieve Socio-Economic Goals

Adequate to achieve socio-economic goals	Frequency	Percentage
No	54	67.5 %
Yes	26	32.5 %
Collection	80	100.0%

(Source: Field Research - 2020)

The focus was on whether the knowledge imparted by the vocational education institutes located in the study area was sufficient to achieve the socio-economic goals of the rural youth. Of the 80 data contributors studied, 54 were of the opinion that their socio-economic status was not sufficient to improve. That is 67.5% as a percentage. At the same time, 26 percent, or 32.50%, said that these institutes were sufficient to achieve the socio-economic goals. It is important to note that the activism of professional organizations set up at the rural level is not sufficient for a large number of data contributors to achieve their socio-economic goals.

Table 7.19 - Institutions and Employment Opportunities Built to Uplift the Socio-Economic Background of the Youth in the Area

Institutions and jobs to uplift the socio-economy	Frequency	Percentage
No	17	21.3 %
Yes	63	78.8 %
Collection	80	100.0%

(Source: Field Research - 2020)

Focusing on the institutions and workplaces built to uplift the socio-economic status of the rural youth in relation to the study area, 63 data contributors stated that such institutions exist in the study area. That is 78.8% as a percentage. Such institutions or jobs that do not have data subscribers 17 million, as a percentage from the 21.3% has said over. Thus, the majority of data contributors suggest that there are institutions and job opportunities in the study area.

Table 7.20 - Percentage of Institutions for Economic Upliftment of Youth in the Area



Institutions in the area	Frequency	Percentage
Garment Fields	35	43.8%
Business Institutions	16	20.0%
Industries	29	36.3%
Collection	80	100.0%

(Source: Field Research - 2020)

Institutions and workplaces built to uplift the socio-economic status of rural youth in relation to the study area should be considered. According to the study, apparel sectors, businesses and industries are located in the study area to uplift the socio-economy of the rural youth. When inquired about the awareness of these institutions, 35 persons were involved in the apparel sector, 16 persons in the business sector and 29 persons in the industry. The feature that can be seen here is that all the data contributors have knowledge about any employment agency.

Table 3.21 - Satisfaction with those institutions

Institutions in the area	Frequency	Percentage
No	49	61.3%
Yes	31	38.8%
Collection	80	100.0%

(Source: Field Research - 2020)

Focusing on the satisfaction of the apparel industry, business and industry established in the study area for the purpose of creating employment opportunities, the majority of 80 data contributors are of the opinion that there is no satisfaction with those institutions. That is 49 percent are dissatisfied with these institutions and it is 61.25% as a percentage. Very few data subscribers are satisfied with these institutions. That is 38.75% as a percentage. Thus, it appears that although there are various employment agencies in place to meet the socio-economic goals of the rural youth studied, they are not functioning properly. As a result, many in the youth community are dissatisfied with these institutions.

Table 7.22 - Impact of not having higher education in obtaining posts in the institution if employed in an institution

Impact	Frequency	Percentage
No	30	62.5 %
Yes	50	37.5 %
Collection	80	100.0%

(Source: Field Research - 2020)

If higher education institutions to work in deprived rural youth voters to focus on the impact of data because without higher education institution receiving positions 50 were that 62.5% of which has led to the employment. Also, the loss of 30 % of the data or 37.5% as a percentage, of higher education is not a factor in gaining positions in institutions. Thus, the majority of data contributors have pointed out that the lack of higher education is a problem in obtaining positions in many employment agencies.

Table 7.23 Loss of higher education Impact on employment Frequency percentage

Impact on employment	Frequency	Percentage
No	19	23.8 %
Yes	61	76.3 %
Collection	80	100.0%

(Source: Field Research - 2020)

The study looked at the impact on employment in focusing on the problems faced by rural youth who are deprived of higher education opportunities. Thus, the loss of higher education opportunities has affected the employment of 61 data contributors. It is 76.3% as a percentage. The loss of higher education opportunities for 19 of the data contributors had no impact on employment. That is 23.8% of the total database subscribers. The majority of data contributors were of the opinion that the loss of higher education opportunities would have an impact on various job opportunities. Many of the data contributors who said that the loss of higher education opportunities would not have an impact were seen to be self-employed, married, and so on. Thus, the lack of higher education for such data contributors has not had an impact on employment.

Table 7.24 Identify job-impact opportunities

Identify opportunities that affect employment	Frequency	Percentage
When applying for a job	17	21.3%
In obtaining promotions in the field of employment	20	25.0%
Lack of job opportunities	10	12.5%
Lack of qualifications for job opportunities	14	17.5%
No effect	19	23.8%
Collection	80	100.0%

(Source: Field Research - 2020)

According to Table 7.23, the loss of higher education has resulted in employment problems for 61 out of 80 databases. According to the study, the focus was on what problems existed in the field of employment. There were 17 data subscribers who had problems applying for jobs. It is 21.25% as a percentage. Twenty data contributors have been affected by job promotions. It is 25% as a percentage. Of those who applied for jobs to private and government agencies and did not find employment, 10 were data contributors. 12.5% as a percentage. Also, 14 data subscribers were not qualified to monitor their qualifications for various jobs. 17.5% as a percentage. Produced include applying for employment opportunities because of their loss of higher education, receiving a promotion in the field of employment, has faced a number of problems such as the lack of qualifications for the job and the lack of jobs. There were 19 people who lost their higher education and were not affected by employment. 23.75 As a percentage.

Table 7.25 Impact on your family background

The impact on your family background	Frequency	Percentage
No	12	15.0%
Yes	68	85.0%
Collection	80	100.0%

(Source: Field Research - 2020)

Of the 80 data contributors studied, the focus was on the impact of the loss of higher education opportunities on family background. The loss of higher education opportunities has affected the families of 68 data contributors. It is 85% as a percentage. Of those who lost their higher education, 12 had no family impact. It is 15% as a percentage. In particular, the lack of higher education for the majority of these data contributors has had an impact on their family background. This situation has severely affected the family economy.

Table 7.26 Impact of loss of higher education opportunities on relatives and friends

Influence from relatives and friends	Frequency	Percentage
No	13	16.3%
Yes	67	83.8%
Collection	80	100.0%

(Source: Field Research - 2020)

Focusing on the problems faced by the rural youth who are deprived of higher education opportunities, the impact of data donors on relatives and friends was highlighted. Of the total 80 data contributors, 67 were affected by relatives and friends. That is 83.75% as a percentage. A total of 13 people were not influenced by relatives and friends. That is 16.25% as a percentage. Mental confusion is caused by the influence of relatives and friends on the data contributor.

Table 7.27 this situation reduces the acceptance you get from the society

Recognition you receive from society	Frequency	Percentage
No	22	27.5%
Yes	58	72.5%
Collection	80	100.0%

(Source: Field Research - 2020)

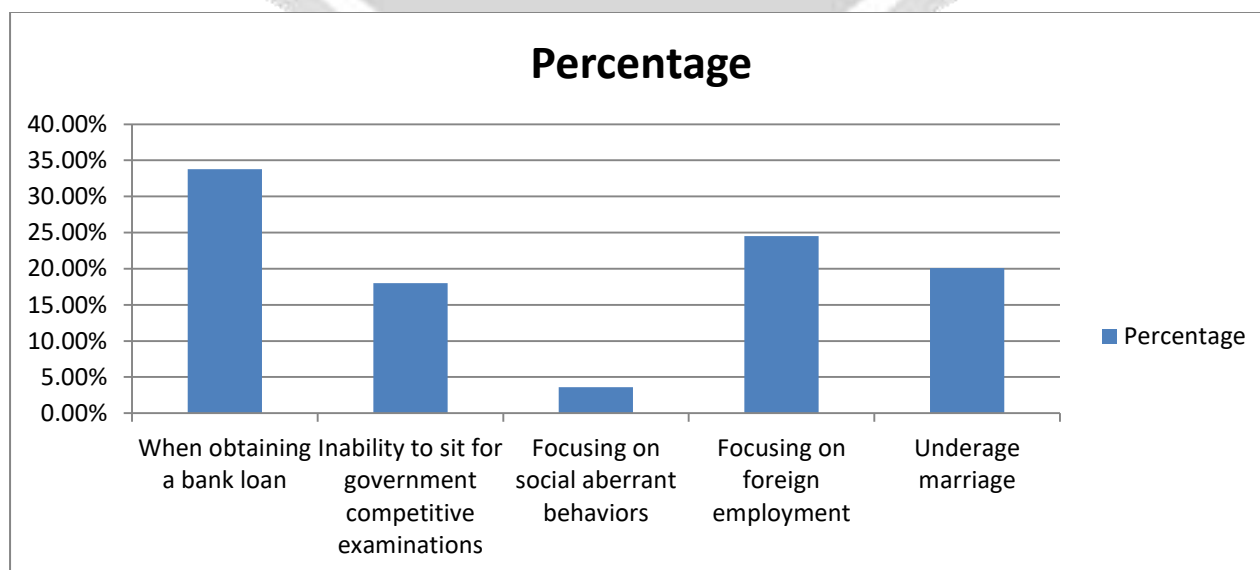
Overall data were studied from the contributors as to what was the social acceptance due to the loss of higher education. Overall, 58 data contributors reported that the loss of higher education opportunities left the data provider and family at a lower level of social acceptance .72.5% as a percentage. Twenty-two data contributors said the loss of higher education did not diminish social acceptance. That is 27.5% as a percentage. The loss of higher education for the majority of the educated youth community has eroded social acceptance. This has also had an impact on the family corporation of data contributors.

Table 7.28 Other problems caused by the loss of higher education opportunities

Other problems caused by the loss of higher education opportunities	Frequency	Percentage
When obtaining a bank loan	47	33.8%
Inability to sit for government competitive examinations	25	18.0%
Focusing on social aberrant behaviors	5	3.6%
Focusing on foreign employment	34	24.5%
Underage marriage	28	20.1%
Collection	139	100.0%

(Source: Field Research - 2020)

Graph 7.28 Other problems caused by loss of higher education opportunities



(Source: Field Research - 2020)

In addition to the problems studied above, various problems have arisen in focusing on the problems caused by the loss of higher education opportunities among the studied data contributors. That is, 47 of the data subscribers had to face various problems while obtaining bank loans. 33.8% as a percentage. In addition, 25 data contributors were unable to appear for the examinations issued by the government. There are 5 people who have resorted to social deviant practices. 3.6% as a percentage. 34 people went abroad for employment. 24.5% as a percentage. Among the deviant practices are gangs, etc., and economic reasons for seeking foreign employment. The employment problems in addition to the loans, when presented for public examinations, social deviant caryāvanvalāṭa approach, foreign travel and a number of data issues voters are facing.

Table 7.29 Satisfaction with the various programs in your area to uplift the socio-economic status of the youth who have lost their higher education

Satisfaction with programs	Frequency	Percentage
Yes	18	22.5%
No	62	77.5%
Collection	139	100.0%

(Source: Field Research - 2020)

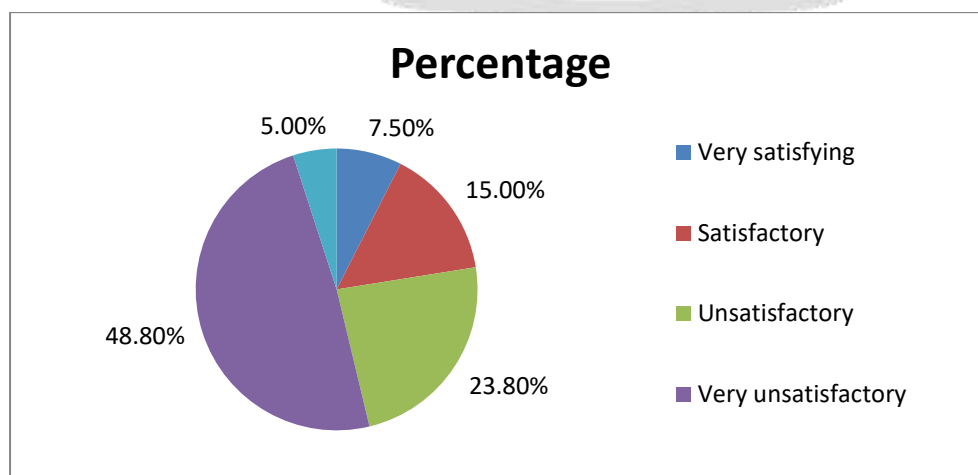
Considering the satisfaction of the data contributors about the programs undertaken to uplift the social and economic status of the rural youth who have lost their higher education, it appears that the majority are not satisfied with those programs. Of the total data subscribers, 62, or 77.5% as a percentage, stated that they were not satisfied. A total of 18 data subscribers expressed satisfaction with the program. That is 22.5% as a percentage.

Table No. 7.30 Comments on the action taken nationally on this issue

Comments on measures taken nationally	Frequency	Percentage
Very satisfying	6	7.5%
Satisfactory	12	15.0%
Unsatisfactory	19	23.8%
Very unsatisfactory	39	48.8%
No experience with such measures	4	5.0%
Collection	139	100.0%

(Source: Field Research - 2020)

Chart No. 7.30 Comments on the action taken nationally on this issue



(Source: Field Research - 2020)

Attention was drawn to the steps taken nationally to alleviate the problems faced by the youth living in rural areas that have been deprived of higher education opportunities. Six Data Contributors are very pleased with the action taken nationally in providing feedback on the steps taken to uplift the youth community of the village studied. That is 7.5% as a percentage. 12 were declared as satisfactory, 19 as unsatisfactory and 39 as very unsatisfactory. The majority of the overall data contributors were dissatisfied with the national measures taken to address the problems of rural youth deprived of higher education opportunities. Also, there are 4 inexperienced databases related to such measures.

Table 7.31 Receipt of various opportunities taken by the government in principle to the rural youth

Receiving various opportunities taken by the government in principle to the rural youth	Frequency	Percentage
No	43	53.8%
Yes	37	46.3%
Collection	139	100.0%

(Source: Field Research - 2020)

Out of the total data contributors, 37 have received such opportunities, focusing on whether the various programs provided by the government are reaching out to rural youth who have lost access to higher education. It is 46.25% as a percentage. 43 databases have not received government-implemented programs. 53.75% as a percentage. Thus, the vast majority of data contributors have not received the various opportunities that the government has taken in principle.

Table 7.32 Ideas and Suggestions for the Socio-Economic Upliftment of Rural Youth Losing Higher Education Opportunities

Comments and Suggestions	Frequency	Percentage
Formalize selection for higher education	33	14.1%
Establishment of Vocational Training Institutes in Rural Areas	24	10.3%
Formalization of existing professional institutions	36	15.4%
Revising the Advanced Level Curriculum	22	9.4%
Establishment of educational facilities	27	11.5%
Implementation of programs to impart knowledge of English and technology	39	16.7%
Providing school counseling	9	3.8%
Creating employment opportunities in the area	44	18.8%
Collection	139	100.0%

(Source: Field Research - 2020)

The study focused on possible proposals to empower the youth socio-economically while minimizing the problems faced by the rural youth who are deprived of higher education opportunities. Accordingly, out of the 80 databases received various responses, 33 out of the total databases said that the selection for higher education should be formalized. That is 14.1% as a percentage. Twenty-four data contributors have stated that vocational training institutes should be established in rural areas. Response on streamlining the professional bodies 36 were L curriculum reconstruction on data contributed 22 million educational response the facilities of 27 million English and technical feedback on the implementation of programs and knowledge on 39 million school counseling provided on responses 9 jobs in the area Data contributors have provided a variety of responses, including 44 responses to opportunities .

## Case 01

Name: Mr.Chaminda Madusanka

Age: 26

Employment: Employed in the private sector.

“I did my A / L in Commerce. I could not get a good result the first time. I took extra classes again. It also went to one subject. I went to classes with great difficulty. Only my dad goes to work. Dad worked hard to pay for our education. I have two more brothers. Some days I went to help my father and found money to buy a class card. I worked very hard the second time. I went to the school in the village. Somehow I wrote the exam a second time. I thought I would be able to go to a university that way. I had only one second exam. Two Qs. I was surprised. I expected a better result. From there my education stopped. I did not have the money to take the exam for the third time. The school I went to had no teachers. Or I could have gone to a university somewhere for the first time. I didn't even have the money to do a course beyond that. There are no programs to take educational activities to our side. Who has the most professional training institutes; self-employment is the only programs to help. I had to go to work with problems at home. I went to interviews at various institutions. But most of them did not ask me to come to work. I was very eager to get a government job. I can't do that now. I now work in the private sector. I looked at my A / L results and was recruited. But I can't move forward from where I am now. Although I went ahead with my experience, now I need a degree to get a job. Now I can't go to an external degree or a private university. I have no money to spend now. I take care of the family. Now it is very difficult for me to get a loan from a bank. There are young people in this village who face many problems like me who cannot go to university. ”

According to this case study, the youth living in this Grama Niladhari Division are facing various problems economically and socially due to the loss of higher education opportunities. In particular, it is possible to identify how they face problems economically and in finding employment.

## Case 02

Name: Ms.Maheshi Karunarathna

Age: 24

No job

“I did my A / L in Arts. I was looking forward to entering a university. But I could not. I did not have enough results to go to university. My sister and I are the only ones at home. At home my friends and relatives were very much looking forward to going to university. Some friends joked with me when I told them I was not doing well. A lot of the villagers said them one by one. Even relatives told my mom and dad one thing at a time. I was very depressed. I was reluctant to do it even a second time because of this incident. This is what happened to another friend of mine. We are both going to a vocational training institute now to learn sewing. They don't even get a job in an institution because the qualifications are low due to the art degree. I have no way of treating my parents. No money. They don't even take us for a job. And for work that a girl cannot do. Because of this I am not allowed to go to such jobs from home. Now I am getting married. It is very difficult to learn after marriage. Sometimes staying home can be a burden for both mom and dad. I don't have a job to find the money to buy the things I need. Even if you go to a sewing class, there is still a lot to learn as a job. So it takes me a long time to get that job. If I had studied well and entered a university and got a good education I would have achieved a lot in my life. Today I am very sad that I did not get such an opportunity. ”

Thus, it was found that the majority of the rural data contributors in the study were young women suffering from this condition. According to the above incidents, many young people are suffering from depression and family problems due to the loss of higher education.

## 08. Conclusions and Suggestions

Following are the findings and suggestions of the research conducted by Godakawela Divisional Secretariat on the study of 80 data contributors on the problems faced by the rural youth who are deprived of higher education opportunities.

### Conclusions

Godakawela used data from the voters to study the three villages Divisional Secretariat Division based nambūluva GS 80 million was used for this study. According to the study area, women are the most affected by the loss of higher education opportunities. That is 46 percent of the total data contributors are young women and 57.5% as a percentage. 34 males are represented in this study. 42.5% as a percentage. It can be concluded that most of the problems are due to the loss of higher education in the studied area.

Lack of higher education opportunities are a major problem for young people between the ages of 26-28. Of the 34 data contributors, 42.5% were young people aged 26-28. The least affected are young people between the ages of 20-22. According to the study area, it can be concluded that the most common problems due to the loss of higher education are the youth in the age group of 26-28 years.

Higher education owing to the young community of the Sinhala and Tamil nations runaway common problems. According to the study area, 31 of the data contributors are Sinhalese youth and 23 are Tamil youth. The youngest victims are the burghers. It can be concluded that the youth community representing the Sinhala and Tamil communities in the study area is often in trouble due to the loss of higher education opportunities.

Study data of the voters will know that the focus for the various jobs. They are employed in the public sector, private sector, self-employment, trade, labor and agriculture. Among the data subscribers, 15 are unemployed. That is 18.8% as a percentage. Most data subscribers work in the private sector. That is 51.2% as a percentage. A special feature of this study is that a large number of young people do not get the job they were hoping for. As a result, many young people are in the private sector it can be concluded that income is directed towards employment and a significant number of people are unemployed in the study area.

The focus on single status Married higher education of young people, the loss of rural voters who are unmarried and more data. That is, 41 out of the total data subscribers are unmarried. There are 39 married people. Thus, it can be concluded that it is the unmarried youth who are facing the biggest problems due to the loss of higher education.

Higher education due to the rural youth voter's identification data L the subjects studied for the A / Ls were studied. Most of the data contributors are from the arts streams. That is 44 % of the total data subscribers and 55% as a percentage. The minimum number of data contributors is GCE Advanced Level in Mathematics, Science and Technology streams. Candidates who have applied for A / L. GCE When asked about those who failed the GCE Advanced Level examination, the pass percentage was 61 and the percentage was 76.3%. The number of failures is 19. 23.8% as a percentage. Data Contributors In the study conducted on the number of appearances for the Advanced Level, 23 students out of a total of only one candidate appeared. There were 41 contestants twice and 16 contestants for the third time. There are 31 candidates who sat for the GCE Advanced Level examination and obtained the expected result and 49 did not obtain the expected result. Accordingly, those who sat for the GCE Advanced Level examination in the arts stream have faced various problems due to the loss of higher education opportunities in the study area. It can be concluded that they are young people who have passed the Advanced Level.

Response on the minimum educational facilities looking to study the reasons for not providing the expected results for the Level 34 of the financial problems of the related responses, 33 respondents said that poverty 47 that responded to the influence of the family of 24 recognize that in such a variety of problems Was possible. In the study on data donors' desire for higher education, 66 out of a total of data donors agreed. 82.5% as a percentage. There are 14 people who do not want to get higher education. 17.5% as a percentage. A majority of voters who are willing to study in the data that the social, economic problems due to the possible conclusion that could not get higher education.

Focusing on the institutions that have applied for higher education, 47 data contributors have applied for state higher education institutions. 58.8% as a percentage. There are 22 applicants for private higher education institutions. Of those who did not apply for higher education, 11 were total data contributors. Data for the study results, the majority of voters do not have the reasons for the lack of demand for private higher education, financial problems, family, the effect, marriage, private educational institutions, etc. can be identified in the absence.

Higher education lost quoted the number of youth that do not have professional educational institutions in the area of academic focus on vocational education institutions to rural communities and boost the socio-economic situation in 24 million. It is stated that 56 data contributors are located close to the study area of vocational education institutes. 70% as a percentage. Of those who have received vocational education from those institutions and those who are currently studying, 48 are data contributors and 32 are uneducated. The professional educational institutions of higher education of rural youth social loss, the focus is adequate to achieve the overall goals of economic data voters 54 million, as a percentage of 67.5% of companies said that this is not enough. Thus, it can be concluded that the majority of the data contributors are aware of the professional institutions in the study area and at least the youth are associated with those institutions as they are unable to achieve the socio-economic goals of the youth.

Focusing on the institutions and employment opportunities created to uplift the socio-economic background of the rural youth who are deprived of higher education opportunities, 63 of the data contributors were of the opinion that such institutions exist in the study area. Seventeen data contributors said there were no such institutions and job opportunities. That is 21.3% as a percentage. When looking at what those institutions are in the study area, 45 databases indicate that there are institutions in the apparel sector, 43.8% as a percentage, 16 as a business entity, 20% as a percentage and 29 as an industry. Focusing on the satisfaction that exists with those organizations, 31 data contributors said they are satisfied with those institutions and job opportunities. Data that voters do not have any satisfaction from 49 million, as a percentage of 61.3% has been announced.

Fifty percent of rural youth who have been deprived of higher education opportunities said that the lack of higher education affects their employment opportunities while working in the above institution. That is 62.5% as a percentage. Thirty people said it would not have an impact. That is 37.5% as a percentage. The loss of higher education has had an impact on employment. This means that a total of 61 databases have been affected and 19 out of the total database users are not looking for employment due to lack of higher education. Voters data on Problems of applying for a job when identifying opportunities to influence job 17 million, voters data on problems of obtaining promotion in the field of employment 20 million, jobs lack of data on voters when 10 million, about the lack of qualified jobs 14 data contributors were identified. Thus, it can be concluded that the loss of higher education opportunities will lead to many problems in the field of employment.

Among the problems faced by the rural youth who are deprived of higher education opportunities, the impact on family background can be identified. Sixty-eight percent of all data contributors stated that their family background was affected compared to 85%. 12 were unaffected. According to the study, the majority can be identified as being influenced by family background. The best opportunity for the youth of the rural society to succeed in life is to pursue higher education. It can be concluded that the loss of higher education due to this causes various problems for the family corporation.

data that voters overall study to higher education due to the loss of relatives affected friends 67 have been declared over. Of the unaffected groups, 13 were data contributors. Fifty-eight data contributors and 22 non-data contributors said that the loss of higher education opportunities would have an impact on the focus of society. The study area higher education community and the loss of rural young relatives could be identified that affect friends and influencing the youth because of stress, youth unrest, can be concluded that the cause of many social problems such as social abuse.

to focus on issues other is caused by the loss of higher education f response on problems of obtaining bank loans from 47 million in response to the inability to sit public competitive examinations 25 million in response to the numerous behavioral social deviant 5 million foreign Reacting to approach a job 34 respondents involved in



underage marriages 28 million received this higher Lack of education can lead to many social problems and can be considered as an obstacle in social development.

The rural youth community deprived of higher education opportunities is 18 people who are satisfied with the various programs available in the study area to reduce socio-economic problems. 22.5% as a percentage. Sixty - two percent of data subscribers are dissatisfied with those programs. The majority have expressed dissatisfaction with the steps taken nationally to improve the socio-economic status of rural youth. That is, 19 of the data subscribers were found to be unsatisfactory and 39 were said to be very unsatisfactory. Also, the majority have stated that the various opportunities provided by the government are not available to the youth. That is 53.8% as a percentage. The study area loss on higher education programs to improve the socio-economic situation of rural youth, about the steps taken by the government, can be identified and that there is no satisfaction. It can be concluded that the youth are facing various socio-economic problems due to the lack of systematic action taken by the government towards the rural youth.

### **Proposed**

In studying the problems faced by the rural youth who have lost access to higher education, it can be concluded that the rural youth are exposed to various socio-economic and psychological problems, including unemployment. The following suggestions can be made to minimize those problems. It can be assumed that these proposals will be able to develop rural education and provide solutions to the socio-economic problems of rural youth who have lost access to higher education.

Should focus on higher education for young people in rural society.

Advanced Level Examination should be restructured. That is, with the introduction of two examinations in the 13th year, the restructuring of the existing GCE Examination should be considered a policy priority. One exam should give students the opportunity to obtain national level school dropout certificates required to obtain vocational education for employment. The other examination should give the students the qualifications to pursue higher education in universities and other institutions of higher learning.

Must be taken on a priority basis to introduce could Vocational Education and Training system to maintain a sustainable and well designed for youth after school education.

Existing vocational educational institutions should be actively activated to uplift the rural youth. There, vocational education institutes should be established with a clear understanding of the resources required to uplift the socio-economic status of the youth.

Appropriate measures should be taken for the minimum educational facilities available in the rural community. Arrangements should be made for the inclusion of new subjects, attachment of teachers, and provision of English and technical knowledge, especially for Advanced Level subjects.

As a developing country, the government should develop methods to target young labor and use that labor to contribute to the development of the country.

In the field of competitive education, there are various problems in selecting for higher education and the government should expand educational opportunities in line with the growing population.

A change in the physical environment is needed to uplift the rural youth who are deprived of higher education opportunities. In implementing policies for education, the problem of social equality and resource allocation must be minimized.

Counseling services should be started for the youth community as well as parents. Young people and parents need to be educated to prevent them from resorting to arbitrary behaviors due to the psychological impact on young people who are deprived of higher education opportunities.

Develop the service sector with the aim of rural society. Flexible working hours should be created taking into accounts the new communication models and part-time youth education programs that have emerged through information technology. Public employment services should be strengthened.

New creativity and social changes in entrepreneurial studies should be carried out with the aim of highlighting the rural youth.

The existing district quota system for admission of students to universities should be revised. Young people from poor and middle-income families in rural areas should be given access to faculties of science, medicine, engineering and technology.

Private higher education institutions should be established in rural societies as well as in urban societies. Then the rural youth who have lost access to higher education opportunities with financial facilities will have the opportunity to get higher education.

Parental awareness education should be increased to prevent deviant social practices with regard higher education deprived rural youth.

low income will affect the loss of higher education opportunities to the youth living in rural families, middle , for reasons such as rural poverty must be taken to reduce them to identify the youth and low nutritional status of the family.

Expand employment opportunities in the rural community, the awareness of employment opportunities, as well as to the need for women education in the rural society and NGOs should be taken.

Activities to contribute to public and non-governmental organizations to empower the youth.

## References

- Asian Development Bank. (2016). *Dab Annual Report*. Philippines! Asian Development Bank.
- Asian Development Bank. (2018). *Higher Education Across Asia An Overview Of Issues And Strategies*. Asiyank Bank Report' Philippines! Asiyank Development Bank '
- Astin, W. Alexander. & Astin, S. Hellan. (1996). *A Social Change Model Of Leadership Development*. London! Oxford University.
- Atiq, Muhammad. & Jabbar, Abdual. (2011). *Role Of Rural Youth In Agricultural And Rural Development*. Pakistan National Institute Of Education! Author'
- Batia, K. K. (1993). *Principles Of Education*. Ludhiana! Kalyani Publishes.
- Benifica, Rui. (2017). *Rural Youth Employment*. German Federal Ministry For Economic Cooperation And Development' India! Document For The G20 - Development Working Group.
- Biriescu, Simona. & Babaitaa, Carmen. (2013). *Rural Education An Important Factor Of Regional Development In The Context Of Local Government Strategies*. West University Of Timisoara! Author'
- Brrak" johon van. (1967). *Grade Britain Children And Their Primary Schools, Deep Of Education And Science*. London! Central Advisoryconcil For Educational Research And Surveys.
- Coombs, Phillips. (1968). *The World Education Crisis System Analysis*. London! Oxford University.
- Corbett, Michael. & Forsey, Martin. (2017). *Rural Youth Out-Migration And Education*. Challenges To Aspirations Discourse In Mobile Modernity. Australia! University Of Western Australia.
- Dissanayake, E.L.K. (2011). *Determinist Of Unemployment Among Sri Lankan University Gradites*. University Of Torino! Author'
- Douglas, J. W. B. Rose , & Simpson, H. R. (1971). *All Our Future*. New York! Random House.
- Ekanayake, S. B. (1990). *Non Formal Education For Human Resource Development*. Sri Lanka! National Institute Of Education.
- Evans, D. Scot. (2018). *Youth Sense Of Community*. Voice And Power In Community Contexts! Wilfrid Laurier University.
- Flanagan, F. (2008). *Youth And Young Adulthood Rutledge*. Colombo! Author'
- Heinisch, P. Benjamin. (2018). *Rural Students' Sense Of Belonging At A Large Public University*. United States! University Of Nebraska.
- Hettigee, S.T. (1992). *Youth Unvest In Sri Lanka*. Colombo! American Studies Association.
- Hillyard, S. (2007). *The Sociology Of Rural Life*. New York! Oxford International Publish.

- Horne, H. Herman. (1927). *The Philosophy Of Education*. New York! Random House.
- Indraratne, A.D.V. S. (1992). *Economics Of Higher Education In Sri Lanka*. Colombo! Author'
- Jayasuriya, J. E. (1969). *Education In Ceylon Before And After Independence*. Colombo! Author'
- Keeler" Jason' (2014). *Sustaining Human Progress*. United Nations! United Nations Development Programme Group.
- Kotok, Stephen. & Hagedorn, Annelise. (2018). *Pursuing Higher Education In Rural Pennsylvania Schools- Shaping The College Path*. Pennsylvania! Penn State University.
- Mannam, Anal. (1974). *Economics Of Non Formal Education*. Los Angeles! University Of California.
- Menike, Anulawathie. (2015). *Rural-Urban Disparity In Sri Lanka*. Colombo! Research Motivation.
- National Institute Of Education. (1978). *Commission To Inquire Into And Report Upon The Present System Of Education In Ceylon*. Colombo! National Institute Of Education Publish'
- Ozlem, Doygun. (2012). *The Problems Faced By University Students And Proposals For Solution*. United Nation! University Of Michigan.
- Peters R. S. (1997). *Concept Of Education*. London! Author'
- Regional Education Expert Advisory Group. (2018). *National Regional - Rural And Remote Education Strategy Framing Paper*. Australia! Department Of Education And Training.
- Ricketts, c. t. jonson' (1998). *Definitions of rural'* university of north Carolina at chapel hill! Author
- Sarker, Farhana. Davis, Hugh. & Tiropanis, Thanassis. (2010). *A Review Of Higher Education Challenges And Data Infrastructure Responses*. Unaited Kingdom! University Of Southampton.
- Sewell" H. William. (1971). *Inequality Of Opportunity For Higher Education*. United Nation! American Sociological Review.
- Silva, C.R. & De Silva, D. (1986). *Education In Sri Lanka 1948-1985*. Colombo! National Institute Of Education.
- Silva, W. Indralal. Pamoda, Kodikara. & Somarathne, Ruwani. (2003). *Sri Lankan Youth And Their Exposure To Computer Literacy*. Colombo! University Of Colombo.
- Singh, S. K. (1977). *Dictionary Of Education*. New Delhi! Vikas Publishing House.
- Soung, Patricia. (2013). *Social And Biological Con Striations Of Youth Implications For Juvenile Justice And Racial Equity Journal Of Low And Social Policy*. Australia! Author.
- Stone, N. Ashley. (2017). *Rural Students And Higher Education: An Overview Of Challenges And Opportunities*. United States! The University Of Texas At Austin.
- Taylor, Megan. (2017). *The Pathway Between Rural America And Higher Education*. United Nation! University Of Michigan.
- Trivelli, Carolina. & Morel, Jorge. (2019). *Rural Youth Inclusion, Empowerment And Participation*. London! Author.
- Wijeratna, Sumana. (2013). *Investing In Improving Quality Education In Rural Areas In Sri Lanka To Reduce Poverty*. Colombo! Research Motivation.
- William, Boyd. (1967). *Email For Today*. London! Author'
- World Bank. (2007). *World Development Report - Development And The Next Generation*. The World Bank.