ASSESSING AI LITERACY AND READINESS AMONG SCHOOL TEACHERS

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Abstract

Artificial Intelligence (AI) is becoming increasingly common in education, with teachers using different AI tools for teaching and learning activities. The effective use of these tools requires teachers to have adequate AI literacy as well as confidence and readiness to use them. However, there is still limited evidence on these aspects among school teachers in Sri Lanka. This study examined teachers' familiarity with and use of AI technologies and assessed their AI literacy and readiness to use AI in education. A quantitative survey was conducted with 135 school teachers from 20 districts in Sri Lanka. Participants were recruited through non-probability convenience sampling with chain referral. The questionnaire covered familiarity with AI technologies, six dimensions of AI literacy, and five dimensions of AI readiness, using five-point Likert scales. Data were analysed using descriptive statistics, and mean scores were interpreted as low, moderate, or high. Gemini, ChatGPT, and Google Translate were the most familiar and regularly used tools among the teachers. Familiarity with specialised educational AI platforms was considerably lower. AI literacy was generally at a moderate level, with mean scores ranging from 3.27 to 3.71. Societal awareness had the highest mean and was the only dimension at a high level, whereas critical evaluation had the lowest mean. Teachers were less certain about evaluating AI-generated information and identifying misleading content. In relation to AI readiness, behavioural intention, attitude, and perceived usefulness were at high levels. Self-efficacy and ease of use remained moderate. This shows that teachers were interested in using AI, although many were less confident about its practical use. The findings point to the need for continuing professional development, institutional support, and appropriate guidelines to strengthen responsible and sustainable use of AI in education. Since a non-probability sample was used, the findings are exploratory and cannot be generalised to all school teachers in Sri Lanka.

Keywords: Artificial intelligence, AI literacy, AI readiness, school teachers, educational technology, Sri Lanka