

**A critical examination of the Learning  
Environment related to science in 9-11 year  
Classes in the schools of Sri Lanka**

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## Abstract

Sri Lanka, as a developing country has identified the necessity to depend on science education to meet the needs of scientific and technological manpower for rapid development.

In Sri Lanka a common curriculum with science for all in the grade 6 – 11 was implemented in the year 1972. This was a hasty implementation, the government made after facing the insurrection activities, without having much time to plan well.

Today even after passing a quarter of a century, since implementing the common curriculum with science education for all in the secondary level, higher percentages of failures at the G C E O/L examination still seems to be prevalent in government schools and also disparities among districts in this regard are evident. In finding causes for this wastage of resources, there arises the question as to whether the quality provided in the learning environment for science education in the senior secondary level is similar throughout the country.

Firstly in this study, a survey of available literature was undertaken to identify the term “learning environment”. Through this survey, a framework was developed according to the system of education in Sri Lanka to analyze the existing environments provided for learning science in the senior secondary level in schools.

For this survey a sample of twenty schools was selected from three districts namely Colombo, Kurunegala and Moneragala which represents different development levels of the country. Data with regard to the problems associated with the learning environment and the variables among schools that exist in the environment provided for learning science in the years 9-11 were collected through several methods such as observations, questionnaires and interviews.

Further, the analysis of data collected through several methods revealed the reasons for the current problems and the variabilities exist in the implementation of the science curriculum in the country with equality which affects quality.

The reasons can be categorize into two groups. Firstly the study reveals the district wise variations that occur in affecting the learning environment of science. Secondly, it reveals the variations that occur, when consider the 'type of school' .

Thus in the aim of equalizing science education throughout the country some suggestions for improvement of the learning environment of science in the senior secondary level education are also made at the end of the study.