

## Implementation of Integrating Information and Communication Technology (ICT) in the Classroom in Secondary Schools in Sri Lanka

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**Abstract:** Implementation of ICT in classrooms in the secondary schools is a complex and challenging task. Students, teachers, the management of the school and the ICT supports are affected by and affect the implementation. One of the major steps needed to qualify the facilitation of the change process is to actually understand what problems and challenges in the implementation of integrating ICT leads to and how it affects practices. In this research, interactive factors affecting implementation (Fullan, 2000) are used as a theoretical framework for analysis of implementation process. Therefore, this study has made an attempt to find out the training courses conducted to facilitate teachers to integrate ICT in the classroom, students' and teachers' attitudes toward integrating ICT in the classroom, what kind of Computer software used by the teachers, problems encountered by both teachers and students and skills needed by the teachers and students in the teaching learning process. Both quantitative and qualitative methodologies were utilized in this study. Three Educational zones from the Kandy district have been selected randomly. Among these three zones 20 schools which have Computer Learning Centres (CLC) have been randomly selected. As a teacher sample 100 teachers who utilize ICT as a tool in their classroom practices have been selected. In addition, 200 students who use ICT in their classroom have been selected as the student sample. Questionnaires, Observation and interviews were utilized. The short term courses designed by the Ministry of Education do not meet with the requirements of the teachers. Therefore, courses should be designed to facilitate teachers to uplift their subject knowledge, integration of ICT in the classroom and pedagogical skills. The school administration should also motivate teachers to utilize ICT in the teaching learning process. As far as students are concerned, basic English and ICT knowledge of the students should be improved before integrating ICT in the classroom. In order to meet the challenges of this innovation of the teaching learning process, a systematic monitoring system, supervision system and evaluation system should be introduced.

**Keywords:** Information and Communication Technology, Monitoring System