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*Educational Research for Resilience:
Embracing Change and Navigating Challenges*

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Editing & Formatting: *Mr. Manju Sri Weerasena*

Cover page design: *Mr. H.P.S.G. Gunarathna*

The Role of Teachers in Promoting Students' Moral Values in Secondary Schools

Kartheepan, S. ¹ & Paunanthie, A. ²

^{1&2} Department of Humanities Education, University of Colombo, Sri Lanka

Abstract

This study explores the contributions of teachers in enhancing the moral values of secondary school students. It focuses on examining the moral values attainment of students through the teaching and learning activities of secondary school teachers. Teachers play a significant role in improving students' moral values, and therefore, research in this area is deemed necessary. This study is based on the research problem that systematic programs are not implemented among teachers within the school's internal structure to improve the moral values of secondary school students. The main objective of this study is to examine the role of teachers in the approaches and practices used to improve the moral values of secondary school students and to put forward recommendations for improvement. The study is based on the following objectives: identifying teachers' level of interest in improving students' moral values, identifying teachers' management skills in improving moral values among students, identifying teachers' professional input in improving students' moral values, and identifying teachers' involvement in co-curricular activities in improving students' moral values. A descriptive survey method and a mixed-methods approach are used to analyze the situation. In the Batticaloa district, 45 secondary schools from among 85 schools belonging to type 1AB, 1C, and Type II in the Kalkudah education zone, 45 principals, eight in-service advisors serving in the specified zone, and three divisional education officers; 126 teachers out of 1216 teaching in the junior, senior, and intermediate sections have been selected on a proportional stratified random sample basis. Data were collected from teachers using questionnaires, interviews, and observation, interviews with principals, in-service advisors, and divisional education officers, focus group discussions with parents, and document analysis. The data were then analyzed using descriptive statistical approaches such as percentages, standard deviations, and means, and presented through tables and graphs. Inferential statistical approaches, including t-tests, ANOVA, correlation, regression, and thematic analysis, were also employed for interpretation. The results of the analysis reveal a significant positive correlation between the teachers' teaching-learning process and the improvement of students' moral values, which is also evident through the literature review. The findings also indicate that many teachers show less interest in enhancing students' moral values in schools, leading to the creation of complex student groups within the school structure that enter society. To prevent this, proposals are put forward suggesting that systematic projects should be strengthened to improve moral values among students within the school structure and in the provision of professional development for teachers.

Keywords: Students, Moral values, Teacher, Teaching-learning