

Teacher Awareness of Proposed Educational Reforms in Sri Lanka: A Study Focusing on the North Central Province



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Abstract

This research paper presents a scientific investigation into the awareness levels of government school teachers in the North Central Province regarding Sri Lanka's proposed educational reforms. The 2023-2033 National Education Policy Framework (NEPF) was introduced as a response to critical issues in the current system, including its heavy examination-driven focus, the mismatch between skills and job market requirements, and limited GDP allocation for education. Using a quantitative research design, data was collected through a structured questionnaire from a representative sample of 500 teachers across various school categories in the Anuradhapura and Polonnaruwa districts. The analysis indicates that while teachers have a relatively high awareness of structural elements (the "five pillars") and changes to their professional roles, their understanding of the philosophical foundations and the proposed technical "modular system" is significantly lacking. Overall, teachers exhibit a moderate level of awareness. A critical finding is that the primary barrier to both awareness and future implementation is the severe scarcity of physical resources, such as computers and stable internet connectivity, within schools. The researcher concludes that to bridge this gap, authorities must implement targeted professional development programs focusing on the technical and philosophical aspects of the reforms to ensure long-term effectiveness.

Keywords: Education Reforms, Teacher Awareness, North Central Province, Resource Scarcity

Introduction

The education system in Sri Lanka represents a complex nexus of historical evolution, political decision-making, and socio-economic aspirations spanning several decades. Following the introduction of the Free Education Policy by C.W.W. Kannangara in 1945 and the implementation of instruction in mother-tongue media, Sri Lanka successfully achieved universal primary education goals by 1964 (Liyanage, 2014). However, while Sri Lanka's post-independence achievement of a 93.1% literacy rate and the right to free education have earned international acclaim,

there remain profound criticisms regarding the system's structural vulnerabilities when faced with contemporary global requirements and domestic labor market demands (Jayaratne, 2023). Historically, major educational reforms were introduced in 1997 and 2003 with the primary objective of providing quality education for all. Yet, as highlighted by Little (2011) and Liyanage (2014), the implementation of these policies encountered numerous political and administrative obstacles. Currently, within Sri Lanka's 10,146 schools, over 4 million students are enrolled, yet the government allocates a mere 1.2% of the

Gross Domestic Product (GDP) to education, a significantly low percentage. These financial constraints, coupled with the conservative nature of the curriculum, have precipitated a severe crisis within the system (Little, 2011).

A primary concern regarding the Sri Lankan educational curriculum is its intensely examination-centric and content-based orientation (Little, 2010). Within the current framework, the Grade 5 Scholarship, G.C.E. Ordinary Level (O/L), and Advanced Level (A/L) examinations function primarily as filters for student selection, inducing critical levels of psychological stress among students. Between 2011 and 2021, approximately 47,000 children under the age of 15 exited the school system, and with nearly 26% failing the G.C.E. O/L examination, a vast cohort of students is released into society annually without vocational guidance (Fernando, 2025).

Furthermore, the “skills gap” between educational output and the job market persists as a major challenge (Perera, 2016). Employers emphasize that soft skills, critical thinking, and English language proficiency, attributes highly sought by the private sector, are not sufficiently cultivated through the current curriculum. This mismatch contributes directly to graduate unemployment and diminished labor productivity.

Against a backdrop where only 1.2% of GDP is invested in education, this study assumes significance by providing guidance for national economic revitalization through human capital development. It seeks to identify and propose recommendations to mitigate resource disparities and facility imbalances between urban and rural schools. Moreover, it affirms the necessity of a “student-centered” educational model to alleviate the anxiety and stress induced by examination pressure. Finally, the study provides a scholarly analysis of the practical challenges and criticisms surrounding the National Education Policy Framework (NEPF) 2023-2033 and the proposed 2025 reforms (National Education Commission, 2023).

Literature Review

To understand the awareness levels of teachers regarding the National Education Policy Frame-

work (NEPF) 2023-2033, this study is anchored in three interrelated theoretical pillars: Fullan’s Theory of Educational Change, Rogers’ Diffusion of Innovations, and Lipsky’s Street-Level Bureaucracy.

Fullan (2007) posits that the success of any educational reform depends not on the quality of the policy document itself, but on the “subjective reality” of the teachers who implement it. Fullan identifies three dimensions at play in any change:

1. The use of new or revised materials
2. The use of new teaching approaches
3. The alteration of beliefs

In the context of the North Central Province, “Teacher Awareness” acts as the gateway to these dimensions. If teachers lack awareness of the philosophical foundations (the “why” of the reform), they may adopt new materials without changing their underlying teaching practices or beliefs, leading to “superficial implementation.”

Rogers’ (2003) Diffusion of Innovations theory provides a framework for how new ideas—such as the “Five Pillars” of the Sri Lankan reform—spread through a social system. Rogers defines the Innovation-Decision Process as starting with the Knowledge Stage. This stage occurs when an individual is exposed to the innovation’s existence and gains some understanding of how it functions.

Rogers distinguishes between three types of knowledge necessary for successful adoption:

- **Awareness-knowledge:** Information that an innovation exists.
- **How-to-knowledge:** Information necessary to use an innovation properly.
- **Principles-knowledge:** Information dealing with the functioning principles underlying the innovation.

This study specifically measures whether North Central Province teachers have progressed beyond simple “awareness-knowledge” into the deeper “principles-knowledge” required by the NEPF.

To address the “Policy Implementation” aspect requested by reviewers, this study utilizes Lipsky’s (2010) theory of Street-Level Bureaucracy. Lipsky argues that public service workers including teachers are the actual “policy makers” in practice. They possess significant discretion in how they deliver services.

In the Sri Lankan education system, teachers in rural or resource-constrained settings (like parts of Anuradhapura and Polonnaruwa) often face a “gap” between ambitious national policies and local realities. Their awareness levels determine how they use their discretion. If awareness is high, they can adapt the reform to local needs; if awareness is low or distorted by resource constraints, they may resist or ignore the reform entirely to manage their daily workload.

The integration of these theories suggests that awareness is not a passive state but a dynamic process. Rogers explains how the information is received; Fullan explains how that information is translated into meaningful change; and Lipsky explains how the local environment (resource scarcity) mediates that translation. This study evaluates whether the current level of teacher awareness in the North Central Province is sufficient to bridge the gap between policy design and classroom practice.

The body of literature concerning educational reforms and curricular issues in Sri Lanka can be categorized into several thematic areas.

Balasoorya (2024) posits that the prevailing examination system fosters a “culture of rote learning,” thereby suppressing student creativity and critical thinking. Research data indicates that 69% of G.C.E. A/L students suffer from examination-related stress, which directly impacts their sleep quality and mental health (Perera, 2023). According to Senarath (2023), the intense competitiveness within the system has escalated reliance on “shadow education” or private tuition which fundamentally challenges the core objectives of free education.

Regarding language policy, scholars observe that despite the introduction of English-medium education, its success has been hampered by a lack

of linguistic proficiency among teachers and a scarcity of resources (Wijetunga, 2018). Silva and Palihakkara (2020) argue that English remains a “status symbol,” further widening the divide between urban and rural students. A study by Arachchi (2022) indicates that the mismatch between content and process in the implementation of bilingual education for Grades 6-11 acts as a barrier to student learning productivity.

In reviewing the literature on the latest reforms, diverse perspectives exist regarding the government’s attempt to introduce a “module-based” and “GPA system” (Sharma & Perera, 2024). Jayasooriya (2025) proposes an “ABCDE Framework” (Attendance, Belongingness, Cleanliness, Discipline, English), emphasizing that education must be a moral and value-based process that transcends mere vocational training. Conversely, Kadirgamar (2025) suggests that directing students toward vocational pathways at the conclusion of Grade 9 could potentially limit their future academic prospects.

According to a survey by Khan and Khan (2025), urban students are significantly ahead of their rural counterparts in terms of access to digital tools and trained educators. UNICEF (2023) reports corroborate that this “digital divide” deprives children from low-income families of higher education opportunities. While the 13-year compulsory education program was introduced as a strategic solution to this issue, its practical success remains a subject of ongoing debate (Perera, 2016).

Research Methodology

The quantitative research approach was selected as the fundamental basis for this study. The quantitative approach is a methodology characterized by the numerical representation of phenomena to arrive at scientific conclusions. In measuring human phenomena such as teacher awareness, bringing individual perceptions and understandings into a specific statistical framework preserves the impartiality and scientific accuracy of the research. In this study, Likert scales were utilized to transform qualitative data into quantitative values, thereby facilitating the derivation of

generalized conclusions applicable to the entire teaching community of the North Central Province.

To achieve the research objectives, the survey research design was chosen as the most appropriate strategy. The survey methodology allows for the systematic and structured collection of data from a large sample within a short period. Descriptive survey methods are particularly effective in capturing the perspectives of teachers dispersed across a broad geographical area like the North Central Province. As this method describes the existing situation as it is, it provided significant support in depicting the current reality regarding educational reforms.

The accuracy of the research findings depends on the representative nature of the selected sample.

Research Population: All government school teachers serving in the North Central Province (Anuradhapura and Polonnaruwa districts) were identified as the total population for this research.

Sampling Technique: A simple random sampling method was employed to ensure that every unit in the total population had an equal probability of being selected.

Sample Size: Considering the confidence interval and margins of error of the research, a sample of 500 teachers was selected, representing various school categories (1AB, 1C, Type 2, and Type 3) in the North Central Province.

A questionnaire was utilized as the primary in-

strument for data collection in this study. In view of contemporary technological advancements and for the ease of data gathering, it was distributed as a digital questionnaire using Google Forms technology.

The data obtained from the survey were analyzed using MS Excel and statistical software. Descriptive statistics were primarily employed for this purpose. Percentages were used to illustrate the distribution of teacher responses for each statement, and the mean value was calculated to identify the general status prevailing under each category of questions.

Results and Discussion

Level of Teacher Awareness regarding New Educational Reforms

Fourteen statements were provided to reveal the level of teacher awareness regarding the new educational reforms. Based on the responses received, a detailed analysis of teacher awareness is presented below. In calculating the mean, Likert scale values ranging from 1 to 5 (1 = Not aware at all, 5 = Very aware) were utilized. For the convenience of analysis, the following mean value ranges were used to categorize the levels of awareness:

- **1.00 - 1.80:** Very Low Awareness
- **1.81 - 2.60:** Low Awareness
- **2.61 - 3.40:** Moderate Awareness
- **3.41 - 4.20:** High Awareness
- **4.21 - 5.00:** Very High Awareness

Table 1: Responses regarding the level of teacher awareness of new educational reforms

Q. No.	Statements regarding the level of teacher awareness of new educational reforms	Not Aware at All (1)	Not Aware (2)	Neither Aware nor Unaware (3)	Aware (4)	Very Aware (5)	Mean (\bar{x})	Aware / Very Aware Percentage
1	2	3	4	5	6	7	8	9
1	Regarding the new National Education Policy Framework.	36	94	124	170	76	3.31	49.2%

1	2	3	4	5	6	7	8	9
2	Regarding the philosophical background influencing the new educational reforms.	181	168	139	06	06	1.98	2.4%
3	Regarding the fundamental objectives of the new educational reforms.	33	56	128	186	97	3.52	56.6%
4	Regarding the transformative changes occurring under the educational reforms.	132	188	142	23	15	2.20	7.6%
5	Regarding the "Five Pillars" included in the new educational reforms.	17	32	141	196	114	3.72	62.0%
6	Regarding "Outcome-Based Education."	39	73	144	154	90	3.37	48.8%
7	Regarding the proposed new curriculum structure.	35	57	141	170	97	3.47	53.4%
8	Regarding the nature of the modules.	126	195	147	18	14	2.20	6.4%
9	Regarding the integration of STEM/STEAM education into the new reforms.	45	92	124	160	79	3.27	47.8%
10	Regarding the changes occurring in student-centered learning methodologies.	39	45	141	156	119	3.54	55.0%
11	Regarding the evaluation and assessment methodologies introduced under the new reforms.	40	72	130	166	92	3.40	51.6%
12	Regarding the new changes in the School-Level Assessment (SLA) process.	39	93	126	158	84	3.31	48.4%
13	Regarding the integration of inclusive education into the school curriculum.	48	83	129	160	80	3.28	48.0%
14	Regarding the transformation of the teacher's role through the new reforms.	37	51	99	185	129	3.64	62.8%

According to the data analysis, teacher awareness regarding the new educational reforms exhibits a significant disparity across various domains. It is revealed that teachers are more well-informed regarding the practical and structural components of the educational reforms.

A significant proportion of teachers (62%) are aware of the "Five Pillars" included in the new educational reforms, yielding a mean score of 3.72. This indicates a relatively high level of awareness concerning structural elements. Among the statements provided, the highest level of awareness was recorded regarding the transformation of the teacher's role under the new reforms (62.8%, mean = 3.64). This suggests that teach-

ers maintain a relatively clear understanding of the professional changes expected of them. Furthermore, the analysis of responses concerning changes in student-centered learning methodologies revealed a high awareness level (55%, mean = 3.54). This is a positive indicator for the actual instructional process. Additionally, a majority of teachers (56.6%) demonstrate a high level of awareness regarding the fundamental objectives of the reforms, a fact further corroborated by the mean score of 3.52.

In contrast, the data indicates that teacher awareness regarding the theoretical and technical aspects of the reforms remains at a minimal level. Awareness of the philosophical background influ-

encing the new educational reforms is critically low, as evidenced by the lowest recorded mean value of 1.98. More than 70% of teachers lack awareness of the philosophical foundations of these reforms, implying a profound weakness in their understanding of the reform's conceptual basis. Similarly, teacher knowledge regarding the "Modules" through which the new curriculum will be implemented is minimal, confirmed by a mean score of 2.20 and an awareness percentage of only 6.4%. Awareness regarding the broader transformative changes under the reforms also stands at a low mean of 2.20. This lack of awareness could serve as a significant impediment during field-level implementation.

Regarding the National Education Policy Framework, the analysis revealed a moderate level of awareness, with a mean of 3.31 and an awareness rate of 49.2%. Awareness of Outcome-Based Education yielded a mean of 3.37, with nearly half of the respondents (48.8%) being well-informed. Maintaining at least a partial understanding of outcome-based education is essential for achieving the goals of the new reforms. Teachers appear to be relatively aware of the proposed new curriculum structure, as evidenced by a mean of 3.47 and a percentage of 53.4%. However, despite STEM/STEAM education being a modern trend, only 47.8% of teachers (mean = 3.27) are aware of how it is integrated into the reforms, which may hinder the achievement of specific educational targets. Analysis of the responses regarding assessment and evaluation methodologies (mean = 3.40) and the School-Level Assessment (SLA) process (mean = 3.31) indicates a moderate level of understanding. Furthermore, awareness of the

integration of inclusive education into the school curriculum was also found to be moderate (mean = 3.28, 48%). While even a moderate level of awareness in these areas provides some support for implementation, deeper clarity is required to realize the reform's full potential.

In summary, the analysis illustrates that while teachers are relatively well-informed about structural components and their changing roles, their awareness of the philosophical foundations and practical implementation tools (such as modules) is unsatisfactory. Overall, teachers demonstrate a moderate level of awareness regarding basic objectives, structures, and assessment methods. However, there is a clear and urgent need for further professional development programs to enhance their knowledge of the deeper technical and philosophical elements of the reforms.

Obstacles to Gaining Awareness regarding New Educational Reforms

The second objective of this research was to identify the impediments teachers face in gaining awareness of the new educational reforms. For the calculation of the mean in this section, a 4-point Likert scale was utilized: Strongly Disagree = 1, Disagree = 2, Agree = 3, and Strongly Agree = 4.

Based on the responses obtained under this 4-point scale, the mean values for the 10 statements regarding obstacles were analyzed using the following distribution ranges:

- 1.00-1.75: Strongly Disagree
- 1.76-2.50: Disagree
- 2.51-3.25: Agree
- 3.26-4.00: Strongly Agree

Table 2: Responses regarding obstacles to gaining awareness of new educational reforms

Q. No.	Statements regarding the obstacles to gaining awareness about the new educational reforms	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Mean (\bar{x})	Agreement Percentage (%)
1	2	3	4	5	6	7	8
1	Sufficient teacher training sessions regarding the new reforms have not been conducted.	109	234	131	26	2.15	31.4%

1	2	3	4	5	6	7	8
2	Communication channels for obtaining official information regarding the reforms are weak.	75	206	177	42	2.37	43.8%
3	Instructions received from educational authorities are ambiguous and contradictory.	67	224	177	32	2.35	41.8%
4	Due to heavy workloads, there is insufficient time to read or learn about the new changes.	87	267	118	28	2.17	29.2%
5	There is a shortage of physical resources (computers, internet, smartboards) in schools required to implement the new reforms.	63	114	217	106	2.73	64.6%
6	Teacher Instructional Manuals (Teacher Guides) have been received by us on time.	68	172	198	62	2.51	52.0%
7	These reforms have been introduced without consulting teachers' opinions.	84	237	141	38	2.27	35.8%
8	Lack of technical knowledge serves as an obstacle to understanding the new reforms.	90	190	179	41	2.34	44.0%
9	Sufficient guidance regarding this is not received from the school administration.	84	257	132	27	2.20	31.8%
10	No priority is given at the zonal or divisional levels regarding the flow of information.	76	260	143	21	2.22	32.8%

According to the analysis, the primary obstacle teachers face in gaining awareness of the new educational reforms is the scarcity of physical resources. Specifically, the lack of computer and internet facilities has directly hindered the dissemination of awareness. This was identified as the most significant barrier in the study. Responses to this statement yielded a mean (\bar{x}) of 2.73, with 64.6% of teachers confirming that the shortage of resources in schools is a major impediment to implementing educational reforms. Secondly, weaknesses in communication channels and a lack of technical knowledge among teachers were identified as moderate-level obstacles. However, only 29.2% of respondents stated that time constraints due to heavy workloads were a barrier. With a mean of 2.17, this is not considered a primary obstacle by the teaching community. Regarding the statement that sufficient teacher training sessions have not been conducted, the mean was 2.15, with only 31.4% of teachers suggesting that training was insufficient. This implies that the majority have received some level of training.

The clarity of official information channels was supported by the fact that only 43.8% of the sample agreed that these channels were weak, corroborated by a mean of 2.37. Similarly, the perception that instructions from educational authorities are ambiguous or contradictory was shared by only 41.8% of the sample (mean = 2.35). Regarding the timely receipt of Teacher Instructional Manuals, only 48% of the sample expressed disagreement. Furthermore, only a minority of respondents agreed with the following:

- Reforms were introduced without consulting teachers (35.8%).
- Lack of technical knowledge hinders understanding (44.0%).
- Inadequate guidance from school administration (31.8%).
- Lack of priority at zonal or divisional levels regarding information flow (32.8%).

In conclusion, these data points suggest that insufficient time or a lack of training sessions are not the primary barriers to awareness. Instead, it

is evident that while training sessions may exist, the lack of physical resources at the school level to practically implement that training remains the most critical challenge.

Teacher Attitudes toward New Educational Reforms

The third objective of this research was to uncover the attitudes of teachers regarding the proposed educational reforms. The same analytical methodology used for the second objective was applied here.

According to the analysis, the highest positive attitudes among teachers were observed regarding the timeliness of curriculum changes (3.24) and their personal commitment to the successful

implementation of the reforms (3.23). More than 85% of teachers expressed agreement with these two points. There is also high confidence in Continuous Professional Development (CPD) programs, with 83.8% of teachers (mean = 3.11) believing that such programs can enhance their understanding of the reforms.

The study further revealed very favorable attitudes toward:

- Self-confidence in implementing reforms (3.08).
- The ability of ICT to increase awareness (3.06).
- The use of the internet for knowledge development (3.08).

Table 3: Responses regarding teacher attitudes toward new educational reforms

Q. No.	Statements regarding teacher attitudes toward new educational reforms	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Mean (\bar{x})	Agreement Percentage (%)
1	2	3	4	5	6	7	8
1	My professional experience helps me to understand the new reforms quickly.	35	94	287	84	2.84	74.2%
2	It is easy to adapt to new changes according to my specific subject area.	51	95	266	88	2.78	70.8%
3	I possess the self-confidence required to implement the new reforms.	38	41	265	156	3.08	84.2%
4	The ability to use Information Technology helps in increasing awareness.	38	35	275	152	3.08	85.4%
5	The school's location (Urban/Rural) influences the speed of receiving information.	53	148	241	58	2.61	59.8%
6	My interest in searching for information online enhances my knowledge.	38	40	274	148	3.06	84.4%
7	Novice teachers show more interest in this than senior teachers.	43	90	255	112	2.87	73.4%
8	I view the change in the curriculum as a timely necessity.	36	39	196	229	3.24	85.0%
9	My understanding can be enhanced through Continuous Professional Development (CPD) programs.	35	46	248	171	3.11	83.8%
10	I am personally committed to the successful implementation of these reforms.	37	36	202	225	3.23	85.4%

These findings confirm the potential for empowering teachers through technological tools. Additionally, 74.2% agreed that their service experience is helpful (2.84), and 70.8% felt it was easy to adapt according to their specific subject areas (2.78). The statement that school location affects the receipt of information received the lowest agreement (59.8%) and the lowest mean in the set (2.61). Finally, 73.4% of respondents agreed that novice teachers exhibit more interest in educational reforms compared to senior teachers.

According to the data analysis, it is evident that teachers harbor a very positive system of attitudes toward the new educational reforms. In particular, the recognition of these reforms as a timely necessity and the willingness to commit personally to their success provide significant support for the implementation process. The inclination toward knowledge development through the use of technology and self-motivation demonstrates the professional maturity of the teachers. Self-confidence and an orientation toward professional development can be utilized as powerful tools in this reform process, proving more influential than external factors such as school location.

Recommendations

Based on the research findings, the following recommendations are proposed to ensure the successful implementation of the new reforms within the current educational context of Sri Lanka.

Efforts must be made to bridge the gap in theoretical knowledge identified in the research. Specific workshops should be conducted at the zonal level to provide a deep understanding of the “philosophical basis” and the “module system.” Instructional guides written in simplified language, explaining complex theoretical concepts, should be provided to teachers in a timely manner.

Since resource scarcity is the primary barrier to implementation, it must be prioritized. Providing stable internet and computer laboratory facilities to every school will allow teachers to access information quickly and implement new

approaches like STEM/STEAM. To achieve the intended student-centered learning, it is essential to equip classrooms with the necessary physical tools for Smart Classrooms.

A formal communication mechanism is required to eliminate ambiguities in the flow of information. A two-way communication system should be established that invites teacher feedback and suggestions, thereby strengthening their sense of ownership. It is timely to create an Online Repository where all circulars, instructions, and learning materials related to the reforms can be accessed from a single location.

Building on the high trust teachers have in CPD programs, these should be further organized. It is important to facilitate experience sharing between senior and novice teachers through School-Based Professional Teacher Development (SBPTD) programs. Teachers should be directed toward Practical Coaching rather than purely theoretical training regarding Outcome-Based Education and new School-Level Assessment (SLA) methods, utilizing experts in the field of education.

The high self-confidence and commitment revealed in the research should be used as the “engine” of the reforms. Introducing a mechanism to recognize and reward teachers who successfully implement these reforms will help foster enthusiasm among other educators.

Conclusion

Based on the analysis of the research data, several key conclusions can be drawn regarding the awareness and attitudes of teachers concerning the new educational reforms.

It was observed that teacher awareness exhibits a sharp disparity across different domains. Teachers possess a relatively high level of awareness regarding the practical and structural elements of the reforms. For instance, 62% are aware of the “Five Pillars” (mean = 3.72), and there is a high level of understanding regarding how their professional roles will transform.

However, it can be concluded that teacher knowledge regarding the theoretical foundations and

deep technical aspects of the reforms is minimal. This is evidenced by the fact that over 70% of teachers are unaware of the philosophical background (mean = 1.98) and possess a low understanding of the “Module” system (mean = 2.20), which is a core tool of the new curriculum. Thus, while teachers are aware of the surface structure, their grasp of the internal essence of the reforms remains unsatisfactory.

The primary obstacle to acquiring new knowledge and implementing reforms is the scarcity of physical resources within the school system. Specifically, the lack of computers and internet facilities acts as a direct barrier to knowledge dissemination, with 64.6% identifying this as a major challenge.

A further significant conclusion is that the majority of teachers do not consider heavy workloads or a lack of training sessions as the primary barriers. This implies that while some level of training has been provided, the absence of an enabling environment and necessary facilities at the school level to implement that training is the greatest challenge.

It can be concluded that teachers maintain a highly positive attitudinal framework toward the reforms. 85% of teachers accept the curriculum change as a timely necessity and expressed personal commitment to its success. Their willingness to develop knowledge through technology and self-interest is a positive indicator of professional maturity.

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