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A CASE STUDY TO EXPLORE WHETHER TEACHERS USE THEIR COMPUTER LITERACY TO ENHANCE THE EFFECTIVENESS OF TEACHING IN SECONDARY LEVEL CLASSES

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It is recognized that Information Communication Technologies (ICT) have the potential to enhance the teaching process in various ways. Recognizing these potentials the Ministry of Education (MOE) initiated a number of programs to develop teachers' computer literacy. For instance, during the last five years a large number of teachers were given a chance to attend trainings in computer technology such as Computer Assisted Learning (CAL), International Computer Driving License (ICDL), International Pedagogical Information and Communication Technology (IPICT) and Intel. The aim of this research is to evaluate the extent to which the teachers used their computer literacy and skills they acquired from CAL, ICDL, IPICT programs in their teachings of compulsory subjects such as English, Mathematics, Science, Sinhala, Buddhism and History in secondary level education.

The mixed methods approach was used in this study. Eighteen teachers out of 15722 who followed the above mentioned computer trainings and who teach in the Kandy district were selected as the sample for this study. These 18 teachers represented different types of schools (Type 1 AB, 1 C, 2). First, the teachers were given a questionnaire and based on their answers further information was collected through semi-structured interviews. The data from the questionnaires were analysed using MS Excel and they were shown in ratios and percentages. The data gathered at interviews were transcribed and analysed using the thematic analysis technique.

The findings of the study indicated that all teachers in the sample who taught Science and English integrated ICT into their teaching. Furthermore, only 33% of teachers who taught Mathematics and Sinhala used ICT in their teaching process. However, none of the teachers who taught Buddhism or History had integrated ICT into their teaching.

Moreover, it was identified that a number of factors minimized the use of ICT by teachers in their teaching. The student - computer ratio is low in most of the schools. Furthermore, only 1 AB and 1C schools had internet facilities. According to the findings of the survey 94.44% of teachers had a positive attitude towards the use of computers in teaching and learning. Yet, only 72.22% used computers for their teaching. The study has further revealed that the lack of adequate time (33.35%), not having adequate computer knowledge (5.55%), lapses in the training provided by the Department of Education and the lack of proper supervision or feedback decreased ICT integration into teaching. However, this study has a limitation on generalizing the results as only 0.1% of the teachers who underwent the training were used as the sample.