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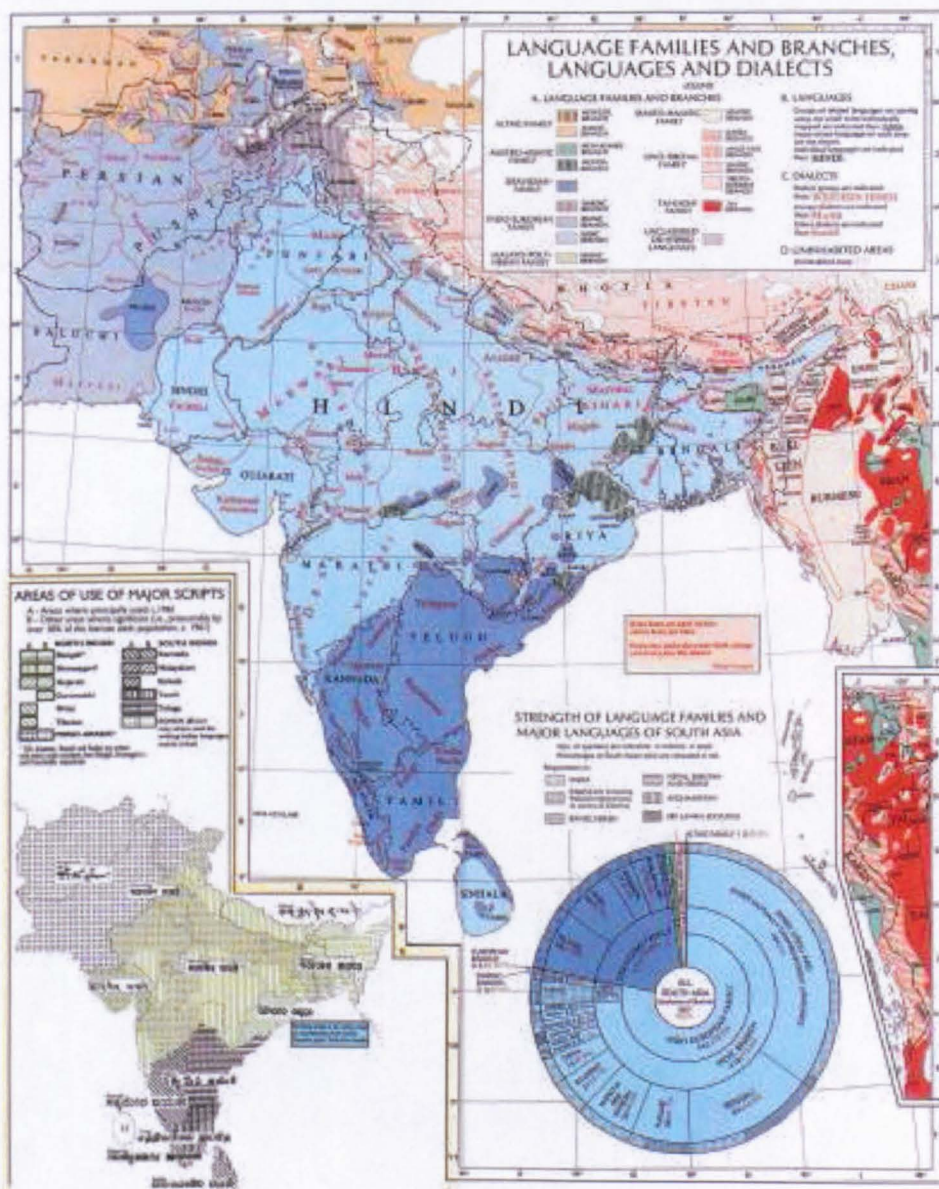
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APPENDICES

1 - ADDITIONAL MAPS, FIGURES & ILLUSTRATIONS

1a – Language families & dialects of Indo-Aryan and Dravidian proto-history

This map illustrates geopolitical spread of ethno-social groups.



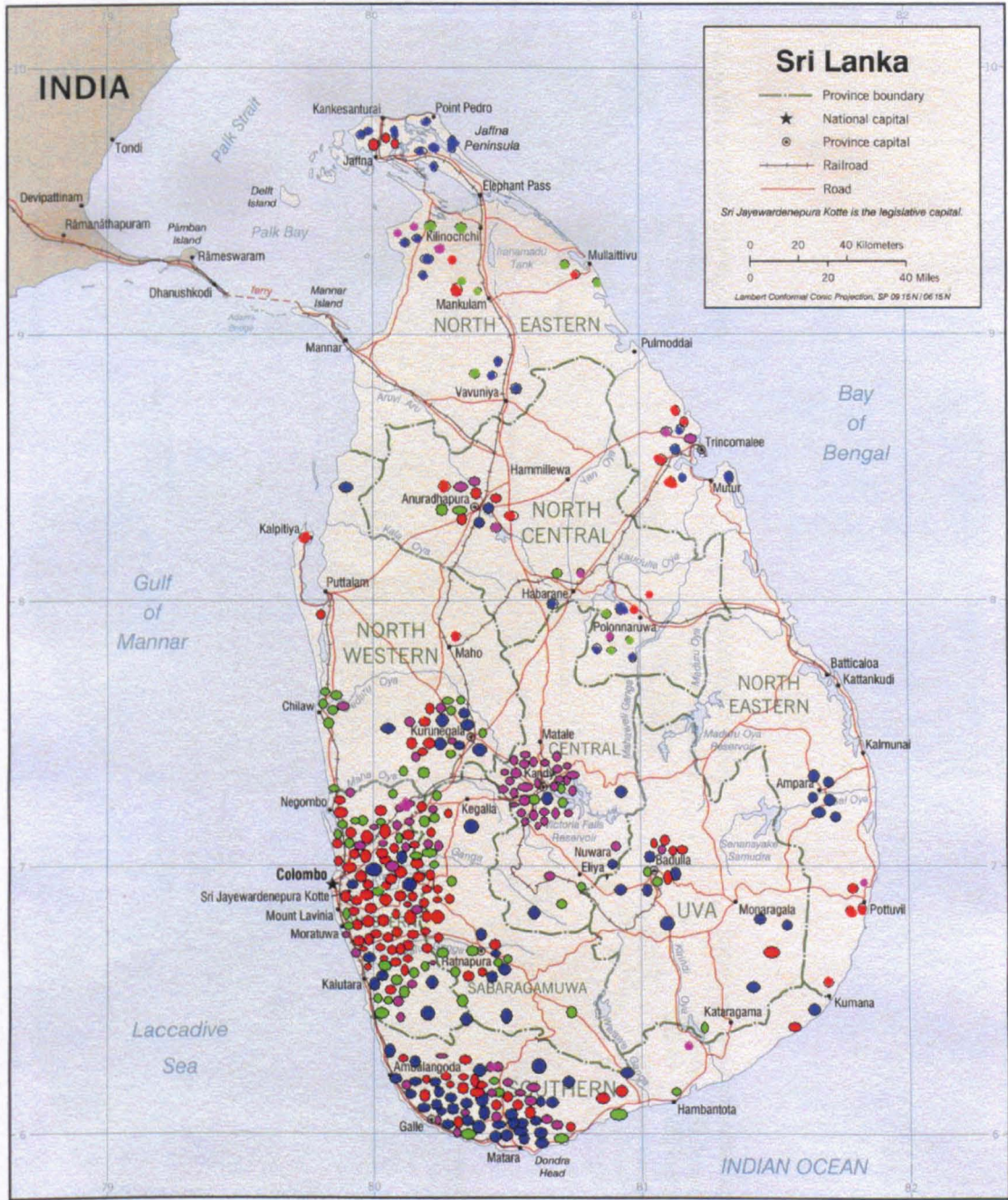
1b – Geopolitical spread of subsamples



Base: B02734A (IC00127) 3-01

This map illustrates geopolitical spread of subsamples. Red denotes school samples while burgundy university samples.

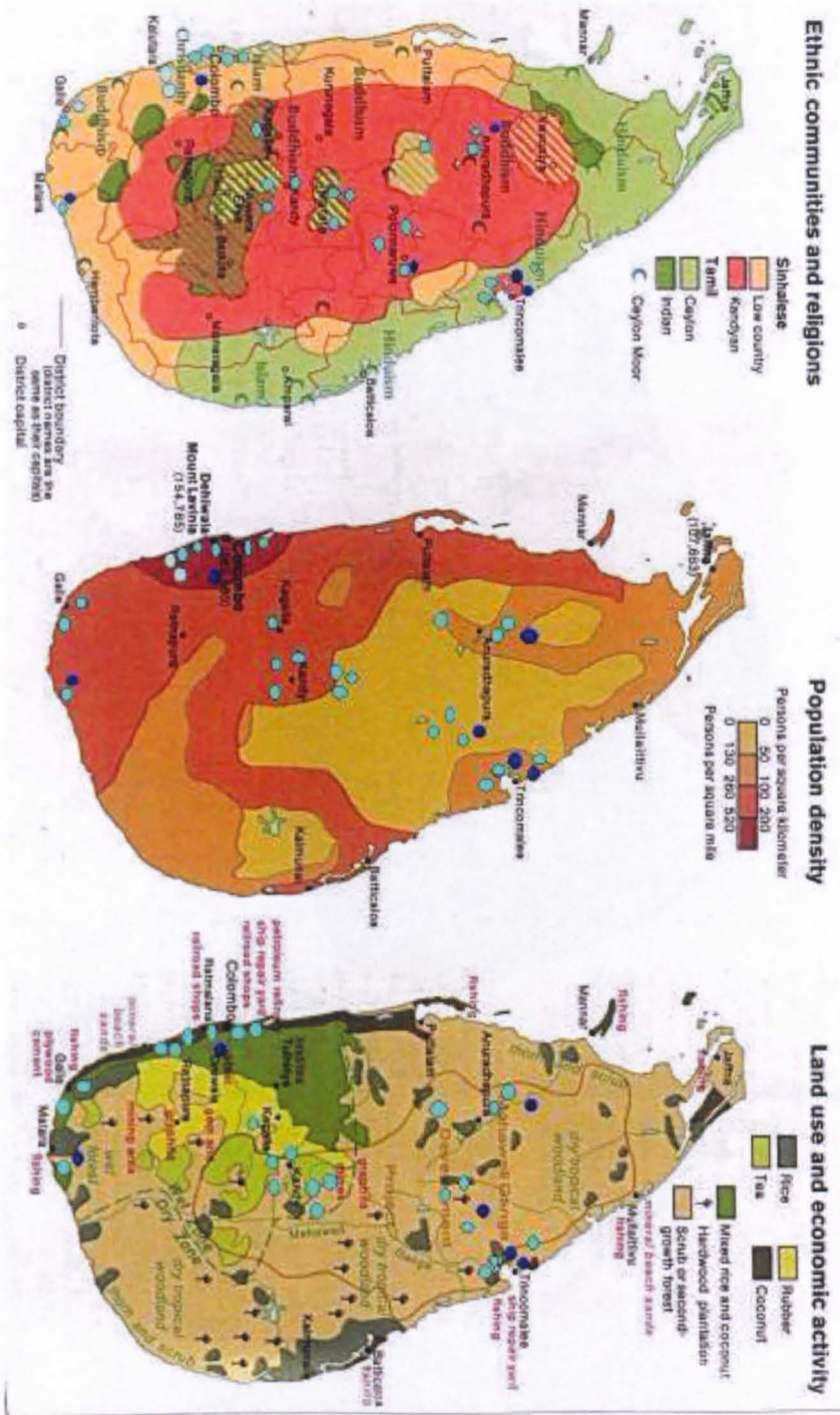
1c – University population spread by place of birth



Base 802734AI (C00127) 3-01

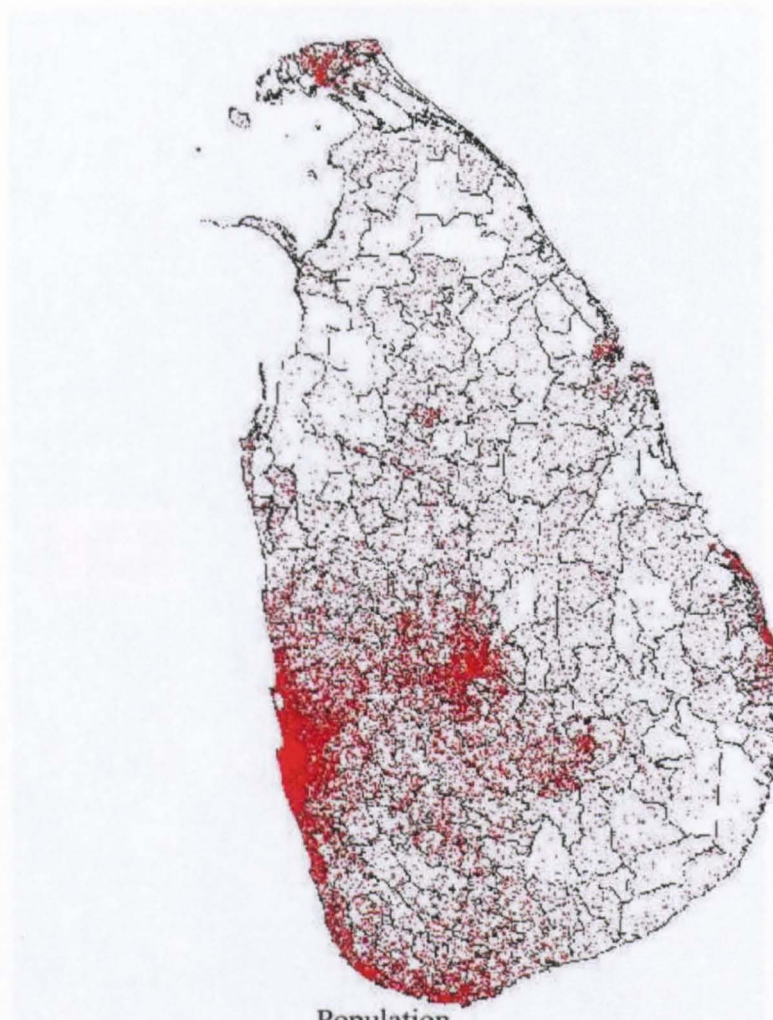
This map illustrates the population spread by place of birth. Red denotes University of Colombo, Blue denotes University of Ruhuna, Green denotes University of J.Pura, Pink denotes University of Peradeniya.

1d – University population spread by place of birth



Geopolitical spread of ethnosocial groups, religious groups, population density and socio-economic concentrations in Sri Lanka. Light Blue denotes school samples, Dark Blue denotes military samples.

1e – Population density of Sri Lanka by census data



Population

One dot represents 1000 people.

Sources: Department of Census and Statistics (<http://www.statistics.gov.lk/>)
and North East Provincial Council (<http://www.nepc.lk/index.htm>)

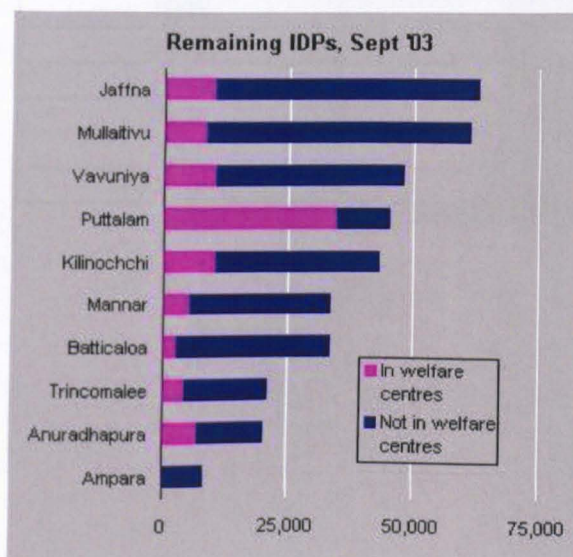
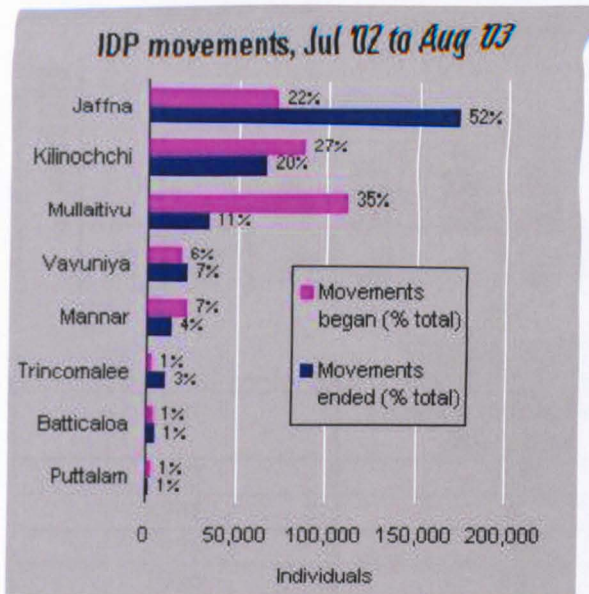
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1f – Defence ministry warzone classification territories



This map illustrates the districts that are under emergency regulation warzone classification by the Sri Lankan Ministry of Defence.

1g – Defence ministry’s official statistics Internally Displaced People



1h – Defence ministry’s official statistics on military expenditure



Year	Military expenditure in Rs. billion
1983	1.7
1986	6
1995	24
1996	38
1998	56
2001	63
2004	56
2005	56.3
2006	69.5
2007 [est]	139.6

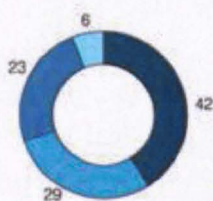
Source: Sri Lanka Budget Estimates Vol-1 Page 549

1i – Socio-economic indicators by luxury facilities (phone usage)

Customer Analysis - Region-wise

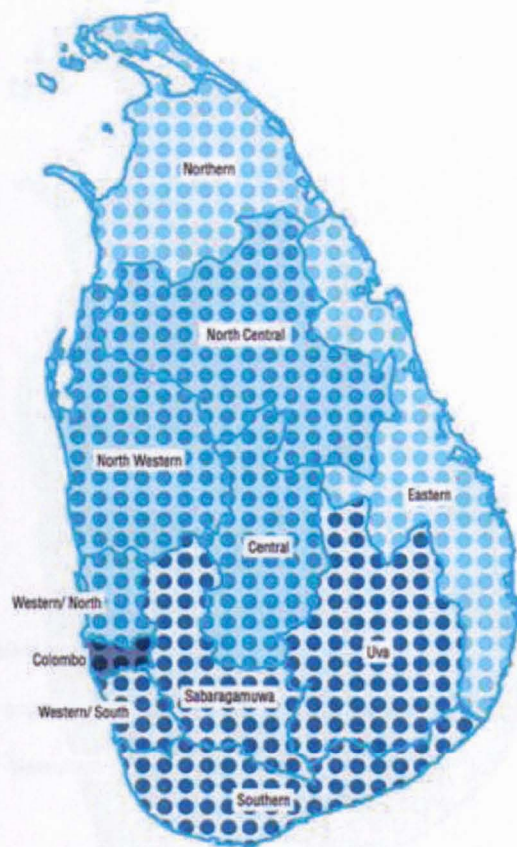
%

- Metro
- Region - 1
- Region - 2
- Region - 3

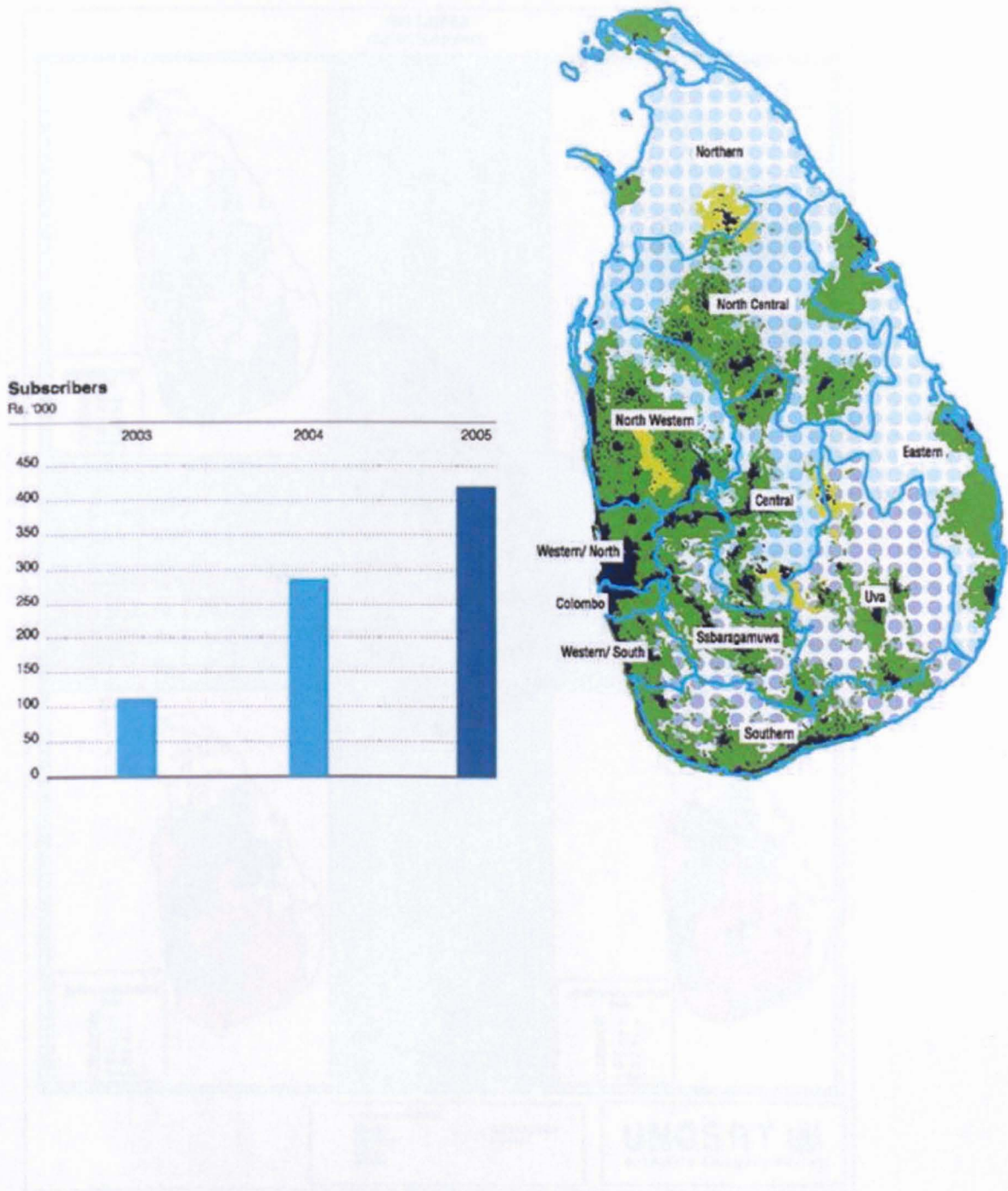


New Connections for 2005

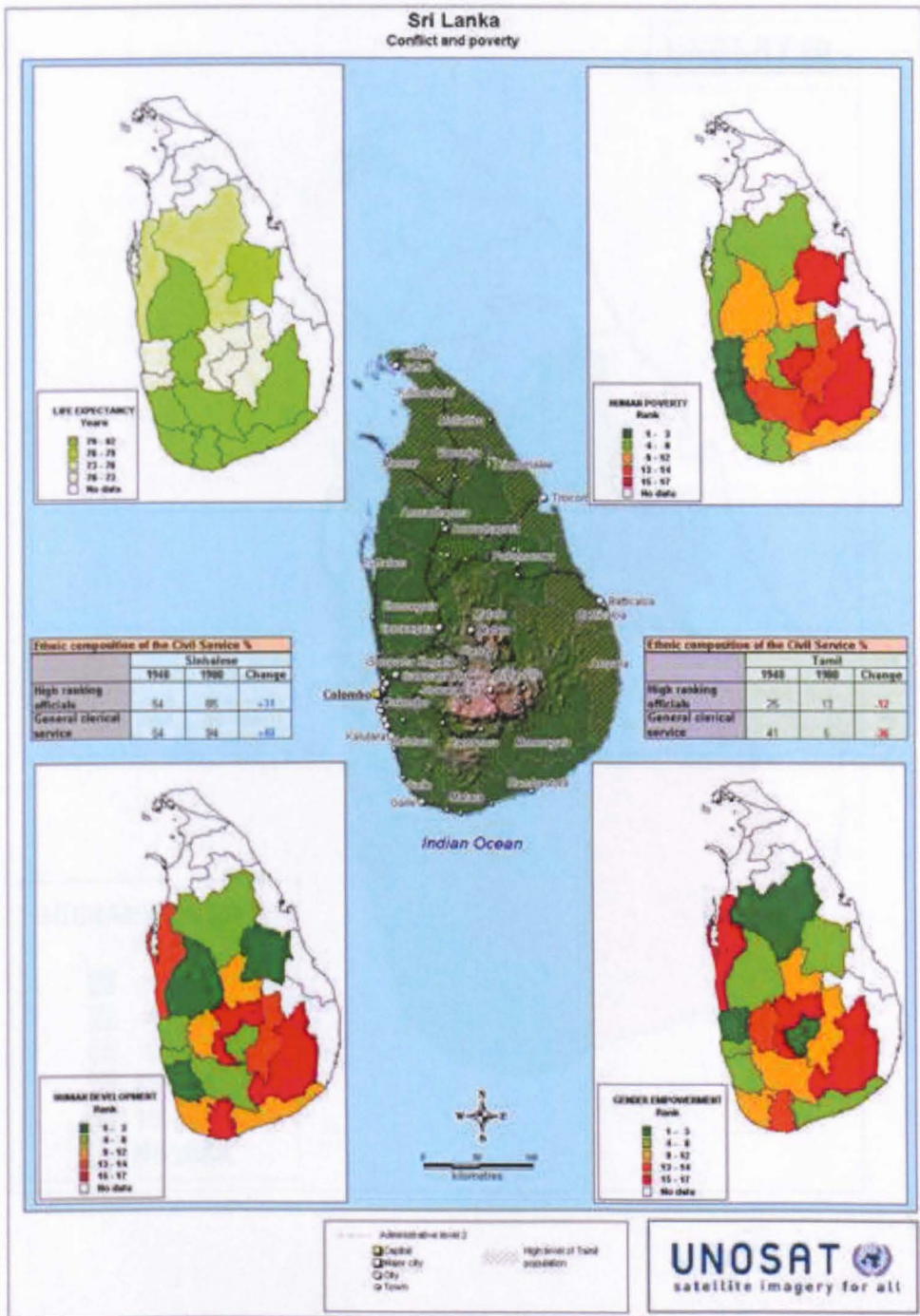
Area	Number of Connections
Metro Area	27,615
Central	9,308
North-Central & North-Western	17,203
Western - North	16,541
Western - South	7,861
Sabaragamuwa	5,827
Southern	15,628
Uva	6,116
North & East	10,923



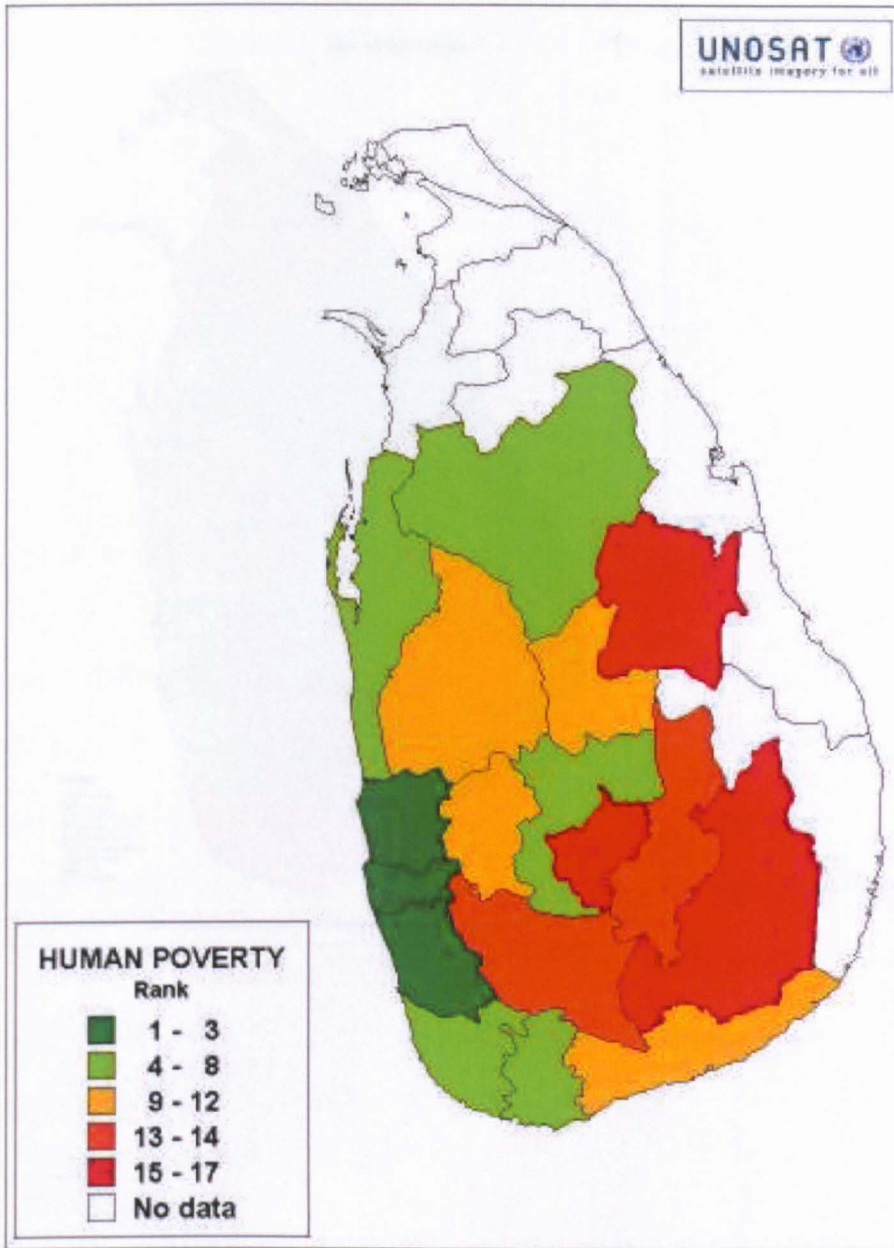
1j – Socio-economic indicators by luxury facilities (internet usage)



1k – Conflict & poverty levels in Sri Lanka



11 – Human poverty in Sri Lanka



1m – District map of Sri Lanka



6.1 – CONTEXTUAL SETTINGS OF CULTURE & LANGUAGE

This section has been moved to the appendices as instructed in the amendments from chapter 6 from the translation procedure.

Linguistic Lineage, Context and Characteristics of Sinhala

Sinhala /Sinhalese is the *mother tongue* of the Sinhala peoples, the largest ethnic group (74%) of the experimental demography; and is spoken by 16 million people of which about 13 million are native speakers and about 2,000,000 are second-language speakers. This indigenous language form is the constitutionally recognised primary state language since the country's independence (as well as prior to colonisation) and is spoken in all parts of the country except a few small townships in the North & East. (CIA, 2006)

Contemporary linguistic research (Gordon & Raymond, 2005) classifies Sinhalese linguistic lineage as an offshoot of the Indo- Aryan branch of the Indo-European languages, from an Indo-Iranian sub category.

The development of the Sinhala language is divided into four periods: (1) Sinhala Prakrit (until 3rd century CE), (2) Proto-Sinhala (3rd - 7th century CE), (3) Medieval Sinhala (7th - 12th century CE), (4.) Modern Sinhala (12th century - present) by most linguists (e.g. Gordon & Raymond, 2005; Gair 1998). This Sanskrit based language have well established and distinctive hierarchies of diglossia. as in many languages of South Asia, and established features, such as gender, number and case agreement between subject and verb, in its literary diglossia (Gair 1998) Its alphabet is formed from *Brahmic Abugida* which is compiled almost entirely of curlicues and contains 7 long vowels, 7 short vowels, 24 consonants, including 4 which are prenasalized. Its linguistic characteristics include *Subject-Object-Verb* order in sentence structure, and non-finite clauses that are formed by the means of participles and verbal adjectives, instead of featuring subordinate clauses as in Latin languages. These left branching characteristics are further established with a lack of prepositions, only postpositions/adpositions and a tendency to drop pronouns. A rare four way deictic system, characterised by 4 demonstrative stems, further separates its uniqueness from other branches of the Indo-European family (Geiger, 1938).

Dravidian Influences can be seen in the many Tamil loanwords as well as grammatical features shared by neighbouring Dravidian languages. Similarly Dutch and Portuguese loan words are prevalent in both spoken

Sinhala as well as its literary or formal diglossia. Another Anthropological phenomenon is the presence of proto-Australoid/ 'Veddhi'⁹⁷ loan words in spoken Sinhala (and not common in its formal/literary diglossia), predominantly characterising primitive survival related nouns and verbs. A further modern corruption of the spoken language is a populist tendency to parallel or corrupt with English Nouns & Verbs, a phenomenon popularly known as '*Singlish*'. This was particularly pertinent in the translation process as some words such as 'morphine' were written in brackets in English. This popular use of '*Singlish*' also led native Sinhala speakers to clarify the meanings of some of the literary/formal diglossia that were used in the translations, as some semantics are beginning to fall out of popular usage and are upheld only in formal use or literature. The word '*Social Identity*' was frequently so clarified (Geiger, 1938).

Linguistic Lineage and Characteristics of Tamil

Tamil is the *mother tongue* of the Tamil peoples, who are scattered around the world in established Diasporas in varying levels of generational

⁹⁷ The Indigenous aboriginal tribes of Sri Lanka (Veddhas) retain this Australoid form, minimally corrupted by and parallel to the Indo-Aryan Sinhala & Dravidian Tamil, protected by their tenacious self imposed isolation. Anthropometric research suggests anthropological & linguistic connection to Australoid communities in South Asia & Australasia. (Paranavitana, S 1970, Seligman 1911 etc)

migration, including Tamil Nadu⁹⁸, Sri Lanka, Indonesia, Malaysia, Singapore, South Africa, Fiji Islands Mauritius, Canada, USA, Australasia, and the United Kingdom. It is spoken as the 1st or mother language by a dual ethnic minority (3.9% Sri Lankan Tamils + 4.6% Indian/ Plantation Tamils) of the experimental demography (CIA 2006). The Tamil ethnic Diaspora is a collective that is united by its supra-national Identity, Dravidian extraction and, despite its many regional dialects, the '*Tamil*'/ '*Dravidian*'⁹⁹, mother tongue (CIA 2006; Varadarajan, 1988).

According to some linguistic specialists such as Varadarajan, (1988), 'Proto-Dravidian' was spoken throughout India before the Turanian & Aryan migration to the subcontinent, via the Bolan & Khyber passes respectively. However, this invasion changed Proto-Dravidian languages spoken in the Northern regions of India creating medieval Indo-Aryan language forms with mostly Aryan & Turanian substance such as Praakrit & Paali, (and later Sanskrit forms) which soon became popular enough to unseat Dravidic languages almost entirely. This led Dravidian languages to be confined to South of India, which further developed into 3 forms, developed along the geographical lines of the 3 Tamil Kingdoms (Tamil,

⁹⁸ The South Indian State of *Tamil Nadu* is considered the source of the Dravidian language and the Peoples. Tamil or '*Dravida*' is the name of the peoples as well as the Official state language of the state of Tamil Nadu.

⁹⁹ "The term Dravidian, which refers to the language of South India, is of a later origin. Originally it was derived from the word *tamil* /*tami*>. This word in course of time changed into *dravida* after undergoing a series of changes like *tamiza*, *tramiza*, *tramiTa*, *trapida* and *travida*. Today however, these regional languages are classified under the blanket term "Dravidian family of languages" (Varadarajan, 1988).

Telegu & Kannada and later Malayalam). Geographical expansion of the Tamil peoples through the ages has established the Tamil language & Tamil Diasporas in many regions of South Asia and beyond.

Gordon and Raymond (2005) classify Tamil Proper as a part of the Southern branch of the Dravidian Languages, and a member of the 'Tamil language family'¹⁰⁰. The development of modern Tamil is divided into five periods: These include (1) Sangam (200-BCE - 300 CE), (2) Post Sangam (300-700 CE), (3) Bhakthi period (700 to 1200 CE), (4) Mediaeval Period (1200 to 1800 CE) and (5) Modern (1800 to the present). This extended linguistic evolution that runs parallel to the political, regional and cultural diversities perhaps explains the complex coexistence of the many regional dialects and varieties of expression and form that complicated the translation procedures initially. (Gordon and Raymond, 2005)

The continuum between its formal diglossia and its spoken colloquial form can be categorised into 3 forms, a classical diglossia (*Cankattami*), modern formal (*Centami*) and a modern colloquial form (*Kotuntami*). The Tamil translation of the MJT followed the *Centamil* form (*according to the State translations advice and revisions*), on the grounds that a reasoning task was better expressed in more formal expression. This was

also in line with the Sinhalese translation which has a marked diglossia. While Modern Indian Tamil also varies according to geography & caste (in India these would be demarcated as East, West, North, South, & Central), Sri Lankan Tamil is relatively conservative, having retained older features while continental dialects have lost them or changed into different formats. (UCLA Language Materials Project 2005) While this seemed to pose a challenge as the translations were meant to cater for both Indian Tamils and Sri Lankan Tamils, in practice we found that the Indian Tamil groups (*having co-existed with Sri Lankan Tamil language and culture for 1 or 2 generations*) were familiar with the more formal and classical shadings of Sri Lankan Tamil Diglossia.

The Tamil alphabet utilises a form of *Ashokan Brahmic abugida* known as *Vattelluttu*, which is compiled of 12 vowels, 18 consonants and one special character known as an *āytam*. The vowels and consonants are then utilised to form 216 compound characters, giving a total of 247 characters. In line with other Indic scripts consonants have an inherent vowel *a*, which is abbreviated using a staccato like over-dot (a diacritic) known as a *pullhi*. (Schiffman, 1999; Britto, 1986) Among its linguistic characteristics Tamil-*Proper* features, common and proper nouns, pronouns numerals, and adjectives that inflect for case, person, number (singular/ plural) and

¹⁰⁰ Which consists of about 35 ethno linguistic groups including Tamil proper. Ethnologue categorises the chronological development as, Dravidian, Southern, Tamil-Kannada, Tamil-Kodagu, Tamil-Malayalam,

gender. There are 8 cases (nominative, dative, accusative, sociative, genitive, locative, ablative and instrumental). There are 2 genders, the 'rational' and 'irrational'. Similar to Sinhalese the verb comes at the end of a clause, typically with *Subject- Object- Verb* order in a sentence structure. Again parallel to Sinhalese and other South Asian languages, Tamil has postpositions rather than prepositions. However, as a 'null subject language' it is possible to construct valid sentences that have only a verb, or only a subject & object as seen in this translation. (Schiffman, 1999; Britto, 1986)

6.2 – SUMMARY REFLECTIONS ON TRANSLATION VALIDATION

The validation scrutiny in the Cronbach's alpha which looked at internal consistency by examining inter item reliability and correlation divulged that those who completed the identity measure in English scored much lower in the identity scores. This is understandable given that those who have strong identity attachment to a particular ethno-social group usually have a strong grasp of the language/dialect associated with that group (e.g. Bourdieu, 1991; Anderson, 1983; Bray, 2004; Brubaker, 2002; Thompson, 1989). Further scrutiny also suggested that the English language groups rated the questions relating to attachment (Q1, Q2, Q3 & Q5) significantly lower than both the Sinhala and Tamil groups (the latter rating highest). This is again understandable and in keeping with the research fabric (e.g. Bourdieu, 1991; Anderson, 1983; Bray, 2004; Brubaker, 2002;Thompson, 1989; Woodward, 2004) considering that the Tamil group is the ethno-social group who's legitimacy that is being rejected by the hegemony. However, an interesting subsidiary finding in the item correlations was both the Sinhalese and Tamil groups rated the 'defensive' questions of the group (Q5, Q6 & Q10) significantly lower than the English group, especially Q10 relating to in group criticism. Again this is in keeping with the language symbolism hypothesis as indicated above. However, Phinney (1999) notes in reference to diaspora identities, that ethnic identity

achievement is undoubtedly different for between individuals and groups because of their different historical and personal experiences. Therefore, high score achievement does not necessarily imply a high degree of ethnic involvement; one could presumably be clear about and confident of one's ethnicity without wanting to maintain one's ethnic language or customs. (Phinney, 1999) Therefore generalisations about symbolic markers such as language medium have limited relevance.

Furthermore those Tamil subsamples in the north (Trincomalee; subsample 11 and 12) and Sinhalese subsamples in the south (Galle; subsample 5 and 6) and Sinhalese subsamples in the central north (Anuradhapura, Pollonnaruwa subsamples 9,10, 16,17) which were homogenous representing a particular identity group (these sampling further represented the locations ethno-social distributions) registered moderately higher identity scores in comparison to the mixed sample locations taken from urbanised multicultural cities. This is again in keeping with the research fabric's conceptual framework. Darity, et, al, (2006) in their concept of ethnic identification formation framed in an evolutionary game theory model suggest people follow an individualist identity strategy, another where all persons pursue an ethnic identity strategy, influenced by exogenous criterion, for example, phenotype and participant location (i.e. neighbourhood homogeneity). This could explain the strong identities in the more homogenous sample. Furthermore Bisin,

Patacchini, Verdier, and Zenou (2006) claim that identity with and socialization to an ethnic minority are more pronounced in mixed than in segregated neighbourhoods. Interestingly these finds do not match Brown's (1996) finding where high status groups had stronger identification.

7.1 - SOCIO-ECONOMIC LEVEL CLASSIFICATIONS DESCRIPTORS

FACTOR 5: Socio-economic Level Classifications descriptors

Given the polarised nature of Sri Lanka's socio-economy which is sustained by indomitable cultural demarcations based on education, and geography (*which is essentially tied into urbanisation*) it is necessary to probe the impact of these variables on moral development. Especially since the parallel existence of these polarised economies necessarily indicate life qualities alien and mutually exclusive to each other. Among the 90 odd implicit and explicit demographic characteristics the data afforded, socio-economy is probably one of the most significant variables in this study that may affect the dependant variable.

Three factors are particularly significant in considering this effect. Firstly, the socio-economic mobility factor is less fluid than in the west, and living conditions are quite radically polarised between social classes. Secondly, the extreme polarised socio-economy of the country is necessarily built into the education system, not just in terms of wealth distribution and living conditions, but also in terms of the irrevocable cultural gulf that exists between the very foundations of educational institutions. Thirdly, that in recent years this traditionally immobile wealth

distribution, aggressively guarded for generations through the private school alumni networks in the private sector (*which in the developing world is invariably more affluent*), has started to deteriorate due to a number of internal and external dynamics such as the nationalisation of a large number of private schools (*during the Marxist/ Socialist era in the 60s/70s*) and the social mobility achieved by a minority of working class immigrants through foreign currency. Therefore, to a certain degree the socio-economic ecology of the sample is in transition and demonstrates the many sensitivities and complications symptomatic of such transition.

Therefore it was not possible to simply rate the samples based on tuition fees or Autonomy, Independence, or Private/ Semi private / State status. An obvious manifestation of this phenomenon is the 'International School' System that has mushroomed in the last couple of decades. Admissions to these institutions are based on capacity to pay rather than the elitist old fashioned private school system. However, as this consumer based approach to education is still in flux, it has created complications in classifying socio-economy using a simpler consumer market model (i.e. cost) and required a more holistic classification system.

Given the absence of socio-economic classification that could pragmatically be utilised for the purposes of this research it became necessary to create an ordinal parameter to appropriately rate the sub

samples at least on a rudimentary quinary model. While various socio-economic rating systems and considerations (*such as league tables and other independent rating sources*) both in the western educational system and in the relative Asian ecology were considered, a straightforward adoption that was appropriate to the sample ecology in respect to the purpose of the study could not be achieved. Therefore a holistic model that utilised a wide variety of data including living conditions, Poverty Line statistics & the 'Head Count Index'¹⁰¹, access to basic amenities, and consumer statistics of modern conveniences such as telephony was incorporated into the quinary model. Equi-distance could not pragmatically be achieved in this ordinal Scale due to the nature of the data.

Please note that these variables were not central to the research hypothesis and were incidental demographics. Therefore the scale was constructed based on rudimentary statistics provided by the Department of Census & Statistics and the Ministry of Education (Central Gov.) data from the School Census 2003, 2004, 2005 and District Education Authorities (Local Authorities) cross referenced and moderated by the schools. This raw scale hasn't been put through structural validation or reliability analysis as

¹⁰¹ **Head Count Index:** A measure of the percentage of the population under the Poverty line, according to the Department of Census and Statistics. <http://www.statistics.gov.lk/poverty/small%20area%20reportNEW.pdf>

the above data used for this purpose was neither sophisticated enough nor transferable within criterions.

1. **Ministry of Education ‘Functional Grade’ & ‘Functional Status’:** Based on the Ministry of Education Census in 2003, 2004, & 2005. While the ministry classifications seem to fit into an international school, private school semi-private school, State & Rural board differentiation, there is no obvious clarity or definition as to the function or characteristics of these gradings, despite fitting somewhat neatly into this paradigm. The Ministry has abstained from commenting on the semantics of these grades.

<http://www.moe.gov.lk/modules.php?name=Downloads>

2. **Cost/ Tuition Fees & Top-up Fees:** Based on Information from the Schools.
3. **Admission Policy:** Based on Information from the Schools.
4. **State Subsidies and Regional Living Conditions:** Based on Information from the Schools and the Ministry of Education and the Department of Census and statistics.

<http://www.moe.gov.lk/modules.php?name=Downloads>

http://www.statistics.gov.lk/Abstract_2006/Pages/indicators.ht

m

5. **Autonomy, Dependence & Location:** Based on Information from the Schools and the Ministry of Education and the Department of Census and statistics.

(<http://www.moe.gov.lk/modules.php?name=Downloads>)

http://www.statistics.gov.lk/Abstract_2006/Pages/indicators.htm

m

Sub Sample	Socio-Economic group	Conflict level	N	Gender
1. Colombo				
School Sample 1 (Autonomous private girls' school)	1	3	51	F
School Sample 2 (autonomous private boys' school)	1			M
2. Kandy				
School Sample 3 (Semi- private girls' school)	2	3	83	F
School Sample 4 (Inexpensive mixed International schools x 2)	2			x
3. Galle				
School Sample 5 (Large State Urban Girls' school)	3	1	184	F
School Sample 6 (Large State Urban Boys' school)	3			M
5. Horetuduwa & Moratuwa				
School Sample 7 (Nationalized Private School)	3	1	63	F
School Sample 8 (semi-rural state mix school)	4			m

6. Anuradhapura				
School Sample 9 (Rural State Girls' School)	4	4	44	F
School Sample 10 (Rural State Boys' school)	4			m
8. Trincomalee				
School Sample 11 (Rural state school)	5	5	124	M
School Sample 12 (Rural state school)	5			F
4. Matale				
School Sample 13 (semi-rural state girl's school)	5			X
School Sample 14 (semi-rural state mix school)	5	8.5	2	X
School Sample 15 (semi-rural state mix school)	5			F
7. Pollonnaruwa				
School Sample 16 (Rural State mix school)	5	7.7	4	X
School Sample 17 (Rural boys State school)	5			M
9. Professional Young Adult Group	0	0	5	M
10. University Group 1 -sub sample 19	0	0	5	X
11. University Group 2 -sub sample 20	0	0	0	X
12. University Group 3 -sub sample 21	0	0	0	X
13. University Group 4 -sub sample 22	0	0	0	X
Total (24 sub samples included)		100.0	106	X
			5	

Excluded sub samples ¹⁰² (6)		-	Apr ¹⁰³ O X. 500	
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¹⁰² Due to ethical considerations and other procedural errors.

¹⁰³ These have not been individually quantified due to ethical reasons and the state (MOD) department's instructions on security. Given this data was excluded it was not considered relevant to the research requirement.

◆ **Level 5: Working Class.**

Sub-sample 16 (Pollonnaruwa- *North Central Province*): Bendiwewa Maha Vidyalaya is a rural state school, instituted and innovated by the state in a bid to maintain appropriate living standards for the agricultural majorities in the North Central province. The ‘Maha Vidyalaya’¹⁰⁴ titles were given to a number of small obscure village schools like this one, and substantial funds were invested into these schools, in a wider attempt to draw regions like Pollonnaruwa into a more ‘developed’ city status. As a result during recent years the physical size of the school in population and estate has grown substantially in contrast to its village school inception. The strategic proximity of the North Central Province, to the North Eastern Province has much to do with the developmental investments within these buffer regions. The students of these schools are likely to be children from barely literate to illiterate farming communities in first generation secondary education. (Please see Appendix D12 for illustrations of regional literacy levels). The abject poverty and underprivileged living conditions and the limited access to basic amenities of this region is further illustrated in Appendix 14. D. 11.

¹⁰⁴ Maha Vidyalaya (MV): *meaning large college- in comparison to ‘small village school’*

Sub-sample 17 (Pollonnaruwa- *North Central Province*): Royal Central College is a similar 'Maha Vidyalaya' status School from the centre of the Pollonnaruwa city that has significant resources due to state investment. The advances and amenities found in both these samples from the Pollonnaruwa region is a result of the socio-political agenda put into motion by the Socialist/ Communist government, and further developed by the subsequent democratic governments, to bridge the socio-economic gulf in literacy and basic amenities and living conditions, between the 'developed' cities (namely Colombo & Kandy) and 'developing' cities. As outlined in the previous sample, students of these schools are likely to be children from barely literate to illiterate farming communities in first generation secondary education from an underprivileged agricultural province. (Please see Appendix D12 for illustrations of regional literacy levels). Similarly living conditions and basic amenity illustrations can be found in Appendix D.11.

Sub-sample 12 (Trincomalee- *North Eastern Province*): St. Francis Xavier College is a Christian semi-private boys' school that is substantially subsidised by the state and a number of religious orders and NGOs. While it retains a certain amount of autonomy, the socio-economic conditions of the North Eastern province place it in the underprivileged extreme of the scale. It is located in the high conflict North Eastern Province that is invariably limited in socio-economic advancement and developmental

progress and the socio-political complications explain this rather uncharacteristic pairing of semi-private status with socio-economic deprivation. Unlike the Pollonnaruwa sample students from this sample will come from comparatively literate families. (Please see Appendix 14. D.12 for illustrations of regional literacy levels). However, the underprivileged living conditions and the limited access to basic amenities of this region are parallel to that of the North Central Province and are further illustrated in Appendix 14. D.11.

Sub-sample 11 (Trincomalee- *North Eastern Province*): St. Mary's is the parallel girl school to St. Francis Xavier and is run by the same religious order. The socio-economic conditions, parental literacy levels, subsidy dependence, access to basic amenities and other characteristics are identical to the Francis Xavier sample. The relevant illustrations are similarly found in Appendix D.11.

Sub-sample 13 (Matale- *Central Province*): Pakiam Maha Vidyalaya is a small rural government village school for girls, which has been alleviated to 'Maha Vidyalaya' status. However, it hasn't achieved the physical advancements since this alleviation that Maha Vidyalaya's in the North Central province has achieved. The population of the school reflects the size and socio economic ecology of Matale town/village which includes some of the most underprivileged demographics in the country. The town

is unique in its ethno social distributions where 30% of the town's population are made up of Indian Tamil plantation workers who have been granted Citizenship in the 70s. These plantation 'ghettoes' type villages have registered a high head Count Index¹⁰⁵ proportion under the Poverty line, which supersedes other sample regions relevant to this study. (Please see Appendices for Poverty line & head count index tables and other illustrations.

<http://www.statistics.gov.lk/poverty/small%20area%20reportNEW.pdf>

f) The students of these schools are likely to be children from barely literate to illiterate farming communities in first generation secondary education. (Please see Appendix D12 for illustrations of regional literacy levels). The abject poverty and underprivileged living conditions and the limited access to basic amenities of this region is further illustrated in Appendix 14.D.11.

Sub-sample 14 (Matale- *Central Province*): Much like Pakiam MV, this is a small rural mixed village school that has been alleviated to 'Maha Vidyalaya' status. Identical in almost all of the descriptors given of Pakiam MV (above), Vijeypala Harasgama MV only deviates from this in the mixed gender student populace. The socio-economic conditions, parental literacy levels, subsidy dependence, access to basic amenities and

¹⁰⁵ **Head Count Index:** A measure of the percentage of the population under the Poverty line, according to the Department of Census and Statistics. <http://www.statistics.gov.lk/poverty/small%20area%20reportNEW.pdf>

other characteristics are identical to the Pakiam MV sample. The relevant illustrations are similarly found in Appendix D.11.

Sub-sample 15 (Matale): Christ Church College Matale is a rural semi-private school. While this sample is a degree more elite than the other 2 samples from this region (Pakaim MV & Vijeypala Harasgama MV) its overall socio-economic conditions are still within level 5 classifications. The socio-economic descriptors of this sample share similar characteristics to the other samples in this classification with minor insignificant variance.

1. **Ministry of Education ‘Functional Grade’ & ‘Functional Status’:** Type D School.
 2. **Cost/ Tuition Fees & Top-up Fees:** Schools in this category charge less than Rs.60 in School fees. This fee includes all top-up charges. Students from underprivileged/under resourced families (which would include large proportion of the school) will be allowed to disregard this fee.
 3. **Admission Policy:** Admission is not competitive.
 4. **State Subsidies and Regional Living Conditions:** Schools within this criterion qualify for all state subsidies which include provisions such as free textbooks. Students are also afforded subsidies like free school uniforms, school breakfasts and parallel school supply
-

needs. Due to the regions deprived living conditions modern conveniences such as reliable electricity and telephony (Please see appendices 14. D11 for Maps illustrating electricity and telephony consumer statistics) taken for granted in the capital and other comparative cities will be considered luxury items. The students of these schools are likely to be children from barely literate to illiterate farming communities in first generation secondary education. (Please see Appendix D12 for illustrations of regional literacy levels). The abject poverty and underprivileged living conditions and the limited access to basic amenities of this region is further illustrated in Appendix 14. D.11. These districts will also register a high 'head count Index' in the Poverty Line Census tables (Please see Appendix D12) and a lower average monthly salary.

<http://www.statistics.gov.lk/sampleurvey/2006-annual1%20reduce%20file%20%20size.pdf>

- 5. Autonomy, Dependence & Location:** Schools in this category are accountable to both the central Government (Ministry of Education) and are run at District level by the Local Education Authority. These schools are located in rural 'outstation' locations that register evident characteristics of extreme poverty living conditions as a region.

✦ **Level 4: Lower Middle Class.**

Sub-sample 9 (Anuradhapura): Swarnapali Balika Maha Vidyalaya is also a modest village girls school that has been awarded MV status to attempt to modernise and develop the Provincial living conditions. The advances and amenities found in both these samples from the Anuradhapura region (much like the Pollonnaruwa sample) is a result of the socio-political agenda put into motion by the Socialist/ Communist government, and further developed by the subsequent democratic governments, to bridge the socio-economic gulf in literacy and basic amenities and living conditions, between the ‘developed’ cities (namely Colombo & Kandy) and ‘developing’ cities. Similar to the descriptors in the level 5 Pollonnaruwa samples’, students of these schools are likely to be children from barely literate to illiterate farming communities in first generation secondary education from an underprivileged agricultural province. (Please see Appendix 14. D.12 for illustrations of regional literacy levels). The living conditions, Poverty Index grading and the head count Index all indicate a poverty line and socio-economic grading only marginally above regions like Pollonnaruwa & Matale. These can be found in Appendix 14. D.11.

Sub-sample 10 (Anuradhapura): Another modest village school that has been awarded MV status for identical reasons to that of above. The descriptors that are applicable to Swarnapali Girls High School above, can be applied identically to St. Josephs College (except gender). The socio-economic conditions, parental literacy levels, subsidy dependence, access to basic amenities and other characteristics are also identical to the Swarnapali Girls high School sample. The relevant illustrations are similarly found in Appendix 14.D.11.

1. **Ministry of Education ‘Functional Grade’ & ‘Functional Status’:** Type D School
2. **Cost/ Tuition Fees & Top-up Fees:** Schools in this category charge less than Rs.60 in School fees. This fee includes all top-up charges. Students from underprivileged/under resourced families will be allowed to disregard this fee.
3. **Admission Policy:** Admission is only competitive in comparison to Level 5 schools.
4. **State Subsidies and Regional Living Conditions:** Schools within this criterion qualify for all state subsidies which include provisions such as free textbooks. Students from under resourced families are also afforded subsidies like free school uniforms, school breakfasts

and parallel school supply needs.

Due to the 'developing' living conditions modern conveniences such as reliable electricity and telephony (Please see appendices 14. D.11 for Maps illustrating electricity and telephony consumer statistics) are taken for granted much like in Level 5 descriptors. The students of these schools are likely to be children from barely literate to illiterate farming communities in first generation secondary education. (Please see Appendix 14.D12 for illustrations of regional literacy levels). The underprivileged living conditions and the limited access to basic amenities of this region is further illustrated in Appendix 14. D.11. These districts will also register a comparatively (higher than level 3 lower than level 5) high 'head Count Index' in the Poverty Line Census tables (Please see Appendix D12) and a lower average monthly salary.

<http://www.statistics.gov.lk/samplesurvey/2006-annual1%20reduce%20file%20%20size.pdf>

- 5. Autonomy, Dependence & Location:** Schools in this category are accountable to both the central Government (Ministry of Education) and are run at District level by the Local Education Authority. These schools are located in rural 'outstation' locations that register evident characteristics of extreme poverty living conditions as a region. Modern conveniences such as reliable electricity telephony (Please see appendices for Maps illustrating

electricity and telephony consumer statistics) taken for granted in the capital and other comparative cities will be limited to a few privileged in the area (less than 5%).

✦ **Level 3: Middle Class.**

Sub-sample 6 (Galle): Mahinda College was established by Colonel Henry Steel Olcott a retired U. S. Army officer in the 1880s to ensure that Buddhist values were not wiped out by the colonial powers that were covertly proselytising the masses, utilising private Christian schools to establish Western/Christian hegemony. Since Independence a handful of such Buddhist institutions welcomed nationalisation, as there were no conflict of interests between the state religion and school founding values, unlike in Christian private schools.

Sub-sample 5 (Galle): Sanghamiththa College Galle of the same origin, is a large state school for the Buddhist middle class and shares much of the geo-demography of the above sample in socio-economic demarcations and is the twin sister school of the above.

Sub-sample 7 (Moratuwa): Princess of Wales College is another private Christian institution that was nationalised in 1962. It has lost much of its original affluence particularly due to its proximity to the city capital.

Alumni of such schools are more likely to send their progeny to nearby private/ semi private schools in Colombo despite extended distance.

1. **Ministry of Education ‘Functional Grade’ & ‘Functional Status’:** Type C School
2. **Cost/ Tuition Fees & Top-up Fees:** Schools in this category charge less than Rs.5000 in School fees. This fee includes top-up fees (Ecole International is possibly the exception to this currently charging Rs.10,000, which includes International Curriculum Exam fees etc.)
3. **Admission Policy:** Students are interviewed before admission and it is moderately competitive to secure a place particularly for aspiring working class/ lower middle class parents.
4. **State Subsidies and Regional Living Conditions:** Schools within this criterion qualify for all state subsidies which include provisions such as free textbooks. Students from under resourced families are also afforded subsidies like free school uniforms, school breakfasts and parallel school supply needs.
5. **Autonomy, Dependence & Location:** Schools in this category are accountable to both the central Government (Ministry of Education) and are run at District level by the Local Education Authority. However a comparatively elite Governing board of

Alumni and VIP parents will moderate this accountability providing some Independence. These schools are located in comparatively less affluent locations.

✦ **Level 2:** Selective semi-private schools & Modest International Schools.

Sub-sample 3 (Kandy): Hillwood College is one of the semi private schools who were made partly accountable to the state during the waves of nationalisation¹⁰⁶. The school retains much of its founding values, policies and admission procedures while submitting to national curriculum and inspection. Hillwood unlike the second school in this category is receding in socio-economic affluence and losing some of its original exclusive network holding due to the deteriorative affects of nationalisation.
<http://www.hillwoodcollege.com/>

Sub-sample 4 (Kandy): Ecole International is a recently instituted autonomous international school that is growing in prestige, popularity & cost, and acquiring socio-economic influence akin to the private schools. While its tuition fees almost overlaps Level 1 criteria it hasn't quite achieved the socio-economic affluence of the old private schools. Another

complication in categorising this school was its fluctuating tuition fees which is characteristics of new International Schools attempting to establish a niche in the market.

Sub-sample 4 (Kandy): Al Imran International is a recently instituted semi-autonomous Muslim international school that is growing in a certain degree of middle class affluence aspiring towards that of semi-private schools. A complication in categorising this school was its fluctuating tuition fees, autonomy and status, which are characteristic of new International Schools attempting to establish a niche in the market. Therefore some of the descriptive traits outlined for this level may not apply to this school. Despite following the national curriculum and being quality controlled by the state to some degree it is currently autonomous and independent, supported by Islamic initiatives to provide Islamic alternatives to the Christian private schools that are inflexible with the Muslim minorities.

1. Ministry of Education 'Functional Grade' & 'Functional Status': Type B School

¹⁰⁶ The Free Education Act of 1931 and the nationalisation ventures in 1960/61.

2. **Cost/ Tuition Fees & Top-up Fees:** Schools in this category generally charge less than Rs.10,000 per annum in School fees. Other top-up fees may include Special Security measures¹⁰⁷, and International Curriculum Exam fees etc.
3. **Admission Policy:** Students are interviewed before admission and when traditional routes (such as legacy¹⁰⁸ and diocesan alliance in the case of Hillwood) do not secure a position, a moderate donation is encouraged.
4. **State Subsidies and Regional Living Conditions:** Schools within this criterion qualify for basic state subsidies which include provisions such as free textbooks.
5. **Autonomy, Dependence & Location:** All 3 schools (reduced into 2 samples) in this category enjoy some independence and autonomy and are located in the suburbs of Kandy.

✦ **Level 1: Exclusive & completely autonomous private Schools.**

St. Thomas' College (Mt. Lavinia): St. Thomas' College is one of the 6 fully autonomous selective private schools in the country, with a

¹⁰⁷ Due to children of VIP's (including State Ministers and other Govt. Officials)

competitive admissions policy. It was founded by Etonian missionaries in an attempt to replicate British public school values and procedures within the colony, and the institution still clings to its exclusive socio economic influence within the country through well placed alumni networks. St. Thomas's College has successfully rejected the many attempts to nationalise¹⁰⁹ the institution and surrender its autonomy. The school offers the national curriculum as well as British (AQA & Ed excel) & American (SAT, SAT I & II) A' Level & O' Level curricula.

Ladies' College (Colombo 7): Ladies College is another fully autonomous private school, with similar fee levying structures and admission policies and procedures. Founded by suffragette missionaries from Cheltenham Ladies College (UK), this colonial replication has similarly maintained its independence & autonomy despite the many attempts by the government to nationalise it. It also has a parallel curriculum and parallel cultural influence to St Thomas's College.

1. Ministry of Education 'Functional Grade' & 'Functional Status': Type A School

¹⁰⁸ Students who's parents are Old Boys or Old Girls, or students who already have siblings and other family members in the School.

¹⁰⁹ Most private schools have been Nationalised or made semi autonomous under the 'Free Education Act' and made accountable to the state, if even only in part.

2. **Cost/ Tuition Fees & Top up Fees:** Schools in this category charge above Rs.20,000. in School fees. Other top-up fees include Special Security measures¹¹⁰, Swimming pool maintenance, and International Curriculum Exam fees etc.
3. **Admission Policy:** Students are interviewed before admission and when traditional routes (such as legacy¹¹¹ and diocesan alliance) do not secure a position, an admission fee between Rs. 50,000 – Rs.100,000 is charged.
4. **State Subsidies and Regional Living Conditions:** Schools within this criterion do not qualify for any state subsidies. The 2 schools within this sample are 2 of the only 6 such in the country.
5. **Autonomy, Dependence & Location:** Schools in this category are completely autonomous and fully independent. Schools are located in affluent suburban property in the Capital city or in the heart of the diplomatic enclave¹¹².
6. **Extra-curricular Activities/ Resources:** Schools within this criterion would have ‘exclusive’ resources such as State of the Art Gymnasiums, Olympic standard swimming pools etc.

¹¹⁰ Due to children of VIP's (including State Ministers and other Govt. Officials)

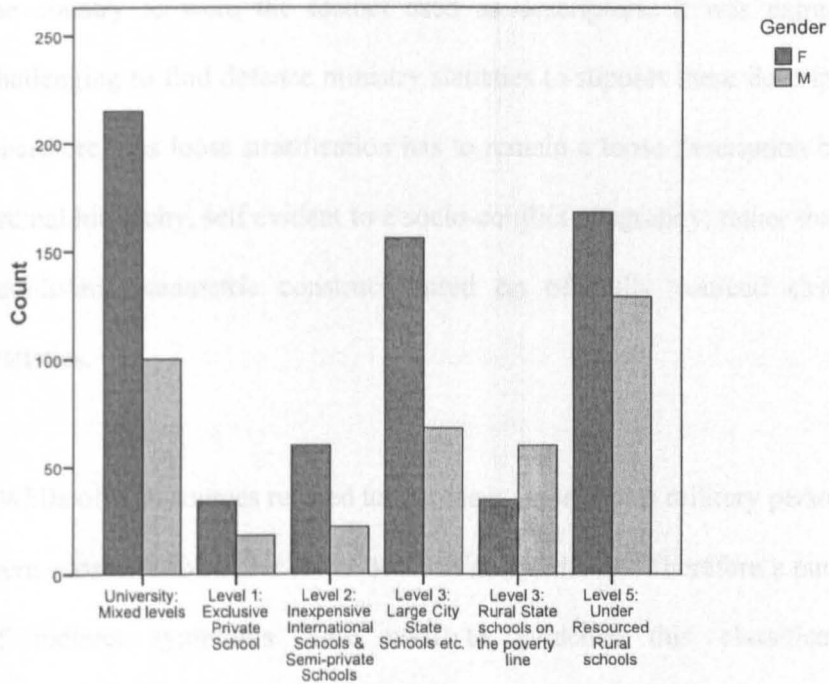
¹¹¹ Students who's parents are Old Boys or Old Girls, or students who already have siblings and other family members in the School.

¹¹² Ladies' College is sandwiched between the prime ministers office, American Embassy and the Joint Operations Command

The classification distributions have naturally replicated national socio-economical distribution within secondary education (see Appendix 14.D 15)

Table 14.1: School Samples according to socioeconomic classification

SOCIO-ECONOMIC LEVEL	N	SAMPLE PERCENT AGE
<i>Level 1: Exclusive Private Schools</i>	52	4.9%
<i>Level 2: Inexpensive International Schools & Semi Private Schools</i>	82	7.7%
<i>Level 3: Large City State Schools</i>	224	21.0%
<i>Level 4: Rural State Schools on the Poverty Line</i>	95	8.9%
<i>Level 5: Schools in Deprived areas</i>	297	27.9%
<i>Unclassified: University Mix Sample</i>	315	29.6%



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FACTOR 6: Conflict Level Classifications

Classification Procedure and Resources

While the conflict level differentiations seemed self evident to those within the country as were the factors used as descriptors, it was extremely challenging to find defence ministry statistics to support these descriptors. Therefore, this loose stratification has to remain a loose description based ordinal hierarchy, self evident to a socio-conflict geography, rather than an equidistant parametric construct based on officially sourced casualty statistics.

While official sources refused to comment, anonymous military personnel were consulted to further refine some of the statistics. Therefore a number of indirect symptoms were used to evidence this classification. Information from the armed conflict database (re: troop numbers and weaponry) cross referenced with the Land mine reports (1999-2003) were utilised to draw some of the descriptors below. Other sources that were collaborated included UNICEF/UNDP casualty statistics UNHCR¹¹³ Information on internal/regional displacement.

In attempting to establish evidence to support the high conflict classification, state regional casualties claims (within the Land mine reports 1999-2003) were further cross referenced with LTTE regional casualty claims (within the Land mine report 1999-2003), and the provinces demarcated as affected by mines or had been de-mined have been

encompassed within the high conflict classification¹¹⁴. These regions are particularly obvious as they naturally fall within Northern or North Eastern Provinces. (Please see map in Appendix 14.7.1) While a few Central province border areas are within mining zones they are not within the catchment areas of the schools the samples within the central province are drawn from. Other projections from the 'ministry of nation building of Sri Lanka' which reviews and projects mining policy were also used to further ensure classifications below Level 5 were not within land mine regions.

Classification of level four was mostly based on regional displacement statistics provided by the UNHCR, and by virtue of the fact that most large refugee camps/units for the regionally displaced are located within these border villages in the Central province (which abuts the Northern and North-eastern conflict areas at least 2 of its borders (forming a v shaped curvilinear border- please see map in Appendix 14.7.1). The major hospitals and placement of defensive armed force units further corroborated this classification.

Classification of level three was based on urban cities that experienced the conflict sporadically when the LTTE groups attacked the cultural and

¹¹³ UNHCR : UN High Commission for Refugees

¹¹⁴ **Land mines:** The government has estimated that a million landmines were laid in Sri Lanka by both sides during the conflict (the LTTE has put the number at two million¹ and reported that more than 550 villages were affected, including 250 villages where de-mining had started and 307 that remained to be cleared. (Land mine Report 2000)

commercial capitals in targeting civilians to celebrate ethnic memories. (Please see Appendix 14.7.4 for bomb records). These bomb attacks have been based on Journalistic records (Lake House conflict data base 2005) and itemised in the appendices. While classification of level two was based on minimal conflict references in journalistic records (Lake House conflict data base 2005) and Level one was thus classified by virtue of no conflict records in journalistic records (Lake House conflict data base 2005).

Please note that as these variables were not essential to the central hypothesis and were incidental demographics, the scale was constructed based on rudimentary statistics that were at best fragmented. However, this academic evidence based justification was carried out on founded on the common sense classification that the sub sample liaisons provided and further evidenced within available conflict symptom information. The following descriptors are based on sub sample liaison information to provide depth of understanding of each sub sample rather than evidence base of classification. Unfortunately these cannot be officially corroborated as the ministry of defence abstained from commentary.

1. **Experience:** Participants will have directly experienced a high level of (*estimated $x > 10$ incidents per year*) personal violent
-

armed conflict either as an observer, victim or aggressor throughout their life span (within 1976-2001). This was further cross referenced with internal displacement¹¹⁵ statistics and provincial casualty statistics to further corroborate the descriptors.

2. **Bereavement:** Participants will have a high number of ($x > 15$) casualties of conflict in the immediate family, among relatives and among close friends. These descriptors were again cross referenced with the above.
3. **Jurisdiction, Legitimacy & Security:** Control of the region/location vacillates between the State and the LTTE. A wide variety of secondary sources were used to corroborate these descriptors including journalistic data banks (Lake House conflict data base 2005).
4. **Sustained Reality & Coping:** Armed conflict situations and day to day violence in the locality will have become the norm, and a parallel survival with the situation will have been carved out. Again journalistic corroboration was sought (Lake House conflict data base 2005).

¹¹⁵ At the end of 2005, Sri Lanka still had more than 324,000 people displaced from the north and east by the conflict. (Hota, 2005 UNHCR)

◆ **Level 5:** Very High Conflict. The locations classified at this level will record the following characteristics.

Trincomalee: During the time the data was collected Trincomalee town centre was under state control but the surrounding rural areas (greater Trincomalee) was under paramilitary control.

Sigiriya: While Sigiriya itself is a small village not too far from the conflict borders the sample (Sigiriya Air Force Base) engages in conflict situation on a day to day basis.

1. **Experience:** Participants will have directly experienced a high level of (*estimated $x > 10$ incidents per year*) personal violent armed conflict either as an observer, victim or aggressor throughout their life span (within 1976-2001).
2. **Bereavement:** Participants will have a high number of ($x > 15$) casualties of conflict in the immediate family, among relatives and among close friends.
3. **Jurisdiction, Legitimacy & Security:** Control of the region/location vacillates between the State and the LTTE.
4. **Sustained Reality & Coping:** Armed conflict situations and day to day violence in the locality will have become the norm, and a parallel survival with the situation will have been carved out.

✦ **Level 4:** Moderate to High Conflict. The locations classified at this level will record the following characteristics. (Anuradhapura, Pollonnaruwa)

Anuradhapura & Pollonnaruwa: These are the nearest state controlled cities on the conflict border (generally about half an hour away to the combat engagement zones). All state troops are deployed from these, and the nearest state hospitals and medical facilities are to be found here.

1. **Experience:** Participants will have directly experienced a moderate to high level of (*estimated $x < 5$ incidents per year*) personal violent armed conflict either as an observer, victim or aggressor through out there life span (within 1976-2001).
2. **Bereavement:** Participants will have a moderate to high number of ($x < 15$) casualties of conflict in the immediate family, among relatives and among close friends.
3. **Jurisdiction, Legitimacy & Security:** Control of villages and towns adjunct to region/location (high conflict border villages) vacillates between the State and the LTTE (which may create tenuous insecurities).
4. **Sustained Reality & Coping:** Participants of these samples/ and regional locations are likely to witness consequential activity from

heavy fire situations, and experience indirect conflict consequence as they are the nearest forts of state authority and have national hospitals and government run IDP (Internally Displaced Persons) Refugee centres.

✦ **Level 3: Moderate.** The locations classified at this level will record the following characteristics.

Colombo & Kandy: As the state/ commercial capital and the cultural/ heritage capital of the country these cities are most vulnerable to paramilitary attack and live in the trappings of defence force surveillance and protection. Civilian target points in these cities have been attacked by the paramilitary groups on about 30 separate occasions resulting in significant ethnic memories, particularly among the cultural hegemony and demographic majority.

1. **Experience:** A minority of the participants of this sample may have directly experienced some violent conflict either as an observer, victim or aggressor.
2. **Bereavement:** Participants will have some ($x < 5$) casualties of conflict in the immediate family, among relatives and among close friends.

3. **Jurisdiction, Legitimacy & Security:** These cities always have been under state control and even the ethnic minorities that may have paramilitary sympathies would not challenge the legitimacy or jurisdiction of these cities. However, civilian areas of these cities are strategically targeted in retaliation to commemorate grievance memories or heavy losses due to state offensive actions or as strategic manoeuvres.
4. **Sustained Reality & Coping:** Participants of these samples/ and regional locations are likely to have a more holistic and strategic perception of the conflict peppered by a few observations/ experiences of violent conflict and loss. Their experience of conflict is vicarious and their realities of the conflict are necessarily sustained by the media that is based within the cultural hegemony if not entirely controlled by the state.

◆ **Level 2: Moderate to Low Conflict.** The locations classified at this level will record the following characteristics.

Matale: This is a small town that is peculiarly untouched and rather oblivious to nationalist or separatist causes, despite being placed equidistantly between strong nationalist state border fort cities (such as Anuradhapura & Pollonnaruwa) & Tamil paramilitary controlled villages

(such as Madaachchiya, Vavuniya etc.) perhaps due to its rural location, lack of modernisation, illiteracy and poverty. This sample also is unique because the Tamil minority is over represented (in comparison to the national demographics) both in the regional demographics and in representation the 3 participant samples.

1. **Experience:** A very small minority of the participants of this sample may have some direct conflict experiences. They are more likely to be exposed to conflict indirectly (hearsay/ media etc.) due to proximity to conflict areas or vulnerable urban areas that experience moderate conflict.
2. **Bereavement:** Participants are unlikely to have casualties of conflict in the immediate family, among relatives or close friends. However participants are likely to know people who do and therefore be a part of communal shared grieving processes and ethnic grievances.
3. **Jurisdiction, Legitimacy & Security:** This region is very securely within state control and its jurisdiction and legitimacy is unlikely to be challenged. This region is likely to be rather oblivious to the conflict despite its proximity to conflict zones due to its 'out-station' mentality which harbours a certain amount of dissociation from national agenda's due to its rural location and simple village life style.

4. **Sustained Reality & Coping:** Participants from this sample have less access to the modern trappings of media access and are less exposed to the conflict discourse and in consequence the suspended animation of a continuous 'state of emergency' life style. The poverty and deprivation and literacy levels have bred a unique culture of disengagement.

✦ **Level 1 Moderate to Low Conflict.** The locations classified at this level will record the following characteristics.

Moratuwa, Horetuduwa & Galle: The city of Galle is a noted southern seat of Sinhala nationalism (unbridled by its many colonial conquerors that have left fragmented cultural outposts) that has been one of the main sources of the philosophical and literary fuels that has romanticised Singhalese nationalism. It has seen a brief spell of socialist/ communist related insurgencies in the 70s and 80s and is the home to some defence force home bases. Its inhabitants are far removed from the fabric of day to day violence, insecurity and oppression of the guerrilla war-fare fought in border villages between small state defence units and LTTE paramilitary units. Moratuwa is a smaller Old Portuguese town much like Galle; Horetuduwa is a more rural village contained in the isthmus of Bolgoda lake. All 3 samples share similar disassociative characteristics and lack of

personal investment in the conflict to some degree in comparison to the other sub samples.

1. **Experience:** Participants are unlikely to have direct conflict experiences and are less likely to have been exposed to indirect conflict due to geographic location and cultural disassociation from the state agenda.
2. **Bereavement:** Participants are very unlikely to have casualties of conflict in the immediate family, among relatives and among close friends. Participants are more likely to hear about war casualties through the media or by hearsay and share the wider networks ethnic memories of loss, brutality and war casualty and share in communal grieving vicariously.
3. **Jurisdiction, Legitimacy & Security:** These cities/villages have always have been under state control and legitimacy issues are irrelevant in its undisputed and secure jurisdiction. However, all 3 sub samples in this section spring from the 'deep south' where strong allegiances to a Nationalist cause aggressively oppose any separatist movement or premise. Therefore these samples may bear the characteristics of participants whose approach to the conflict is more conceptual than experiential.

4. **Sustained Reality & Coping:** Participants from this sample have less access to the modern trappings of media access and are less exposed to the conflict discourse and in consequence the suspended animation of a continuous 'state of emergency' life style. The poverty and deprivation and literacy levels have bred a unique culture of disengagement.

Sub Sample	Frequency	Socio-Economic	Conflict level	Frequency	Gender
1. Colombo School Sample 1 (Autonomous private girls' school) School Sample 2 (autonomous private boys' school)	51	1 1	3	51	
2. Kandy School Sample 3 (Semi- private girls' school) School Sample 4 (Inexpensive mixed International schools x 2)	83	2 2	3	83	
3. Galle School Sample 5 (Large State Urban Girls' school) School Sample 6 (Large State Urban Boys' school)	184	3 3	1	184	
5. Horetuduwa & Moratuwa School Sample 7 (Nationalized Private School) School Sample 8 (semi-rural state mix school)	63	3 4	1	63	
6. Anuradhapura School Sample 9 (Rural State Girls' School) School Sample 10 (Rural State Boys' school)	44	4 4	4	44	
8. Trincomalee School Sample 11 (Rural state school) School Sample 12 (Rural state school)	124	5 5	5	124	
4. Matale	91		8.5	2	

School Sample 13 (semi-rural state girl's school)		5			
School Sample 14 (semi-rural state mix school)		5			
School Sample 15 (semi-rural state mix school)		5			
7. Pollonnaruwa	82		7.7	4	
School Sample 16 (Rural State mix school)		5			
School Sample 17 (Rural boys State school)		5			
9. Professional Young Adult Group	28	0	0	5	
10. University Group 1 -sub sample 19	59	0	0	5	
11. University Group 2 -sub sample 20	108	0	0	0	
12. University Group 3 -sub sample 21	72	0	0	0	
13. University Group 4 -sub sample 22	76	0	0	0	
Total (24 sub samples included)	1065		100.0	1065	
Excluded sub samples ¹¹⁶ (6)	Aprox.		-	Aprox.	
Vavuniya/ Anuradhapura AF Unit (1)	500			500	
Ruhuna AF Unit (1)					
Matale AF Unit (1)					
Colombo Police forces (1)					
Trincomalee Armed Forces & STF (2)					

¹¹⁶ Due to ethical considerations and other procedural errors.

8.1 – FURTHER RESULTS

MSI Regression

Independent variable: Age, Gender, Conflict Level

Depended variable: MSI

Variables Entered/Removed

Model	Variables Entered	Variables Removed	Method
1	Conflict level, Age, Gender ^a		Enter

a. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	df1
1	.098 ^a	.010	.007	4.421	.010	3.450	

a. Predictors: (Constant), Conflict level, Age, Gender

b. Dependent Variable: MSI TOTAL

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	10.002	1.286		7.780	.000	7.480	12.525					
Age	-.116	.059	-.060	1.951	.051	-.232	.001	-.058	-.060	-.060	.999	1.001
Gender	.630	.283	.069	2.224	.026	.074	1.185	.062	.068	.068	.979	1.021
Conflict level	.161	.099	.050	1.625	.104	-.033	.356	.039	.050	.050	.979	1.022

a. Dependent Variable: MSI TOTAL

Correlations

	MSI TOTAL	Age	Gender	Conflict level
MSI TOTAL	1			
Age		1		
Gender			1	
Conflict level				1

Pearson Correlation	MSI TOTAL	1.000	-.058	.062	.039
	Age	-.058	1.000	-.005	.030
	Gender	.062	-.005	1.000	-.144
	Conflict level	.039	.030	-.144	1.000
Sig. (1-tailed)	MSI TOTAL	.	.028	.022	.104
	Age	.028	.	.436	.165
	Gender	.022	.436	.	.000
	Conflict level	.104	.165	.000	.
N	MSI TOTAL	1065	1065	1065	1065
	Age	1065	1065	1065	1065
	Gender	1065	1065	1065	1065
	Conflict level	1065	1065	1065	1065

C INDEX

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	MSI TOTAL		Stepwise (Criteria: Probability-of-F- to-enter <= .050, Probability-o -F- to-remove >= .100).

a. Dependent Variable: C INDEX

Correlations

		C INDEX	Age	Gender	Conflict level	MSI TOTAL
Pearson Correlation	C INDEX	1.000	-.043	-.026	-.005	-.065
	Age	-.043	1.000	-.005	.030	-.058
	Gender	-.026	-.005	1.000	-.144	.062
	Conflict level	-.005	.030	-.144	1.000	.039
	MSI TOTAL	-.065	-.058	.062	.039	1.000
Sig. (1-tailed)	C INDEX	.	.082	.197	.441	.016
	Age	.082	.	.436	.165	.028
	Gender	.197	.436	.	.000	.022
	Conflict level	.441	.165	.000	.	.104
	MSI TOTAL	.016	.028	.022	.104	.
N	C INDEX	1065	1065	1065	1065	1065
	Age	1065	1065	1065	1065	1065
	Gender	1065	1065	1065	1065	1065
	Conflict level	1065	1065	1065	1065	1065
	MSI TOTAL	1065	1065	1065	1065	1065

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.065 ^a	.004	.003	12.91924	.004	4.565	1	1063	.033

a. Predictors: (Constant), MSI TOTAL

b. Dependent Variable: C INDEX

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	23.176	.913		25.386	.000	21.385	24.967					
MSI TOTAL	-.191	.089	-.065	-2.137	.033	-.366	-.016	-.065	-.065	-.065	1.000	1.000

a. Dependent Variable: C INDEX

MSP

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Gender		Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).

a. Dependent Variable: Moral Stage Preference

Correlations

			Moral Stage Preference	MSI TOTAL	Conflict level	Age	Gender
Pearson Correlation	Moral Stage Preference	Stage	1.000	.008	-.055	.011	.067
	MSI TOTAL		.008	1.000	.039	-.058	.062
	Conflict level		-.055	.039	1.000	.030	-.144
	Age		.011	-.058	.030	1.000	-.005
	Gender		.067	.062	-.144	-.005	1.000
Sig. (1-tailed)	Moral Stage Preference	Stage		.398	.036	.366	.014
	MSI TOTAL		.398		.104	.028	.022
	Conflict level		.036	.104		.165	.000
	Age		.366	.028	.165		.436
	Gender		.014	.022	.000	.436	
N	Moral Stage Preference	Stage	1065	1065	1065	1065	1065
	MSI TOTAL		1065	1065	1065	1065	1065
	Conflict level		1065	1065	1065	1065	1065
	Age		1065	1065	1065	1065	1065
	Gender		1065	1065	1065	1065	1065

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.067 ^a	.004	.004	1.35798	.004	4.797	1	1063	.029

a. Predictors: (Constant), Gender

b. Dependent Variable: Moral Stage Preference

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	4.247	.146		29.074	.000	3.961	4.534					
Gender	.188	.086	.067	2.190	.029	.020	.357	.067	.067	.067	1.000	1.000

a. Dependent Variable: Moral Stage Preference

MANOVA

Multivariate Tests^c

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	.470	455.364 ^a	2.000	1027.000	.000	.470
	Wilks' Lambda	.530	455.364 ^a	2.000	1027.000	.000	.470
	Hotelling's Trace	.887	455.364 ^a	2.000	1027.000	.000	.470
	Roy's Largest Root	.887	455.364 ^a	2.000	1027.000	.000	.470
ETHNO	Pillai's Trace	.009	1.467	6.000	2056.000	.186	.004
	Wilks' Lambda	.991	1.469 ^a	6.000	2054.000	.185	.004
	Hotelling's Trace	.009	1.470	6.000	2052.000	.185	.004
	Roy's Largest Root	.008	2.858 ^b	3.000	1028.000	.036	.008
Gender	Pillai's Trace	.001	.706 ^a	2.000	1027.000	.494	.001
	Wilks' Lambda	.999	.706 ^a	2.000	1027.000	.494	.001
	Hotelling's Trace	.001	.706 ^a	2.000	1027.000	.494	.001
	Roy's Largest Root	.001	.706 ^a	2.000	1027.000	.494	.001
newrel	Pillai's Trace	.004	.613	6.000	2056.000	.720	.002
	Wilks' Lambda	.996	.612 ^a	6.000	2054.000	.721	.002
	Hotelling's Trace	.004	.612	6.000	2052.000	.721	.002
	Roy's Largest Root	.003	.986 ^b	3.000	1028.000	.399	.003
Language	Pillai's Trace	.002	.607	4.000	2056.000	.658	.001
	Wilks' Lambda	.998	.607 ^a	4.000	2054.000	.658	.001
	Hotelling's Trace	.002	.606	4.000	2052.000	.658	.001
	Roy's Largest Root	.002	1.062 ^b	2.000	1028.000	.346	.002
ETHNO * Gender	Pillai's Trace	.001	.244	6.000	2056.000	.962	.001
	Wilks' Lambda	.999	.243 ^a	6.000	2054.000	.962	.001

	Hotelling's Trace	.001	.243	6.000	2052.000	.962	.001
	Roy's Largest Root	.001	.428 ^b	3.000	1028.000	.733	.001
ETHNO * newrel	Pillai's Trace	.001	.291	4.000	2056.000	.884	.001
	Wilks' Lambda	.999	.291 ^a	4.000	2054.000	.884	.001
	Hotelling's Trace	.001	.291	4.000	2052.000	.884	.001
	Roy's Largest Root	.001	.579 ^b	2.000	1028.000	.561	.001
ETHNO Language	* Pillai's Trace	.002	.380	6.000	2056.000	.892	.001
	Wilks' Lambda	.998	.379 ^a	6.000	2054.000	.893	.001
	Hotelling's Trace	.002	.379	6.000	2052.000	.893	.001
	Roy's Largest Root	.002	.671 ^b	3.000	1028.000	.570	.002
Gender * newrel	Pillai's Trace	.002	.286	6.000	2056.000	.944	.001
	Wilks' Lambda	.998	.286 ^a	6.000	2054.000	.944	.001
	Hotelling's Trace	.002	.286	6.000	2052.000	.944	.001
	Roy's Largest Root	.002	.546 ^b	3.000	1028.000	.651	.002
Gender Language	* Pillai's Trace	.001	.220	4.000	2056.000	.928	.000
	Wilks' Lambda	.999	.220 ^a	4.000	2054.000	.928	.000
	Hotelling's Trace	.001	.219	4.000	2052.000	.928	.000
	Roy's Largest Root	.001	.419 ^b	2.000	1028.000	.658	.001
newrel Language	* Pillai's Trace	.006	.825	8.000	2056.000	.581	.003
	Wilks' Lambda	.994	.825 ^a	8.000	2054.000	.581	.003
	Hotelling's Trace	.006	.824	8.000	2052.000	.581	.003
	Roy's Largest Root	.005	1.384 ^b	4.000	1028.000	.238	.005
ETHNO * Gender * newrel	Pillai's Trace	.001	.325 ^a	2.000	1027.000	.723	.001
	Wilks' Lambda	.999	.325 ^a	2.000	1027.000	.723	.001
	Hotelling's Trace	.001	.325 ^a	2.000	1027.000	.723	.001
	Roy's Largest Root	.001	.325 ^a	2.000	1027.000	.723	.001
ETHNO * Gender * Language	Pillai's Trace	.002	1.157 ^a	2.000	1027.000	.315	.002
	Wilks' Lambda	.998	1.157 ^a	2.000	1027.000	.315	.002

	Hotelling's Trace	.002	1.157 ^a	2.000	1027.000	.315	.002
	Roy's Largest Root	.002	1.157 ^a	2.000	1027.000	.315	.002
ETHNO * newrel * Language	Pillai's Trace	.001	.411 ^a	2.000	1027.000	.663	.001
	Wilks' Lambda	.999	.411 ^a	2.000	1027.000	.663	.001
	Hotelling's Trace	.001	.411 ^a	2.000	1027.000	.663	.001
	Roy's Largest Root	.001	.411 ^a	2.000	1027.000	.663	.001
Gender * newrel * Language	Pillai's Trace	.001	.260	4.000	2056.000	.904	.001
	Wilks' Lambda	.999	.259 ^a	4.000	2054.000	.904	.001
	Hotelling's Trace	.001	.259	4.000	2052.000	.904	.001
	Roy's Largest Root	.001	.511 ^b	2.000	1028.000	.600	.001
ETHNO * Gender * newrel * Language	Pillai's Trace	.001	.430 ^a	2.000	1027.000	.651	.001
	Wilks' Lambda	.999	.430 ^a	2.000	1027.000	.651	.001
	Hotelling's Trace	.001	.430 ^a	2.000	1027.000	.651	.001
	Roy's Largest Root	.001	.430 ^a	2.000	1027.000	.651	.001

a. Exact statistic

b. The statistic is an upper bound on F that yields a lower bound on the significance level.

c. Design: Intercept + ETHNO + Gender + newrel + Language + ETHNO * Gender + ETHNO * newrel + ETHNO * Language + Gender * newrel + Gender * Language + newrel * Language + ETHNO * Gender * newrel + ETHNO * Gender * Language + ETHNO * newrel * Language + Gender * newrel * Language + ETHNO * Gender * newrel * Language

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square
Corrected Model	C INDEX	5432.209 ^a	36	150.895
	Moral Stage Preference	69.816 ^b	36	1.939
Intercept	C INDEX	26967.056	1	26967.056
	Moral Stage Preference	1517.346	1	1517.346
ETHNO	C INDEX	801.724	3	267.241
	Moral Stage Preference	5.819	3	1.940
Gender	C INDEX	36.562	1	36.562
	Moral Stage Preference	1.976	1	1.976
newrel	C INDEX	490.666	3	163.555
	Moral Stage Preference	1.334	3	.445
Language	C INDEX	71.142	2	35.571

	Moral Stage Preference	3.486	2	1.743
ETHNO * Gender	C INDEX	73.719	3	24.573
	Moral Stage Preference	1.685	3	.562
ETHNO * newrel	C INDEX	6.233	2	3.117
	Moral Stage Preference	2.134	2	1.067
ETHNO * Language	C INDEX	269.099	3	89.700
	Moral Stage Preference	.969	3	.323
Gender * newrel	C INDEX	160.941	3	53.647
	Moral Stage Preference	1.091	3	.364
Gender * Language	C INDEX	76.364	2	38.182
	Moral Stage Preference	.950	2	.475
newrel * Language	C INDEX	845.339	4	211.335
	Moral Stage Preference	3.579	4	.895
ETHNO * Gender * newrel	C INDEX	96.322	1	96.322
	Moral Stage Preference	.067	1	.067
ETHNO * Gender * Language	C INDEX	378.394	1	378.394
	Moral Stage Preference	.013	1	.013
ETHNO * newrel * Language	C INDEX	91.809	1	91.809
	Moral Stage Preference	.358	1	.358
Gender * newrel * Language	C INDEX	170.413	2	85.207
	Moral Stage Preference	.032	2	.016
ETHNO * Gender * newrel * Language	C INDEX	.134	1	.134
	Moral Stage Preference	1.580	1	1.580
Error	C INDEX	172751.437	1028	168.046
	Moral Stage Preference	1899.330	1028	1.848
Total	C INDEX	666755.515	1065	
	Moral Stage Preference	24056.000	1065	
Corrected Total	C INDEX	178183.646	1064	
	Moral Stage Preference	1969.146	1064	

a. R Squared = .030 (Adjusted R Squared = -.003)

b. R Squared = .035 (Adjusted R Squared = .002)

1. Ethno Social Group

Dependent Variable	Ethno Social Group	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
C INDEX	Sinhala	23.591 ^a	1.700	20.255	26.927
	SL Tamil	21.018 ^a	2.895	15.336	26.699
	IN Tamil	19.723 ^a	2.969	13.897	25.549

	Other minorities	18.640 ^a	2.755	13.234	24.045
Moral Stage Preference	Sinhala	4.545 ^a	.178	4.196	4.895
	SL Tamil	4.739 ^a	.304	4.143	5.334
	IN Tamil	4.899 ^a	.311	4.288	5.510
	Other minorities	4.857 ^a	.289	4.290	5.424

a. Based on modified population marginal mean.

2. Gender

Dependent Variable	Gender	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
C INDEX	M	21.195 ^a	1.904	17.459	24.931
	F	20.146 ^a	1.839	16.537	23.755
Moral Stage Preference	M	4.676 ^a	.200	4.284	5.067
	F	4.843 ^a	.193	4.464	5.221

a. Based on modified population marginal mean.

3. Religion

Dependent Variable	Religion	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
C INDEX	Buddhist	19.279 ^a	3.107	13.182	25.375
	Christian	19.928 ^a	2.059	15.888	23.968
	Hindu	21.313 ^a	2.814	15.792	26.835
	Muslim	22.753 ^a	3.051	16.766	28.740
Moral Stage Preference	Buddhist	4.724 ^a	.326	4.085	5.363
	Christian	4.659 ^a	.216	4.236	5.083
	Hindu	4.857 ^a	.295	4.278	5.436
	Muslim	4.918 ^a	.320	4.291	5.546

a. Based on modified population marginal mean.

4. Language

Dependent Variable	Language	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
C INDEX	English	20.243 ^a	2.296	15.737	24.750
	Sinhala	20.870 ^a	2.101	16.747	24.994
	Tamil	21.082 ^a	1.969	17.219	24.946
Moral Stage Preference	English	4.999 ^a	.241	4.526	5.471
	Sinhala	4.753 ^a	.220	4.321	5.185
	Tamil	4.456 ^a	.206	4.050	4.861

a. Based on modified population marginal mean.