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(දෙවන ශ්‍රේණි අධ්‍යාපන කලාපයේ පස්ගොඩ අධ්‍යාපන කොට්ඨාසය ඇතුළත)

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Abstract

It is identified that there is a clear difference in achievement levels of subject Science between the students of rural schools and urban schools. The focus of this research is to identify the factors that affect the achievement of subject Science of GCE O / L students in rural areas. The objectives of this research were to identify the science achievement level of GCE O/L students in rural areas, identify the students related factors affecting on science achievement level, identify school related factors affecting on science achievement level, identify the factors that affect the achievement of subject Science of GCE O / L students in rural areas and suggest proposals to enhance the science achievement level in rural schools.

Mixed research approach was used, and therefore data were collected through both Qualitative and Quantitative methods. Survey method used as main research approach. The sample was a purposive sample selected for the convenience of the researcher. The sample consisted with one 1AB school, one 1C school and three schools of type 2 in Pasgoda Educational Division of Deniyaya Educational Zone. The sample includes 94 students and 8 science teachers of the 5 schools, science director and science instructor. The main data collecting instruments were questionnaires that forward to the students and teachers. Interviews were also carried out to collect data from science teachers, science director and science instructor. In addition observation schedule and students mark sheets of past term tests were used to collect data. Data are presented in tables and analyzed qualitatively (using statistic techniques) and quantitatively (by explaining) in fourth chapter.

The findings suggested that the science achievement level of GCE O / L students in rural areas are in low level. Further, it was identified that in type 1C and type 2 schools the achievement level in subject Science is less than 50% (i.e. the students who pass Science in GCE O/ L

examination). Data revealed that since most of the students in rural areas have low level of social economic status and low educational level of family back ground. They do not have higher expectations, or motivation to continue their higher education in Science subjects. Also lack of the physical resources in the schools were another reason identified for low science achievement level, especially in type 2 rural schools. These schools do not have enough laboratory facilities or library facilities. In addition, the incompleteness of the syllabus of the subject Science due to the complexity of the subject matter is another identified factor for low achievement in GCE O/L in Science in rural schools. The weaknesses in teaching and learning process, for example, lack of using effective teaching and learning methods, lack of using modern technology and lack of effective school internal observation process are also identified as other factors affecting the Science Achievement. I think the findings of this research may be useful to get actions to increase the science achievement level of the students in rural schools.