

ABSTRACT

The purpose of the study is to evaluate geography teachers' concerns in implementing the 5E instructional model in the competency based curriculum reforms of Sri Lanka. The Concern-Based Adoption Model (CBAM) was employed as theoretical and conceptual framework underlying the study. An explanatory mixed method design was used for data collection. The respondents for quantitative approach on Stages of Concern (SoC) consisted of 311 geography teachers from secondary schools in *Kalutara* district, Sri Lanka. A total of nine (9) geography teachers who shown their high concerns in the survey was selected for the qualitative methods on Levels of Use (LoU) and Innovation Configuration (IC). The study used adapted instruments such as Stages of Concern Questionnaire (SoCQ), basic interview protocol and innovation configuration map from the actual instruments of CBAM. The data obtained from questionnaires was analysed using descriptive statistics (mean and standard deviation), inferential statistics (independence t-test and one way ANOVA) and percentiles profiles. While data obtained from interviews and classroom observations of geography teachers in terms of their LoU and IC of the curricular innovation were analysed based on the CBAM guidelines. The findings from analysis of SoCQ showed teachers remained at the initial SoC over the implementation of the 5E instructional model. The analysis across group of teachers in terms of medium of instruction, location, school types, age, qualifications and experience revealed significant differences in their SoC regarding the 5E model. The results from the interviews revealed that geography teachers overall use of the innovation ranged from LoU II-preparation to LoU IVA- routine, whilst many remained at LoU II- preparation. Similarly, the geography teachers differed in LoU based on their medium of instruction, location, school types, experiences and academic qualifications. The classroom observations showed that many teachers did not reach acceptable level of teaching in using the 5E model. The study suggested several intervening strategies to take geography teachers to the higher SoC and LoU as well as motivate teachers to practice at the ideal level of teaching using the 5E model. The study also extended application of CBAM using variables medium of instruction, types of school and teachers' age in evaluating curriculum reforms.