GENDER DISPARITIES ON HOUSEHOLD EDUCATION EXPENDITURE IN SRI LANKA WITH SPECIAL REFERENCE TO COLOMBO, BADULLA, KILINOCHCHI AND HAMBANTOTA DISTRICTS

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ABSTRACT

The total household level expenditure is shared by the households itself, public sector and voluntary organizations. The educational expenses according to the literature are generally brought under two main subthemes as public and private expenses. Moreover, the above sources of expenses are complementary to each other and in the absence of either of them, it is likely to be an under allocation of resources for education. The household expenditure on education is fully consummated by the individual households itself. Majority of the Asian region civilians consider the gender when spending money on education. They spend more on their male children than that of female children .This issue is very prominent almost in all the south Asian countries. Being a south Asian country Sri Lanka does not show the same trend when compared to the other countries. One major reason for this is the impressive record of educational attainments and the educational achievements in Sri Lanka, because Sri Lankans are privileged to receive the free education system. This study has used four districts from SriLanka, namely Colombo, Badulla, Kilinochchi and Hambantota.The main objective of this study is to assess the gender related disparities of household level expenditure on education. This study has used the t Test to assess the gender related disparities. The main findings of the research illustrated that there is a statistically significant difference between male and female children on mean preschool expenses, households spend more on their male children preschool education expenses than that of female children in these four districts. (Preschool expenses mean the expenses, which include only maximum of 2 years educational expenses for the nursery school fees, stationary item expenses, transportation fees). In addition, this study has found that there is no any such difference between male and female children on mean school level or higher studies expenses. Therefore, according to the previous studies' findings on gender disparities on education, this study found out a very different finding on gender disparities on education in Sri Lanka.

Keywords: Gender Disparities, Households, Education Expenditure, Colombo, Badulla, Kilinochchi, Hambantota

INTRODUCTION

Sri Lanka is a middle income South Asian country with an impressive record of school enrolment ,education achievements and learning in South Asian region (Mal, 2007) especially for achievements in literacy (91.9% in 2017), primary education enrolment (99.11% in 2018) (World Bank,2019) and equal opportunity and access to education (Little, 2010).

As a result of the free education policy[1] (1947) and introduction of Sinhala and Tamil languages as the medium of instruction, Sri Lanka gained Universal Primary Education by 1964 (Liyanage, 2014).Under the Sri Lankan free education policy ,several welfare services are also provided by the government :such as free text books to all the children up to Grade 11,transport subsidies for travelling to school, a set of school uniforms annually, free medical inspection in schools(Dental care, Free spectacles to needy children),scholarships schemes (For needy children) (Nawastheen, 2019)According to the Annual Performance Report (2018) which published by the Ministry of Education ,the Sri Lankan Education vision is" to achieve excellent in the global society by producing skillful citizens who share the Sri Lankan Identity". The system or programme on 13 years of education has been initiated in the year 2017 under new educational reforms for guaranteeing Education for 13 years for every student subsequent to admission to schools (Annual Performance Report, 2018).The total household level expenditure is shared by the households itself, public sector and voluntary organizations. The educational expenses according to the literature are generally brought under two main subthemes as public and private expenses. Moreover, the above sources of expenses are complementary to each other and in the absence of either of them, it is likely to be an under allocation of resources for education. The household expenditure on education is fully consummated by the individual households itself. According to the previous studies, Himaz (2010) has found out that there is a gender related disparities on education in Sri Lanka, that is especially rural sector households spend more on their female children's education than that of male children. Moreover, the evidence on inequality

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[1] Free education has been provided for the past 60 years.Dr.C.W.W.Kannangara (1884 -1969) was the first Minister of Education in the State Council of Ceylon. He introduced the Free Education Act in 1945 which enables access to free education for every child in the country.Dr.C.W.W.Kannangara who held the portfolio of education during his whole period is one person responsible for initiating a series of educational reforms that created a lasting influence on the history of education on this country.

in the allocation of goods and services within households in developing countries showed that females obtained fewer opportunities than males; moreover, this can be seen in the intra-household allocation of educational resources; in many countries. This study attempted to identify whether the same pattern continuous or not.

JUSTIFICATION

Author has collected secondary data from four districts according to the HIES reports. The HIES (2016) latest report shows the following data which is related to the household expenditure on education.

Table 1: Household monthly expenditure on education (2016)

District	HEE Amount	HEE Percentage
Kilinochchi	Rs.1421	10.3%
Colombo	Rs.4169	6.5%
Badulla	Rs.1426	5.7%
Hambantota	Rs.1497	3.9%

Source: HIES 2016, (DCS)

HEE: Household Expenditure on Education

Table 1 depicted the largest percentage of household expenditure on education as 10.3 % from Kilinochchi district, while the lowest percentage of 3.9% is represented from Hambantota district. Further, Badulla district showed 5.7% on household education expenditure and the author has taken Colombo district, which showed the average percentage (6.5%) on household education expenditure. In addition, researcher has used all four districts to cover the locational divisions. Researcher has collected 250 households' data from the above four districts .The following table shows the information related to it.

Table 2: Locational Division Population Percentage (2012)

District	Urban	Rural	Estate
Colombo	77.6%	22.1%	0.3%
Kilinochchi	0%	100%	0%
Badulla	8.6%	72.6%	18.9%
Hambantota	5.3%	94.7%	0%

Source: Census of Population and Housing Report, 2012(DCS)

RESEARCH QUESTION

Are there gender differences in allocation of household level educational expenses?

OBJECTIVE

To assess the gender related disparities of household level expenditure on education.

LITERATURE REVIEW

Education plays an important role for every country. It is a powerful tool to develop the knowledge among the people in the country (Sabulayan, 2013). Education raises not only labor productivity and efficiency of workforce but also produces a highly skilled manpower that leads the economy towards sustainable economic growth and hence economic development (Afzal, 2011). From economic point of view, the education associated with high rates of returns, both private and social especially in developing countries (Psacharopoulos & Patrinos, 2004) Expenditure on education can be categorized under the following sectors.
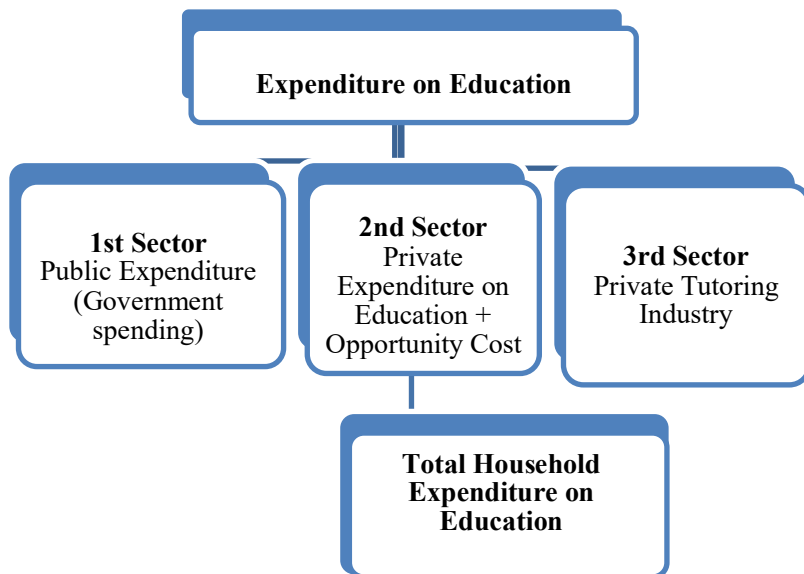

Figure 1: Classification of Educational Expenditure

Source: Growing phenomenon of private tuition, 2008(Dang)

When local empirical studies concerns, according to Himaz's article on 'Intra household Allocation of Education Expenditure 'revealed that there is a bias-favoring girl in rural Sri Lanka.

From the three sectors, household expenditure on education connects directly with second and the third sectors. At present, most of the households mainly focus on the third sector (Dang, 2008). Public expenditure on education largely done by the government as a result of free education system in the country.

Except human capital approach and poverty, welfare also plays a significant role in the field of education. Welfare state refers to a type of government in which the national government plays a key role in the protection and promotion of the economic and social well – being of its citizens (government protected minimum standards of income, nutrition, health, housing and education for every citizen). When categorizing welfare state, there is an important and appropriate service area namely education takes the key position .Education is essential for the distribution of life chances (Nikolai, 2013)Welfare can be divided into parts. Child welfare is a term most often used in a general sense to cover the broad scope of involvement by the state and its legal professionals in supporting children and their families (Carnoy, 1995). Child welfare is one of the key parts which related to the education. Child welfare is designed to ensure that children are safe and that families have the necessary support to care for their children successfully. Child welfare raises the level of the standards of household. According to the Sri Lankan context the following table shows the information related to this subject.

Table 3: Sri Lankan Children (working/non-working) Percentage Aged 5 -17

Main Indicators			
Survey Year	**Children not Engaged in Any Work of Economic Value**	**Children Engaged in Economic Value (Working Children)**	**Children Engaged in Work but Non Child Labor**
1999	78.7	21.3	N.A
2008/09	87.1	12.9	10.4
2016	97.7	2.3	1.3

Source: Child Activity Survey, 2016(DCS)

According to the above table 3, working children percentage has declined from 21.3 % (1999) to 2.3% in 2016.Moreover, Non-working children percentage has increased considerably. So that the above table provides evidence to prove, that the child welfare raises the level of the standards of household. Therefore, for the economic stability of a country, policy makers have a great role to play to uplift the child welfare. Similarly, economic growth or general welfare in social directly related to the household economy.

Table 4: Sri Lankan School Attendance Status Percentage by Age Group and Gender

Survey Year /Age	Attending School	Not attending School
2016		
5-11	97.9	2.1
12-14	98.4	1.6
15-17	60.3	39.7
Gender Wise	90 Male) 90.2 (Female)	10(Male) 9.8 (Female)

Source: Child Activity Survey, 2016(DCS)

And also according to the above table 5, its clear that more than 90% from both gender attended school over all age groups.

Tilak (2002) revealed that households have different levels of expenditure on the education of their male and female children in rural India. Households preferred to spend more money on education of male children than that of the female children. And also he observed that the pattern is the same whether children are enrolled in government or private schools. On the other hand households tent to spend less per student on the education of females than on males. Another supportive study revealed the same scenario in India.A study by Rao (2014), Analysis of household expenditure on education in India, emphasized that Indian households tend to spend less on education of their girl children in contrast to that of boys.

Maritime(2017) in his study on "Determinants of household expenditure on education in Kenya" emphasized that the households still prefer to invest in the male child rather than in the female child. Jensen(2002) discussed that in some developing countries, parents may have "son preferring of differential stopping behavior". According to this if early born children are daughters, parents will be less likely to end bearing more children than if the first born are sons. This way of fertility behavior tends to fact that, on average female

children will have a larger number of siblings and larger household size than male children.

Lloyd (1996) revealed that the school enrollment levels for girls are smaller than the boys. On the other hand female headed households tend to spend more on school enrollment of girls than boys (Lloyd, 1996). According Korinek (2012)gender discrimination pattern is visible in households in Nepal (Korinek, 2012).Many studies have found out that education of parents (both) is one of the key determinants of child schooling (Glick & Sahn, 2006). In other words that the educational background of the parents influences in investing in their children's education. And also, if at least one of the parents had been in the university then they will be more prepared to spend more on their children's education. Improvements in father's education lends to raise the schooling of children (Glick & Sahn, 2006).

Increase in household income tends to increase the investment especially on girls' education. (Glick & Sahn, 2006). Moreover, the level of educational expenditure increases with the household income across years (Andreou, 2012).Household in which women receive remittances spend more on their children's education than other households, even if they are not the household heads (Pickbourn, 2016).Mother's education has a strong impact only on girl's education (Glick & Sahn, 2006).The number of children under six years of age have a negative effect on educational spending (Psacharopoulos & Patrinos, 2004).

When local empirical studies concerns, according to Himaz's article on 'Intra household Allocation of Education Expenditure 'revealed that there is a bias-favoring girl in rural Sri Lanka. More over this finding was much more different from all the other articles, considered gender of the child of households in Sri Lanka (Himaz, 2015).

Sri Lankan General Education

The period of general education system in Sri Lanka comprises all grades from grade 1 to thirteen in the school system. Broadly there are two main divisions, primary covers the first five years and secondary eight years from grade six to thirteen. However the general education system in Sri Lanka provides 13 years in three deferent cycles (Ministry of Education, 2013).

    i)   Primary School Education(Grade 1-5)

    ii)   Secondary School Education

- Junior Secondary School Education- (Grade 6-9)

- Senior Secondary School Education-(Grade 10-11)-(Ordinary Level Examination)

    iii)   Collegiate School Education– (Grade 12-13)-(Advanced Level Examination) (Nuffic, 2016).

After the school education, the well-performed students from the Advanced Level Examination will eligible for entering to the state or government universities according to their examination results.

School System

According to the Annual Performance Report (2018) which published by the Ministry of Education ,the Sri Lankan Education vision is" to achieve excellent in the global society by producing skillful citizens who share the Sri Lankan Identity".

The system or programme on 13 years of education has been initiated in the year 2017 under new educational reforms for guaranteeing Education for 13 years for every student subsequent to admission to schools (Annual Performance Report,2018).

There are 4 main types of schools can be seen in Sri Lankan education field, namely: Government schools,Private schools, Pirivenas(Buddhist centers) and International schools. Sinhala ,Tamil and English are used as media of instruction in government schools .In other three types of schools use either one language or two languages as the medium of instruction.

According to the School Census (2017) contemporary school system of the country consists of   10194 government schools,80 private schools,753 Pirivenas,26 special schools   and more than 265 international schools. The government schools are categorized based on the grades and streams. In addition to the School Census (2018) latest report there are four types of Government schools can be seen in Sri Lankan education institutions. Following are the four categories with definitions for each type of school;

    I.   1AB-Schools having Advanced Level Science(Bio Science/ or Physical Science) stream classes

    II.   1C-Schools having Advanced Level classes other than Science (Arts and/ or Commerce and /or Technology) streams

III. Type 2 – Schools having classes only up to grade 11(Grade 1-11 or Grade 6-11)

IV. Type 3-Schools having classes from grade 1-5 or grade 1-8 (Annual Performance Report, 2018).

Education System in Four Districts

- GCE Advanced Level Examination (A/L)

Examinations take a major role in the Sri Lankan education system. GCE Advanced Level Examination or so called A/L examination is a General Certificate of Education qualification examination in Sri Lanka. It conducts annually by the Department of Examinations of the Ministry of Education. It is usually taken by students during the optional final two years of collegiate level (grade 12 and 13 or external (non-school) candidates),after they have completed GCE O/L examination. For this high competitive examination, majority of the candidates enter the examinations via their respective schools, while candidates who have finished school education can also apply as private applicants. The qualification serves as an entrance requirement for Sri Lankan state Universities (There are 15 State Universities in Sri Lanka) (School Census Report, 2018).

The candidates can be selected one of the 5 major fields of study, namely

I. Physical Science Stream(Combined Mathematics(Pure & Applied),Physics, Chemistry or Information Technology)

II. Biological Science Stream (Biology (Botany & Zoology),Physics or Agricultural Science and Chemistry)

III. Commerce Stream(Economics, Business Studies)

IV. Arts Stream (Media,Sinhala,Political Science)

V. Technology Stream(Engineering Technology, Bio-system Technology, Science for Technology and a category subject)(School Census Report,2018)

Table 5: G.C.E (A/L) Examination Results (2014 -2019)

Indicator	2014	2015	2016	2017	2018	2019 (New)	2019 (Old)
Number Sat	207304	210340	211865	206630	218191	173781	61769
EUE%	61.25	62.35	63.36	66.02	64.70	62.35	75.36
FAS%	8.01	8.64	8.36	8.21	8.34	8.91	4.62

Source: G.C.E(A/L) Examination(2019),Department of Examinations

EUE% -Eligible for University Entrance Percentage
FAS%-Failed in All Subjects Percentage

According to the above information, it is clear that the Sri Lankan overall failed rate has decreased by 3.72% from 2018 to 2019.Moreover the eligible for University entrance rate has increased up to 75.36% with 2019 Old syllabus and declined slightly to 62.35 with 2019 new syllabus.

Table 6: G.C.E (A/L) Examination Results-District Wise

Colombo District		
Year	Number Sat FAS%	EUE%
2019	22141	66.98%
	7.54	
Kilinochchi District		
Year	Number Sat FiAS%	EfUE%
2019	968	61.88%
	10.64%	
Badulla District		
Year	Number Sat FiAS%	EfUE%
2019	7378	62.35%
	8.7%	
Hambantota District		
Year	Number Sat FiAS%	EfUE%
2019	5490	56.68%
	11.28%	

Source: G.C.E(A/L) Examination(2019),Department of Examinations

EUE% -Eligible for University Entrance Percentage
FAS%-Failed in All Subjects Percentage

According to the above table 6 it revealed that only Hambantota district showed the lowest eligibility percentage for University entrance when compared to other three districts.
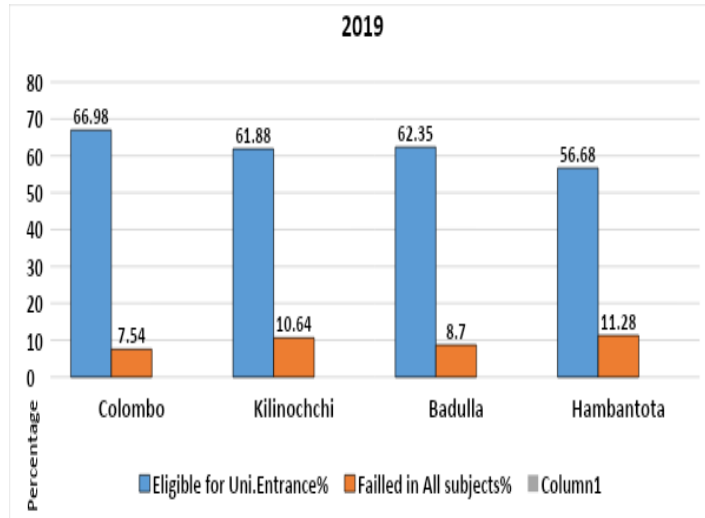

Figure 2: District Wise Performances

Source: G.C.E (A/L) Examination (2019), Department of Examinations

G.C.E (O/L) Examination

The Sri Lanka Ordinary Level (O/L) is a General Certificate of Education (GCE) qualification in Sri Lanka, conducted by the Department of Examinations of the Ministry of Education. It is uasally taken by students at the end of year 11(Usually ages 16-17) or external (non-school) candidates. This examination is held in three mediums Sinhala, Tamil and English.It mainly coveres 9 subjects(Mathematics, Sinhala Language,Science, History, Religion, Esthetic subject).

Table 7: O/L examination results

Indicator	Colombo	Kilinochchi	Badulla	Hambantota
G.A/L%(2018)	80.2	60.36	74.1	81
G.A/L%(2019)	79.09	60.51	71.35	80.51
FAS%(2018)	1.86	3.86	1.94	1.02
FAS%(2019)	1.36	3.90	2.56	1.28

Source: G.C.E(O/L) Examinations(Performance of Candidates),2019,Department of Examination

G.A/L%-Qualified for G.C.E (A/L) Examination Percentage
FAS%-Failed in all subjects percentage

The above table 6 shows the four districts O/L examination performance and the failed in all subjects' statistics. According to the above statistics, Badulla district's performance is highlighted and it is higher than Colombo district as well.

Year 5 Scholarship Examination

The scholarship Examination (also known as the Grade 5 exam) is highly competitive Sri Lanka examination conducted by the Department of Examinations of the Ministry of Education. It is optional for students to undertake it during the final year of primary school (at the age of 9-10).Based on the results of the examination, students could transfer to prominent national schools. The examination is held in two mediums: Sinhala and Tamil.

Table 8: Obtained Marks 100 and Above (Above 50 for Each Paper)

Year	Colombo	Kilinochchi	Badulla	Hambantota
2019	57.70%	45.44%	56.81%	66.19%

Source: G.C.E (O/L) Examinations(Performance of Candidates),2019,Department of Examination

METHODOLOGY

This study has used both primary and secondary data. The primary data is collected from the field survey by the author using tools or instruments as, direct Observations, administering, questionnaire and Focused Group discussions. This study survey adopted information from all four districts for the primary data purpose.

The questionnaire was used mainly because of the possibility of gathering much information from the households within a shorter period of time. The researcher used a structured questionnaire with both closed and open-ended questions to collect data. Researcher used the back-to-back translation method for the questionnaire. Researcher checked the validity and the reliability of the questionnaire. In confirmation of the questionnaire, the draft questionnaire was given to the supervisor/experts in order to obtain the

comments and the relevancy   to the research objectives. One way of identifying the reliability has done by the researcher by using the simple and clear language and instructions appropriately to the respondents. And also, the researcher is planned to do a pre-test with 10 to 20 questionnaires in the pilot study. According to Mugenda &Mugenda (1999) a pilot study provides that research instruments are explained clearly and have the similar meaning to all responds. Further, they explained that pilot study helps to see the simplicity and sustainability of language used in the final instrument for the actual data collection. Based on the pilot study the researcher was able to modify or add the necessary questions in order to carry out the survey productively.

Focused group interviews, this particular data collection is used in this study, by meeting the relevant people (Parents, Principals, Head of academics, Teachers …etc.). This study used the relevant questions to get their ideas and opinions were useful when these relevant people were physically or virtually present.

Individual interview method was used to gather information from expertise (Principals, Educational officers) on household expenditure on education. More details on focus group interviews and individual interview explained in the qualitative research methods.

This study has used the stratified purposive sampling technique to gather the information from the sample. Stratified sampling is a probability sampling technique where in the researcher divided the entire population into different subgroups or strata, and then selects (according to the purpose) final groups proportionally from the different strata. According to this study ,four districts are the main domain used for the stratification. Selected households from each district was the selection domain of this study. The sampling frame was the household units prepared from selected households. From the Slovin's formula, the sample size margin value has taken. The researcher has been taken 250 households from each district.
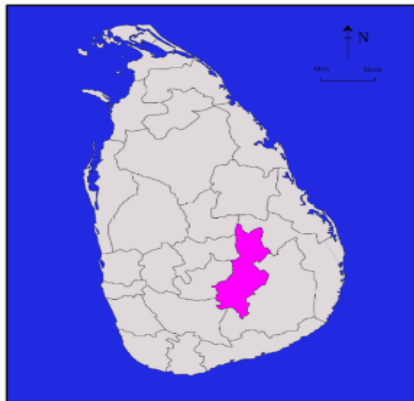
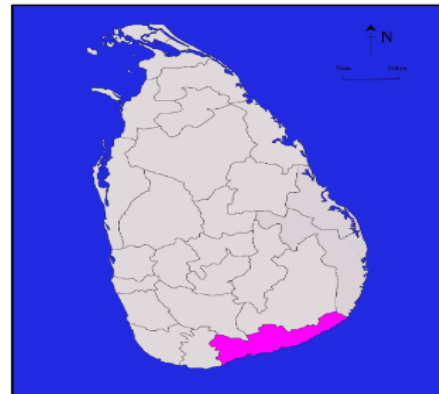**Map 1: Maps of Four District**
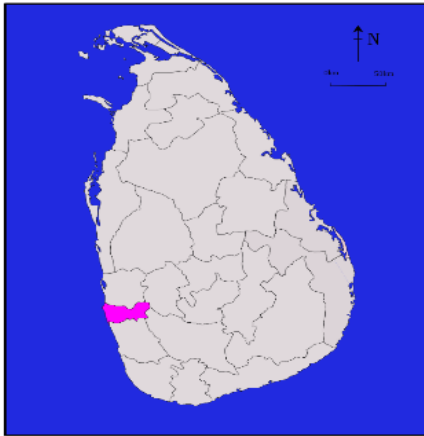
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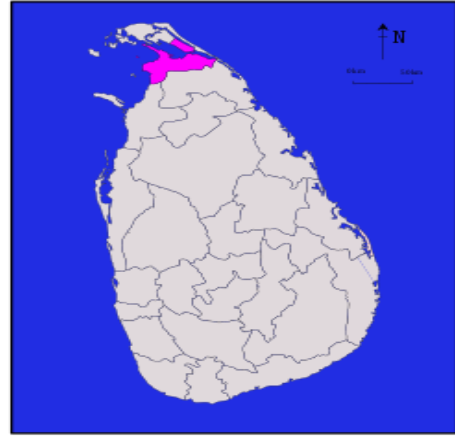
Kilinochchi District

Badulla District

Hambantota District

Source: Colombo ,Kilinochchi ,Hambantota and Badulla districts position maps(2019)

Sri Lanka has been divided into nine provinces and subdivided into 25 districts for the administrative purposes. Colombo district shows the largest population out of all three districts in the Western province. Kilinochchi is the main town of Kilinochchi district in the Northern province and it totally consists of Sri Lankan Tamils and Indian Tamils. Badulla district is the

province capital of Uva province of Sri Lanka. Hambantota district is located on the Southern Coast of Sri Lanka.

This study used t Test to assess the gender of the child related disparities of household expenditure on education. This study carried out investigated whether the intra-household allocation of educational expenditure in four districts favored boys over girls or the same pattern continuous.

ANALYSIS

Independent t -Test

The independent t- Test has used to identify the gender related disparities on educational expenditure. Researcher considered the gender differences between groups. Experiments have designed to establish cause effect relationship. In the simplest experiment, there were two groups of participants created by the manipulation of an independent variable (the cause).The two groups were measured on the same independent variable (the effect)in order to compare their scores. Data analyses were needed to determine whether the independent variable manipulation produced significant differences in scores between the two groups on the dependent variable. The t –test has used to determine whether the difference between means of two groups or conditions was due to the independent variable, or if the difference was simply due to chance. Thus, this procedure established the probability of the outcome of an experiment, and it enabled the researcher to reject or retain the null hypothesis. There were many hypotheses could test as part of this method using t-test. According to this study, researcher tried to investigate any gender differences that might exist among household expenditure on education.

Researcher has used the t –test analysis to identify the gender disparities on household education expenditure.

Table 9: Independent t Test

Type of the Edu. Ex	F	Sig.	t	Mean .Dif	Std.Error.Dif	Lower	Upper
(Levene's Test Equality of variances)					(95% Confident Interval of the Difference)		
Preschool							
Equal variances assumed	21.537	.000	3.051	4350.491	1426.137	1495.768	7205.214
Equal variances not assumed			2.884	4350.491	1508.445	1276.001	7424.981
Primary and Secondary							
Equal variances assumed	.184	.669	.285	474.216	1666.208	-2811.886	3760.319
Equal variances not assumed			.28211	474.216	1681.750	-2846.048	3794.480
Higher Studies							
Equal variances assumed	.567	.453	.970	2399.000	2472.330	-2507.258	7305.258
Equal variances not assumed			.961	2399.000	2497.239	-2569.884	7367.884

Source: Researcher's calculation using primary survey data in 2020

According to the survey study researcher has divided the household expenditure on education under three categories such as

   i)   Preschool education expenses

   ii) School level (Primary/Secondary) education expenses

   iii) Higher studies (University/Training school) expenses.

Preschool Education Expenditure

An independent t test was conducted to determine if a difference existed between the mean household expenditure on education of males and females' .According to the preschool education expenditure calculated using both genders male and female. And also '1' indicated male population and the '0' indicated the female population from the households.60 cases (both male and female) have been taken to this analysis. According to the 'Group Statistics" it indicated that mean for male as 7633.93 and mean for female as 3283.44.Therefore,this indicated that male children had significantly higher spending on preschool education than female children in all four districts. When mean difference concerned, it showed 4350.49(7633.93-3283.44).The sign of the mean difference corresponded to the sign of the t value. The positive t value in this case indicated that the mean expenditure for male

group is significantly greater than the mean for female group. And also the average preschool education expenses for male children was 4350.49 greater than the average preschool education expenses for female children. According to the kindergarten expenditure on education the two hypotheses were:

Hypothesis 1:

:H_0: μ_{male} - μ_{female} =0(the difference of the means is equal to zero)

:H_1: μ_{male} - μ_{female} ≠ 0(the difference of the means is not equal to zero)

Where μ_{male} and μ_{female} are the population means for male and female children respectively.

The p value of Levene's test is printed as 0.000 ,it was very small, so can be rejected the null of Levene's test and concluded that the variance for female children is significantly difference than that of male children. The 95% confidence interval is1279.001 to 7424.981.There is a statistically significant difference between mean preschool education expenses between male children and female children ($t = 2.884$, $p < 0.000$). (Appendix - table 1 here).

Primary and Secondary School Level Education Expenditure

According to this school education expenditure have been taken from both primary and secondary sections.'1' indicated male population and the '0' indicated the female population from the households.197 cases (both male and female) have been taken to this analysis. According to the 'Group Statistics" it indicated that mean for male as 9769.17 and mean for female as 9294.95.Therefore,this indicated that male children had significantly higher spending on school education than female children in all four districts. When mean difference concerned, it showed 474.22(9769.17-924.95).The sign of the mean difference corresponded to the sign of the t value.The positive t value in this case indicated that the mean expenditure for male group is significantly greater than the mean for female group. And also the average school education expenses for male children was 474.22 greater than the average school education expenses for female children.According to the school expenditure on education the two hypotheses were:

Hypothesis 2:

H_0: μ_{male} - μ_{female} =0(the difference of the means is equal to zero)

H_1: μ_{male} - $\mu_{female} \neq 0$(the difference of the means is not equal to zero)

Where μ_{male} and μ_{female} are the population means for male and female children respectively.

The p value of Levene's test is indicated as 0.669 ,it was very large, so can be accepted the null of Levene's test and concluded that the variance for female children is no significantly difference than that of male children.The 95% confidence interval is -2811.to 3794.480.There is no statistically significant difference between the mean school education expenses between male children and female children (t = 0.778, p >0.669). (Appendix - table 1 here).

Higher Education Expenditure

According to this higher studies education expenditure have been taken from both training schools and University sections.'1' indicated male population and the '0' indicated the female population from the households.100 cases (both male and female) have been taken to this analysis. According to the 'Group Statistics" it indicated that mean for male as 12796.75 and mean for female as 10397.75.Therefore,this indicated that male children had significantly higher spending on higher studies than female children in all four districts. When mean difference concerned, it showed 2399(12796.75-10397.75).The sign of the mean difference corresponded to the sign of the t value. The positive t value in this case indicated that the mean expenditure for male group is significantly greater than the mean for female group. And also the average higher studies education expenses for male children was 2399 greater than the average higher studies education expenses for female children.According to the higher studies expenditure on education the two hypotheses were:

Hypothesis 3:

H_0: μ_{male} - $\mu_{female} = 0$(the difference of the means is equal to zero)

H_1: μ_{male} - $\mu_{female} \neq 0$(the difference of the means is not equal to zero)

Where μ_{male} and μ_{female} are the population means for male and female children respectively.

The p value of Levene's test is indicated as 0.453 ,it was very large, so can be accepted the null of Levene's test and concluded that the variance for female children is no significantly difference than that of male children. The

95% confidence interval is -2507.258 to 7367.884.There is no statistically significant difference between mean higher studies education expenses between male children and female children (t = 0.961, p >0.453) (Appendix - table 1 here).

In general, gender is believed to be a very significant determinant of household expenditure on education, especially in developing countries. Being a developing country Sri Lanka do not display this trend except for kindergarten stage. In kindergarten stage, it showed that parents of the households spend more on their male children's education than that of female children. The previous study on "Intrahousehold Allocation of Education Expenditure: The Case of Sri Lanka'' revealed that parents spend more on their female children's education than that of male children. However, the primary survey concluded that there is no such difference on allocation of money on education gender wise. Therefore, this study proved that gender is not a decisive factor on expenditure of education in primary, secondary and University level in all four districts of Sri Lanka. Furthermore, Buddhist culture has also influenced the Sri Lankan society not been selective gender wise even at child birth, school enrollment, school level education expenses and job selection.

RESULTS AND DISCUSSIONS

According to the t test analysis, this study found out that there is a statistically significant difference between the male children and female children on mean preschool expenses. It revealed that households spend more on their male children preschool expenses than that of female children in these four districts. On the contrary, the other two levels such as school level expenses (primary & secondary education) and higher studies expenses (University &Training school education) have not displayed any such pattern like the kindergarten expenses, which further unfolds that there is no statistically significant difference between male children and female children on mean school level expenses or higher studies expenses. Therefore, it is considered and concluded that there is no gender disparities on household level education in these four districts in Sri Lanka. (Kindergarten education is for the age of below 6 years, mainly from 2 to 3)

SUGGESTIONS

Further, being a developing country in the region of South Asia, Sri Lanka shows a positive and equal contribution to children's education despite

gender disparity. The author would rather suggest that every government should maintain this equality.**

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