

An Investigation on the Implementation of the Right to Participation in the Teaching-Learning Process at the Senior Secondary School Level

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The main objective of this study is to investigate the execution of the right to participation in the teaching-learning process in a few selected Senior Secondary schools in Sri Lanka. The study used a sequential descriptive survey design. The study was conducted with 692 students, 36 teachers, and 18 principals from the Western, North Central, and Central Provinces. Eighteen schools, representing 1AB, 1C, and Type 2 government schools located in the three selected provinces were in the sample. Several methods were employed for collecting data for the study, which included questionnaires for students and teachers, structured interviews for principals, observations of classrooms and focus group discussions with some selected students, and a documentary study. The study identified the extent to which the right to participation is implemented in the teaching-learning process in the selected senior secondary schools. The findings of this study indicated contradictory opinions. Students perceived that the implementation of the right to participate is not satisfactorily taking place in their schools whereas most of the teachers revealed that the implementation of the right to participation is functioning well within their classroom environment. The study concludes with a number of suggestions for principals and teachers to improve the right to participation of students during the teaching-learning process of Sri Lankan senior secondary schools.

Keywords: *implementation, right to participation, senior secondary level*