

# ROLE OF TEACHERS AND QUALITY OF TEACHING LEARNING PROCESS SCHOOLS IN SRI LANKA

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More than four million students study in 10162 schools in Sri Lanka with a student teacher ratio of 17.82. However, the public expenditure on education is trivial. One of the objectives of the education policy is to produce competent and skillful citizens who fit to face the challenges of ever changing world. Hence, the quality of teaching learning process and contribution of teachers are major underpinnings of education success. It is argued that teachers' role can be vibrant factor in improving the quality of education despite fact that resource allocations to schools face practical challenges.

The objective of the study is to assess the level of effectiveness of teaching learning process with reference to resources allocated to schools and the role of teachers. Units of analysis consists randomly selected 20 schools. Primary data collected from 20 principals, 20 deputy principals, 100 teachers, 100 students and 30 parents through a structured questionnaire directing questions on teaching engagement, time management and involvement in co-curricular activities. In addition, observations on teaching and learning process are also carried out. Secondary data is extracted from school censuses maintained by the Ministry of Education of Sri Lanka.

The study finds financial and physical resources are not key drivers to improve the quality of teaching learning process to deliver the roles of teachers effectively at schools. It further, finds that there is no significant correlation between effectiveness of teaching learning process and school type, school size and the structure of administration. Effectiveness is found to have positively associated with active engagement of teachers in teaching learning process and their competencies and teaching skills. Absenteeism of teachers and student performance are negatively correlated whereas teachers are found to have been struggling to manage time for teaching learning specially owing administrative work which have been made compulsory. Co-curricular activities are found to have no relation to effective academic improvements.

**Key Words: Teaching Learning Process, Teachers, Education, quality of education, Resource allocation,**