**Barriers to Integrate ICT in Mathematics Teaching in Junior Secondary Classroom**

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**Abstract**

*The literature postulates that the proper integration of Information Communication Technology (ICT) enhances the effectiveness of mathematics teaching learning. In this integration process, teacher, student and technology are identified as important factors where teacher has to play a key role in taking appropriate pedagogical decisions and actions to provide a meaningful mathematics learning experience. The Unified Model also highlights the important interaction and interconnection among teacher, student and technology in the process of ICT integration into teaching and learning. The aim of this paper is to present the barriers identified by teachers in the integration of ICT into mathematics teaching for seven graders in secondary level schools in one of the provinces in Sri Lanka. Using convergent research design of mixed methods approach, in this study the data were collected through a survey questionnaire and semi structured interview schedule from randomly selected 50 mathematics teachers from 50 schools. The survey data were analysed using SPSS 21 statistical analysis software and the thematic analysis techniques was used to analyse interview data. Findings revealed that the integration of ICT into mathematics teaching was very poor, only 8% of teachers had practiced. Further in the process of ICT integration in mathematics teaching, teachers had identified barriers related to them (teachers), students, and technologies. Among barriers for teachers, lack of confidence, competence, and accessibility has been found to be the critical when integrating technology in school. Further, teachers also emphasised the lack of own devices (96% of respondents), inadequate digital competence and less support from home environment as barriers for students. The accessibility of available ICT resources (including software and hardware) in school and lack of required technical support to handle ICT tools emerged from data as barriers related to technology. Therefore when considering the barriers identified, a holistic approach to overcoming the barriers related to teacher, student and technology while effectively interconnecting them is vital for the integration of ICT into mathematics teaching.*

**Keywords: Mathematics Teaching, Information Communication Technology, Integration, Barriers,**

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