

A STUDY OF SOCIO-EDUCATIONAL CHARACTERISTICS
ASSOCIATED WITH THE G.C.E. (A/L) PERFORMANCE OF THE
STUDENTS ELIGIBLE TO ENTER THE UNIVERSITY

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Since the 'Socio-Educational characteristics' such as Student-Teacher Ratio, Student density of schools, school enrolment of the age specific population, in general education of various geographical parts (districts) of the country are different it was decided to study how this would influence the G.C.E. A.L. performance.

The study population for this study is the group that is eligible to enter the University on the G.C.E. A.L. examination held in 1985. The data for this study were collected from the University Grants Commission, the Department of Education and the Department of Census and Statistics. These groups were divided into their respective streams and also into their respective districts. The distribution of marks for each of these categories was studied in detail; descriptive as well as inferential analysis were performed. Further, considering the Socio-Educational characteristics, multiple regression models were fitted for each stream and also for similar locations of each distribution by taking districts as observations of the sample.

It was concluded that the socioeducational characteristics that influence the G.C.E. A.L. performance differ from stream to stream and also from location to location.