

Prof. Dr. and Dr. Honoris Causa Sabahudin Hadžialić –

UNINETTUNO University, Rome, Italy

Dr. Anupam Kumar

Institute of Management Studies, Noida, New Delhi, India

Vi Thi Phuong – doctoral candidate

Thai Nguyen University, Vietnam

„Media literacy and Media ethics – case study on social media“

Abstract

Public as the whole, researchers and creators of the politics treats the youth as special type of the media consumers. Children are much more exposed to the risk of negative consequences of the influence of media messages because kids are on much lower level of development – in cognitive, emotional and moral point of view – and does not have experience in real life for the adequate processing of media messages.

But, when we leave childhood and entered growing stage, that does not mean appropriate media literacy by three reasons: First, many young and adult people do not make progress in development much more than from the level achieved in childhood. Secondly, life experience of many adults is not so various and substantial to make possible rising of the level of media literacy. Third, gaining of media literacy, and through that proper ethical approach, requests also development of special abilities and active application of the skills – and that does not come automatically with the age.

So, to be able to understand concrete issue, we made a research among young Indian children and the outcomes of 309 youngsters (10-14 years of age) will show the most important focus. Which one? Need of Media literacy and Media ethics to be involved in schooling process since the young age. Again, why? To be able to create a thoughts of critical thinking and to develop their own answers on the questions life in front of them raises. For the benefit not just of them, but also of the society as the whole, regardless within which ideology (left and/or right) they are living within.

Keywords: media ethics, media literacy, critical thinking, media messages, media consumers

Introduction

Sometimes, scientists wanders why so simple things cannot be implemented and by doing that to, up to extreme positive goal, develop human social existence, while, in the same time, not to be afraid that somebody would accuse them that they are biased and subjective, although, science is subjective by all means, because it is based on quantitative and qualitative analyses of the focused goal and achievements. Only then.

So, why media literacy have not been implemented within the schooling system in India as the “must” subject within the primary school? Why children do not know about media literacy

and media ethics in general? For which reason children are kept away from the basic critical thinking approach and development of human mind towards better understanding of the society for the purposes of being better...for them, in the future? Answers are very simple, but before giving them, we will go through the analyze of the case study we have conducted recently among the children of 10-14 years of age, in India, in the state of Maharashtra.

1. *Media content and youth: special ethical issues*

Public as the whole, researchers and creators of the politics treats the youth as special type of the media consumers. Children are much more exposed to the risk of negative consequences of the influence of media messages because kids are on much lower level of development – in cognitive, emotional and moral point of view – and does not have experience in real life for the adequate processing of media messages.

But, when we leave childhood and entered growing stage, that does not mean appropriate media literacy by three reasons: First, many young and adult people does not make progress in development much more than from the level achieved in childhood. Secondly, life experience of many adults is not so various and substantial to make possible rising of the level of media literacy. Third, gaining of media literacy, and through that proper ethical approach, requests also development of special abilities and active application of the skills – and that does not come automatically with the age.

It can be seen that media professionals are recognized as having a vital role to play in social mobilization around the rights of children. They may be involved primarily as reporters of the misdeeds and omissions of others, but they are catalysts nonetheless. As watchdogs in the public interest and promoters of democratic exchange they have a distinct role in the process of improving the image, rights and prospects of children.

One of the difficulties facing journalists is that they operate in an increasingly commercial environment. Children have a universal appeal, and, in theory at least, are cherished in every culture. They also constitute an important segment of growing advertising and consumer markets.

Threats to children generate emotive responses which can be harnessed to capture readers and audiences. It follows that there is always a risk that stories and images of about children will be valued as much for their marketing potential as for the social significance of the stories themselves.

Media professionals are able to stimulate public outrage by the use of children to illustrate the traumas of illness or abuse, and the horrors of war, starvation, poverty, etc. This ‘shock value’ is often seen as a valid technique to cut through the protections that otherwise cushion people from the harsher realities of life, and especially when seeking to expose the relative deprivation suffered by those who live in the southern hemisphere or in the less well-off communities of Central and Eastern Europe or the run-down suburbs of the developed world.

As a result children are often represented in the media as victims, villains, or as ‘cute’ attachments to adults. Identifying specific children considered to be at risk of harm, exploitation or abuse, can bring danger to them and their families. At the same time the denial of children’s identities by treating them as icons can be problematic. Such ‘iconic’ representation does little to improve recognition of their rights and dignity as human beings.

How well they do their job depends as much upon their personal skills and knowledge as it does upon the medium they work through. Journalists most often communicate by producing ‘stories’ that help people to understand the world around them. The ‘human interest story’ is a dramatic device to capture people’s interest/anger/sympathy and so explain a wider ‘truth’. So, if journalists are to play a part in improving public understanding of children, they need access to ‘good stories’. Often their sources will be NGOs working among children or on their behalf.

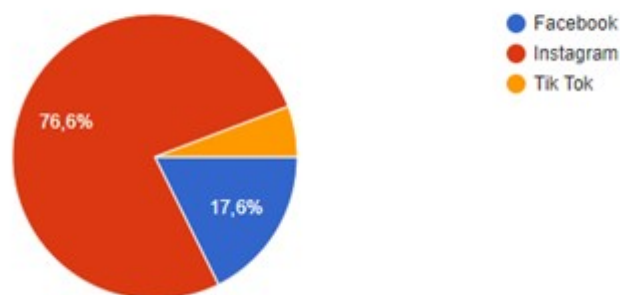
A particular area of concern that needs to be addressed is the access which children have to potentially harmful material, including the depiction of violence, sex, and ‘sexualized’ images of children – especially in advertising, and fashion and pop music marketing. While controversy may continue about the extent to which such material directly influences the behavior of children, it should remain a priority among media producers to ensure that children are not brutalized or otherwise put at risk by easy access to material, including imagery that appears to condone or encourage violence or inappropriate sexual activity.

Media professionals have a significant role to play in developing effective media literacy programs within schools, as well as a vested interest in ensuring that future generations recognize the value and come to trust the mass media as a source of reliable information. Media literacy will also enhance the vested commercial interests of the media, as well as encouraging the development of future generations of competent media professionals.

On a Question 2 of the Survey, out of 309 children (10-14 years old), we gathered 295 answers where majority of the children are on Instagram social media.

2. On which Social media you are online?

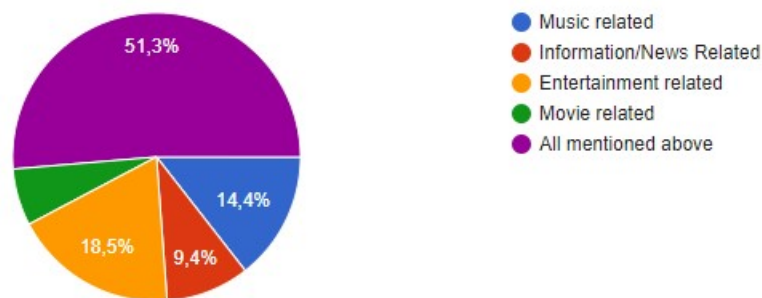
295 odgovora



Children are following a variety of issues online. Out of 298 answers, majority of them (51.3 %) follows everything mentioned within the questioners:

3. Which kind of media you follow within your Social media?

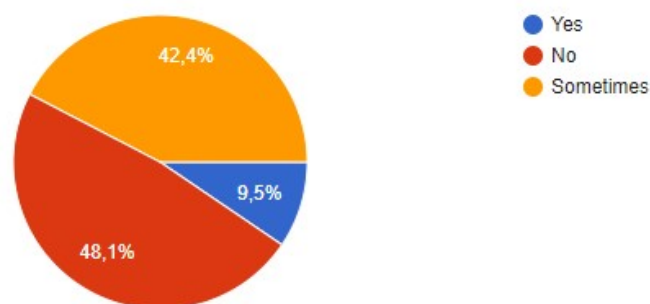
298 odgovora



But, also, majority of them have found some violent and humiliated issues online, being on Social media (42.4 %).

4. Do you find, depending of the answer on question No, 3, above, any of the media offensive in regard violence, humiliation and/or defamation towards your age and, if suitable, gender:

295 odgovora



Some answers were linked to the extremely important issues:

1. I feel offensive reading about Stories of rape and victim
2. Reporting lies or not tested theories
3. Use of slangs, curse words
4. Sometimes, I do find it offensive as there are reviews of movies sometimes that have offensive language
5. Some media regarding the issues surrounding self-image aren't that sensitive or empathetic towards people who actually struggle with them
6. Because, sometimes they post offensive memes.
7. At times I have seen content that may emotionally harm someone.
8. There is some abusive content occasionally
9. Nowadays false information is also spread a lot on social media which can be misleading, which is not good. Also, nowadays music & movies are not that good & most of it is on lot negative things
10. The content which I have on social media is mostly politically offensive to gender

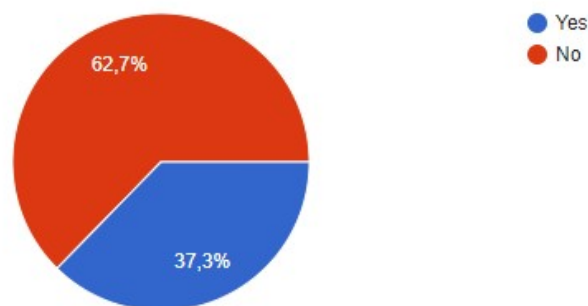
11. All the negative things I get to see around the country is very insensitive towards humanity
12. Content is not appropriate to my age
13. There's a lot of hate speech and fake news
14. Sometimes wrong information making fun of friends wrong impact
15. Memes on gender stereotypes are unnecessary and annoying

2. Social watchdogs and abusive content

We just mentioned some of the answers (out more than 300 of them) related to the issues of media related content within the social media, but in general, it is, as said, out of 42.4 % of interviewed that complained about the content filled with violent, humiliated and defamation words related, we have to point out how to overcome the issue and find a solution for those who are not media literate to see through it, especially, because, only 37.3 % of the children talk about social media in school and ethical issues within it.

6. Do you talk in the school about social media and ethical issues within it?

292 odgovora



Social “watchdogs” are never far away from the center of the scene when we are talking about follow up of the content in social media. The question of abusive content is the one of the most problematic ethical dilemmas is the one of the most problematic ethical dilemmas for media professionals.

For example, some shocking photos published in newspaper might be of abusive content, some sentences within the story might be found abusive if some conservative found it disturbing. Morally abusive content is very wide and probably very badly defined theme.

If we are going to try to calm down moral sensitivity of all segments of the society, it will be impossible, and even undesirable. Every strategy of that kind would deprive our culture of artistic vitalities would make it aesthetically sterile. Nevertheless, professional journalists should be sensitive regard that issue and should adjust their legal rights and social responsibility.

Media professionals are very often facing with ethical dilemma when it comes, for example, to include a material which might offend moral feelings of the public. Should video tape with nudity on TV social media news if it will contribute better understanding of the story? Should public persons be a subject to different standard in comparing to different standard from

common citizens when it comes making decisions about including quotes with content of vivid and indecent language? Should abusive words be deleted from quotes to avoid interviewed one be exposed defamation and not to offend readers of viewers?

Of course, measurement of the words raises ethical question from the point of view of truth and accuracy.

Of course, internet is the place where you can find most of above within all kind of pornography, vulgarity and a lot of blatant and abusive content. What is the solution? Mentioned earlier-education through media literacy and if we would like to make it better, we should start from ourselves. As saying, if you want change something, be the change in first place.

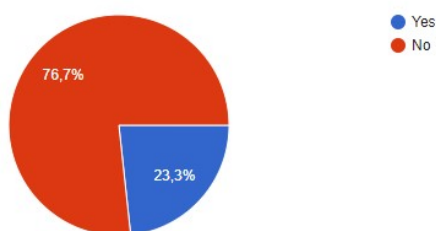
Media literacy enables primarily children, future citizens for the political choices, to understand political discourse and participation within it. In this way, as mature, media literate, well-informed citizens they will be able to make their own decisions about the democratic electoral process. However, adolescents, young people and adults, but also the oldest citizens often need to be media literate, especially due to the fact that in the age of new media and new technologies, the knowledge that we possess becomes obsolete very quickly and it is certainly necessary to participate in lifelong learning and within the media literacy of all generations of citizens.

Media literacy has dual meaning – as an concept is defined as ability of the approach, analyses, evaluation and transmission of the messages through the media while the essential focus of media literacy is to overmaster with critic and creative skills, knowledge that are of help to connect complex ideas, constantly questioning manifestations, attempt to recognize answers that will satisfy congenital curiosity of any of us, but also to identify individual, and even wider, social deceptions.

Media literate society is healthy society of new technological awareness that will unify understanding of tradition and new technologies, that will, within the interaction, help the society to create newly established relations within education on verifiable facts which are so very much visible in the post-modern society of XXI century. Media literacy enables nation(s) to recognize hidden agendas within the transmission of information not just within the media, but also within the society as the whole, especially within the education. For the purpose of the life-long learning, regardless if we have media literacy as obligatory module in the primary and/or secondary school or we have it within the general educationally planned process of the society as a grown-ups.

3. Media literacy is the critical approach what you see and hear

8. Do you talk in the school about media literacy?
292 odgovora



Having in mind that 23,3 % (68 persons) out of 292 (17 persons – 5,5 % disqualified answers of total 309 persons) talk in school about media literacy rise a question about 224 (76,6 %) and their focus on critical thinking within the world of living.

It is directly linked to the last question of the survey asking “if “yes” is the answer on question No. 8., than in ten words, in which way you talk about media literacy”.

Answers like...:

1. So the people use online platforms correctly and ethically.
2. To guide it and understand it better
3. Media literacy has irrevocable impact on person's opinion.
4. It gives us knowledge about the society which is in front of us.
5. In social studies we often learn about the structure of media and how it is manipulated.
6. We discuss how to use any social media platform or to manipulate it to make it easier to access.
7. How media acts as an important channel to raise awareness.
8. The ability to critically think about social media posts and online news stories makes you an educated consumer of these stories.
9. People who using from 10-18 should be given proper education about how to use social media and how to manage it.
10. About media like how it teach us different things in entertaining manner.
11. We talk about the role of media and its impact on our daily's lives.
12. About how media influences life and literacy.
13. Social media literacy can be brought about by making people aware of those harmful websites and blocking and reporting those websites.
14. Because it is important to know about the media and adjoining industry to be well aware of what's going on.
15. Our school encourages us o participate in public speaking and share our opinions about topics such as media literacy.
16. About how people simply lack the media literacy while using the Internet, how people consume limited news information subconsciously & fall for propagated fake news.
17. I learn how to talk to someone.
18. Due to the latest news and all the problems are raising so to solve that problem we need to update with all solutions.
19. Memes are good but sometimes they loose their literacy.
20. Yes, we talk about correct usage of social media so as to remain safe.

...help us to understand teacher's approach to students' world of understanding of social media platforms. But, all of these ere individual approach of teacher to the class of students. Nothing organized. Nothing in behalf of the educational process *sui generis*. *De facto* great news, but *de iure* bad news. Why? On this question let us give another question: What if

teacher approach is like above mentioned no approach for 76,6 % transfer on all the educational process? That means in front of us are future narrow minded, easy to manipulate, without critical approach within the world of living, individuals who obey, listen and execute and will presented them within social media. We can only hope that the mentioned “will” will be positive ones, but in today’s world of living in the World, majority of “will” is negative, totalitarian and retrograde by all means.

4. Conclusions

Basic understanding of the survey lead us to the conclusion how weak media literacy is presented within the ages 10-14 within the state of Maharashtra, India (Population aprox.: 115 million) and what is needed to be done to expand knowledge of importance of media literacy: Including of the subject Media literacy within the school. Why? Because, lack of media literacy knowledge, other lack of knowledge exists: how to avoid bullying over social media and how to communicate with others in online and offline world.

The literate persons are better citizens, parents and workers. As literacy grew throughout the world during the twentieth century, a new feeling emerged that it was not just enough to know how to write and read. In a world where media dominates, an individual must be able to understand, sort and analyze the information he needs within the garbage of which he is bombarded each day (over the social networks and other mass media).

Children need to learn how, through the craftsmanship, a particular message is structured and why, what is used to transfer it (which gadgets) to keep their attention and what ideas have been sent to them. In a culture where the media is impenetrable and pervading all the pores of the societies, children need to learn to think critically about what they see, hear, or read. Indeed, education of children must not end without the above.

Finally, media literacy is important for democratic society. Democracy cannot co-exist with media literacy. Media literacy is *conditio sine qua non* of democracy.

References:

1. Althusser, Louis (1971) “Ideology and Ideological State Apparatuses (Notes towards an Investigation)”, 127-194, u studiji *Lenin and Philosophy. And Other Essays*, Monthly Review Press, New York i London.
2. Aufenanger, S. (1997.): Medienpädagogik und Medienkompetenz, Eine Bundesaufnahme, in: Deutscher Bundestag (Hrsg.), *Mit Multimedia in die Zukunft?*, Bielfeld, 188.
3. Eshet-Alkalai Y. (2004) – *Digital literacy: A conceptual framework for survival skills in the digital era*, „Journal of Educational Multimedia and Hypermedia“, No 13(1)
4. Moody, Kate “John Culkin, SJ: The Man Who Invented Media Literacy: 1928–1993,” Center for Media, USA
5. An example of a protest of Democrats in the US Congress, June 23, 2016, because of the inability to make changes to the Arms Law – most Republicans do not want to put on the Agenda a Law – precisely because of the strong armed lobby that controls them – only for one day, after the massacre in Orlando, on June 12, 2016, where the theorist

killed 50 and injured 53 people, sold 30,000 different types of weapons online in the US: <https://www.washingtonpost.com/news/powerpost/wp/2016/06/22/democrats-stage-protest-on-house-floor-to-force-gun-control-votes/?noredirect=on>

6. Hadžialić, Sabahudin, „Media literacy and Media ethics: The only way out“, Eurasia Review, USA (2019)
7. Hadžialić, Sabahudin, serial of essays within the Journal Eurasia Review, USA: <https://www.eurasiareview.com/author/sabahudin-hadzialic/page/4/> (2019)
8. Hoffmann, B. (2003.): Medienpädagogig – Eine Einführung in Theorie und Praxis, Schöningh UTB Verlag, Paderborn
9. Hobbs Renee „Digital and Media Literacy: A Plan of Action“, Publisher Asoen institute (2010)
10. Lankshear, C. & Knobel, M. (2003), *New literacies: changing knowledge and classroom learning*. Buckingham: Open Iniversity Press.
11. Lévy, Pierre (2001 [1997]) *Cyberculture*, preveo Robert Bononno, Minnesota Press, str.30. - original *Cyberculture. Rapport au Conseil de l'Europe dans le cadre du projet "Nouvelles technologie: coopération culturelle et communication"*, Odile Jacob, Paris, France
12. Masterman, Len „Teaching the Media“ Published by Routledge, London, UK, 1985
13. Poster, Mark, “Postmodern virtualities.” In Mike Featherstone and Roger Burrows (eds.), *Cyberspace/Cyberbodies/Cyberpunk*, pp. 79–95. Thousand Oaks, CA, USA: Sage, 1995
14. Stauber, John, “We need a lot more critical thinking and media criticism taught in schools at a very early age.” John Stauber author “The Best War Ever” (interview from September 2006): https://www.sourcewatch.org/index.php/John_Stauber
15. Thacker, Eugene (2006) “Foreword: Protocol Is as Protocol Does”; u Galloway, Alexander R. (2006) *Protocol: How Control Exists after Decentralization* (Leonardo Books), The MIT, USA
16. Stauber, John, “We need a lot more critical thinking and media criticism taught in schools at a very early age.” John Stauber author “The Best War Ever” (interview from September 2006): https://www.sourcewatch.org/index.php/John_Stauber

Media Literacy and Media Ethics – Case Study on Social Media

H. C. S. Hadžialić^{1*} A. Kumar² V. T. Phuong³

^{1*}*UNINETTUNO University, Rome, Italy*

²*Institute of Management Studies, Noida, New Delhi, India*

³*Thai Nguyen University, Vietnam*

ABSTRACT

The public as a whole, researchers and creators of politics treats the youth as a special type of media consumer. Children are much more exposed to the risk of negative consequences of the influence of media messages because kids are on a much lower level of development in a cognitive, emotional and moral point of view and do not have experience in real life for the adequate processing of media messages. But, when we leave childhood and entered the growing stage, that does not mean appropriate media literacy by three reasons: First, many young and adult people do not make progress in development much more than from the level achieved in childhood. Secondly, the life experience of many adults is not so various and substantial to make possible rising of the level of media literacy. Third, gaining media literacy, and through that proper ethical approach, requests also the development of special abilities and active application of the skills – and that does not come automatically with the age. So, to be able to understand the concrete issue, we made research among young Indian children and the outcomes of 309 youngsters (10-14 years of age) will show the most important focus. Which one? Need of Media literacy and Media ethics to be involved in the schooling process since a young age. Again, why? To be able to create a thought of critical thinking and to develop their answers to the questions life in front of them raises. For the benefit not just of them, but also of the society as a whole, regardless of which ideology (left and/or right) they are living within.

Keywords: *Media Ethics, Media Literacy, Critical Thinking, Media Messages, Media Consumers*

CERTIFICATE OF PRESENTATION

This is to certify that

H. C. S. Hadziaric

has presented a paper titled

Media Literacy and Media Ethics -- Case Study on Social Media

in the **1st International Research Symposium on Education (IRSE-2022)**


organized by the

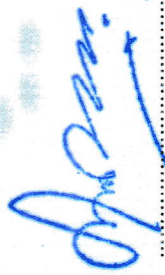
Department of Research and Development

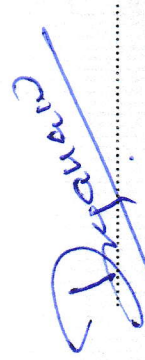
National Institute of Education

Sri Lanka

on 17-18, December 2022


Coordinator


Director General, NIE


Session Chair

SYMPOSIUM PROCEEDINGS

IRSE - 2022

1st International Research Symposium

***EDUCATION FOR SUSTAINABLE PEACE AND
NATIONAL DEVELOPMENT***



**Department of Research and Development
National Institute of Education
Sri Lanka
17-18 December 2022**

DISCLAIMER

The views expressed in the abstracts published in the proceedings are those of the authors. The statements and opinions stated either in the abstracts published herein or at the Symposium and the discussions do not necessarily represent the views of National Institute of Education, Sri Lanka.

Proceedings of the IRSE - 2022

EDITOR: Dr. Dayananda Keppetigoda
Director
Department of Research and Development
National Institute of Education
Sri Lanka

Publication Date: 17th December 2022

ISBN 978-624-5729-10-4

Website: research.nie.ac.lk

© 2022 by the Department of Research and Development, National Institute of Education,
Sri Lanka

IRSE - 2022 COMMITTEE

CHIEF ADVISOR: Dr. Sunil Jayanatha Nawaratne
Director General
NIE, Sri Lanka

GENERAL CHAIR: Dr. Darshana Samaraweera
Deputy Director General
Faculty of Languages, Humanities and Social Sciences
NIE, Sri Lanka

ADVISORY BOARD: Ms. M. P. R. Dhanawardhana
Deputy Director General
Faculty of Research, Planning and Development
NIE, Sri Lanka

Mr. K. R. Padmasiri
Deputy Director General
Faculty of Science and Technology
NIE, Sri Lanka

Visharad S. Samarasinghe
Deputy Director General
Faculty of Teacher Education and Inclusive Education
NIE, Sri Lanka

Mr. D. A. Jayalal
Deputy Director General
Faculty of Education Leadership Development and
Management
NIE, Sri Lanka

Mr. K. W. B. M. P. Wijesundara
Deputy Director General
Division of Finance, Administration and Support Services
NIE, Sri Lanka

COORDINATOR: Mr. H. A. S. Nidesh
Assistant Lecturer
Department of Research and Development
NIE, Sri Lanka

EDITORIAL BOARD

Ms. N. D. Dissanayake

Ms. D. Hettige

Mr. H. A. S. Nidesh

Ms. M. D. D. I. De Silva

Ms. B. P. G. S. Gunarathne

Ms. V. Agalya

Mr. H. M. D. S. Herath

REVIEW BOARD

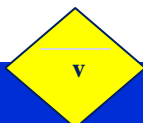
Dr. A. D. A. De Silva (**Chairman**)

INTERNAL REVIEW BOARD

Dr. Dayananda Keppetigoda
Dr. P. H. Kusumawathie
Dr. K. G. W. K. Katukurunda
Dr. C. N. Edward
Dr. M. L. Shanaka Piyatissa
Dr. L. W. Ransika De Alwis
Dr. V. M. K. Deldeniya
Dr. S. M. L. P. Subasinghe
Dr. T. C. Peris
Dr. S. Karunakaran
Dr. D. D. Lellupitiya
Dr. D. K. S. Bhagya
Dr. Rev. Kukurampola Gnanawimala Thero
Dr. Rev. Theripehe Medhankara Thero
Dr. S. K. Prabakaran

EXTERNAL REVIEW BOARD

Prof. Raja Gunawardhana
Dr. Godwin Kodituwakku
Dr. Ambreen Shahriar (Pakistan)
Dr. Swaleha Sindhi (India)
Dr. M. A. S. Wijesinghe
Dr. Susil Perera
Dr. U. Dahanayake
Dr. H. O. Wijewardane
Dr. S. A. Kularathne



ORGANIZING COMMITTEE

ACADEMIC STAFF

Ms. R. B. N. Chinthani

Ms. K. B. Kalyani

Ms. D. J. Y. Pathirana

Mr. S. Dunasingh

Mr. S. Shanmugalingam

Ms. W. A. M. C. P. Welagedara

Ms. G. H. R. T. De. Silva

Ms. H. K. D. K. S. Perera

Mr. E. M. Y. Sachith

Mr. P. D. D. Lakmal

Ms. G. K. Verosha

ADMINISTRATIVE AND SUPPORTING STAFF

Ms. H. P. Niluka

Mr. B. C. K. Gunawardane

Mr. A. Mohan

Mr. V. J. Liyanage

Ms. N. P. N. Jayarani

Ms. R. A. D. Apsara

Mr. E. L. A. K. Liyanage

MESSAGE FROM DIRECTOR GENERAL



As the Director General of National Institute of Education, Sri Lanka, it is indeed a great pleasure to issue a message for the 1st International Symposium on Education (IRSE) 2022. It is organized on the timely theme, *Education for Sustainable Peace and National Development*, which reflects our passion and commitment to promote the exchange of state-of-art educational knowledge in a wide array of disciplines.

I truly believe that the Symposium takes an in-depth look at many issues raised by the field of Education today and will boost the quality of the research and collaborations more in future. Since research plays a crucial role in the development of the country, Research institutions located nationally and internationally should initiate and perform more research studies to address and find solutions to the problems faced by Sri Lanka as well as the rest of the countries. The outcome of the research studies must be discussed critically, and suitable solutions have to be developed based on constructive arguments. The abstracts submitted to this Symposium are written by researchers around the world in the sub-themes of 21st Century Education, 21st Century Assessment and Evaluation, Modern Pedagogy, Curriculum Development, Regional Disparities in Education, Educational Reforms, Blended Learning and Collaborative Learning, Social and Emotional Learning, Character and Citizenship Education, Active Learning, Deeper Learning and Higher Order Thinking with Authentic Learning

Since its establishment in 1986, National Institute of Education (NIE), Sri Lanka has been conducting conferences to disseminate and promote educational research. The IRSE - 2022 was organized by the Department of Research and Development, to facilitate academics and researchers in their research endeavors.

I take this opportunity to thank all those academics who have contributed their valuable research, through sheer and hard work, conforming strictly to accepted values and ethical considerations. Finally, I wish to thank all the academic and non-academic staff of NIE, for making this event a success.

A handwritten signature in black ink, appearing to read 'Sunil', with a stylized flourish at the end.

Dr. Sunil Jayantha Nawaratne

Director General

National Institute of Education

Sri Lanka

2022-12-17

MESSAGE FROM DEPUTY DIRECTOR GENERAL



I am delighted that the National Institute of Education is organizing the 1st International Research Symposium on *Education for Sustainable Peace and National Development*, Sri Lanka on 17,18 December,2022.

Faculty of Research, Planning and Development as its' one of the prime roles, is aspired very strongly to expand research and innovations, especially in the areas of Educational disciplines to change the quality of life of mankind.

It is a great pleasure to welcome all delegates and participants to IRSE-2022, coming from near and far. With such diverse and relatively large participation, I am sure that the Symposium will achieve its intent to serve as an effective platform for us, the research community to learn, share and supplement each other's research, while keeping abreast of the latest trends in this arena. Also, I invite all to make use of this Symposium to create new, or strengthen existing, partnerships between the research community, publishers, policymakers and society.

Further, IRSE-2022 cannot be organized without the whole-hearted commitment and involvement of all the Academics and Non-academics in NIE. I admire and profusely thank all participants for their commitment and congratulate them on the success of the Symposium. The Faculty of Research, Planning and Development, hopes to further sharpen research skills by organizing more such international symposiums in the future. I wish the IRSE-2022 a grand success.

A handwritten signature in black ink, appearing to read 'Rajibha'.

Ms. M. P. R. Dhanawardhana

Deputy Director General
Faculty of Research, Planning and Development
National Institute of Education
Sri Lanka
2022-12-17

MESSAGE FROM THE GENERAL CHAIR



Conferences are great opportunities for academics and professionals to share knowledge, expertise and best practices which promote continuing professional development. This international conference organized by the Department of Research and Development at the National Institute of Education aims at promoting knowledge sharing among the professionals and academics across the borders so that they will be able to enhance their practices within their own contexts.

Personally, I consider it a great privilege to have been able to work with a group of young talented academics of the NIE in organizing the conference.

While thanking the Director General of the NIE for making things smooth and possible to make this learning event a success, I pay my heartfelt gratitude to all those who were behind the success of the event.

A handwritten signature in black ink, consisting of a stylized 'D' followed by a horizontal line and a small flourish.

Dr. Darshana Samaraweera

Deputy Director General

Faculty of Languages, Humanities and Social Sciences

National Institute of Education

Sri Lanka

2022-12-17

MESSAGE FROM THE EDITOR



Welcome to the Proceedings of the 2022, 1st International Research Symposium on Education (IRSE) in National Institute of Education, Sri Lanka, with its special theme on *Education for Sustainable Peace and National Development*.

For the IRSE-2022 abstracts came from the academia around the globe, to ensure a high-quality symposium which passed through a rigorous review process. The symposium lasts for 2 days and have a Keynote Address, a Plenary Speech and 10 sub themes adopted sessions and forums to generate, exchange, apply mutually beneficial and socially useful knowledge and practices in Education. The significance of the research works presented in the Symposium represents a step further towards 21st Century Education.

I would like to express my delighted appreciation to the authors whose contributions are presented in these proceedings. Without their excellent contributions and hard work, the Symposium has been impossible. I sincerely thank the Keynote Speaker, Plenary Speaker, Reviewers, and Chairpersons for their continuous support to make IRSE-2022 a success. I take this opportunity to thank all academic and non-academic staff of the Department of Research and Development, NIE for their hard work, commitment and support to make this event a success.

Finally, I hope that the participants enjoy IRSE and highly appreciate your valuable feedback which will immensely help us in our future endeavors.

A handwritten signature in black ink, appearing to read 'Dayananda Keppetigoda', with a long horizontal line extending from the end of the signature.

Dr. Dayananda Keppetigoda

Director

Department of Research and Development

National Institute of Education

Sri Lanka

2022-12-17



MESSAGE FROM THE COORDINATOR



It is my great privilege and pleasure to convey this message to the proceedings of the 1st International Research Symposium on Education (IRSE), Department of Research and Development, National Institute of Education, Sri Lanka organized under the theme of *Education for Sustainable Peace and National Development*.

Working on the symposium needed tremendous amount of labour, dedication and commitment. As stakeholders, all the academic and non-academic staff accepted the responsibility and started working hard to achieve the goal.

It is truly an honor to be the coordinator of IRSE-2022, and with my highly qualified and dedicated team of committee members. Director General, Dr. Sunil Jayantha Nawaratne, provided excellent leadership by monitoring the developmental process at every stage and providing counsel and guidance. Ms. M. P. R. Dhanawardhana, the Deputy Director General, Faculty of Research, Planning and Development, made the path clear by eliminating difficult barriers with her guidance and counsel. Dr. Darshana Samaraweera, Deputy Director General Faculty of Languages, Humanities and Social Sciences was always providing necessary guidance and motivation in making this event a success.

I acknowledge Dr. Dayananda Keppetigoda, Director Department of Research and Development for his outstanding contribution for the event's success and heavy workload carried out as the editor of the Symposium. Also, I extend deep gratitude to the members of the committee, reviewers and all the panelists for their valuable comments and views on current research topics. I would especially like to thank academic and non-academic staff, Department of Research and Development, responsible for the fantastic organization and program.

I would like to thank and congratulate all the speakers and presenters for continuous contribution and believe in the excellence of IRSE-2022.



Mr. H. A. S. Nidesh

Assistant Lecturer

Department of Research and Development

National Institute of Education

Sri Lanka

2022-12-17

CONTRIBUTIONS FROM KEY NOTE SPEAKER



Prof. Gominda Ponnampereuma

*Department Head
Faculty of Medical Education
Faculty of Medicine
University of Colombo
Sri Lanka*

Prof. Gominda Ponnampereuma has served as an invited speaker cum resource person in many international symposia and conferences. Author of several journal articles and books, he sits on the editorial boards of two international medical education journals. He is a postgraduate tutor, examiner, and resource material developer for national and international medical education courses.

He has served as an advisor, visiting professor, consultant and fellow in several academic institutes and educational projects. He is a founder co-chair of the Asia Pacific Medical Education Network (APME-Net). His research interests are on assessment (including selection for training), and curriculum development and evaluation.

Why Educational Research is a Minefield for the Scientifically Trained?

INTRODUCTION

The scientific method dictates certain rules that govern the conduct of scientific research. The most important of these is the randomisation of subjects into a control and intervention group and measuring the pre- and post-values of both groups before and after the intervention. This model (Figure 1), which is also called the ‘experimental design’ has a lot of merit in scientific research.

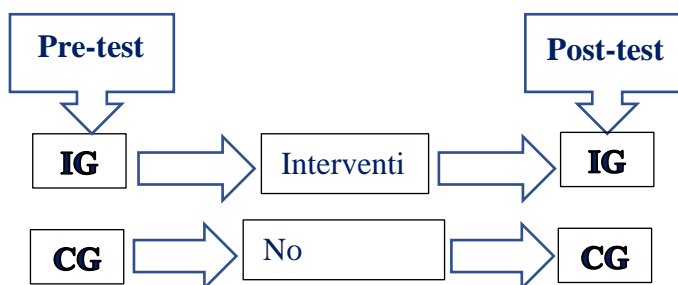


Figure 1: A diagrammatic representation of the experimental model

IG – Intervention Group

CG – Control

The above model implies that both the control and intervention groups have to be identically the same, in all important characteristics. This requires the randomisation of the study sample into two groups, so that the two groups will have an equal proportion of subjects with similar characteristics, e.g., equal male/female ratio in both intervention and control groups.

However, this classic model is not workable in many research settings, due to the inability to randomise. So, most human-subject research, including educational research, use a modified model where randomisation is not involved. This model is called the quasi-experimental model, where the control and intervention groups are not assigned using the principles of randomisation, i.e., offering each subject an equal probability of entering into either the intervention or the control group. Hence, the difference between the experimental model and the quasi-experimental model is that the intervention and control groups are not identical in the latter, i.e., due to non-randomisation. However, even for the latter model to work, the intervention and control groups should be similar, i.e., sharing almost similar characteristics, although this could not be ensured by the researcher through randomisation.

Applying even the quasi-experimental model to educational research is full of pitfalls. Some of the more commonly encountered issues are listed below.

- (a) Ethical issues with the control group
- (b) Intervention always shows results
- (c) Cross-contamination
- (d) Long time duration between the intervention and results
- (e) Confounding factors
- (f) Limited ability to find ‘why’ and ‘how’, rather than ‘what’
- (g) Exclusion and inclusion criteria.

The following is an exposition of the above pitfalls so that any novice educational researcher could avoid most of these. Unlike other scientific writings of this nature, this text does not contain references. This is simply because most of what is stated below is not adequately discussed in the literature. Rather, these are expected to be learnt on-the-job by the researcher. Thus, most of the explanations below are based on the personal experience of the speaker.

(a) Ethical issues with the control group

A control group is a group that does not get the benefit of the intervention. Such a control group is acceptable when there is serious doubt about whether the intervention is beneficial to the research participant. In most scientific research this doubt prevails. If that is the case, not offering the treatment to the control group that the intervention group is given does not create a discrepancy where an unfair advantage is offered to the intervention group. For example, if the researchers do not know whether Drug A is effective as the treatment for a disease, then withholding that drug from the control group does not cause any harm to the research participants in the control group.

However, most educational research does not work this way. In most educational research, the intervention is a new teaching and learning method. Any teaching and learning method, even poorly conducted, will benefit the learners. So, the control group that does not receive such teaching and learning will be at an undue disadvantage. If that is the case, then there is no way that one could argue that the control group will not be discriminated against when compared to the intervention group. No research ethics board will give approval for such a study, as it is unethical to favour one group of participants over another.

How to overcome this issue in educational research?

To overcome this issue, an educational researcher could adopt one of four strategies. First, the educational researchers could select two naturally existing groups, so that the researcher need not withhold a group of participants from a particular beneficial facility. For example, if one provincial district due to non-availability or some other reason could not be given a particular textbook or some teaching and learning facility, then such a naturally existing group could be used as the control group. Second, the control group could be offered the benefit of the intervention after the study, especially if the intervention is proven to be effective. Third, the control group could be taken from a historical cohort. That is a group of students that studied before the research study commenced. Fourth, the researcher could design a crossover study.

In a typical crossover study, each group experiences what the other group earlier experienced. For example, if a researcher wants to find whether didactic teaching or problem-based learning leads to better learning, the intervention group

receives problem-based learning first while the control (or the so-called control) receives didactic teaching. Then the effect of change due to the two teaching and learning strategies is measured. Then the group that received problem-based learning now receives didactic teaching and the group that received didactic teaching now receives problem-based learning. Thereafter the learning effect (further learning achieved after the exposure to the first teaching and learning method) is measured again, from the initial point before exposure to the teaching and learning method (i.e., the new baseline). In effect, the intervention group becomes the control group and the control group becomes the intervention group in the second leg of a crossover study (Figure 2)

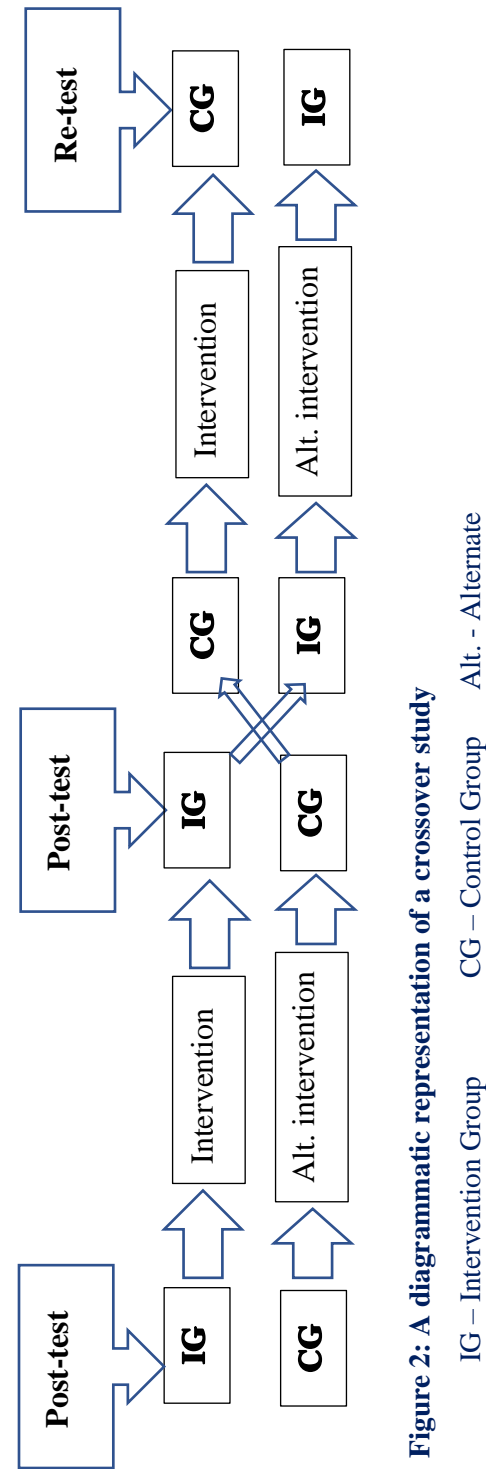


Figure 2: A diagrammatic representation of a crossover study

(b) Intervention always shows results

In scientific research, when a change (i.e., intervention) is made only to the intervention group, there are three possibilities that can ensue: change for the better (i.e., resulting in a proven hypothesis), no change, and negative change, where the intervention has resulted in further deterioration of what was expected. In such a situation, although the first possibility (i.e., the hypothesis proven) may have a higher probability, the other possibilities also have a decent probability. That is why a scientific study becomes worthwhile research to pursue. By contrast, the intervention group in educational research mostly receives a positive intervention such as a new teaching and learning method or a learning facility. Then if the control group does not get that learning advantage, a research study is not needed to foretell that the intervention group has improved, i.e., it is almost a foregone conclusion. The probability of the control group improving would be near zero. In such a situation, designing an educational research study, where the intervention group receives a positive impetus for learning and the control group receives nothing, cannot be entertained as research. An example of such a research study would be the intervention receiving a lecture and the control group receiving no lecture or any other mode of instruction.

How to overcome this issue in educational research?

In scientific research, a possible psychological effect on human subjects not receiving any intervention is countered by providing a ‘placebo’ to the control group subjects. For example, in a study to find the efficacy of a drug to relieve back pain, the intervention group would receive the actual drug (with the active ingredient that is expected to relieve pain) while the control group would receive a placebo (without the active ingredient that is supposed to relieve pain). This method may be possible even in educational research. However, that may amount to offering some ‘nonsense’ instructional method (e.g., nonsense lecture) to the control group. That, unfortunately, will not address the issue of the control group having a probability of improvement close to zero. That is worse than having a control group that receives nothing. So, a study that overcomes this issue would be, for example, comparing a lecture and a problem-based learning session on the same topic.

(c) Cross-contamination

In non-educational scientific research, the intervention would be applied to either a group of animals (commonly known as guinea pigs) or to a physical object, e.g., what happens to an object when a ray of light in a particular wavelength and frequency is applied to it for a given time duration? In both cases, the subjects or objects that receive the intervention will not have a chance to share it with those who do not receive the intervention, i.e., the control group. Even in clinical research, for example, to find the efficacy of the drug to lower blood pressure, the intervention group will receive the actual drug and the control group will receive a placebo. Although a subject in the control group lives in the adjoining home to a subject in the intervention group, they will never exchange their treatment. However, that is not the case in educational research. If the research is to find out the efficacy of some instructional material, the intervention group should receive the material and the control group should receive another form of the same material. Unfortunately, there is a tendency for students to share notes. So, it is highly likely the intervention group will share what they received with the control group. This is called cross-contamination. Such cross-contamination will water down the effect of the intervention and make the entire study invalid. Those who are only trained in pure scientific research or new to educational research would never foresee cross-contamination at the initial conceptual stage of the research and thus would realize its deleterious effects only after the data have been collected. So, this is a pitfall that the scientifically trained educational researcher should be wary of.

How to overcome this issue in educational research?

In educational research, the study should be designed in a way where the control and intervention groups are far apart and hence, they do not have a chance to interact with each other. Even then, with the current trends of social media, it is very easy to share material with someone who is unknown. So, the intervention group should be specifically instructed not to share. If there is a possibility that the control group may come across the material, they need to be told not to use them and that they will be offered the same material at the end of the data collection period. These measures would minimize the effects of cross-contamination to a level that it may not affect the conclusion of the study.

(d) Long time duration between the intervention and results

In educational research, measuring an effect immediately usually does not mean much. Any learner will be able to recall something that was learned immediately

after the learning event, i.e., intervention. What is of more interest to any researcher would be to find out how much the learner has retained in the long run, and also how much of the learning the learner is able to utilize. This requires some time to pass by after the learner has learned. With the passage of time, there are problems that the researcher has to deal with. The most common of these are high dropout rates of participants, non-compliance and the effect of other confounding factors (see the section below). These, however, are not an issue which is confined to educational research. Any study that requires a long follow-up to find out the effectiveness of an intervention faces these issues.

However, predictive validity studies in educational research that attempt to find out the effectiveness of one assessment in predicting the learner ability in another assessment taking place several years after the first assessment are notorious for facing these issues. These predictive validity studies are common in studies designed to find the efficacy of selection or admission tests in educational programmes. Classically, the result of an admission test is correlated with the results of the subsequent tests that the selected candidates take both within the programme and maybe even after graduation. So, a long time- gap between the independent variable (i.e., the admission test) and the dependent variable (i.e., the subsequent test/s that the selected candidates take) is something that the researchers cannot avoid. During this intervening time between the independent and dependent variables, some of the able candidates who did well on the selection test may not do so well in the subsequent examinations due to personal issues such as illness, family issues and other socio-economic issues. At the same time, some students may prematurely terminate their studies without completing the study programme, i.e., dropouts of both the programme and the study. Some may complete the programme but may have changed their contact details and thus the researcher may lose access to the subject, i.e., dropouts of the study, but not the study programme. All these may result in a much smaller proportion of subjects sitting the later assessments. This poses special issues in relation to the statistical analysis of data. For example, the correlation coefficient is known to reduce artificially due to the restriction of the range of scores in the dependent variable, i.e., the subsequent assessment. This is particularly so when the research is on an admission test. Naturally, everybody, who sat the admission test may not be admitted to the programme. This causes a natural loss of subjects. Then, the selected subjects are of higher ability and the subsequent assessments would be taken only by this set of candidates with a higher level of ability. Again, the scores of this set of high performers would conform to a narrower range

when compared with the set of candidates who took the admission test. All these would distort the results unless special attention is paid.

How to overcome this issue in educational research?

Like in other research, the best way to counter the dropout rate would be to have a close relationship with the subjects and make sure that the follow-up is frequent and close. Such close follow-up could be facilitated in current times with the use of social media. Also, when determining the sample size, the researcher should take the possible loss of participants into consideration and make allowance for possible dropouts. Finally, to overcome the statistical issue of the restriction of the range, the correlation coefficient could be corrected with a correction formula.

(e) Confounding factors

A common confounding factor in educational research is the asynchronous and unpredictable trajectory at which the learners develop. These may particularly affect the studies that require a long waiting time between the intervention and results. Learners tend to develop asynchronously. Some learners maybe late developers whereas certain others who showed promise in the early stages may not live up to their early promise. If a particular set of subjects in one group (either intervention or control), as opposed to both groups, develop either faster or slower, not due to the intervention, but due to the very nature of their development trajectory at that point in time, then the results may erroneously be attributed, positively or negatively, to the intervention. Alternatively, where the learners do not show the required improvement due to a brief lag in their development may also be equally possible to distort the true effect of the intervention.

Apart from the confounders related to the rate of development, the other common confounders in educational research are the learning preferences or styles of the learners and the uninhibited use of other modes of learning, i.e., those other than that was used as the intervention. Learners are human beings who have likes and dislikes. If unfortunately, a group of learners, who do not like a particular teaching and learning method that formed the intervention, are recruited to the intervention group, then the results may erroneously show that the intervention is ineffective. Similarly, if either the intervention or the control group elects to learn using methods other than what is assigned to them, then again, the results cannot be solely attributed to the teaching and learning method under investigation.

How to overcome this issue in educational research?

The best way to avoid confounding factors due to the idiosyncrasies of learner development and the learner preferences such as learning styles would be to recruit a large enough sample. A large sample size would ensure that the learner characteristics in both the intervention and control groups are equally distributed so that any change in the development of learners would be common to both groups. This means that for example if the study is to find the effectiveness of didactic teaching versus problem-based learning, the group that receives problem-based learning may have the same proportion of subjects who dislike group learning (i.e., problem-based learning) as in the didactic teaching group that that dislike didactic learning. Similarly, the group that receives didactic teaching will have the same proportion of subjects that like didactic teaching as in the problem-based group that like group learning.

Another elegant way to overcome these types of confounders would be to develop crossover studies. This will effectively account for any changes in learner characteristics such as learner preferences. However, this may not account for the idiosyncrasies in the trajectories of learner development, especially if a particular group was in a development spurt in a particular leg of a crossover study.

(f) Limited ability to find ‘why’ and ‘how’, rather than ‘what’

This is mostly an issue with the quantitative research paradigm. Quantitative research is designed to investigate what works and/or whether there is a difference among factors affecting an activity or concept. Hence, mostly by nature, quantitative research cannot investigate the reasons (why) or how something works. So, educational research that aims to find ‘why’ and ‘how’ should not adopt the popular scientific method of comparing the effect on an intervention and a control group. That said, carefully designed experimental designs may be able to get some insight into ‘why’ and ‘how’, if the study is designed to tap into the ‘why’ and ‘how’, e.g., how to teach a skill best. However, such studies will be limited to what is being investigated (e.g., just one method) rather than inductively exploring many reasons and many ways how to teach a skill, for example. If that is what is to be investigated, then the experimental designs are clearly not the way.

How to overcome this issue in educational research?

If experimental designs using quantitative methods are not the way, then one needs to either opt for qualitative methods or for mixed methods. The latter has gained popularity in the past, as it marries the best of both worlds, i.e., the worlds of

quantitative methods and qualitative methods. A simple but classic example of mixed methods in educational research is developing a questionnaire. The content for the questionnaire could be generated through qualitative methods, e.g., stakeholder interviews and focus group discussions. Then the developed questionnaire, once administered to a cohort of participants, could be rigorously tested for validity and reliability with quantitative methods, e.g., factor analysis, reliability, concurrent validity, etc.

(g) Exclusion and inclusion criteria

In experimental designs, the researcher takes pains to include only the relevant subjects and exclude the subjects that do not conform to a predetermined set of characteristics. Why this is done this way, is mainly to ensure that like would be compared with like. When like has to be compared with like, however, there is a price to pay. That is subjects that do not conform to the set criteria have to be ignored. However, those subjects are also learners that cannot and should not be ignored. If not, the results of the study may only be applicable to the participants who met the inclusion and exclusion criteria.

How to overcome this issue in educational research?

Mere acknowledgement of the fact that learners with all possible characteristics were not included in a study may go a long way, as then both the researchers and the readers of the research would know that the findings of a particular study would only be applicable to a given segment of the learner population. Additionally, the researchers should attempt at broadening the inclusion and exclusion criteria, where possible. This would help generalize the research findings to the wider community.

CONCLUSION

The foregoing is an attempt at outlining and explaining the common pitfalls that the unwary educational researcher, trained in the scientific experimental methods, may fall, if precautionary measures are not proactively taken. Foreseeing and avoiding these pitfalls require a line of thinking that is mostly unique to educational research. Once equipped with such a line of thinking educational research can be carried out as rigorously as research in any other field. Let this account be a stimulant to adopt the line of thinking that leads to sound educational research, which in turn will benefit the field of education at large.

CONTRIBUTIONS FROM PLENARY SPEAKER



Professor Z. N. Patil, currently the President of ELTAI (English Language Teachers' Association of India) Pune Chapter, holds a very illustrious academic profile. He has been teaching English language and literature at several schools, colleges, institutes, study centres and universities in India and abroad for 47 years. He retired as Professor of English and Head of the Department of Training and Development from English and Foreign Languages University, Hyderabad, India. Since then he has been freelancing in India and abroad.

He did his MA, M Phil and Ph D from Pune University (now Savitribai Phule Pune University), India. He did a Postgraduate Certificate in the Teaching of English from Central Institute of English and Foreign Languages (now English and Foreign Languages University), Hyderabad, India. He was awarded British Council scholarship in 1990 and did a Diploma and MA in TESOL from University of Edinburgh, UK. His areas of interest are English language teaching, pragmatics, stylistics, teaching language through literature, teaching English to multilingual and multicultural groups, teaching English to speakers of other languages, using support materials to teach English, employability skills, motivation, classroom management, teacher development, materials development, and new varieties of English.

To his credit, Professor Patil has 20 textbooks, 8 resource books and 80 articles published in national and international journals. He has successfully guided 10 M Phil and 25 Ph D scholars and presently, some more scholars are working under his supervision. He has also evaluated more than 50 Ph D theses submitted to Indian and foreign universities.

He has delivered 32 invited and sponsored keynote addresses and 78 plenary talks at national and international conferences in Bangladesh, Britain, Canada, China, Dubai, Germany, India, Indonesia, Japan, Korea, Nepal, Oman, Philippines, Sri Lanka, Taiwan, Thailand and Turkey. In addition, he has contributed to several seminars and conferences as a panel discussant and panel discussion moderator. He was invited to deliver special talks and conduct workshops for students and teachers at universities in Indonesia, Japan, Korea, Nepal, Singapore, Thailand, UK and Vietnam.

Professor Patil worked as an English language expert on behalf of the Ministry of External Affairs, Government of India. His job was to develop spoken communication skills of prospective diplomats at the Institute for International Relations, Hanoi, Vietnam from 1999 to 2002. Later from 2003 to 2006 he served as Senior English Language adviser in Japan. In March 2017 he was invited as a Visiting Research Professor by the Government of Taiwan for two weeks during which he guided professors from four universities in Taichung on various aspects of research in language and literature.

He has been a senior adviser to 20 online international journals such as Asian EFL Journal its sister journals. He is a founding and executive management member of ‘English Scholars Beyond Borders’, an international group, which organizes international conferences in various countries and publishes papers in online journals.

In recognition of his academic and scholarly contributions & services, he has received ‘Lifetime Membership Award’ from English Scholars Beyond Borders (ESBB); ‘Outstanding Contribution Award’ from Rajasthan Association for Studies in English, Udaipur, India; ‘Life Time Achievement Award’ from North Maharashtra University Teachers’ Association, Jalgaon, Maharashtra, India; ‘Emeritus Professor Award’ from Kanya Maha Vidyalaya, Jalandhar, Punjab, India; ‘Best Educationist Award’ from International Institute of Management and Education, New Delhi, India; and ‘Maharashtra Bhooshan Rajarshi Chhatrapati Shahu Maharaj State Level Award for Excellence in Education’ from Milind Sanstha, Nasik, Maharashtra, India.

And above all, Professor Patil is a very authentic and genuine person.

With sincere thanks and appreciation, now I give the floor to Professor Patil to deliver his workshop on “Basics of Research and Research Methodologies”. Now the floor is yours Professor Patil.

Professor Patil can be contacted via mobile (+91-9652427211, +91-9326897527) and email (znpatil@gmail.com).

TABLE OF CONTENT

Exploring the Influence of Parameters of Teacher-Student Interaction on Science Learning	1
<i>K. M. N. T. K. Bandara^{1*} A. Abeykoonmanike² P. W. Jeewanthi³</i>	
Students' Views on Collaborative Learning of Science Concepts Through Blended Learning Approach	2
<i>R. K. S. P. N. Ranaweera^{1*} A. D. A. De Silva²</i>	
In-Service Teachers' Sentiments, Attitudes, and Concerns on Implementing Inclusive Education in the Republic of Maldives	3
<i>A. Rushdhee</i>	
Influence of Social Networks in Academic Performance of Sri Lankan School Students	4
<i>C. R. Hettiwaththage^{1*} G. P. N. Gamachchige²</i>	
Challenges of Learning Chinese as a Foreign Language by Secondary School Learners in Sri Lanka	5
<i>S. U. Kandambi</i>	
Developing a Conceptual Framework in Implementing STEM Education in Sri Lanka	6
<i>S. Polgampala</i>	
Non-Science Teachers' Beliefs on Teaching Junior Secondary Science in Rural Schools in Sri Lanka	7
<i>R. B. A. Sanjeewanie</i>	
Blended Learning Adoption Towards Improving Teaching Performance in Secondary Education: A Meta-Analysis	8
<i>C. N. Edward</i>	
E-learning at General Education in Era of Covid-19 Pandemic: Review of Literature on Influencing Factors and Reimagining	9
<i>I. Kailasapathy</i>	
Influence of the Teacher's Mindfulness on Senior Secondary Student Outcomes while Learning English as a Second Language in Sri Lanka	10
<i>T. C. Peiris</i>	
How Teacher Education Programs Affect the Professional Development of Graduate Teachers	11
<i>M. A. S. Priyanthi</i>	
Inquire the Problems Related to the Implementation of School-Based Assessment Programme of the Western Music	12
<i>G. S. G. W. Kumara</i>	
The Effectiveness of Implementing the Game Sense Conceptualization for Teaching Games (Netball) in Secondary Physical Education Curriculum	13
<i>B. P. G. S. Gunarathne</i>	
Impact of Nutritional Status on the Academic Performance of Grade Eleven Students: A Case Study of Vadamaradchi Educational Zone, Sri Lanka	14
<i>V. Agalya^{1*} A. Niththilavarnan²</i>	
Introducing Skill-Based Learning Concept to Junior Secondary Level Students in Sri Lanka	15
<i>N. Maduwage</i>	
Non-Onsite Education in the Special Education Unit of a Selected School; A Case Study	16
<i>B. Angammana^{1*} D. Jayarathna²</i>	

Readiness of the School Community Regarding Proposed Educational Reforms for General Education in Sri Lanka	17
<i>N. D. Dissanayake^{1*} D. Keppetigoda² H. A. S. Nidesh³ W. K. S. Pushpamala⁴ D. Hettige⁵ M. D. D. I. De Silva⁶</i>	
Identifying the Areas for Capacity Development of Sri Lankan Government School Principals	18
<i>D. I. Wettasinghe</i>	
Investigating the Level of Awareness of First Aid of Senior Secondary Students	19
<i>S. R. S. Y. De Silva^{1*} G. H. D. J. P. Gurunada²</i>	
The Effect of Online Learning on Students' Satisfaction: A Case of State-Owned Schools in Sri Lanka	20
<i>W. O. Virajani^{1*} J. Kumasarua²</i>	
Improving Emotional Intelligence of Teachers During the Covid-19 Pandemic in Sri Lanka	21
<i>T. Perera</i>	
The Impact on Student Performance by Integrating Science and Mathematics via Fun Activities	22
<i>P. U. N. Pushpakumari^{1*} B. A. I. Babilakoon² R. D. N. P. Chandrasena³ N. A. V. Somasiri⁴</i>	
Adopting the Recommended Finnish Education Policies to Address the Sri Lankan Early Childhood Education	23
<i>V. Maddumage^{1*} L. S. H. Weerasinghe²</i>	
A Study on the Quality of the Teaching-Learning Process in Developing Creative and Aesthetic Competencies of Primary Students	24
<i>S. A. P. S. Jayamaha^{1*} E. M. P. C. S. Ekanayaka²</i>	
An Investigation to Reduce Withdrawal from Teacher Training Programmes	26
<i>S. Fernando^{1*} S. Perera² S. Abeygunawardana³</i>	
The Effect of Phet Interactive Simulations on Students Achievement and Attitudes to Mathematics at Secondary School Level in Sri Lanka	27
<i>W. K. T. Subhashani</i>	
Current Practices and Related Issues of Non-formal Education in the Southern Province, Sri Lanka	28
<i>S. Parakramawansa</i>	
Exploring the Success: A Case Study on Asian Netball Champions in 2018	29
<i>B. M. H. S. Balasooriya^{1*} T. P. Liyanage² R. M. K. T. Rathnayaka³ T. Jinadasa⁴</i>	
Translanguaging and the Position of Identity by Student Teachers within a National College of Education	30
<i>K. Udayaratne</i>	
Robotics in Primary Education: Framework for Learning Through Activities	31
<i>G. K. Kanakarathne</i>	
Education Reforms towards Sustainable Peace and National Development: A Workable Reality or an Unfulfilling Utopian?	32
<i>J. S. Rohan Savarimuttu^{1*} N. S. Jayasundara² K. G. L. A. N. S. Jayawardhana³ W. M. S. Dananjaya⁴ E. B. Veerasingam⁵ R. J. Jairus⁶ D. N. Jayarathne⁷ K. T. P. C. Somarathna⁸ S. P. A. S. Jayarathne⁹</i>	
A Study on Factors Affecting Science Teachers' Participation in Professional Development Programs	33
<i>R. A. H. M. S. Herath</i>	

Awareness of Sex Education among Secondary Students in Government Schools at Nugegoda	34
<i>S. Jayarathne^{1*} R. Wimalarathne²</i>	
Improving the Lesson Memorizing Ability Using Formative Assessments in an Innovative Way	35
<i>W. A. T. Niwarthana^{1*} A. Rupasinghe²</i>	
Effectiveness of Science Teaching Using Blended Learning vs Traditional Methods for the Secondary Students	36
<i>A. L. Dharmapriya^{1*} R. N. Wimalarathna²</i>	
Role of Social and Emotional Learning in Personality Development of Students	37
<i>M. R. Gurav</i>	
Importance of Peace Education to Counter Extremism- A Social Change Initiative	38
<i>N. Shabbir</i>	
Perception of SLEAS officers on Portfolio Assessment in First Examination	39
<i>T. D. Vidanapathirana</i>	
Counselling and Educational Assessment and Evaluation in School Settings: Matters Arising	40
<i>I. A. Abubakar^{1*} R. Vivekanantharasa²</i>	
Problems Faced by Teacher Trainees During the Implementation of the Teaching - Learning Process of Their Training Programmes at the National Colleges of Education in Sri Lanka	41
<i>G. D. Lekamge^{1*} K. D. P. R. Perera² C. Fernando³</i>	
Education Beyond the Walls of School Building; Home Upbringing	43
<i>O. E. Nwakaego^{1*} R. Vivekanantharasa²</i>	
Developing and Validating the Level Descriptors for English as a Second Language Curriculum in Sri Lanka	44
<i>D. Samaraweera^{1*} W. A. M. C. P. Welagedara² G. K. Verosha³</i>	
Critical Thinking Skills: From Questioning to Enhanced Learning	46
<i>P. C. Dugar</i>	
Realistic Nature of the Distribution of Physical Resources in Government Schools in the Central Province of Sri Lanka	47
<i>E. M. Y. Sachith</i>	
Media Literacy and Media Ethics – Case Study on Social Media	48
<i>H. C. S. Hadžialić^{1*} A. Kumar² V. T. Phuong³</i>	
Effectiveness of Online Education for Advanced Level Biology Students in Urban and Rural schools at Galle District	49
<i>P. H. T. Thathsarani^{1*} R. N. Wimalarathna²</i>	
Fostering Speaking Skill using Digital Technology	50
<i>H. R. Khadka</i>	
Teacher's Autonomy and Development in Digital Era	51
<i>M. Yadav</i>	
Global Curriculum with Integrated Peace Education Content is the Need of the Hour	52
<i>S. Sindhi</i>	

Anxiety and Cognitive Failure in Relation to Psychological Well-Being of School Adolescent Students	53
<i>S. Thevamugunthan^{1*} S. Karunanidhi²</i>	
Problems Faced by English Teachers in the Classroom at Primary Level in The Rural Areas of Gujranwala	54
<i>M. Azeem</i>	
Classroom Management and School Climate Factors Affect the G.C.E. (O/L) Mathematics Achievement	55
<i>D. D. Lellupitiya</i>	
A Study of Effectiveness of Educational Management Information System in Schools	56
<i>C. Sutheson</i>	
Study on Distribution of Resources in Schools in Sri Lanka	57
<i>H. M. L. Kumari</i>	
Environmental Literacy of the Secondary Level In-service Science Teachers in Sri Lanka	59
<i>R. N. N. Weerasinghe</i>	
A Study of the Current Status of Co-Curricular Activities in Sri Lanka's School System	60
<i>D. Hettige^{1*} D. Keppetigoda² N. D. Dissanayake³ M. D. D. I. De Silva⁴ E. M. Y. Sachith⁵ W. K. S. Pushpamala⁶ K. N. S. Alexander⁷</i>	
An Investigational Study on the Instructional Leadership Role of the Principals Based on the 21st Century Schools	61
<i>S. Weragoda</i>	
Identifying the Curriculum Component for Grade 10 and 11 Science Elective Modules Based on Student Perspectives	63
<i>S. S. Mediwake</i>	
Teaching Writing Using Process Approach in a Blended Learning Environment	64
<i>T. Senanayake^{1*} N. Dias² E. Weerakoon³</i>	
Incorporating English as a Lingua Franca Features into the English Language Curriculum	65
<i>A. Perera^{1*} D. Thanaweera² S. Chandrasiri³</i>	
Grammar Teaching Through Active Learning	66
<i>N. Lakshman^{1*} S. Samarasinghe² N. Senadheera³</i>	
Psychoactive Substance Uses and Risk Factors Among Secondary School Students in the Jaffna and Anuradhapura District	67
<i>C. J. M. Raj^{1*} R. Surenthirakumaran² S. Sivayogan³ P. A. Dinesh Coonghe⁴</i>	

Exploring the Influence of Parameters of Teacher-Student Interaction on Science Learning

K. M. N. T. K. Bandara^{1*} A. Abeykoonmanike² P. W. Jeewanthi³

^{1*}*Department of Technology Education, NIE, Sri Lanka*

²*University of Peradeniya, Sri Lanka*

³*Uva Wellassa University, Sri Lanka*

ABSTRACT

Teachers and students are the two main stakeholders in building the teacher-student relationship. Correspondingly, there are many parameters that affect teacher-student interaction. Hence, this study was conducted to explore the impact of parameters of teacher-student interaction on Science learning. The objectives of this study were to recognize the effects of teacher-student interactions on science learning in O/L students and to develop a role model for better teacher-student interactions in science learning. To achieve this goal, a study was conducted using G.C.E. (O/L) students from 21 selected schools in the Badulla Education Zone, Sri Lanka. Schools were selected based on their geographical distribution in Badulla Educational Zone to have a well-distributed sample. A stratified random sampling technique was used in selecting the students' sample (n=300). Similarly, all science teachers who teach at the selected schools were used as the teachers' sample (n=25). Data were collected from two separate questionnaires and observations. The gathered data were analyzed using both descriptive and inferential statistical methods. The results indicated that there were significant positive associations between the parameters of teacher-student interaction and science learning ($p \leq 0.05$). In addition, parameters such as teacher performance (x_1 , $r=0.744$, $p=0.000$) and the teaching-learning process (x_3 , $r=0.796$, $p=0.000$) were closely and positively associated with students' science scores. Parameters such as students' temperament (x_2 , $r=0.267$, $p=0.000$) and learning environment (x_4 , $R=0.138$, $p=0.021$) were positively but poorly correlated with Science scores (y). The effect of teacher-student interaction parameters can be expressed in the regression equation; $y = -15.65 + 6.489 x_1 + 15.27 x_2 + 6.037 x_3 + 1.573 x_4$. ($R^2 = 71.43$). The present study reveals that strong teacher-student relationship can improve students' science learning. Findings of this study can be used to guide students' education toward an effective and successful path.

Keywords: *Teacher Performance, Students' Temperament, Science Learning, Teacher-Student Interactions*

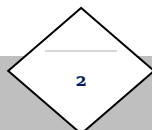
Students' Views on Collaborative learning of Science Concepts Through Blended Learning Approach

R. K. S. P. N. Ranaweera^{1*} A. D. A. De Silva²
Department of Science, NIE, Sri Lanka

ABSTRACT

The major objectives of this study were to explore whether blended learning can be used for the development of 21st century skills with a special focus on communicative and collaborative skills and how 21st century learning skills can be developed using blended learning mode. This study was conducted for grade 10 students in one of the pre-selected secondary schools in Sri Lanka. Google classroom was used as the blended learning platform. Pair work, hands-on activities, recording, reporting and self-reflections on the task using Google classroom were carried out. Data were gathered by an observation schedule and a student questionnaire. Classroom observations, and students' views on this special experience were used to identify students' knowledge, learning, and understanding of the concept "equilibrium of an object under two forces". Qualitative data were gathered to gain deeper insight of students' understanding. Results of the study revealed that blended learning using the online platform "Google classroom" has facilitated students' concept development and learning. Further, results revealed that cooperative learning enhances their motivation to understand the concept of equilibrium. Additionally, blended learning experiences using Google classroom and cooperative learning facilitate the development of science concepts in students and their interests, to use those frequently to enhance students' knowledge, learning and understanding of scientific concepts. It will make a significant impact on the lives of students to improve their 21st century skills such as listening skills, life skills and learning skills. Moreover, this study will support the broad aim of this ongoing new curriculum reform "Education for the national development of Sri Lanka".

Keywords: *Blended Learning, Collaborative Learning, Online Assessment, Secondary Students, Science Concepts, Google Classroom*



**In-Service Teachers’ Sentiments, Attitudes, and Concerns on
Implementing Inclusive Education in the Republic of Maldives**

A.Rushdhee

Maldives

ABSTRACT

This research explored perceptions of in-service teachers in implementing Inclusive Education (IE) in Maldivian schools. The purposes of the research were to identify sentiments, attitudes and concerns of special education teachers, primary teachers, preschool teachers and relief/contract teachers towards inclusive education and find significant differences among subgroups of demographic variables when compared to in-service teachers’ perception on IE. Also, the research explored barriers to implementing inclusive education in the Maldives. The concurrent triangulation mixed method design was adopted in the research and quantitative data were collected using a questionnaire with a sample of 617 in-service teachers from 45 schools of the Maldives. Qualitative focus group interview with a sample of 30 in-service teachers from 11 schools of the Maldives were conducted. The quantitative data were analyzed using specific tests of independent-samples *t*-test and One-Way ANOVA via SPSS software, and the qualitative data analysis was done using framework analysis method. The result of the study showed that in-service teachers had a positive view towards IE. Also, the perceptions of in-service teachers towards IE varied based on demographic variables and schools. There are barriers for implementing IE in Maldives such as specialized training in special education, school unit infrastructure, parental attitude, large number of students in classrooms, lack of collaboration between special education teachers and mainstream teachers, school staff and leaders unaware of IE, and in-flexible extra-curricular activities.

Keywords: *Inclusive Education, Attitudes, Republic of Maldives*

**Influence of Social Networks in Academic Performance of
Sri Lankan School Students**

C. R. Hettiwaththage^{1*} G. P. N. Gamachchige²

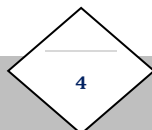
^{1*}*Department of Social Sciences, NIE, Sri Lanka*

²*Ministry of Finance, Sri Lanka*

ABSTRACT

The use of social networks (online platforms for communicating with one another) in the world has developed rapidly in recent times and continues to grow. With the proliferation of modern technological devices, a culture of associating one's favorites through social networks has emerged as a way of socializing. Current technology has made it possible for millions of users to access variety of information, including photos, audio and video in a matter of seconds. Sri Lankan society has not had a chance to avoid this situation and the influence of social media has always been on adolescent students who are actively engaged in education. It is common to use social networks not only to extend the network of friends but to insult or condemn opponents. On this basis, a survey was conducted to find out how social networks affect academic performance, the attitudes of parents and teachers towards the use of social networks, and how the child has identified the novel technology. As a sample of the research; 100 adolescent students between the ages of 15-18 from two schools in Colombo District, teachers (n = 30) and parents (n = 10) engaged with those students were selected. The data were collected through online and offline questionnaires and interviews. Descriptive data analysis method was applied to retrieve the patterns and findings. The research has shown that teachers (88%) are more prone to social networks than students (81%). The involvement of school boys (42%) in social networks is higher than school girls (39%). The vast majority of the students believed that social networks help students to succeed in education (87%). The majority of teachers (76%) and parents (75%) believe that social networking sites can have a detrimental effect on students' academic performance. The term test marks of students reflected that there is no any correlation between students' marks and their social network usage. In concise, the findings of the research demonstrate that social networking sites have no effect on the academic performance of students.

Keywords: *Social Networks, Academic Performance, Education, Adolescent*



Challenges of Learning Chinese as a Foreign Language by Secondary School Learners in Sri Lanka

S. U. Kandambi

Foreign Language and Classical Language Unit, NIE, Sri Lanka

ABSTRACT

Mandarin Chinese is the most widely-spoken language in the world. “One belt one road initiative” concept caused to strengthen China-Sri Lankan bilateral relations considerably during the last few years. Proficiency in the Chinese language is critical for business, trade, diplomacy and for promoting international cooperation and mutual understanding in between China and Sri Lanka. Therefore, the Chinese language has been identified as an outstanding foreign language based on the recognition of economic and social importance of China to Sri Lanka. In order to promote Chinese language learning in Sri Lanka's general education system, Sri Lanka educationists have designed a Chinese language curriculum focusing on the successful achievements of local students in global world. In Sri Lanka, around 450 learners engage in learning Chinese in 50 schools island-wide. However, Sri Lankan foreign language learning in secondary schools faces number of challenges in the learning process when mastering the Chinese language. This paper examines the ways of overcoming challenges of learning Chinese as a foreign language, aims at identifying the difficulties based on teachers' experiences in learning Chinese as a foreign language, and also the study shows general strategies that are useful to identify the most effective strategies which can be helpful for the learners in order to overcome the challenges of leaning Chinese language. The sample is accidental, comprising 100 self-selected learners (female and male) who are learning Chinese in two different provinces and 10 Chinese language teachers, Sri Lanka. In this study, there are two instruments are utilized. The first is a survey-based questionnaire to investigate challenges from the perspectives of students and teachers. A survey-based questionnaire is constructed with five-point Likert scales and open-ended questions which cover the study's objectives. The interview is carried out to collect suggestions on overcoming challenges in Chinese language learning. The data gathered from the questionnaire and interview were analyzed descriptively by calculating the percentages. Finally, conclusions were made by listing the ideas and concepts related to the field. The study emerges that students' attitudes, examination systems, instructional programs, teachers' qualifications, learning strategies and language learning environments have been considered barriers to learning Chinese as a foreign language. The results show that learning Chinese as a foreign language learner need proper time and good management; however, the results reveal that teachers' role, learning methods and strategies are limited, also the use of authentic materials motivates learners to develop their communicative competence. Moreover, suggestions for student-centered learning, updated teacher training system, designing well-equipped learning Chinese language environment and teaching materials are offered.

Keywords:*Challenges, Chinese Language, Foreign Language, Learning, Secondary School Education, Strategies*

Developing a Conceptual Framework in implementing STEM Education in Sri Lanka

S. Polgampala

Siyane National College of Education, Sri Lanka

ABSTRACT

This study aimed at determining the effectiveness of integration of Science, Technology, Engineering and Mathematics (STEM) through activities, since it was well recognized the significance integration for careers in STEM fields. The preparation and support of teachers of integrated STEM education is essential for achieving these goals. Hence, twenty-six prospective teachers from primary education course from a National College of Education was selected in preparation of activities based on the grade 3,4 ERA syllabi parallel to the educational reforms in 2023. These STEM based activities were practiced during their teaching practices in 10 schools in Gampaha Education Zone. These activities enabled the students to seek solutions through experimenting, designing, making inferences and interpretations, and associating scientific knowledge with natural events. The collection of data in this study involved weekly on researcher's field notes, three formal classroom observations of each teacher using a structured observation protocol, and weekly informal conversational interviews. The classroom observations were done in the school year 2020. Interviews and discussions were conducted with a purposefully selected convenient sample of 7 stakeholders including policymakers, researchers, educators, science teachers and parents in particular contexts. In terms of outcomes, the framework considers learning and achievement; it was disclosed that motivation for learning and improvement of students' interest, achievement, and persistence can be expedited through STEM activities. It was disclosed that requisite of trained STEM teachers was in top demand and the framework focuses on instructional designs involving problem-based learning and practical application along with pre-service and in-service professional development of teachers while scaffolding them to overcome the challenges to relocate beyond their current state of knowledge coupled with rigorous research and efforts of assessment and implementation. The quality of pedagogical inputs in teacher education programs and their effective utilization for the purpose of preparing prospective teachers depend largely on the professional competence of teacher educators and the ways in which it is utilized for strengthening the teacher education program.

Keywords: *Activities, Frame Work, STEM, Teacher Training, Reforms*

Non-Science Teachers' Beliefs on Teaching Junior Secondary Science in Rural Schools in Sri Lanka

R. B. A. Sanjeevanie

Galenbindunuwewa Professional Development Center for Teachers, Sri Lanka

ABSTRACT

Science is often referred to particularly in curriculum documents as one way of knowing, one way of describing, classifying, and understanding our universe. For students to become scientifically literate they need to engage in discourses about science. Science is taught by especially trained teachers, untrained graduate teachers, non-science teachers, and teachers with Science training from arts stream in government schools. Rural science education highlights the broader issues and challenges faced by teachers in rural and remote schools with little emphasis on teachers' pedagogical knowledge, classroom practice, and subject knowledge. A gap is created in the process of students' acquiring science skills emphasized by the National Education Commission when the teachers without Science background knowledge area engaged in the teaching learning process. Three main objectives considered in this study are: To find out problems faced by non-science teachers; to identify non-science teachers' beliefs towards teaching science and to identify the field in which non-science teachers are qualified. The research design was a survey and a purposive sample of 20 non-science teachers was selected. A questionnaire developed and validated by the researcher was administered in collecting data. In addition, classroom observations and interviews with a sub-sample of teachers were conducted. Findings revealed that there is a variation in the educational background of teachers, where 50% followed mathematics, 30% Arts and 20% Commerce streams. A great majority of teachers (80%) have poor awareness of writing lesson plans and 70% have insufficient knowledge on Science teaching methods. Findings also revealed that teachers should be made confident in subject knowledge, pedagogical and technical skills of teaching. There should be a 6 month online course and non-science teachers should be given an opportunity to switch subjects at the end of a specific online course.

Keywords: *Rural Areas, Non-Science Teachers, Junior Secondary Science, Subject Knowledge, Science Education*

Blended Learning Adoption Towards Improving Teaching Performance in Secondary Education: A Meta-Analysis

C. N. Edward

Department of Electronic Dissemination, NIE, Sri Lanka

ABSTRACT

Blended Learning (BL) has become a trending topic in education due to its importance in teaching and learning process. It describes the process that seek to combine face-to-face and online methods of delivery. Fewer studies have examined blended integration in the context of Sri Lankan general education. In such a background there is a discussion among educationists and government authorities on the need to reform education to align with 21st century teaching and learning. The development of technology, its advancement and impact on the necessities and prerequisites of Sri Lankan education system are pivotal to this mindset. As technological devices become common, it is justifiable that curriculum designs and education policies in the country should recommend adopting and implementing them to general education. Thus, it is required to investigate the theoretical foundation of blended teaching and how teachers adopted BL and implemented it across secondary curricula. There is a case to be made about the capability of technology for teaching and the essential associated pedagogical contemplations in Sri Lankan schools. Current research discusses the concept of BL extensively adhering to previous studies identifying the factors and underlying constructs that influence teachers towards adopting BL in secondary education which is relevant to the aims of the curriculum reform and the current state of the usage of digital learning environments. Using the content analysis method this study systematically reviews 50 research articles published from 2018 to 2022, provides a meta-analysis for BL adoption in secondary level curricula in 25 countries. This would be an in-depth description of how the teachers of government schools can benefit from adopting and implementing BL strategies for teaching any subject. Specific examples, financial implications, and proposed action steps within the existing technology, infrastructure and support will display the potential success of integrating BL into general education improving teacher performance, teacher quality and the effectiveness of instruction.

Keywords: *BL Adoption, General Education, Teaching with Digital Tools, Teacher Perspective, Teacher Readiness*

E-learning at General Education in Era of Covid-19 Pandemic: Review of Literature on Influencing Factors and Reimagining

I. Kailasapathy

Department of Commerce, NIE, Sri Lanka

ABSTRACT

The Covid 19 pandemic created the largest disruption of the education system in human history and affected nearly 1.6 billion learners in more than 200 countries (Pokhrel& Chhetri, 2021). Several schools discontinued face-to-face teaching and transformed it into an e-learning modality. The objective of the study is to identify relevant evidence on influencing factors on e-learning in the era of the Covid-19 pandemic and the way forward. The Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines were used as the methodology. A comprehensive literature search was conducted on Google Scholar for relevant studies published from 2020 to 2022 and imported into Mendeley. The search terms used were e-learning, influencing factors, school, and COVID-19. Studies were eligible for inclusion if they addressed factors influencing e-learning at school education in the era of Covid-19. While 253 studies have been published during the pandemic in Google Scholar, only 41 studies addressed the depth of factors influencing e-learning at school during COVID-19. The review of the literature found more than 16 factors influencing e-learning. These factors were categorized into four main factors: teachers-level factors, school-level factors, curriculum-level factors and students-level factors. Further, the result revealed Home Learning Modalities Matrix for e-learning at school in future.

Keywords: *E-Learning, Influencing Factors, School, Covid-19*

Influence of the Teacher’s Mindfulness on Senior Secondary Student Outcomes while Learning English as a Second Language in Sri Lanka

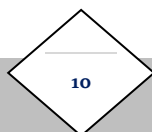
T. C. Peiris

Department of Primary Education, NIE, Sri Lanka

ABSTRACT

At present teacher stress has become a critical issue in the educational field which affects negatively towards the learning teaching process; the teacher student relationship, teacher creativity, teacher patience, teaching methodologies, etc., Student behavioral outcomes such as students’ participation, relationship with the teacher, relationship with peers etc., and academic outcomes that is; students’ achievement levels of competencies related to basic reading and writing. Mindfulness is the awareness of the present moment or focusing attention on the experience of the present moment which helps a person to calm his/her mind. Though there are studies showing positive impacts of both teacher and student mindfulness programs specific evidence related to secondary student outcomes while learning English as a second language is limited. This study explored the influence of teachers’ mindfulness towards senior secondary student outcomes in the government schools in Sri Lanka. For this study pre-post experimental research design was employed. Before intervention pretest and after intervention post test was conducted for both groups; control and experimental, using structured observation sheets, while having face to face friendly discussions, by the researcher as an active participant and passive participant. The marks obtained by the students for English language at their provincial level last term test and first term test were used as data before and after 8-week intervention period. The sample consisted of 230 students, selected by using disproportionate stratified random sampling technique and, 9 teachers of English. Findings revealed that the teachers’ mindfulness as one of the most influential factors that decides the student outcomes, and the teachers’ mindfulness creates a stress-free enjoyable learning teaching environment. Based on the above findings and conclusions following recommendations are suggested; adopting a policy to implement mindfulness in the school curriculum, implementing a policy in school to have continuous training for teachers on mindfulness. All training offered by the NIE should be utilized and supported by Provincial, Zonal and Divisional wise, and developing a monitoring policy to monitor the implementation of mindfulness practices.

Keywords: *Teacher’s Mindfulness (TM), Student Outcomes (SO), Senior Secondary Students, English as a second language (ESL)*



How Teacher Education Programs Affect the Professional Development of Graduate Teachers

M. A. S. Priyanthi

Professional Development Center for Teachers - Sri Jayawrdhanapura, Sri Lanka

ABSTRACT

The teacher is the leader who gives a balanced personality to the world. Teacher education programs are conducted to equip those teachers with knowledge, attitudes, and skills. Teacher development based on the quality of teacher education programs has a great impact on the development of education. The teacher is the leader in the education system, and it is essential to develop, improve and evaluate appropriate teacher education programs to enhance their professional development. This study investigated the nature of teacher education programs in Sri Lanka and their impact on the professional development of graduate teachers. The main objectives of this research were to identify the strengths and weaknesses of the existing teacher education programs and prepare a proposal related to the preparation of innovative teacher professional development programs to suit the country. For this study, a qualitative research approach was followed by collecting data through interviews with twenty school teachers. The study revealed the interest of many school teachers to join the existing teacher education programs and their willingness to develop their own professional development through it. The effectiveness of teacher education programs in the existing education system was questioned. The study also revealed the basic facts needed to prepare a proposal about the changes that should take place in teacher education programs along with the 21st-century education reforms. Also, it is most effective to provide the necessary professional knowledge to graduate teachers before they enter the teaching profession. By recalling that knowledge, it is more effective to implement innovative programs for the teachers who are working according to the changing educational policies and proposals.

Keywords: *Teacher Education Programs, Graduate Teachers, Education Professional Development*

Inquire the Problems Related to the Implementation of School-Based Assessment Programme of the Western Music

G. S. G. W. Kumara

Faculty of Music, University of the Visual and Performing Arts, Sri Lanka

ABSTRACT

A practical subject like Western music can be learned without being limited to a book. If the School-Based Assessment (SBA) process in such a subject can be successfully implemented, it will be an educational achievement. Accordingly, this study focused on the areas for change to ensure the success of the current SBA system in Sri Lanka. The study looked at the SBA programme in Western music and the problems encountered in implementing it as a study that could help make such a methodology a success. The research focused on four major research questions: what is the school-based assessment to be implemented in the school; how is it implemented in schools based on western music; what are the appropriate assessment methods and tools related to the western music subject; and what are the system's barriers and weaknesses. An online questionnaire and interviews were used to collect data for the study. A sample of 35 teachers from 16 districts in Sri Lanka and two education officials were chosen. Teachers were assigned by a probability random sampling method and officials by a purposive sampling method. Data analysis was performed using both descriptive and predictive analysis and used a mixed-method research design in the procedure. Among the findings of this study 2017/23 Circular and Instruction Code dated 08/01/12/05/08 has introduced the SBA Program 6-13 as more straightforward and efficient. Due to a lack of awareness of the real meaning of the programme, teachers' understanding of the SBA process may not be satisfactory. Teachers have mainly mentioned that they need the freedom to prepare SBA tools according to the learning-teaching process according to the school environment. With the limited facilities available in government schools, other work assigned to teachers in the school, and low time allocation for subjects, it has been found difficult to make this process a success. However, understanding the SBA system is essential, especially for teachers, principals, and parents. Teachers can identify the most critical information in this study. They can identify the learning tools and techniques they need to pay more attention to when planning their lessons, especially in Western music.

Keywords: *School-Based Assessment, Western Music, Assessment Methods and Tools*

**The Effectiveness of Implementing the Game Sense Conceptualization
for Teaching Games (Netball) in Secondary Physical Education
Curriculum**

B. P. G. S. Gunarathne

Department of Research and Development, NIE, Sri Lanka

ABSTRACT

Game Sense Conceptualization (GSC) is an approach where a player with 21st century set of skills such as quick decision making, problem solving skills can be imparted to the prospective players. The present physical education teaching learning is centered around the teacher and therefore, needs new teaching learning techniques making use of new concepts such as GSC. The present study is an attempt to identify the effectiveness of implementing the GSC for teaching games (Netball) in secondary school. The quasi-experimental design with pretest and posttest was carried out with a randomly selected group of 21 female students and 9 male students studying in grade 8 in an educational zone in the Western province. The main data gathering techniques included observations, discussions and interviews using structured observation/interview schedules prepared based on literature. The gathered data were analyzed statistically to see whether there are significant differences of the variables between the pretest and posttest groups. The t-test ($P < 0.00025$) proved the significant difference between the pretest and posttest results. According to the results, it can be recommended that the implementation of the GSC in secondary physical education curriculum was highly affected to create enjoyable playing environment and good learning experience to produce well played professional players and sports lovers in the future.

Keywords: *Game Sense Conceptualization, Teacher Center Education*

Impact of Nutritional Status on the Academic Performance of Grade Eleven Students: A Case Study of Vadamaradchi Educational Zone, Sri Lanka

V. Agalya^{1*} A. Niththilavarnan²

^{1*}*Department of Research and Development, NIE, Sri Lanka*

²*University of Jaffna, Sri Lanka*

ABSTRACT

Malnutrition is considered as a major factor affecting children's school attendance and causing various health problems among students. Scholars have reported that primary students with nutritional deficiencies are at a lower level of educational achievement than normal children. The article examines the impact of nutritional level on the academic performance of Grade 11 students at Vadamaradchi educational zone in Sri Lanka. Its objectives were to identify the nutritional status of students and to assess the impact of nutritional status on academic performance. Primary data was collected through a structured questionnaire and target group interview. Secondary data was collected through school reports and zonal office documents. Respondents were students, students' teachers and parents. 259 students and 42 teachers were selected by convenient and purposive sampling techniques respectively. A Descriptive mixed Research design was employed, and data were analyzed by correlation and regression. The physiological state of the student, family background, health status, and dietary factors were selected as the factors which influence on the nutritional status of students. The results revealed that the prevalence of underweight, overweight and obesity were 30.1, 10.8 and 6.2 % respectively and the students who wore glasses, suffered from anemia, thyroid deficiency and non-communicable diseases were 10, 6.9, 3.5 and 1.2%. The findings further revealed that there is a significant positive correlation among the factors such as family background ($y=0.589$ at $p<0.01$), physiological state ($y=0.474$ at $p<0.01$), dietary factors ($y=0.504$ at $p<0.01$) and health status ($y=0.504$ at $p<0.01$) with educational achievement. Educational achievement of students can be predicted by the nutritional status of students ($R^2=0.651$, $P<0.05$). The current study recommends expanding the school nutrition program to improve students' academic performance.

Keywords: *Nutritional Status, Vadamaradchi Education Zone, Academic Performance*

Introducing Skill-Based Learning Concept to Junior Secondary Level Students in Sri Lanka

N. Maduwage

University of Westminster (UoW), UK

ABSTRACT

21st century education demands skills beyond the subject matter taught in the day-to-day classroom. The present teaching-learning process mainly focuses on knowledge-based education rather than gaining skills that shape-up students for the world of work. The prevailing system does not permit students to learn what they prefer to learn. Consequently, some students drop out of their education, after the G.C.E Ordinary Level, not having adequate practical exposure and skills. The objective of this paper is to analyze these issues and propose a solution by implementing an information system that will support each student to identify the most preferred area of learning. Additionally, this system will assist each student to find a micro-internship related to their skills. The pilot study and the existing literature have supported identifying the feasibility of the project. Moreover, a number of surveys and interviews were conducted with students, teachers, and educational experts to further validate and evaluate the problem effectively. The results have been utilized to identify the issues faced by the students in the current school education system. The results showcased that identifying each student's preferred area of learning while schooling is significantly important for students to find their future career paths. Therefore, to address these findings, a web application was developed for junior secondary level students. It includes an accurate scoring mechanism that will aid to identify the most preferred area of learning based on the Multiple Intelligence Theory (MI), using a well-rounded criterion formulated under the guidance of experts in education. The application was incorporated with a MI questionnaire and performance marks on extra-curricular activities. The results generated from the system will display available micro-internships of nearby workplaces for each student to spend their school vacation effectively. This solution was evaluated by experts and non-expert stakeholders, to determine the success of the project. Recommendations and future implementations were also discussed.

Keywords: *Multiple Intelligence (MI), Extra-Curricular Activities, Preferred Learning Area, Skill-based Learning, World of Work, Micro-Internships*

Non-Onsite Education in the Special Education Unit of a Selected School; A Case Study

B. Angammana^{1*} D. Jayarathna²

^{1*}Senior lecturer, The Open University of Sri Lanka

²Visiting lecturer, The Open University of Sri Lanka

ABSTRACT

In the critical socio-economic situation caused by Covid-19 pandemic and the fuel shortage, the entire local system of education was requested suddenly to be Non-Onsite Education (NOE). Subsequently, many novel experiences and challenges of education were met in Sri Lanka with the alternative non-onsite teaching-learning approaches such as online learning and other modes of distance learning based on assignments. The present research was conducted mainly focusing on how NOE of students with special needs has been implemented. The specific objectives of the research were to identify the socio-economic factors of the teachers and the parents which effect on NOSE, to identify the impacts of NOSE and to make recommendations for a more effective and efficient NOE. The special education unit of Nissanka School located in Kurunegala where only students with Down syndrome, Autism, Slow-learners and Multiple Learning Disabilities are studying was selected to carry out the study. In order to make the research more pragmatic, a comprehensive study was done qualitatively. Randomly selected parents and teachers were openly interviewed and focus group discussions were also conducted with teachers and parents in order to maintain the validity and reliability of the data. In addition, the subject director, the principal, and ISA were interviewed to obtain rich data and to assure reliability. The students' very low attendance proves the practical barriers. It was identified that the distance learning method based on assignments was established and it was proven that the education level and the profession of the parents and the approaches of the teachers also affected it when NOE was implemented properly. Moreover, it seems, the whole attention of responsible parties on NOE of the students with special needs should be quickly improved with standard technical assistance is a prominent need despite it is common to all other normal sections.

Keywords: *Assignment, Non-Onsite Education, Special Needs, Student, Teachers*

Readiness of the School Community Regarding Proposed Educational Reforms for General Education in Sri Lanka

**N. D. Dissanayake^{1*} D. Keppetigoda² H. A. S. Nidesh³ W. K. S. Pushpamala⁴
D. Hettige⁵ M. D. D. I. De Silva⁶**

Department of Research and Development, NIE, Sri Lanka

ABSTRACT

To produce citizens in line with the social, economic, and political changes in a want caused by globalization, molding education conforming to the global changes is an indispensable factor. The study was conducted with the specific aims of investigating the current readiness of the school community as regards the implementation of the proposed educational reforms on the bone of the knowledge, skills, attitudes, and mindset (K- SAM) model, identifying the impending challenges in the implementation of the proposed educational reforms and exploring the suggestions of the school community to overcome those challenges. The survey method was adopted as the research methodology, and the proportionate, stratified, random sampling technique was used in selecting the sample. A total of 920 consisting of 100 Principals, 600 teachers, and 220 subject development directors in service advisers representing all the provinces of Sri Lanka were selected based on criteria student density in respecting provinces, medium of instruction (Sinhala/ Tamil), and difficulty level constituted the sample. Data were collected by online questionnaires. Quantitative data were analyzed by descriptive statistical methods while qualitative data were analyzed thematically. The data were presented through tables, graphs, percentages, and qualitative descriptions. According to analyzed data, the total readiness of stakeholders was 67%. As per the K-SAM model, stakeholders' positive attitudes regarding the implementation of the reforms and the readiness for their implementation (mindset) exceed 70%. But, a minimum readiness (53%) has been reported concerning skills, attitudes, and knowledge relative to mindset. When inquiring into the responses of the stakeholders in the field separately, principals' readiness is at a lower level (66%) relative to that of teachers and officers. When considering the stakeholders' responses on specific concepts related to the implementation of new educational reforms, the average value for responses relevant to complete awareness stands above (73%) of the teachers and officers. It was also disclosed that the percentage of individuals willing to learn about the practical use of the above concept is close to 30%. The research also discussed challenges and suggestions to overcome them.

Keywords: *Readiness, School Community, Educational Reforms, General Education, Sri Lanka*



Identifying the Areas for Capacity Development of Sri Lankan Government School Principals

D. I. Wettasinghe

Department of Education, University of Colombo, Sri Lanka

ABSTRACT

Human resource is more important than any other resource in every institution or organization. In a school, the principal is the chief manager who supervises human resources. Therefore, there should be a proper professional development programme in the system of education to enhance the knowledge, skills and attitudes of the principal. Through that, more systematic, effective and productive education service can be delivered to the community. It has become a necessity to pay attention to the capacity development of principals. Therefore, it was necessary to do research on identifying the capacity development areas of Sri Lankan government school principals. Identifying the nature of the existing capacity building procedure of Sri Lankan government school principals, finding out how school principals are trained and the factors considered in designing the capacity development procedures in other countries, examining the appropriate professional skills that the Sri Lankan government school principals should obtain, identifying the necessary areas that should be strengthened in order to enhance the professional development of principals and introduce modifications to be implemented when preparing a module on capacity building for principals of Sri Lankan government schools were the objectives of the study. With special focus to 60 principals in Hambantota district, 6 directors of education and 5 trainers of principals, data were collected through interviews, questionnaires and documents. The mixed method approach was used. Data were collected and analyzed both quantitatively and qualitatively. Through this study, the necessary capacity development areas for Sri Lankan government school principals were identified where suitable suggestions were made for modifications. It could be concluded that as the principals do not have sufficient knowledge in planning and organizing regarding school management, that knowledge needs to be further developed.

Keywords: *Capacity Development, School Principals*

Investigating the Level of Awareness of First Aid of Senior Secondary Students

S. R. S. Y. De Silva^{1*} G. H. D. J. P. Gurunada²

^{1*}*Horizon Campus, Sri Lanka*

²*Pasdunrata National College of Education, Sri Lanka*

ABSTRACT

Traumatic injuries have been the top leading cause of hospitalization in Sri Lanka. The Medical Statistics Unit in Sri Lanka has shown that traumatic injuries have been the major cause of hospitalization with 1,135,999 cases reported in 2019. Among them, school children take a special place because school children are highly exposed to emergency activities. The main reason for this problem is lack of awareness of basic first aid among students. So far only a very few studies have been made to find out the knowledge of first aid in Sri Lanka. Therefore, the current study was conducted to investigate the level of awareness of senior secondary students in a 1AB school in Kalutara Education Zone. A quantitative descriptive cross-sectional study with an online survey was conducted among 182 students. A statistically significant association was seen between first aid awareness and advanced level streams, where awareness of students studying in the science streams was higher than others. According to the study, the majority of students who participated in sports activities provided correct answers. Instead, girls were more aware of first aid than boys among these students. There were no significant correct answers given by the school prefects. The students who had followed Health and Physical Science during their Ordinary Level studies had not a significantly higher awareness score. Further, previous training in first aid was not influenced by the student's first aid awareness. In conclusion, the level of first aid awareness among students at a higher secondary level was found to be "Excellent". The analysis demonstrates that the students have positive attitudes related to the need for an awareness of first aid and willingness to learn.

Keywords: *Awareness, First Aid, Knowledge, Secondary Student*

The Effect of Online Learning on Students' Satisfaction: A Case of State-Owned Schools in Sri Lanka

W. O. Virajani¹* J. Kumasar²

¹*G/ Meepawala Amarasuriya College, Sri Lanka*

²*Faculty of Management and Finance, University of Ruhuna, Sri Lanka*

ABSTRACT

While the COVID-19 pandemic persists, most government schools have shifted to online learning, through various digital platforms to complete their instruction, even though teaching remotely was extremely difficult for teachers. A study of online learning students' satisfaction was required to assess current performance, identify hazards, and draft online learning regulations and guidelines for a successful learning environment. As a result, this survey was conducted to ascertain the level of satisfaction with online learning among Sri Lankan government school students. It entailed determining the association between online learning and student satisfaction, and the impact of online learning on student satisfaction. Teaching quality, subject design, and technical service quality were used as independent variables to assess online learning satisfaction, while student satisfaction served as the dependent variable. Data were collected from 200 government school children reading in grades between 9-13 in Galle District by convenience random sampling technique. According to the findings, the three independent factors used in the study, teaching quality, subject design, and technical service quality have a strong positive relationship with student satisfaction and those were also significant predictors of student satisfaction. Furthermore, the results of the coefficient regression analysis showed that subject design and technical service quality are 0.444 and 0.303, respectively, while teaching quality revealed a P value of $0.085 > 0.05$. As a result, the study found that subject design and technical service quality had a significant impact on student satisfaction. In contrast, teaching quality had no significant impact on student satisfaction by indicating a positive but not strong relationship. The study also confirmed that developed subject design and technical service quality can improve student satisfaction with online learning; however, students' perceptions of online learning were moderate. The results of the study advised policymakers to develop policy mechanisms to improve the teaching quality through online learning as it has no significant impact on students' satisfaction. Future researchers can replicate the study with different sampling techniques and a larger sample size to gain a better understanding of the phenomenon.

Keywords: *Online learning, Student Satisfaction, Subject Design, Teaching Quality, Technical Service Quality*

Improving Emotional Intelligence of Teachers During the Covid-19 Pandemic in Sri Lanka

T. Perera

Wayamba National College of Education, Sri Lanka

ABSTRACT

Literally, the need for value education and emotional learning as essential in developing capacity to acquire cognitive skills has become evident under the circumstances ensured by various dimensions of the ongoing COVID crisis. Hence the teachers should have sound awareness on emotional learning and emotional intelligence too. Emotional intelligence is the ability to understand, use, and manage emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict. Emotional intelligence helps us build stronger relationships, succeed at school and work, and achieve human career and personal goals. It can also help teachers to connect with their feelings, turn intention into action, and make informed decisions about what matters most to them. This study was considered teachers' Self-awareness, Empathy, Motivation, Self-Regulation and Social Skills. The aim of the study was improving emotional intelligence of teachers during the covid-19 pandemic. 60 teachers were involved with their willingness to the program and there were 7 sessions with effective discussions, innovative activities and videos. The approach for the study was qualitative action research method. The teachers had been involved with 7 assignments on improving emotional intelligence of them and the assignments were varying from one by one. When they were involved with their assignments they had to reflect on their own experiences with students and learning environment which they designed for their students. Especially in this covid-19 pandemic situation, students have to join online teaching-learning process and teachers have to adapt to online technology as well. Most of the teachers were young and they expressed their views on important of the emotional learning and knowing about emotional intelligence of them as teachers. Formative and summative assessments were used on them and they were very happy on their higher achievement for authentic learning experiences.

Keywords: *Emotional Intelligence, Teachers, Covid-19 Pandemic*

The Impact on Student Performance by Integrating Science and Mathematics via Fun Activities

**P. U. N. Pushpakumari^{1*} B. A. I. Babilakoon² R. D. N. P. Chandrasena³
N. A. V. Somasiri⁴**

^{1*}*Negombo Zonal Education Office, Sri Lanka*

⁴*Minuwangoda Zonal Education Office, Sri Lanka*

ABSTRACT

Compared to the provincial and national level Science and Mathematics G.C.E. (O/L) examination results, the Negombo Zone obtained relatively lower rank in the past few years. The grade six to ten results were also not satisfactory in the same years. The focus of this action research is to study whether the fun activities of integrated science and mathematics subjects can be applied as a tool to improve their performance level. A group of 40 students from grade seven, who obtained below 50 marks for Science and Mathematics subjects for second term test (pre-test) was selected as the research sample. This sample was selected from 1AB and Type 2 schools which continuously showed an irregular pattern for G.C.E.(O/L) results. Distinct integrated Science and Mathematics lessons were designed and delivered through fun activities to the selected group of students during the period of research. Subsequently, the post-test was carried out to quantify the performance of the research sample. The acquired data were analyzed by paired t-test at the level of significance 0.05 using the SPSS version 29. The meandifferences between pre-test and post-test were statistically significant in both 1 AB and Type 2 School ($P = 0.001$). The mean was higher for type 2 ($M=44.67$, $SD=16.15$) than for 1 AB ($M=43.4$, $SD=10.56$). The results showed a positive improvement of students' performance after applying integrated fun activities as a teaching methodology. Reflection journals of teachers and the interviews disclosed that by using fun activities students' attraction toward these subjects increased and also it was easy for them to conduct the lessons with proper pre-planning. And it was also observed that most of the students participated actively, enthusiastically and freely when compared to their previous teaching methods. Students' reactions disclosed that fun activity-based learning was helpful for them to understand the subject matter and develop the competencies while working as a team and in an entertaining environment.

Keywords: *Fun Activities, Performance Level, Integrated Subjects*

Adopting the Recommended Finnish Education Policies to Address the Sri Lankan Early Childhood Education

V. Maddumage^{1*} L. S. H. Weerasinghe²

Sir John Kotelawala Defence University, Sri Lanka

ABSTRACT

During the 20th Century Scandinavian region was struggling due to various geopolitical reasons. Also, mainly Finland faced several major issues as it is located in the European continent while sharing borders with Russia. As one of the greatest and powerful nations, Russia made a huge impact on Finland using hard power and soft power during the 20th century. Therefore, Finland established a proper education system to overcome from these challenges and also to achieve their national goals while empowering the Finnish society. Especially policies and other relevant decisions are the main driving forces for a development of a country. Considering it, the Finnish government has established its overall education policies towards age. Early childhood age is the most important and crucial age for individuals and as same for the future society of the nation. Therefore, Sri Lanka should give their main attention towards early childhood education whilst adapting the positive practices from Finland. As Finland was able to gain more positive impacts for the country through this education system, Sri Lanka can adapt these education policies while protecting the cultural values, social identities and ethics of the island. Further, Finnish education strategies and policies are considered as one of the best education systems in the world. Because it allows students to maintain a stress-free lifestyle and it creates foundation to compete in any international platform. The main of this research is to analyze early childhood education policy in Finland and to identify positive and negative impacts. The research used secondary data such as literature survey through articles, reports, journals and etc., to identify the Finnish education background and its policies and draft recommended good practices to address the early childhood education in Sri Lanka. Further, Finland was able to gain the world's happiest country according to the UNDP report of 2020 and these educational policies make huge contributions on these positive changes of the country. Also, the Finnish education system has centralized towards the student and it gives extra attention to improve the personalities of children by using various strategies to provide the subject knowledge whilst protecting the mental health and maintaining the personality of the students. The research found that the current education policies of Finland and suggested recommendations to Sri Lankan education system which appropriate to fulfil the education requirements of the country.

Keywords: *Finnish Education, Early Childhood Education, Sri Lanka, Finland*

A Study on the Quality of the Teaching-Learning Process in Developing Creative and Aesthetic Competencies of Primary Students

S. A. P. S. Jayamaha^{1*} E. M. P. C. S. Ekanayaka²

^{1*}*PGIHS, University of Peradeniya, Sri Lanka*

²*Faculty of Arts, University of Peradeniya, Sri Lanka*

ABSTRACT

Creative and Aesthetic competencies greatly help to build a strong and balanced personality and to enable the development of inborn potentials of the children, ultimately creating a strong individual in society. The study is planned to analyze how the curriculum enables the satisfactory development of creative and aesthetic competencies of the child, in the teaching – learning process of the children at the key stage two. The TPACK model on teacher knowledge (Shulman, 1987; Able, 2007; Mishra & Koehler, 2006) was used as the theoretical framework. As the purposive sample, eight schools were selected representing rural and urban schools and four types of schools in the Kurunegala Education division. Thus, the sample comprised of eight Grade 3 teachers and five students from each teacher's class. 140 teachers were selected from the second stage of primary education from Kurunegala Education division through stratified random sampling for the quantitative study representing all the types of schools. Data collection was done by using competency assessment tools, questionnaires, interviews and the researcher's observations. Qualitative data analysis was done by using cross case analysis on a thematic structure. Quantitative data were analyzed by using descriptive statistics. According to the content analysis carried out, it was revealed that the weight upon aesthetics and creativity related activities inserted in the syllabi of Mother Tongue and Environmental Studies were satisfactory. An improvement in creative and aesthetic competencies during the first school term in which the study was conducted when compared with the assessment made at the entry to the key stage 2. However, the degree of improvement was not satisfactory when the measurement of specific competencies based on creative and aesthetic skills was studied in depth. Added to this parallel assessments made by the teachers on students' competencies were always found to be overestimated, thus indicating problems related to the implementation of a system of competency-based education. In considering the subject matter knowledge of teachers, it was revealed that teachers' awareness of the creative and aesthetic competencies was in a satisfactory level according to the criteria in the questionnaire given. The usage of creativity and aesthetic activities in teaching Mother Tongue and Environmental Studies were unsatisfactory, when analyzed with cross case analysis in eight schools with thirty-two

lessons. After co-teaching was done by the researcher for sixteen lessons, creativity and aesthetic competency development was at a highly satisfactory level.

Keywords: *Aesthetic, Creativity, Competencies, Quality, Primary Teaching Learning process*

An Investigation to Reduce Withdrawal from Teacher Training Programmes

S. Fernando^{1*} S. Perera² S. Abeygunawardana³
LYCEUM Campus, Sri Lanka

ABSTRACT

UNICEF (2014) records that dearth of qualified teachers with pedagogical knowledge as one of the main contributing factors that affect quality education. Thus, teacher education plays a major role in the accomplishment of quality education for all. The present study is small-scale research conducted with 120 dropouts from teacher training programmes conducted by a private teacher training academy. With sudden and drastic dropout rates recorded within the past five years, it has been regarded as an important aspect to be investigated. The study aimed at finding out reasons for the withdrawal and collecting suggestions for improvement for the purpose of reducing the dropout rate. Data were collected mainly through a questionnaire and interviews and focus group discussions held online with a subset of the sample. Irrespective of the strong desire for professional development, lack of language competency to follow the programme in English, prevailing economic crisis, difficulty in adjusting to self-study mode, other commitments as well as online mode of learning stood as major factors contributing for the withdrawal. Among the suggestions, the need for English language preparatory course, less number of assignments, financial assistance through bank loans, hybrid mode, assignments to be completed at their own pace and flexibility to complete the study at their own pace stood prominent which provided the insight for the policy decision to take necessary measures for the improvement.

Keywords: *Teacher Training, Withdrawal, Suggestions, Economic Crisis*

The Effect of Phet Interactive Simulations on Students Achievement and Attitudes to Mathematics at Secondary School Level in Sri Lanka

W. K. T. Subhashani

H/NakulugamuwaGaminiMaha Vidyalaya, Sri Lanka

ABSTRACT

There is significant evidence that PhET interactive simulations can be powerful tools for achieving student learning of science and mathematics. The aim of this study is to determine the effect of using PhET Simulations on the performance and attitude of Secondary level students in Mathematics. A sample of 80 students in the secondary level was gathered through the simple random sampling method into both the control and experimental group. The experimental group was given a lesson utilizing the PhET, while the control group was taught the same lesson in the traditional style without the use of PhET simulations. The two groups were given a set of mathematics questions to assess their performance, and the T-test was used to compare and analyze the data. A questionnaire was administered to the experimental group of students to collect data and the data from the questionnaire responses were analyzed by quantitative methods through the statistical package for the social sciences software. Students' attitudes toward learning Mathematics were investigated using descriptive statistics, such as the mean and the percentage. The findings revealed that the mean score in learning achievement of students who learned through The PhET Sims in the experimental group is 70.63, which is significantly greater than that of students who learned through the traditional lecture approach, which is 51.50 at the level of $p < 0.01$. In addition, the results revealed that the informants had a highly positive attitude ($M=3.822$) toward learning Mathematics. This might be interpreted as evidence that learning mathematics with PhET Sims is successful and can help students obtain higher learning outcomes.

Keywords: *Interactive Simulations, Achievements, Attitudes, Mathematics*

Current Practices and Related Issues of Non-formal Education in the Southern Province, Sri Lanka

S. Parakramawansa

Ministry of Education, Sri Lanka

ABSTRACT

In Sri Lanka, there are a noticeable amount of people who haven't had the opportunity to access formal school education, while a majority received such school education, a considerable amount of them need to get further education opportunities in order to succeeding in their lives. A Non-formal Education (NFE) program has been introduced for these people. Issues have been observed in the implementation of this program in the Southern province, thus the objectives of the study were to explore the current practices and the issues faced by the NFE program in the southern province and to make proposals for the future success of the program. The study was conducted by using the concurrent triangulation mixed method and the sample of the NFE project officers was selected by typical case sampling method to represent all the educational zones of the southern province. The sample consisted of seven teams of three in each and the total number of participants was 21. Three methods were used for data collection. The first was from the analysis of concept maps of NFE created by the participants. The second was focused group interviews conducted based on the concept maps. The third was from document analysis. The analysis was conducted both quantitatively and qualitatively to suit the nature of the data and the objectives of the study. The generated themes were; compulsory education regulations, NFE courses and community programs. The NFE mechanism supports the implementation of the Compulsory School Attendance Regulations No. 1 of 2015 and accordingly that; two committees are functioning, School Attendance Committees and Attendance Monitoring Committees. Under this, in the year 2019, 596 out of school children have been identified and 219 students were admitted to literacy classes and 258 students were admitted to schools. 22 activities have been implemented in the Southern Province under NFE courses and community programs and 21,725 people have been benefited. It also revealed that the main problem of the compulsory education program is the lack of acceptance by the schools, of low-achieving students, and inadequate funding for non-formal education courses and community programs. The study recommended that every school should pay more attention to remedial programme to low-achieving students. There should be special arrangements of transportation to schools of Special Education Need (SEN) children. It is recommended to create a sustainable foundation for NFE courses and community programs. It is essential to introduce new technology to NFE courses and provide equipment and facilities for courses.

Keywords: *Non-Formal Education, Current Practices, Issues*

Exploring the Success: A Case Study on Asian Netball Champions in 2018

**B. M. H. S. Balasooriya^{1*} T. P. Liyanage² R. M. K. T. Rathnayaka³
T. Jinadasa⁴**

^{1*}*Faculty of Applied Sciences, Sabaragamuwa University of Sri Lanka*

⁴*National Netball Federation, Sri Lanka*

ABSTRACT

Netball is a fast, agile, and tactical sport. It is a team sport with seven players per team at one time. The team with the ball protects the opponents and takes the ball to the goal circle and tries to score. Netball is a sport played with a combination of several skills. The purpose of this study is to study the success of the Asian Netball Champions in 2018 and how successful they have been in improving their physical fitness components. Another goal here is to study how much their physical fitness component development has affected team performance. Developing physical fitness components is very important for the development of players' skills. It is essential to develop the skills of the Sri Lanka National Netball Team in 2018 to enhance their team performance. This study analyzed at how the National Netball Training Plan has affected the 2018 Sri Lanka National Netball Team performance development. A study was conducted on the development of fitness components such as speed, agility, endurance and explosive power. 20 players of the 2018 Sri Lanka National Netball Team were selected as the sample. Used data from a pre-test and posttest conducted by the National Medical Unit in 2018 to study their skilldevelopment, and analyzed team performance using data obtained from the National Netball Federation and the 2018 National Netball Coach. The paired t-test was used to analyze the data using minitab17. There was a significant difference between the pre-test and the post-test. p-value of agility test $0.001 < 0.005$, p-value of 20m run test $0.000 < 0.005$, p-value of vertical jump $0.000 < 0.005$ and p-value of yo-yo test $0.000 < 0.005$. How these physical fitness components contributed to winning the 2018 Asian Netball Championship is analyzed from the score sheet study and the discussions with national netball coaches and players in 2018. Therefore, the study points out that winning the 2018 Asian Championships was through keeping the body mass index uniform and having a positive impact on the development of other physical qualities.

Keywords: *Netball, Sri Lanka, Physical Fitness Components, Team Performance*

Translanguaging and the Position of Identity by Student Teachers within a National College of Education

K. Udayaratne

Pasdunrata National College of Education, Sri Lanka

ABSTRACT

This mini research was conducted in the context of a National College of Education (NCoE) focusing on the student teachers who follow the English language teacher training programme. The aim of this study was to identify the ethnocentric language identities of student teachers and how they are transformed into a super ethnic context through the process of translanguaging. In NCoEs' a diverse group of students study together and stay together for three years experiencing the ethnolinguistic orientations of each other. Data are drawn from both quantitative and qualitative inquiries, giving more weight on identifying the student teachers' attitudes towards language as a meaning making tool in their social and academic contexts. Further, the differences in attitudes of dominant mother tongue speakers and non-dominant mother tongue speakers towards the Second National Language (2NL) were also examined. As the study was based on the experiences and exposure of the participants, qualitative data collection instruments were used prominently. While maintaining the place of English as a lingua franca, their attempt to create new identities and the way they repositioned themselves in the teacher training context through the process of translanguaging was closely observed. The theoretical framework of the study was based on Bourdieu's Theory of Practice, and Davies & Harre's theory of positioning. Taking the stance of Bourdieu's theory, how symbolic power is exercised by the majority group and how minority groups were struggling to overcome symbolic violence while creating new identities through discourse and social behavior were major concerns of the study. Analysis of data revealed that multilingual speakers are moving through their linguistic repertoires fulfilling their communicative demands, creating new identities, and repositioning themselves in the teacher training context, through the process of translanguaging. The study also suggests that changes are required in current teacher training programmes to raise awareness of modern pedagogy and practice.

Keywords: *Student Teachers, National College of Education, Translanguaging, Positioning, Identity Creation*

Robotics in Primary Education: Framework for Learning Through Activities

G. K. Kanakaratne

Ministry of Education, Sri Lanka

ABSTRACT

It is integral to prepare our younger generation to cope with the future job market. Therefore, it is essential to make them through with trending technologies like Robot Technology and Artificial Intelligence. With the immense growth of technologies and the digital revolution, it is necessary for the characterization of these skills to kids for more standard innovations in the future. Accordingly, it is important to inherit the knowledge and competency in Robot Technology from the primary ages. Educational robotics can be considered an innovative tool that can bring a new paradigm within the general education system in Sri Lanka, especially in primary education. Robot Technology is a fostering approach that can make kids equipped with the 21st century skills. It provides opportunities to enhance the kids' cognitive, affective and psychomotor domain skills through STEM emphasis in a more playful way. However, the absence of an effective and formulated pedagogy for teaching robotics with specific objectives is impacting educational robotics in Sri Lanka. Frameworks for teaching robotics in early childhood/primary education are lacking, especially those that balance goals and teaching methods. Children who are accommodated do and learn with trial and error methods, they enrich themselves better by playing with physical things by making things and testing. In order to learn programming skills and the core skills of robot design in terms of authentic experience is highly important. When the kids are learning through fun activities, it helps a lot to enhance their curiosity of the trending technologies exploration, problem solving, and sequencing concepts, cause and effect, team building, programming, sensors, actuators and motors which are relevant to robot technology learning. Therefore, it is intended to develop a Robot technology learning framework that can be used as a classroom activity. Especially this will target the grade 2 and grade 3 students of the Sri Lankan schools and is intended to pilot in the schools with innovation laboratories. The main objective of this paper is to develop a formalized framework through classroom activities as a guideline to include the robot technology in teaching and learning process in primary classes based on the constructivism theory.

Keywords: *Robotics, Primary Education, Teaching Learning Process, Frameworks*

Education Reforms towards Sustainable Peace and National Development: A Workable Reality or an Unfulfilling Utopian?

J. S. Rohan Savarimuttu^{1*} N. S. Jayasundara²
K. G. L. A. N. S. Jayawardhana³ W. M. S. Dananjaya⁴
E. B. Veerasingam⁵ R. J. Jairus⁶ D. N. Jayarathne⁷
K. T. P. C. Somarathna⁸ S. P. A. S. Jayarathne⁹

^{1*}*Faculty of Communication and Business Studies, Trincomalee Campus, Sri Lanka*

⁸*Faculty of Education, University of Vocational Technology, Ratmalana, Sri Lanka*

ABSTRACT

Education is not just liberative but also the socialization of individuals to ease the function of society. Taking globalization as the present yardstick, Sri Lankan HEIs have to metamorphosis through a holistic reform that is futuristic in nature so as to transform Sri Lankan HEIs on par with global standards since it is measured by its outgoing student populace and their role in the international arena. Without critiquing the present system, which is familiar to all, this paper is futuristic in suggesting changes that would transform the present HEIs into centers with potential for excellence. This paper stresses on the primacy of autonomy coupled with responsibility, steering into realms such as timetable, workload, timespan, duration of direct hours, appointment criteria, student union management, a dividing system for hostel food management, transforming universities into institutions that run Postgraduate programs and Research programs and ATIs into campuses attached to each university which will transform all its Higher National Diploma into undergraduate degree programs and etc. Last but not least, this paper peruses the systematically hidden human rights violation and stresses towards bringing uniformity in major issues such as workload, teaching duration, credit transfer, choice-based credit system and etc., without challenging autonomy, the cornerstone of any HEI so as to enable a valid nationwide evaluation between HEIs. It is prominent to note that even though students are the major beneficiaries, the real and major stakeholders of any HEI is its teaching fraternity, which links and fulfills various needs. This paper argues that the evaluation of education should not be only linked towards fulfilling the job market since education also plays the role of enlightenment, which is in direct opposition to the mammonic trends found in today's post-metaphysical outlook. In toto, this paper suggests workable solutions juxtaposing the major psychological trends of Sri Lankans so as to motivate towards an upward social mobilization in nation building.

Keywords: *Education Reforms, Sustainable Peace, HEI, Individual Development, National Development, Delinking Degrees and Jobs, Dissemination of Knowledge and Skills*

**A Study on Factors Affecting Science Teachers' Participation in
Professional Development Programs**

R. A. H. M. S. Herath

Pu/Ana/Kannangara Model College, Sri Lanka

ABSTRACT

Teachers' professional development is important to equip them with the education to fulfill the needs of modern life. It is one of the crucial elements of improving students' science achievements. The aim of the research was to determine the factors affecting for the science teachers' participation in professional development programs conducted by the Zonal Educational Office and the Provincial Department of Education. Research objectives were to identify the attitudes of science teachers towards the professional development programs, to identify the variation of attitudes according to gender, experience, type of school and the locality of the school, to identify the inhibitory and facilitating factors and to make suggestions to increase the science teachers' participation in professional development programs. Survey research design was used to achieve research objectives. Based on the cluster sampling technique, out of Zonal Education area clusters, one education zone was selected from Kurunegala District and using stratified random sampling technique, science teachers (n= 70) from 24 schools out of 188 schools, were selected. 5 experienced science teachers and 5 school principals were interviewed in-depth. Data from 70 science teachers were collected through questionnaires. Descriptive and inferential statistics were used to analyze the quantitative data. The research findings show that the internal and external factors as well as inhibitory and facilitating factors are affecting the science teachers' participation in professional development programs. Further science teachers' participation in different professional development programs can be increased by removing the inhibitory factors and enhancing the facilitating factors. Thus, teachers' professional development should be supported in line with these factors. Throughout the research, it could be realized that the teacher's attitudes toward professional development are in a positive state towards the professional development programs. Most of the suggestions could be made based on the major research findings. Some of them were to increase the quality of teachers' professional development programs, to plan more powerful and technology based professional development programs for science teachers and giving more opportunities for teachers.

Keywords: *Factors, Science Teachers, Participation, Professional Development Programs*

Awareness of Sex Education among Secondary Students in Government Schools at Nugegoda

S. Jayarathne^{1*} R. Wimalarathne²
Horizon Campus, Sri Lanka

ABSTRACT

Reproduction is one of the main characteristics of living organisms that express their living. Secondary education belongs to adolescents in a highly dynamic period of rapid physical growth, emotions, and psychological behaviors and are prepared for the noble duty of being a mother or father one day. This study is a serious concern expressed on the knowledge of secondary school students on sex education which is an integral part of life from childhood to adulthood while making parents, teachers, and curriculum planners aware of the importance of awareness of sex education. A description design of the survey type was adopted to investigate the knowledge, sense, and perspective on sex education in school-going adolescents in Government schools in the Nugegoda. The sample consisted of eighty (80) students selected from four Government schools in the Nugegoda area through a random sampling technique. This cross-sectional study was carried out from age groups 13-14 and 15-16 respectively from both female and male respondents using a structured questionnaire to collect data titled “Questionnaire on awareness of sex education among secondary school students in Nugegoda” (QASESSN). The questions raised were answered through Google forms and descriptive statistics such as percentage and mean score is used for data analysis. The study revealed that the majority of students are experiencing relationships while they have heard of sex education. But the pathetic situation is their awareness is mainly based on friends, the internet, and social media which are not reliable sources. Students have a general idea of reproductive organs, changes during puberty, the menstruation cycle, personal hygiene, and health issues but students lack knowledge of social concerns such as contraceptive methods, abortions, and sexually transmitted diseases. Anyhow, the majority of students are curious and keen on studying sexual education. Therefore, without gender or age disparities students should be given proper sexual education at least in the secondary stage of school through reliable sources; parents, family members, and teachers and it is very essential to include it in the school curriculum methodically. This study is based on Government schools therefore future studies should conduct among international, semi-government, and religious schools.

Keywords: *Sex education, Adolescents, Hymen, Puberty, Menstruation, Hygiene, Maternity, Contraceptive, Abortion, Sexually Transmitted Disease*

Improving the Lesson Memorizing Ability Using Formative Assessments in an Innovative Way

W. A. T. Niwarthana^{1*} A. Rupasinghe²
Horizon Campus, Sri Lanka

ABSTRACT

The future of Sri Lanka depends on scientific literacy in young generations, so it is important to find innovative and sustainable strategies to increase the quality of science education. Access to science education in Sri Lanka, General Certificate of Education Advanced Level (GCE A/L) Biological science curriculum plays a vital role as the basis for a wide range of careers, providing students with a balance of skills, and higher-order thinking (HOT) skills, but students lose interest in learning biology because of the monotony of the way it is taught. This situation was exacerbated by the corona epidemic and due to that online teaching, and postponement of exams, students have forgotten the learned lessons. Thereby, there is a problem that is how to teach the lessons in a short time to be remembered. Seven students who already have faced this problem were identified in grade 13 biological science class in the central college of Kalutara and this action research has been designed to improve the lesson-memorizing ability of students using formative assessment techniques innovatively. Furthermore, this action research is done to improve the memory power and HOT skills of students and improve the researcher's professional career as a teacher. Macintyre's model was encouraged to use as a guide for this research. To facilitate this, there are four phases of intervention as planning, implementation, observation, and reflection. The implementation consisting five steps; observe and interview students to find lessons that students learned but have forgotten, decide on innovative formative techniques for each lesson, provide different formative assessments for six lessons, teach two lessons without assessing, and provide a post-test for eight lessons and conduct a survey. After reflecting on the observations, it can be decided which formative techniques will yield results or whether other techniques will be adopted to enhance the results. The results obtained at the end of the study show improvement in the student's short-term memory, long-term memory, HOT skills, and self-confidence. Further research is needed to validate the formative assessment for all different types of students with different levels of memorization through different innovative ways.

Keywords: *Formative Assessment Techniques, General Certificate of Education Advanced Level (GCE A/L), Higher-Order Thinking (HOT) skills, Lesson memorizing ability, Scientific Literacy*

Effectiveness of Science Teaching Using Blended Learning vs Traditional Methods for the Secondary Students

A. L. Dharmapriya^{1*} R. N. Wimalarathna²

Horizon Campus, Sri Lanka

ABSTRACT

This research aims to find out whether blended learning is effective when it comes to teaching science compared to traditional teaching methods. (At the secondary level) The data gathered from this research shows that blended learning is a novel teaching method that can be used to overcome the disadvantages of traditional and online teaching. The blend of classroom teaching and integration of technology-based teaching provides the opportunity for the teacher to overcome the disadvantages of both approaches. At the same time, blended learning allows learners to be better prepared for 21st-century learning requirements. The data show that students that are exposed to blended teaching methods are more independent, knowledge-seeking, and willing to work on their own. During the time of a global pandemic (due to a covid-19 outbreak), it is impossible to expect 100 percent attendance in the classroom. The disruption to children's education is great. Blended learning provides the opportunity to reinforce typical classroom teaching with a more productive method of teaching to produce learners that are knowledge-seeking and self-sufficient. From the results, it is possible to conclude that blended learning is a successful teaching method compared to traditional and online methods of teaching. At the same time, the Blended learning method is capable of obtaining the advantages of both traditional and online learning methods. After obtaining data from a prominent school in the western province above mentioned improvements were recorded. The literature related to the research shows a similar conclusion to my findings. For further validation and generalization of results, it is necessary to investigate with a higher number of samples from different regions of the country. Flipped classroom method can be integrated with blended learning to obtain further academic improvement. With further investigation and study, it is possible to investigate different modes of blended learning while combining them with novel teaching methods.

Keywords: *Learner Management system, Information Communication Technology, COVID-19, Blended learning*

Role of Social and Emotional Learning in Personality Development of Students

M. R. Gurav

Department of English and Languages, SOET, Sandip University, India

ABSTRACT

Social and Emotional Learning helps in the Personality Development of students which is an important aspect of learning. Students come from different parts of the world to universities and are from various multicultural and multilingual backgrounds. There is for sure an impact on their mental and physical because of diverse social, economic and emotional backgrounds. The role of educators and community agencies helps to serve these students with different motivations so that they can engage in learning, behave optimistically and perform well academically. Social and emotional learning enhances different soft skills and helps to improve the ability of students to succeed in their careers and personal life. Social and Emotional Learning plays an important role in the Personality Development of Students at Universities. Effective social and emotional learning programming involves multi-tiered systems of support. The services may vary according to the needs of the students. The services of counsellors, social workers and psychologists need to align with universal efforts in the classroom and building. These learnings are equally important while learning the academic syllabus. A sound mind can think and work properly and give appropriate outcomes in the stipulated time.

Keywords: *Social and Emotional Learning, Psychology, Programming, Skills, Mental and Physical Health, Personality Development*

Importance of Peace Education to Counter Extremism- A Social Change Initiative

N. Shabbir

Centre for South Asian Studies, University of the Punjab, Pakistan

ABSTRACT

Sustainable development goals for education can reduce and eventually eliminate terrorism, radicalization, violence and extremism in societies. The present research focuses on building connections between people, programme and policies. This research aims to elaborate the conceptual challenges in eliminating violence and explains the ways to achieve this goal through education. The point of departure in this research is that Peace Education is the best tool to counter violence by equipping citizens with critical thinking skills. This study hypothesizes that education is an important tool to change and shape minds because it is very important to learn and segregate between what we know and what we understand. Therefore, peace research is an important aspect that has been left unaddressed so far and this is where the present research fills the gaps. The empirical study investigates the factor that causes intolerance in Pakistani society and tries to investigate why it is crucial to emphasize the value of tolerance in educational institutions and the free exchange of ideas, beliefs, and knowledge.

Keywords: *Education, Sustainable Development, Counter-Violence, Peace Research*

**Perception of SLEAS officers on Portfolio Assessment in First
Efficiency Bar Examination**

T. D. Vidanapathirana

Department of Examinations, Sri Lanka

ABSTRACT

The main purpose of this research was to study the perception of the officers of Sri Lanka Education Administrative Service (SLEAS) on Portfolio Assessment in their First Efficiency Bar Examination (E.B.). This Exam is conducted at present as a written exam as all other E.B. Exams in other services in Sri Lanka. Every year nearly 40% of the officers who sit for this examination fail at least one subject. Being unable to get the due promotion the officers may feel frustrated and it may affect the quality of the education system in Sri Lanka. In addition, the 21st century education needs a rapid change in the role of the educator. The necessary skills needed for this new situation are hard to be measured by a written test. The Andragogy of Knowles, the Experiential Learning theory of Kolb and Vygotsky's Social Learning theory were used for the framework of this research. This study was based on four objectives as; to identify the perception of SLEAS officers on the existing written exam, on Portfolio Assessment, the challenges that may arise and to study how other countries use Portfolio Assessment with Professionals. The methodology adopted in this research was mixed method. The sample consisted of SLEAS officers who are working in different education zones, Ministry of Education, Department of Examinations, Department of Educational Publications and schools. The data were gathered using a questionnaire. In addition, a sample of other officers and two university professors were interviewed for the collection of data. The quantitative data were analyzed using simple percentages and the qualitative data were analyzed using thematic analysis. Findings revealed that the officers face difficulties in preparing for the exam and do not think exam is a suitable way of measuring working capacity. Although the syllabus content is related to their work it was considered as a burden to be memorized. Further, SLEAS officers have responded positively to using both written exams and Portfolio Assessments. But the biases of the evaluator, negative attitudes and lack of physical resources were identified as challenges. According to previous research studies, Portfolio Assessment works also as a professional development factor. In this study, recommendations are made to change the Scheme of Recruitment to include both the written exam and Portfolio Assessment in the 1st E.B. Exam of SLEAS and to make equal opportunities for the officers to develop their skills.

Keywords: *Efficiency Bar Examination, Administrative Service, Social Learning Theory, Portfolio Assessment*

**Counselling and Educational Assessment and Evaluation in School
Settings: Matters Arising**

I. A. Abubakar^{1*} R. Vivekanantharasa²

^{1*}*Faculty of Education, Bayero University, Kano, Nigeria*

²*Faculty of Education, Open University, Sri Lanka*

ABSTRACT

Counselling is an essential educational service that plays an important role in helping students to explore their potential, assist in decision making and behaviour change so that one could be able to utilize such potential to the fullest thereby accomplishing an academic task successfully. In the same vein, counselling also assists teachers in placing students into an appropriate career pathway and also helps teachers to provide effective instruction and create a healthy classroom atmosphere for all students. On the other hand, educational assessment and evaluation are integral components of an educational process that come after accomplishing a particular teaching task in a given period. For students to accomplish an academic task successfully counselling must deliver its service which paves way for teachers to deliver. This indicates counselling assessment is beginning work while educational assessment comes later indicating a symbiotic relationship. In spite of such a synergetic relationship, preference has been given to educational assessment over counselling. However, evaluation enables both counsellor and teacher to assess the strength and weakness of services rendered to students. The paper, therefore, examines counselling and educational assessment and evaluations and how they shape the way for students and teachers to deliver the expectations within the school system for better educational outcomes.

Keywords: *Counselling, Assessment, Evaluation, Educational Outcome, School System, Students*

**Problems Faced by Teacher Trainees During the Implementation of the
Teaching -Learning Process of Their Training Programmes at the
National Colleges of Education in Sri Lanka**

G. D. Lekamge^{1*} K. D. P. R. Perera² C. Fernando³

Faculty of Education, Open University, Sri Lanka

ABSTRACT

The quality of the education system will depend on the quality of the teachers. The teachers' quality relies on the quality of the training programmes they follow. The NEC reports of 2003 and 2014 highlighted the issues relating to the conduct of the pre-service programmes of NCOEs which have a direct impact on the quality of teachers produced. As such, the present study focused on the problems faced by teacher trainees of NCOEs in the implementation of the training programmes. The objectives of the study were to assess the perception of teacher trainees and teacher educators towards the programme, to identify the problems in the implementation of the teaching-learning process, to analyze the reasons leading to the problems and to make recommendations as solutions to the problems. The questionnaires were used to collect data from teacher trainees (n=435) and teacher educators (n=24). In addition, researchers used an observation schedule to observe teaching-learning sessions of teacher educators and a checklist to assess the facilities available in the classrooms. Percentages and chi-square tests as quantitative techniques and thematic analysis as qualitative data analysis techniques were used to analyze data. Teacher trainees and teacher educators revealed a positive perception of the programme though they revealed several problems related to the teaching-learning process of the programmes. The curriculum was not up to date, not practically oriented and not comprehensive. Teacher trainees were worried about the teacher-centred methods and outdated teaching aids whereas teacher educators were concerned about not paying individual attention to their teacher trainees. Written summative examinations and limited feedback on continuous assessment were stated as the main problem by teacher trainees. The unavailability of modest equipment and facilities such as multi-media projectors and smart boards at the NCOEs as well as the heavy workload in the programme also had negative impacts on the teaching-learning process of teacher trainees. Teacher educators identified the main reason leading to the problems in lesson planning as lack of training whereas teacher trainees linked the problems to the outdated content of professional and academic courses. Revising the curriculum to make it up to date, integrated and practical oriented and providing continuous professional training to teacher educators were proposed as solutions to those problems. To improve the presentation of lessons, the application of new

innovative methods such as inquiry-based and experiential learning was suggested which also can be linked with the professional training of teacher educators. The application of authentic assessment and provision of individual feedback was the solutions suggested for the problems in the assessment of learning outcomes. As such, there is an urgent need for providing training on new innovative methods and assessment methods for teacher educators. In addition, close interaction between teacher educators and teacher trainees and an effective counseling mechanism for teacher trainees to balance their studies and other activities would also be beneficial.

Keywords: *Implementation of Training, Teaching-Learning Process, Curriculum, Teacher Trainers, Teacher Trainees, NCoE*

Education Beyond the Walls of School Building; Home Upbringing

O. E. Nwakaego^{1*} R. Vivekanantharasa²

^{1*}*Pleasant Life School, Nigeria*

²*Faculty of Education, Open University, Sri Lanka*

ABSTRACT

From time immemorial, the home has been the most effective traditional citadel of learning. Education is not just about reading for and passing examinations and education if engineered correctly could lead to a peace that is lasting and ultimately enhance national development. Charity they say begins at home, it won't be an overstatement to say that majority of the part of a person's life is determined by the type of home they grew up in. Most of what builds or mars any child is the type of environment where they grew up. The home modifies the thinking capacity of any child. Mostly, the home modifies the thinking capacity, wellbeing and success in life. Upbringing is the way in which a child is cared for and taught how to behave while growing. The home typically consists of the father, mother and child (ren). Where the parents are dysfunctional, the child, most of the time would be dysfunctional. Knowledge gotten in the classroom is not a major determinant of how a person turns out to be. If the emphasis is placed on both the home upbringing as well as advanced knowledge gotten in the classroom; society would be a much better place to dwell in. The majority of the problems in society are caused by people with ill or no upbringing. Typically, to the common man a good society is one where there is peace, little or no social vices and continuous development that brings stability to the people. This can be largely achieved if the upbringing of individuals is geared towards the right path.

Keywords: *Education, Home, Upbringing, School*

Developing and Validating the Level Descriptors for English as a Second Language Curriculum in Sri Lanka

D. Samaraweera^{1*} W. A. M. C. P. Welagedara² G. K. Verosha³

^{1}Faculty of Languages, Humanities and Social Sciences, NIE, Sri Lanka
Department of English, NIE, Sri Lanka*

ABSTRACT

The objective of the study was to streamline English as a Second Language curriculum with a developed set of ‘level descriptors’ and explore the suitability of the ‘level descriptors’ as a means to convert language cognition into realistic application to achieve the pre-determined educational goals. As Wijesekara, D.H (2014) pointed out, English Language Teaching (ELT) in Sri Lanka has not been able to achieve its intended objectives. According to De Mel (2007) English as a Second Language results at OL are also questionable since the majority of those who pass the said examinations do not possess the level of communication skills required by the job market. This situation has highlighted the need of changing directions of the base of curriculum designing process. As explained in Cambridge English Assessment Organization, setting clear targets for achievements within language learning, helps defining language proficiency levels and ability to interpret language qualifications are the key functions of developed descriptors in relation to language learning. It has become accepted as a way of benchmarking language ability. The level descriptors are therefore a guide to the curriculum designer as to the kinds of demands it is appropriate to make of learners at each of the designated levels. This Research was carried out using both the qualitative and quantitative research methods in two identified phases. Within the phase 1, selection of the resource team based on their expertise on language teaching, developing the descriptors based on a systematic content analysis and developing an instrument to collect the stakeholders’ opinion were carried out. The second phase was dedicated for the collection of data. The sample considered was 100 professionals within Sri Lankan education system. The timeframe of the study was set for 1 year. Data analysis was carried out both in manual and digital modes. As the second phase was mainly aimed at validating the developed level descriptors, data collected using the questionnaire was analyzed with the purpose of collecting the stakeholders’ opinion under five main areas; link between the developed level descriptors and the National Educational Goals, support provided to achieve the competence in ‘languaging’, integration of 21st century skills and Global Citizenship Education within the descriptors and the support provided for cross curricular integration. Responding to the questions given on the link between National Educational Goals and the developed level descriptors, 50% of the stakeholders agreed

to the fact that there is a recognizable link to the national educational goals within the developed descriptors. Only the 7% of the total has expressed the view that there is no direct connection between National Educational Goals and developed level descriptors. Responding to the questions asked on the support provided to achieve the competence in “language” within the level descriptors, a percentage ranging from 77%- 97% has voted for ‘strongly agree’ scale in all the 5 questions asked. More than 65% of the respondents have voted for “strongly agree” scale in all the questions asked under the fact that the developed level descriptors accommodate the 21st century skills sufficiently. A percentage of 40% of the respondents approved the integration of Global Citizenship Education concepts within the developed level descriptors and 88% of the sample agreed to the fact that sufficient provision is provided within level descriptors for language support in mastering non-language subjects. It was evident that positive responses have been given by the respondents to the question on incremental progression of language skills among level descriptors as only 6% of the sample expressed their disagreement with regard to the incremental progression. Raising awareness regarding this concept among English as a Second Language (ESL) community and facing the common challenges of Covid-19 pandemic were found challenging during the time of this study.

Keywords: *Level Descriptors, Curriculum, English as a Second Language, Languageing*

Critical Thinking Skills: From Questioning to Enhanced Learning

P. C. Dugar

*Department of English & Principal, Government Postgraduate College
Kherwara (Rajasthan), India*

ABSTRACT

In her book, *The Absorbent Mind*, Maria Montessori says: “The greatest sign for the success of a teacher is to be able to say ‘The children are now working as if I did not exist.’” Though the Italian educator made this statement over half a century ago with reference to the school teacher, it applies to teachers of all levels of education for all times. The role of an ideal teacher is not to teach but to think, guide, initiate, facilitate, encourage, and lead students to become independent learners. This ideal is not difficult to achieve if the teacher trains the student in critical thinking skills, especially questioning. This belief is based on the assumption that no learning is possible without thinking and that thinking is driven by questions and not by answers. Unfortunately, most teachers follow the Pedagogy of Answers, and most students passively accept it. The aim of the teacher should be to teach students ‘how to think’ rather than ‘what to think’ and to stimulate their higher order or deep thinking which involves, as Bloom’s taxonomy suggests, such cognitive skills as Application, Analysis, Synthesis, and Evaluation. The paper aims to discuss critical thinking and critical thinking skills with an emphasis on questioning as an effective method of developing these skills for enhanced learning at all levels of education.

Keywords: *Independent Learners, Critical Thinking Skills, Questioning, Bloom’s Taxonomy, Enhanced Learning*

Realistic Nature of the Distribution of Physical Resources in Government Schools in the Central Province of Sri Lanka

E. M. Y. Sachith

Department of Planning, NIE, Sri Lanka

ABSTRACTS

The aim of this study is to investigate the nature of the distribution of physical resources in government schools of the central province of Sri Lanka. The present research addresses three main research questions to identify; existing policies and criteria in distributing physical resources, provisions allotted regarding physical resources, factors affecting the distribution of physical resources, and suggestions to overcome problems that arise in resource distribution in government schools. The study used a convergent parallel design to collect qualitative and quantitative data from the sample. The sample consisted of 131 principals, 161 teachers, and 10 selected officers by the ministry, provincial, and zonal offices. The Chi-Square test was used to identify factors that affect the distribution of physical resources through quantitative data, and thematic analysis was used to analyze the qualitative data. Based on the standards and projects initiated by the governments from time to time as well as the criteria of the foreign aid agencies, resources are currently distributed from the central government to national schools and the provincial ministry to the provincial schools at present between all government schools. More than 50 % of the respondents have highlighted that the physical resources of their schools were inadequate and that internet facilities and technical resources were required for more than 90% of them. It is also identified that the basic physical resources are adequate and other resources are inadequate. The accessibility of the school, geographical location, political influence, the influence of criteria and policy decisions, financial provisions, the number of students in a class, school environment, and the governing nature of the school are identified as the factors influencing the distribution of resources in the schools of Central Province. The absence of a coherent system for the distribution of resources among schools is the cause of this disparity.

Keywords: *Physical Resources, Education, Schools, Resource Development, Policies and Criteria, Factors, Issues, Norms*

Media Literacy and Media Ethics – Case Study on Social Media

H. C. S. Hadžialić^{1*} A. Kumar² V. T. Phuong³

^{1*}*UNINETTUNO University, Rome, Italy*

²*Institute of Management Studies, Noida, New Delhi, India*

³*Thai Nguyen University, Vietnam*

ABSTRACT

The public as a whole, researchers and creators of politics treats the youth as a special type of media consumer. Children are much more exposed to the risk of negative consequences of the influence of media messages because kids are on a much lower level of development in a cognitive, emotional and moral point of view and do not have experience in real life for the adequate processing of media messages. But, when we leave childhood and entered the growing stage, that does not mean appropriate media literacy by three reasons: First, many young and adult people do not make progress in development much more than from the level achieved in childhood. Secondly, the life experience of many adults is not so various and substantial to make possible rising of the level of media literacy. Third, gaining media literacy, and through that proper ethical approach, requests also the development of special abilities and active application of the skills – and that does not come automatically with the age. So, to be able to understand the concrete issue, we made research among young Indian children and the outcomes of 309 youngsters (10-14 years of age) will show the most important focus. Which one? Need of Media literacy and Media ethics to be involved in the schooling process since a young age. Again, why? To be able to create a thought of critical thinking and to develop their answers to the questions life in front of them raises. For the benefit not just of them, but also of the society as a whole, regardless of which ideology (left and/or right) they are living within.

Keywords: *Media Ethics, Media Literacy, Critical Thinking, Media Messages, Media Consumers*

Effectiveness of Online Education for Advanced Level Biology Students in Urban and Rural schools at Galle District

P. H. T. Thathsarani^{1*} R. N. Wimalarathna²

Horizon Campus, Sri Lanka

ABSTRACT

During the COVID-19 pandemic, all universities and most schools worldwide were closed, putting academic calendars in jeopardy, which made a big impact on over 90% of the world's student population. To keep academic activities going, the whole school system in Sri Lanka including primary, secondary and advanced level switched to online platforms as the most feasible alternative. The aim of this study was to see whether there is any significant gap in the effectiveness of online education between urban and rural schools in Advanced Level biology students. This study also aims to find whether there are any significant relationships between the availability, comfortability, adaptability and effectiveness of online education that may depend on students' living area. The research was designed as a survey carried out with 120 Advanced Level biology students in the Galle district where 50% of the participants came from highly facilitated urban schools and the other half were selected from disadvantaged rural schools using a probability sampling technique. A questionnaire has been specially designed and deployed for Advanced Level biology students with multiple-choice items. The SPSS software was used in analyzing data and T-test analysis was used to examine differences between the achievement level of urban and rural schools. The results showed that the effectiveness of online education in urban schools was higher than the rural schools. This may be due to better technology availability, comfortability, and students' adaptability, including the technology tools, parental contribution, teachers' commitment, and students' capabilities and attitudes toward online education. Students' experiences, purposes, and difficulties in technology integration between rural and urban schools were also slightly different. It was found that: Urban school students reached the level of "familiarity and confidence," but rural school students only stayed at the level of "understanding and application of the process" regarding online education. Further research needs to be conducted in this area.

Keywords: *Effectiveness, Online Education, Urban Schools, Rural Schools*

Fostering Speaking Skill using Digital Technology

H. R. Khadka

Educational Training Center, Rupandehi, Nepal

ABSTRACT

The importance of speaking in a classroom setting is often overlooked. Communication competency is essential for advancing in modern competitive environments. The most important skill in real-life situations is oral communication, according to Brown and Yule (1983). First impressions are conveyed through speech. With today's technology, academic success can be achieved more efficiently than ever before. Teachers, blackboards, and chalk are no longer the defining characteristics of classrooms. We have access to the internet in addition to computers, laptops, internet, video conferencing, smartphones, tablets, iPhones, and iPads. As a result, learning and teaching processes have changed in classrooms. The purpose of this paper is to enhance speaking skills using digital devices such as smartphones and laptops in real-time situations through group discussions, presentations, role plays, etc. In order to improve communication skills using digital technology properly as mobile and computer devices, the primary focus is on identifying the learner's level.

Keywords: *Technology, Internet, Digital Technology, Digital Device, Video Conference*

Teacher's Autonomy and Development in Digital Era

M. Yadav

University of Engineering and Management, Jaipur, India

ABSTRACT

Teaching is one of those professions where almost everything is dynamic. The current trends in education indicate sweeping changes in the teaching scenario. Today's students are referred to as digital natives and today's educators as digital immigrants. Teachers are working with students who have been immersed in the 21st century media culture. Students are self-directed and work both independently and interdependently. Teacher's roles have become all the more challenging. Although cataclysmic changes are evident on the horizon a look at the other end of the social spectrum is dismal. English Language teachers have the herculean task to teach the international language to non-native students. It is the foremost duty of the English teacher to follow a planned strategy and method to make his teaching result-oriented. Teacher's autonomy is of great significance against this backdrop. This paper discusses the importance of teacher autonomy for development. A continuous reflection, techniques and strategies with teaching methods lead to teacher's development in this new era.

Keywords: *Teaching, Education, Digital, English Language Teachers, Teacher's Autonomy*

Global Curriculum with Integrated Peace Education Content is the Need of the Hour

S. Sindhi

Vice President-Vice President Indian Ocean Comparative Education Society(IOCES), India

ABSTRACT

Contemporary world is facing a colossal problem of unrest and chaos that influence the economic, political and social systems of the countries. In this context, the endorsement of peace in educational sectors has become increasingly important. In India too, there is demand and a need to include peace education in curricula at every level be it school or higher education, so that the problem of unrest could be mitigated in society. The question arises that; who will do this curriculum development and are there enough academic bodies to do it, keeping in view the global standard and modern needs that can be meted out through education and injected into the younger generations. Therefore, the prime consideration at this juncture should be the kind of curriculum development that makes Indian curriculum global in scope. The need in the present times obviously is how to develop globally relevant peace content and integrate it into the Indian curriculum that will be developed soon as per the policy directions. Therefore, the prime consideration at this juncture should be the kind of curriculum development that makes Indian curriculum global in scope. Such an aspect primarily is the need of the hour as the world is too peace deficit with a huge human cost especially now.

Keywords: *Global Curriculum, Peace Education, Peace Transaction*

Anxiety and Cognitive Failure in Relation to Psychological Well-Being of School Adolescent Students

S. Thevamugunthan^{1*} S. Karunanidhi²

^{1*}*Department of Aesthetic, NIE, Sri Lanka*

²*Department of Psychology, University of Madras, India*

ABSTRACT

Anxiety is a psychological state characterized by cognitive, somatic, emotional and behavioural components. The adolescence period is considered as unpredictable and the period of cognitive development. Thus, learning and academic excellence are key issues in the period. The research was conducted to find out the relationship of state and trait anxiety with the cognitive failure of adolescent students and the influence of state and trait anxiety on the psychological well-being of adolescent students. The present research is ex-post facto in nature. The sample was selected using convenience sampling technique (n=150) from 14 to 17 years students in Chennai city. The tools used in this study are the Personal data sheet, State Anxiety Trait Anxiety Questionnaire, Cognitive Failure Questionnaire and Psychological Well-Being. The research found that there is no significant gender difference in state anxiety (t=1.56), trait anxiety (t=0.97), cognitive failure (t=1.12) and psychological well-being (t=0.81) and in terms of private and government schools there is a significant difference in trait anxiety (t=2.24, P<0.05) and no significant difference in state anxiety (0.696, P<0.05). Further, students who experience high state anxiety (r=0.43, P<0.05) and trait anxiety (t=0.45, P<0.05) are likely more cognitive failure and state anxiety (r= -0.43, p<0.05) and trait anxiety (r=-0.47, p<0.05) has a significantly negative impact on the psychological wellbeing of students. The present study gives insight that managing anxiety and improving the cognitive functions of adolescent students can improve psychological well-being.

Keywords: *Anxiety, Cognitive Failure, Adolescent Students, Psychological Well-Being*

Problems Faced by English Teachers in the Classroom at Primary Level in The Rural Areas of Gujranwala

M. Azeem

Institute of English Language and Literature, University of Sindh Jamshoro, Pakistan

ABSTRACT

After the approval of the Single National Curriculum (SNC) in 2021, the teaching of English as a foreign language has become more challenging and complex for teachers. Teaching English is a problem at the primary level in rural areas of Gujranwala. Teachers have to pay attention to the language skills of the students such as reading, writing, listening, and speaking and they have to help the students and encourage them to have enthusiasm, good attitude, and motivation to learn English as well. There are some challenges faced by the teachers at the primary level in rural schools. The challenges are related to the school such as students, motivation, and parental support, class size and audio-visual aids. This study aims to identify the problems in teaching English at the primary level in rural schools and then to find their solutions. The research applies qualitative approach. In this research, the data will be collected by semi-structured interview and questionnaires from 10 school teachers at the primary level in the rural area of Kamoki district Gujranwala. The results of this study recommend that there should be charming and attractive material, games or activities that promote students to go into the English class. Myths like “English is not their mother language so their rocket sciences can’t be learn” are the barriers in the way of teacher’s motivation for students. Elimination of these myths should be encouraged as soon as possible. Students must be learning more and more again.

Keywords: *Challenges, Curriculum, Qualitative Approach, Semi Structured*

**Classroom Management and School Climate Factors Affect the G. C. E.
(O/L) Mathematics Achievement**

D. D. Lellupitiya

Department of Education Administration and Development, NIE, Sri Lanka

ABSTRACT

Examination Department has shown that failure rates in GCE (O/L) mathematics were significant for the last five years; for example, the failure rate in 2014 was 49.11 and in 2018 it was 31.7%. Such a high rate of failure in Mathematics indicates the achievement of mathematics is not satisfactory when compares with the subject of Mother Tongue, though both subjects are given equal status in the school curriculum. Since the syllabus of mathematics is very broad and has been designed to complete in eleven years of schooling, there are many factors to be considered when delivering mathematics content to learners. The purpose of the study was to examine how the relationship between the two most important factors (classroom management and school climate) affect the mathematic achievement levels of the students. Eight variables related to classroom management (teacher behavior, instruction strategies, time on task, homework, positive reinforcement, monitoring learner performance, classroom learning environment and the size of the classroom) together with four variables related to school climate (teacher affiliation, academic emphasis, resource support and instructional leadership) were examined. Quantitative research approach was employed to find out the effect of the twelve variables on the mathematics achievement level. The sample was ten principals, 28 Mathematic teachers, and students of one class in each school (n=405) from ten secondary schools in Colombo district. Data were analyzed through multiple regression analysis. Study revealed factors based on school climate (teacher affiliation, academic emphasis and instructional leadership) have much effect on the factors related to school management (teacher behavior, homework, performance levels of the learner, The findings also indicate that teacher affiliation, academic emphasis and instructional leadership of the principal in descending order were the overriding influential school climate factors on the achievement level. At the same time teacher behavior, monitoring learner performance and homework in descending order were the overriding classroom management factors on the achievement level of students in mathematics. Findings can be applied to improving the methodology of teaching mathematics and the techniques of assessing the performance levels of the students. The special emphasis should be given to the role played by the principal as an instructional leader in developing school climate and classroom management.

Keywords: *Mathematics Achievement, Classroom Management, School Climate, Instructional Leadership*

A Study of Effectiveness of Educational Management Information System in Schools

C. Sutheson

Department of Mathematics, NIE, Sri Lanka

ABSTRACT

Education Management Information System (EMIS) is an ensemble of operational systems and processes – increasingly supported by digital technology – that enables the collection, aggregation, analysis and use of data and information in education, including for management and administration, planning, policy formulation and monitoring and evaluation. The purpose of this study is to examine the utilization of EMIS for the betterment of data processing by the government school in Sri Lanka. A descriptive research design was used to conduct the study. 125 sample was collected from principals, vice-principals and teachers of seven Tamil language schools in Colombo by Stratified random sampling technique. Questionnaire, interview and observation were used as the data collection tools. The findings of the study revealed that the data management practices are not exercised in the target schools, though there is no uniformity of rating between principals, vice-principals and teachers throughout all items in the questionnaire. Further lack of devices, lack of skilled labours for database management, data cleaning and data analysis and the reluctance of higher authorities to extract data from the system were mentioned by principals as the major factors impeding the implementation of EMIS. Teachers viewed that Lack of proper training, extra workload and lack of rewards and motivation are the key factors for improper implementation of EMIS. The Study recommended that the allocation of more funds, recruitment of skilled labour and provision of different skill training for teachers and even for school principals is mandatory to promote the implementation of EMIS.

Keywords: *EMIS, Management, Schools, Colombo*

Study on Distribution of Resources in Schools in Sri Lanka

G. I. C. Gunawardene^{1*} L. Kumari² R. Jayawardene³

Faculty of Education, University of Colombo, Sri Lanka

ABSTRACT

The educational resources of schools play an important role in increasing academic achievement and creating equal opportunities for students. In this sense, it is highly crucial to investigate how educational resources are distributed in different categories of schools in Sri Lanka. This study aimed at investigating the reasons for the persistence of disparities among schools in Sri Lanka despite certain measures having been taken to reduce disparities. The objectives of this study were to identify the measures taken by the authorities to reduce disparities in the distribution of resources in schools, identify the schools in the selected sample that have not been provided sufficient physical and human resources in the last ten years, investigate whether relevant school authorities had communicated with the authorities about the provision of additional resources and examine the impact of lack of resources in the affected schools on student numbers achievement. The study was conducted in a sample of 36 schools consisting of seven National schools and 29 provincial schools. Data was collected through questionnaires administered to principals on the availability of physical and human resources, questionnaires to students on family background, observation classrooms of teaching-learning, interviews with Zonal Education Officers and Focus Group Discussions with PTAs. The study revealed that four 1C schools, one Type 2 school and two Type 3 schools in the sample did not have sufficient teachers at the primary level while six 1AB schools, six 1C schools, and two Type 2 schools did not have sufficient teachers at the Junior Secondary level. At the senior secondary level, six 1AB schools and three 1C schools did not have sufficient teachers. It was further revealed that thirty-two principals had requested for resources within the last ten years. Among the resources requested were furniture, classrooms and buildings, computers, other teaching equipment, materials for co-curricular activities, teachers, and essential facilities such as electricity and water. Only around half of the requests had been provided. The gap is more in the case of Type 1C, and Type 2 schools, which probably need resources more than 1AB schools. This is noteworthy in the case of Primary Learning Resource Centres and Teachers' Quarters in Type 2 and 3 schools. Fourteen schools had obtained assistance from SDCs, parents and Past Pupils' Associations. Among the difficulties faced due to the lack of resources was the difficulty of implementing the teaching-learning process, disruption of educational activities due to lack of seating facilities, the difficulty of performing

Mathematics promotion programmes and student performance lowered. It was further revealed from this study that students were not able to reach the required proficiency level; a disruption of educational activities was taking place and students achievement going down. Therefore, it is recommended to plan necessary measures to reduce disparities and their implementation should be monitored to find out how effectively the measures are implemented.

Keywords: *Distribution of Resources, Disparities, Educational Achievement, Quality of Education*

Environmental Literacy of the Secondary Level In-service Science Teachers in Sri Lanka

R. N. N. Weerasinghe

Department of Science, NIE, Sri Lanka

ABSTRACT

The education system requires vital changes to prepare the citizenry to meet the new demands of the 21st century, and attain sustainable development strategies while coping with contemporary environmental issues. The role of science education to develop environmental literacy through the revision of pedagogical strategies are crucial area under discussion. Environmental education is mainly delivered to society through the students via science education. Hence, the science teachers who play key roles require extensive environmental literacy to enhance it among students. The study aimed to analyze the environmental literacy of in-service science teachers and recommend different strategies for effective orientations/ training of science teachers to enhance environmental literacy in promoting sustainable development. The non-purposive sampling method was used to choose a diverse group of 168 in-service science teachers. The study was primarily conducted as a questionnaire survey including 4 major categories; knowledge, skills, attitudes, and behaviours of in-service science teachers' about the environment and its protection. Survey data were quantitatively analyzed using SPSS 23 and Microsoft Excel. Descriptive statistics and cumulative marks for each category were determined. The average mark of in-service science teachers obtained was 63 out of 96 marks ($SD \pm 15.2$) in the knowledge category reflecting an average knowledge about the environment and its issues. The average of the skills pertaining to environmental problems/issues and action strategies, systemic thinking, and forecasting was about 14 out of 24 marks ($SD \pm 4.1$) indicating a low level of skills while most of the respondent teachers had favorable attitudes (mean=30 out of 35; $SD \pm 7.0$) toward the environment and the mitigation of environmental issues. Even though the majority have strong positive attitudes (71%) and practices (85%) about protecting the environment, only a few have used skills for environmental protection at their school or home. The majority of the respondents (mean= 50 out of 60, $SD \pm 8.0$) had good scores in the behavioural category as well. The results indicate the requirement for more concerted effort in teacher education to prepare them for their role in educating for and about the environment, through promoting activity-based learning, especially providing authentic and phenomenon-based learning opportunities to improve students' environmental literacy. The study suggests improving teachers' consciousness about improving environmental literacy can be highly influential to enhance environmental literacy for promoting sustainable development among students.

Keywords: *Environmental Education, Sustainable Development, Science Education, Teacher Training, Environmental Issues, Environmental Protection*

A Study of the Current Status of Co-Curricular Activities in Sri Lanka's School System

D. Hettige^{1} D. Keppetigoda² N. D. Dissanayake³ M. D. D. I. De Silva⁴*

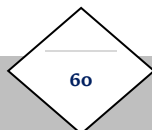
E. M. Y. Sachith⁵ W. K. S. Pushpamala⁶ K. N. S. Alexander⁷

Department of Research and Development, NIE, Sri Lanka

ABSTRACT

Co-curricular activities are embedded into the Sri Lankan school curriculum and taught alongside the general curriculum. The Sri Lankan school curriculum incorporates co-curricular activities, which are taught in addition to the core subjects. This study aims to assess the operational nature of co-curricular activities in the Sri Lankan educational system with four specific goals: Identifying the co-curricular policies in place in the Sri Lankan education system, identifying the current status of co-curricular activities in the Sri Lankan educational system, identifying the problems/challenges faced by stakeholders in the implementation of co-curricular activities, and providing recommendations for the promotion of ongoing co-curricular activities in the Sri Lankan school system. This study was carried out as a sample survey by using a descriptive research approach. The sample consisting of 52 schools, 52 principals, 219 teachers and 2144 students for the study was selected using a proportionate stratified random sampling technique considering the provincial disparity of implementation of co-curricular activities, school type and school composition. A questionnaire was used to collect quantitative and qualitative data on five main themes related to the study. Findings revealed that the majority of co-curricular activity circulars refer to specific areas such as sports and scouting. It functions within an organizational structure, with the principal's instructions, guidelines, and written and verbal guidance contained in those circulars. The availability of physical resources in the schools for co-curricular activities in both districts are insufficient, but the schools use different strategies to acquire them. Two main Challenges of implementing Co-curricular activities in the school include difficulties adhering to circulars and a lack of trainers. The research findings advocate for extending school hours by up to an hour and allocating the extra time to co-curricular activities. The teacher's role should be redefined to include co-curricular activity stewardship and an incentive payment system should be established, Timely circulars containing the relevant rules and regulations should be issued. Every student should be able to select and participate in Co-curricular activities that reflect their personal interests and maintain a record of such participation. Both students and parents should be aware of and participate in the school's guidance program. Furthermore, the program should be designed with the long term in mind, when making decisions about the school's performance, keep the performance file in addition to the exam results.

Keywords: *Co-curricular Activities, Current Status, Operational Nature, Sri Lankan Educational System*



An Investigational Study on the Instructional Leadership Role of the Principals Based on the 21st Century Schools

S. Weragoda

Ministry of Education, Sri Lanka

ABSTRACT

The main purpose of the research was to investigate the instructional leadership role of principals based on the 21st century schools. The research approach was Mix research. The specific objectives of this study were: to identify the instructional leadership role of the current school principals, to inquire into teacher's perceptions based on the principal's instructional leadership role and to figure out the 21st century educational needs from the point of principals' instructional leadership role. The sample for the study was derived from 53 schools (i.e., 4 1AB schools, 6 1C schools, 17 type-2 schools and 26 type-3 schools) in an Educational zone in the Western province using stratified random sampling technique. The data from the principals, deputy principals, teachers and students were gathered through structured questionnaires, and interviews. Quantitative data were analyzed in simple percentages and qualitative data analysis was based on thematic analysis. The results of this study indicate that the principals had to be more prioritized towards the instructional leadership role rather than the administrative and managerial roles. It is an essential measure to activate the learning-teaching process of the schools effectively. The lack of programmes to improve the abilities and skills of the teachers through school centered teacher developmental and external professional programs has become an obstacle to the active implementation of the learning-teaching process. Further, the Poor supervision on the learning-teaching process has decreased the quality of it by declining student achievement. Usual internal and external supervision, professional developmental programs, giving tasks according to the teachers' qualifications and commitment, and suitable leadership opportunities could be taken under small category schools. However, 1 AB, 1C type schools that classroom observations were not done by them, had not actively implemented those programs. In order to obtain a successful instructional leadership role in 21st century schools, the principals, deputy principals and teachers must continue training, supervision and feedback regularly. As for the recommendations, utilizing new millennium technological devices in the learning-teaching process, updating the syllabus, active participation of students, teachers playing the roles of mentors, student achievements, creating winning opportunities for students and community awareness could be implemented. The education in 21st century should be aligned with the skills and abilities of the students while providing

the maximum support to improve the confidence over capabilities to succeed in the new millennium. Therefore, for the prestige and the protection of relevant systems by building the learner friendly culture of a school, the principal has the main responsibility. For this, the principal should be a person equipped with knowledge, experience and creativity. He/she needs the assistance of other leaders and teachers as well. These revelations are also significant to curriculum compilers in order to design curriculum that should be appropriate to the 21st century.

Keywords: *Learning-Teaching Process, Student Achievement, Instructional Leadership*

Identifying the Curriculum Component for Grade 10 and 11 Science Elective Modules Based on Student Perspectives

S. S. Mediwake

Department of Science, NIE, Sri Lanka

ABSTRACT

Students are the most important stakeholders in the process of curriculum development and reformation, yet they are being immensely ignored along the process, making them feel that the curriculum is far from their interests. Education researchers have observed that students become uninterested in and unmotivated to learn science at school due to a lack of student interested subject component in the curriculum. As an attempt to bridge the gap between students' interested areas in the science curriculum, a study was carried out to identify student interested science components to be utilized in the curriculum development during the upcoming education reform. This study specifically focuses on identifying what are the biology themed components of students' interests, that can be incorporated into grade ten and eleven science elective module curriculum under the proposed education reform. Through the literature survey and five brainstorming sessions with grade 10 and 11 school teachers, university academics and other education officials; four biology themed topics were selected to determine the rate of student interest. Selected topics were: Ecotourism, Genetically Modified Organisms, Animal Behaviour and Narcotics. Based on the above, 376 questionnaires were distributed during the 2021/2022 school year in three different schools. A sample of 433 questions was asked by 330 students; 28 respondents did not ask any questions, but many of them asked more than one question. These student generated questions will be retested on another student sample assuming these questions as indicators of interest. The findings of this study marked that most of the questions generated by students in the relevant subject area can be utilized during elective module designing, aligned with student interests. Expression of student generated questions as a subject component can be effectively practiced by curriculum developers and education specialists for successful student-oriented curriculum development.

Keywords: *Students' Interest, Science, Biology, Curriculum Development, Education Reform, Elective Modules, Student Generated Questions*

Teaching Writing Using Process Approach in a Blended Learning Environment

T. Senanayake^{1*} N. Dias² E. Weerakoon³

General Sir John Kotelawala Defence University, Sri Lanka

ABSTRACT

The term blended learning is applied to using both online and face-to-face learning experiences. In the common blended learning scenarios, learners work in a traditional classroom with the teacher and peers while they also work independently via online platforms outside of the classroom mainly to prepare for the lesson. Process writing is a method of teaching writing which has eight main steps: brainstorming, generating ideas, categorizing information, planning, writing drafts, receiving feedback, editing and producing the final product. In a blended learning environment, learners can work online to complete brainstorming, generating ideas and planning stages prior to the class. Then learners can write drafts, receive feedback, edit, and produce the final product in the face-to-face class. This blended process approach makes the learners develop learner autonomy, critical thinking ability, researching skills and analytical ability and it is commonly used in designing English language teaching materials internationally. The aim of this research is to analyse if the blended process approach to writing is included in the current general English textbooks used in junior secondary grades (6 to 11) in Sri Lanka. In order to do this, we chose a grade 7 textbook as the sample and performed a content analysis based on unit 1. Since the process approach helps even the learners with lower proficiency, we chose grade 7 as it comes earlier in the textbook series. In addition, unit 1 of the grade 7 workbook was analyzed. In this analysis, six writing activities were found and we checked if the 8 steps of the process approach were included in these writing activities. However, we did not find the 8 steps in any of those activities. Then we analyzed the instructions on teaching writing in the grade 7 teachers' guide and did not find any instruction on the process approach or blended learning. In this talk, we will demonstrate why process writing is important, how it can be used in a blended classroom and discuss how it can increase learner autonomy and 21st century skills.

Keywords: *Process Approach, Writing, Blended Learning, Learner Autonomy*

Incorporating English as a Lingua Franca Features into the English Language Curriculum

A. Perera^{1*} D. Thanaweera² S. Chandrasiri³

General Sir John Kotelawala Defence University, Sri Lanka

ABSTRACT

The spread of English resulted in numerous variations of English emerging, such as Indian English, Sri Lankan English and so on which gave birth to World Englishes. The concept of English as a Lingua Franca (ELF) emerged as a result, and it refers to the use of English as a common medium of communication between two parties who do not share a common first language. The ELF field has thus identified the common features of English language that may be relevant to speakers of any English variety, which are categorized under Lingua Franca Core (LFC). For example, the knowledge of consonants, vowel length, consonant clusters and nuclear stress have been identified as common language features that any English speaker should know. In addition to learning the core phonological features, knowing the variations of different Englishes such as Australian English and Sri Lankan English and having exposure to different English accents are also crucial for better comprehension. In order to analyze if the four LFC components and recordings of different accents are included in the General English textbooks of grades 6 to 11, we analyzed at least one module in each of the textbooks and checked whether these five components are present. In addition, we performed a keyword search on the student book and the teacher's guide for grade 11 based on the keywords related to ELF and LFC. This analysis revealed that none of the ELF or LFC components were included in the listening activities. None of the ELF or LFC related keywords appeared in the grade 11 student book or the teacher's guide. In this paper, we will discuss these findings in detail and demonstrate how to choose and incorporate listening materials into the curriculum in order to raise students' awareness of ELF concepts relating to phonological variations through which students will be exposed to multiple varieties of English.

Keywords: *ELF, Curriculum, Teaching, Phonetics, Morphology, Syntax*

Grammar Teaching Through Active Learning

N. Lakshman^{1*} S. Samarasinghe² N. Senadheera³

Sir John Kotelawala Defence University, Sri Lanka

ABSTRACT

Active learning is a learner-centered approach which makes learners actively engage in the learning process through various techniques, making them more responsible for their own learning. It develops learner autonomy, higher-order skills such as applying, analyzing, evaluating, and creating. Focus on Form is an approach to teaching grammar where students' attention is drawn to grammar features in the input or output and thereby encourages them to actively analyze the grammar rules. There are several Focus on Form techniques that can be used for this purpose. For example, input flood (several examples of the target structure are given in the input to encourage learners to notice patterns of language structures), textual enhancement (physical manipulation of target example in a text to make them more noticeable/visible to draw learners' attention), consciousness-raising activities (making learners discover linguistic patterns through scaffolding), corrective feedback (responses to learner utterances that contain errors), and processing instruction (explicit instruction regarding unhelpful processing strategies as well as activities which makes learners practice correct processing strategies). Focus on form techniques can be used in the presentation stage of PPP (Presentation, Practice, Production) type lessons. In order to check if English textbooks used in the mainstream education system in Sri Lanka contain the five types of Focus on Form activities, we analyzed unit 8 of grade 6 English textbook. The unit contains two grammar lessons and none of them contain features of the five types of Focus on Form activities mentioned above. For instance, many examples of the target language (input flood) incorporated in meaningful input contexts could not be seen. This paper discusses the advantages of these focus on form activities which can be used in active grammar learning. We also provide examples of these types of activities that can be incorporated into the textbook materials.

Keywords: *Active Learning, Focus-on-Form, Grammar Teaching, Guided Discovery*

Psychoactive Substance Uses and Risk Factors Among Secondary School Students in the Jaffna and Anuradhapura District

C. J. M. Raji^{1*} R. Surenthirakumaran² S. Sivayogan³ P. A. Dinesh Coonghe⁴

Faculty of Medicine, University of Jaffna, Sri Lanka

ABSTRACT

After the pandemic of COVID 19, the usage of substance is increasing trend in Sri Lanka. Particularly, while country is facing severe economic crisis, the chances of getting into the drug usage and related crimes are high. Adolescents are more vulnerable group of people to substance because is a critical and decisive period. It is a transitional period between childhood and adulthood when habits are formed. They are spending more of there life time in the school and the proportion of out-of-school children is relatively low in Sri Lanka. To determine the prevalence of psychoactive substances, and its correlates among grade eleven and twelve students in the Jaffna and Anuradhapura District. Alcohol, Smoking and Substance Involvement Screening Test (ASSIST) tool, originally develop by WHO, is translated into Sinhala and Tamil through standard procedures. Criterion validity done against Consultant Psychiatrist diagnosis. Associated factors were identified through a literature survey. Self-administrated study instrument was developed with expert opinion. A descriptive cross-sectional study was conducted among grade eleven and twelve students in Jaffna and Anuradhapura Districts. A multi-stage (according to school type 1AB, 1C, II), probability-proportional-to-size sampling done separately for grade eleven and twelve for each district. Total of 1897 and 2031 filled questioners were collected from Jaffna and Anuradhapura students. Statistical analysis software was used. Overall prevalence of substance use among school students in Jaffna and Anuradhapura districts were 5.2% and 16.7% respectively. Both districts (Jaffna and Anuradhapura) were shown different prevalence to each substance, tobacco 3.4% and 13.4%, alcoholic beverages 4.7% and 10.0%, cannabis 0.9% and 2.1%, opioids 0.4% and 0.3%, babul Beda 2.5% and 2.0%, cocaine 0.7% and 0% and amphetamine type 0% and 0.1% respectively. While associated factors, sex ($p < 0.00001$), having adult friends ($p < 0.00001$), past sexual abuse ($p=0.00121$), surrounding places are selling ($p < 0.00001$) and past physical abuse ($p < 0.00001$) are showing significant association, other factors, grade ($p=0.150054$), Living with parents ($p=0.731094$) and Family type (nuclear/extended) ($p=0.39677$), are not showing significant association with substance use. Sex, having adult friends, past sexual abuse, surrounding places are selling and past physical abuse are showing significant association. Other than sex, other factors are modifiable, is giving light to policymakers and programme planners.

Keywords: *Substance, Prevalence of substance, Anuradhapura, Jaffna*