

Effect of Gender in ICT Literacy: A Case Study of Sri Lankan Trainee Teachers

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The exordium of information and communication technology (ICT) into the scholastic sector engendered incipient gregarious typecasts and gender divergences. Since the invention of a computer, ICT-cognate activities have been viewed as a male domain (Brosnan& Davidson, 1996) or something for boys (Reinen&Plomp, 1996). As several research reviews and meta analyses summarized, boys were more fascinated with ICT than girls, they were heavier users of computers, had more positive postures about computers and consequently outperformed girls in their ICT literacy (Reinen&Plomp, 1996; Volman& Eck, 2001). However, a number of recent studies evidenced that ICT-cognate distinctions between females and males abated mainly in the access to ICT and rudimental computer skills (Busch, 1995; Rainer, Laosethakul, &Astone, 2003). Meanwhile, gender inequalities now emerged in incipient areas of ICT use (Rainer et al., 2003). In Sri Lankan Context this study is the first one. This study aims to get an insight into gender differences of aspiring edifiers. Gender differences in self-reported ICT experience and ICT literacy among trainee edifiers are investigated. Dynamic model of ICT literacy is employed. Three main components of aspiring teacher's ICT literacy are covered: (1) present general quandary-solving and technical ICT capabilities; (2) circumstantial and longitudinal sustainability; and (3) transferability of ICT capabilities into future professional domain. The study was predicated on self-assessment research methodology. The questionnaire coalesced multiple quantification implements and included seven components. The participants were the first year students at one of the Colleges of Edification in Western Province of Sri Lanka. Two hundred and seventeen students were enrolled in the program: Male and Female occupation was 66 (30.4%) and 151 (69.6%) respectively. Findings denote that no consequential differences were found between females and males' precedent experience with ICT. Male respondents on mediocre operated computers considerably more hours per week than females. Consequential distinctions between males and female's technical ICT capabilities and circumstantial and longitudinal sustainability were observed. Male marks were greater. In the regression analysis, when the influence of the contextual and ICT experience variables was controlled, gender failed to be a consequential presager of the sustainability scores. However, it remained a consequential prognosticator of some trainee edifier's scores, cognate to their technical ICT capabilities.

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