An Anthropology Study: computer technology utilization in rural schools

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Abstract

In discussing the world's technological advances, computers are the basis for this. Computer technology is used in almost every field. In the 21st century, computer technology is used in school education in almost every state. In developing countries such as Sri Lanka, the study of how computer technology can be used in rural schools, attempts to improve the utility of computer technology in rural schools, identify problems in computer technology utilization in rural schools and provide suggestions. We have been tried through research.

Key words: *Rural school, Technology, Computer Technology, Usage*

Introduction

With the advancement of ICT, the world has become a global village. ICTs spread throughout the world in the late 20th century. With this, a number of new technologies and techniques have emerged in the world. In the meantime, multi-purpose mobile phones, nanotechnologies and computer technologies can be shown. With the ability to easily translate hundreds of languages, computers can transform time and space, and have seen great technological advances in the world today, such as the teacher, the student, the patient, the physician, and the mobile phone that eliminates the distance. Between 1988 and 2003, the efficiency of the computer increased by forty-three million. (http://ravaya.lk)

A computer is a technical tool that can be used to make personal work easier and more efficient: (http://www.yourdictionary.com) In modern and developing countries, modern computers are used primarily for the effectiveness of the school education process. Improved techniques such as "friendly classrooms": (smart class) are now available in the urban schools of Sri Lanka. Computers are becoming a common tool even in developing countries today. The computer was first used as a classroom teaching aid in 1955 by U.S. Graduate School (Ministry of Education,2012,61). According to a study in New York, the topic under Why Use Computer Technology? the use of computer technology for classroom learning in high schools is inevitable. Computer technology helps three million students specialize in computer processing, communication, research, and multimedia projects. As such, the computer has become an indispensable tool for the modern school. The school is like any other social institution and represents the social class it serves. (Gynasekara,2011,32). Rural schools are schools in the area classified by geographical location and resources. (Gunasekara,2011,31,62). All students in rural and urban areas should have computer knowledge. Therefore, rural schools also need computer facilities.

At present, when it comes to the use of technology in Sri Lanka, it is somewhat satisfactory. Especially in the case of the use of new computer technology for education in schools, there are questions about whether it is optimum in regional (rural) schools. In order to equip the entire Sri Lankan student population with technical knowledge for a global education, the use of computer technology in local schools should be enhanced. Accordingly, the level of computer technology utilization in rural schools remains to be determined. Overall, there are many other studies that have been done before. Among them, the National Research Commission's Research and Development Unit, an annual research book titled "Educational Education Perspectives" in 2012, is important.

South Asia Assistant Education Director Sumith Parakramawansa has presented a research thesis titled "Action to be taken to enhance the use of computer based learning". In the same paper, KHN Damayanthi, Manager of the Katugastota Teacher Training Center, has published a research paper on the use of small schools for rural social

development in Sri Lanka. It is also important to note that the research report published by the National Education Commission in 2014 titled "Functional Research" by the Advisor to the Embilipitiya Zonal Education Office, YADGart Wijeratne.

Similar to the findings of the Gamipola Zonal Education Office of 2016, the "Research Center for Education Research on the Impact of the School Learning Resource Center on Student Performance" has shown the results of students' pre- and post-test results on the use of computers and the Internet (National Institute of Education Reports 2017).

Methodology

Study area

The Embilipitiya Educational Zone (Latitude 7 06’00” Longitude 81 24’00”)was selected as the study area for this research, Embilipitiya village in Ratnapura District, Sabaragamuwa Province. This is because there are a large number of regional schools which are considered to be the most rural and under-served in the Embilipitiya village.

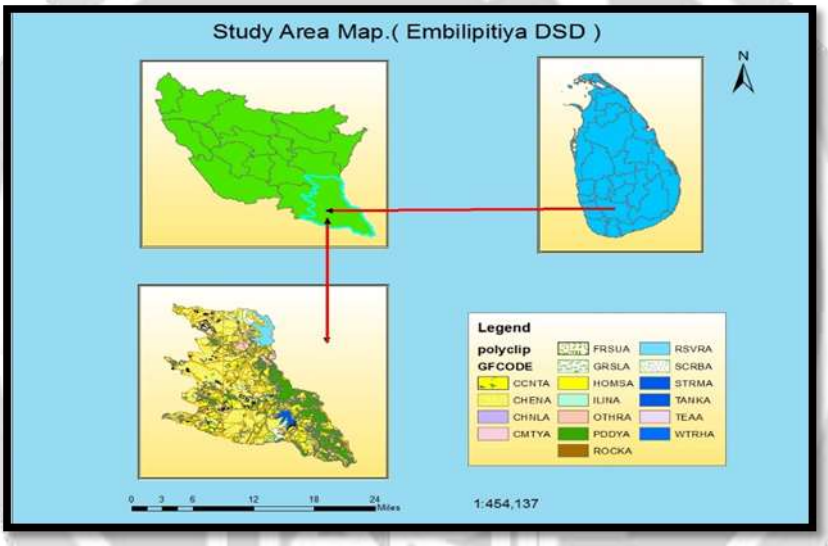

Fig1: Study aria in Embilipiiya village

Objective

The purpose of this research was to investigate the applicability of computer technology in rural schools for the learning and teaching process of improving the knowledge of computer technology of rural school children who are engaged in global education.

Hypothesis

In accordance with the research objectives following hypothesis are formulated be tested.

- Rural rural schools do not have sufficient computer facilities.
- There is a preference for computer technology education in rural school children.
- Rural school children possess computer technical knowledge.
- There is an adequate and sufficient teaching resource available for teaching computer technology in rural schools.

Selection of sample

Of the 48 schools in the Embilipitiya Educational Zone, 3 schools were selected on a simple random sample. Data were collected from a total sample of 67 students including 59 O / L students, 3 lecturers in three schools, 5 parents who attended the school on that day. Students who did not follow the ICT subjects and competed in the research competed in this research. Only O / L students were included in the sample for research success. Due to the low percentage of snow students in these three rural schools, the whole student sample was recruited.

Collect of Data

Questionnaires, interviews and participatory observation were used to collect data for this research.

Analysis of Data

When collecting data for this research, three methods were used. Quantitative and qualitative data collection was carried out in 2018 using interviews, questionnaires and observation methods. The data thus collected were analyzed using tables and graphs using the statistical techniques known as SPSS, Exel.

Results

The graph below shows the students who are studying computer subjects separately at the 3 schools. Out of the total number of students, the IT students and non-IT students in each of the three schools are 7%. It can be identified as minimal conditions here.

7% of the total student population of Thorakolaiyaya

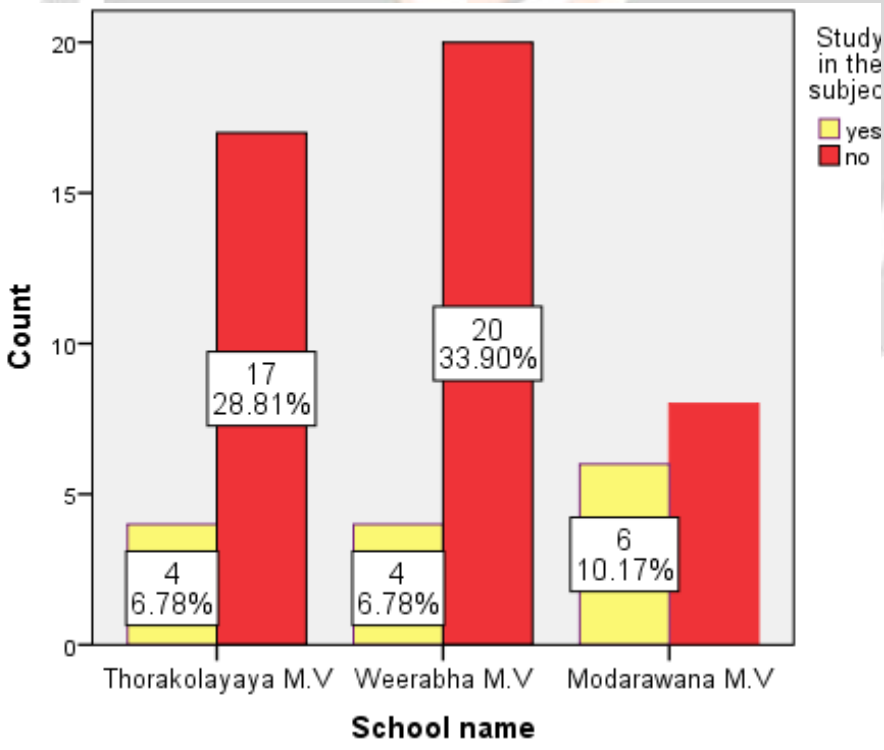

Fig2: Students studying computer subjects

About 50% of the total number of students commencing the IT course is in Grade 10. 36% of students have started studying for Grade 6. 14% of students started studying for Grade 7 also. This means that most of the O / L students spend a short period of time studying in the computer subject. Therefore, it is clear that the students will have limited time to gain more knowledge and experience in the subject.

This shows the number of teachers in the school. It is clear that there is at least one teacher in all three schools.

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

Fig 3 : reasons of selecting subjects

The above table shows the reasons for the students' choice of subject. So it is clear that these students have to some extent realized the need to study computer subjects. It can be identified as a good trend.

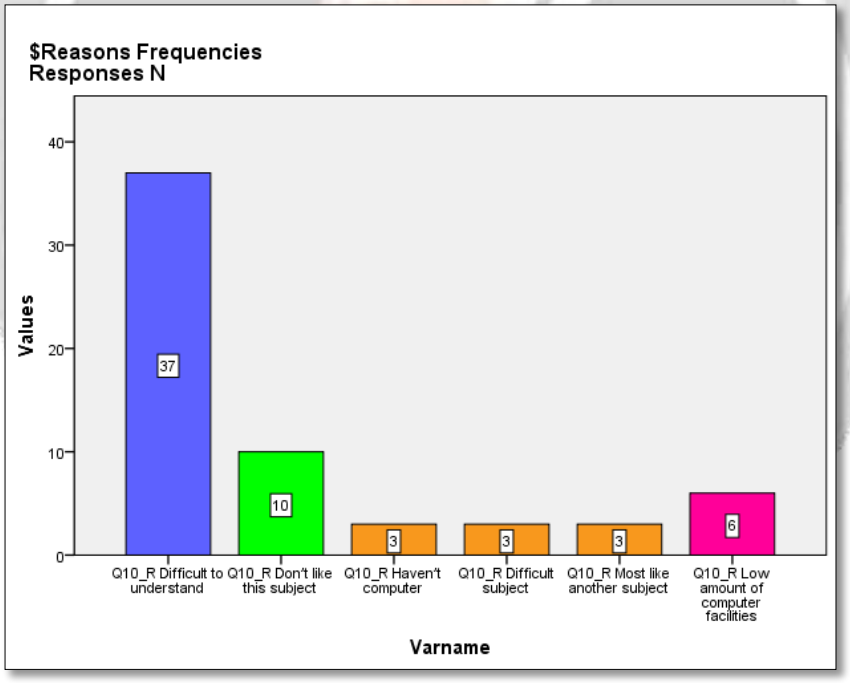

Fig 4 : Reasons for not selecting subjects

The main reason most people did not learn the subject was that they did not choose the subject because it was difficult to understand. 60% of the respondents cited that reason. Also, 10 stated that they did not choose the subject because they did not like the subject. It is 15% as a percentage.

9% of respondents said they did not choose the subject because they did not have a home computer. 9% of respondents stated that they did not choose the subject because it is difficult to do computer subjects. 9% of respondents stated that they did not choose a computer subject as a group subject because they prefer a different subject than computer.

Six students stated that they did not choose the subject of IT as their school's computer technology facilities are at a minimum. It is clear that the majority of students in these schools do not study computer subjects. Their reasons for doing so implied that many people view computer subjects as difficult subjects.

Another factor to be noted is that the students who do not teach computer are of the opinion that the subject matter is very deep. Similarly, even though the subject is taught in Grade 6 from the school, it is a problem in the Visa subject as a subject.

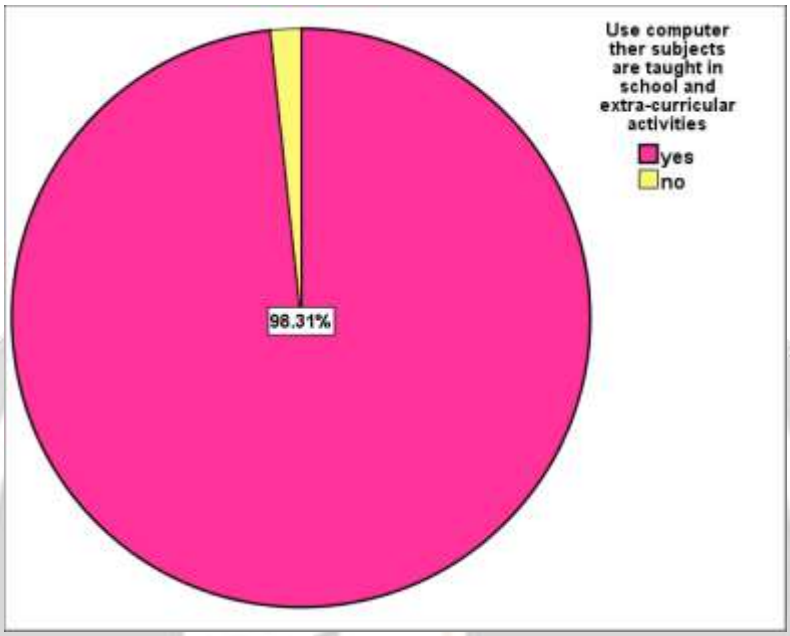

Fig 5 : Uses of computers in learning other subjects and extra-curricular activities

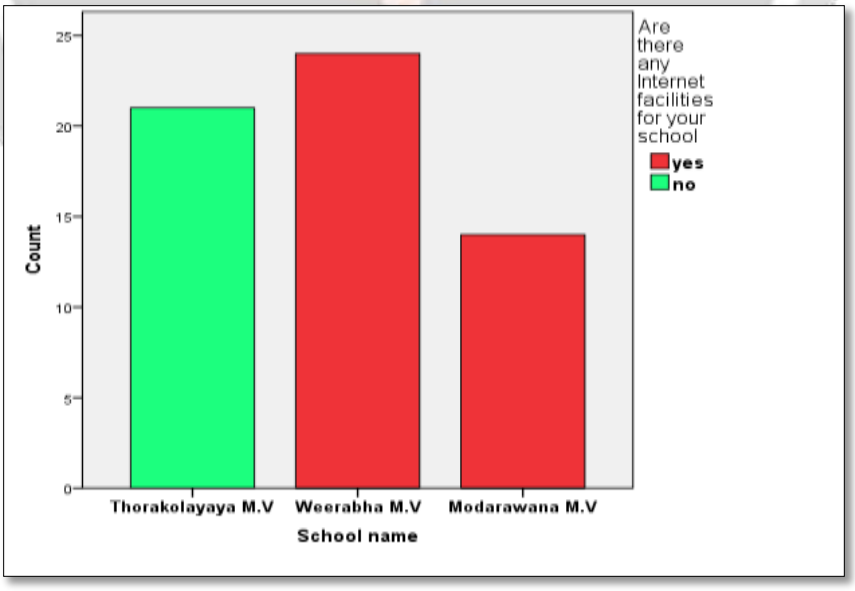

Fig 6 : Whether the school has internet facilities or not

When inquiring about the school's internet facilities, the schools were consulted separately. It is clear that there are internet facilities at Veerabha Model College and Modarawana Vidyalaya and Thorakolayaya Vidyalaya does not have internet facilities.

Conclusion

There is still a gap between the computer and the student in rural schools. The study revealed that there were no programs to provide computers to these schools with low computer facilities. Rural schools are still at a preliminary level when it comes to using computers. At a time when advanced computer technology is being practiced in Sri Lankan schools, computer facilities in rural schools cannot be satisfied. In modern urban schools, the gap between the student and the computer has shrunk in the urban schools. However, there is still a gap between computer technology and students in rural schools. It was clear that rural school children were reluctant to choose computer subjects. If the subject of computing was compulsory rather than a subject, then rural schools would have seen a higher level of computer technology.

The majority of these rural school children had begun to study computer science at grade 10. This has limited their time to practice computer science. All students, whether rural or urban, are educated at the local level, and after schooling, there is no rural or urban divide. In view of all these, it was concluded that computer facilities in rural schools were inadequate. The development of computer technology in rural schools can increase the use of students' computers compared to urban schools. Also important in this research was the focus on theoretical knowledge rather than practical computer knowledge for the O / L computer curriculum. But computers are not a theoretical knowledge. It requires practical knowledge. Most of these students have said that the subject of computer science is difficult to understand because it is difficult to understand the theoretical aspects. Use can be increased. Revising the syllabus to increase practical use of theoretical knowledge in the computer syllabus can help to increase the tendency for students to use computers. Provide proper training for computer subject teachers. Increasing the use of computer technology by students by developing computer technology in rural schools as compared to urban schools. Teachers and Parents should work together to promote the use of computers in school for creativity and entertainment to increase the practical use of the computer subject in students.

Students can participate in computer demonstrations and workshops to enhance their computer knowledge. Also, field trips to computerized government agencies and private institutions can help highlight the importance of computer technology. Allows students to read computer technology books, monthly magazines, etc. at school to give them an opportunity to think about what computer technology can do and to perform various activities.

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