

## **Use of Social Media by Primary School Teachers for the Teaching- Learning Purpose: a study in the Udunuwara Educational Division, Kandy, Sri Lanka**

**A.M.T.P. Senewirathna<sup>1\*</sup> and A. Dharmarathne<sup>2</sup>**

<sup>1</sup> CP/ Denu/ Wijayalanka College, Welamboda, Kandy, Sri Lanka

<sup>2</sup> Senior Assistant Librarian, Agriculture Library, University of Peradeniya, Sri Lanka

*\*peyars1990@gmail.com*

This study investigates the utilization of social media tools by primary school teachers (grade one) in the Udunuwara Education Division of Kandy district, Sri Lanka, within the context of their teaching and learning processes. The objectives of the study are to measure the extent of the use of social media by Grade 1 Primary teachers for their teaching-learning process, to identify the purposes of using social media, to examine the issues and challenges encounter when using social media in their teaching- learning process and to obtain the suggestions and recommendations from primary school teachers for the effective use of social media in the teaching and learning process. The sample comprised 39 teachers from the Udunuwara Education Division. A survey was employed, using a questionnaire as the primary data collection instrument. The findings indicated that all participants used social media in their daily lives, with 97.2% incorporating social media into their teaching and learning activities. The most widely used social media tools were WhatsApp and YouTube. Particularly, 48% of the teachers frequently used social media tools for their instructional practices. Over 65% of the participants utilized social media for various professional development activities, including self-learning, English language teaching, co-curricular activities, communication with parents, and the creation of teaching aids and worksheets. However, the findings indicate that only a smaller percentage of respondents used social media tools for conducting online classes. Benefits emphasized by respondents included enhanced communication between teachers and parents, increased creativity among primary teachers, improved access to relevant educational resources, fostered communication among teachers, enhanced student engagement in the learning process, and greater awareness of educational trends in other regions related to Key Stage1. The challenges identified included inadequate internet connectivity and insufficient devices for students, particularly in rural areas, improper use of devices and the internet by students, and limited technological knowledge among educators etc. In order to address these challenges, respondents suggested several measures, such as providing reliable internet access to all schools, establishing smart classrooms, and conducting training programs to enhance teachers' awareness of the effective use of social media tools in education.

**Keywords:** *Primary education; Primary teachers; Social media; Teaching-Learning process*