Digital Divide & the Impact on Merit-Based University Admission: A Case of Sri Lanka

Ranasinghe, R. S. L. B.[1]

As the world has seen an unprecedented growth of technology resulting in the information age, the long-experienced issues of resource distribution inequalities, especially in developing nations have taken a drastic turn causing digital divide. Sri Lanka, with constant issues of disparity in a conventional outset, is yet to establish a proper association of digital disparity, in the case of education of country's youth. The purpose of the study is to test whether a linear relationship exists in between the defined two variables and to establish directional impact from the predictor variable towards the outcome denoted. Quantitative data of continuous nature for a longitude of five years which are readily available in the public domain in secondary sources were used. Preliminary Pearson's coefficient test was conducted to determine association while a detailed impact was tested using the simple regression analysis. Results indicated a strong positive linear relationship between the predictor and outcome variables. Regression analysis resulted in the establishment of a strong positive impact of computer literacy (lack of digital divide) towards university admission. As a linear association was established, and a potential causality proposed, it is concluded that the computer literacy or the lack of digital divide reflected by it, has a positive impact on university admission. Further studies in survey format or qualitative exploration would be instrumental in implementing curative steps for the matter.

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[1] Department of Commerce & Financial Management, University of Kelaniya, Sri Lanka (sachithr@kln.ac.lk)