

## Conclusions

The above classification helped explain disparities among schools in terms of zone, school category, type of administration, composition and location. Accordingly, greatest disparities were found in the Colombo division, while the least disparities were found in Homagama division. As regards the type of schools, 9 out of 10 highest ranking schools belonged to IAB category. In other words, IAB schools were more effective than IC schools. However, among IAB schools, national schools were higher in the rank than Provincial schools and private schools were higher in rank in comparison to both national and provincial schools. Accordingly, among government schools national schools ranked higher than provincial schools and private schools ranked higher than government schools. As for student composition, male schools ranked higher than mixed schools. Yet, female schools ranked higher than male schools. When mixed schools are taken together, there are still disparities between IAB and IC schools, the former ranking higher. As for the location, disparities were greater among schools in Municipal areas than elsewhere.

In- depth analysis carried out confirmed the earlier findings as regards the factors determining school effectiveness. Moreover, in-depth data also confirmed the validity of the school effectiveness index developed on the basis of quantitative survey. Accordingly, the conclusions derived from the study may well be generalized with respect to schools in other parts of Sri Lanka.

## Assessment on Teaching Quality of Faculty of Education, University of Colombo - based on the views of Student Teachers who followed the Course P.G.D.E (W.E) - in 2008/09

(Extended Abstract Based on an Ongoing Research)

*W.M.Pragnadarsana*

*Department of Science and Technology Education, Faculty of Education*

## Background of the study

The Faculty of Education conducted a course in Sinhala medium for the Post Graduate Diploma in Education in 2008/09 for 1400 graduate teachers. Most of them were Government School teachers. The students were divided into eight sub groups and the course was conducted in the university premises during the weekends and on government holidays. The course consisted of seven core subjects including some optional components, teaching practice and a compulsory essay. Each subject was covered by 16 -

three hour- lecture sessions. Another 21 - three hour- small group sessions were conducted to guide them for teaching practice and essay. All the coursework was covered by about 20 permanent lecturers and several visiting lecturers.

The purpose of this study is to find out student feedback on the quality of teaching individuals as well as the Departments and the Faculty.

### Methodology

The study was limited to 10 identified aspects related to the teaching learning process. A questionnaire was set for gathering information on teaching quality. It consisted of 10 statements. The student teachers had to assess the lecturers, using five levels: strongly agreed, agreed, impossible to concluded, disagreed and strongly disagreed. The names of the lecturers were not given in the questionnaire.

The study was carried out at the end of completion of all the lectures and several small group workshops. The study was administered by the Dean of the Faculty, who was not teaching in the course except for conducting a guest lecture on that day.

A random sample approximating 1/10<sup>th</sup> of the total population amounting to 140 was selected.

Analysis of responses was carried out by allocating marks -2,-1, 0, +1and+2 respectively for each of the responses given, considering ascending order of the levels of agreements and totaling them. The ratio of total marks gained by each statement to the maximum marks could be gained if they all strongly agreed was considered as an index of the aspect of that quality. Although this index is converted to a percentage, it lies between -100 to +100. Therefore that scale is converted to another 0 – 100 scale using following formula.

$$\text{Index} = 50 + \frac{\text{Total marks gained} \times 50}{\text{Maximum marks could be obtained}}$$

The quality aspect indices and the index for total teaching quality were all calculated with respect to the each lecturer, the Department and the Faculty. Due to ethical reasons, Indices for individual lecturers were given only to themselves but the values of the indices were published without mentioning their names.

## Outcomes and Conclusions

Not completed yet and expected to be submitted later.

# A Study on Classroom Management Practices Leading to an Effective Teaching-Learning Process in Secondary Schools in Sri Lanka

*H. M. L. Kumari*

*Department of Social Science Education, Faculty of Education*

## Background of the Study

Numerous problems have arisen in regard to quality and success of the teaching-learning process of the secondary schools in view of the high rate of failures among secondary level students, and particularly among those who have completed their G.C.E. (O/L) examination. Specially, failure of the majority of candidates at the G.C.E. (O/L) demonstrates the actual situation of the teaching-learning process that takes place within the classroom. Hence an attempt has been made in this study to examine the current classroom management practices used by the teachers in secondary schools as it directly affects the quality of the teaching-learning process. For this purpose, 25 schools from two types of schools in Colombo district have been selected as the sample.

## Methodology

The population of this study consists of all the 1AB and 1C schools in the Western Province in Sri Lanka that consist grade 8 and 9 classes. There are 67 1AB schools and 70 1C schools in the Colombo district. Out of 67 1AB schools 13 schools and out of 70 1C schools 12 schools were selected as the sample. Accordingly, 25 schools were selected in order to maintain a meaningful representation of the school population and the research study was limited only to the Colombo district.

The student sample was selected using stratified random sampling method. Altogether 160 students were selected from the 25 schools comprising both 1AB and 1C schools in order to represent 15 percent of the total population.

The main data collection tools for the study were questionnaire, discussions and observation schedules.