

Effect of Administration, Environment and Academic Qualifications on Motivation of the Sri Lankan Primary School Teacher's Motivation

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Education is the process through which an individual is developed into an individuality and a person into a personality. Each person is different from the other and every individual has same unique potential in some field or other. Education refers to the change in behavior, attitude and culture brought about in the individual as a result of having undergone education during a particular period. In Child's inculcation primary stage implements of edifying acquisition of the schools of learning cultivation of habits of body and postures of mind compulsory for efficient acquisition of erudition formation of sound judgment and adroit performance of tasks. Edifier plays the most paramount role in primary inculcation. Objectives of the study is to find the effect of administration, location and academic qualifications on Sri Lankan Primary School teacher's motivation. The sample for the investigation consisted of 160 teachers. The stratified random sampling was applied. The male and female teachers are 77 and 83, the sample consists of 77 males and 83 female teaches from Government (87) and Private (73) schools.

Three hypothesizes was formulated for the study and the teacher's motivation was tested for significance by employing 't' – test. The results denoted that the administration has paramount effect on the motivation of teachers. Additionally, location of school has significant influence on the teacher's motivation and there is paramount influence of academic qualifications on the teacher's motivation. In Conclusion researchers can say that Administration highly influenced the teacher's motivation. Government teachers have positive teacher's motivation scores than Private sector teachers. The administrators should provide better employment facilities for the Private school teachers. Location of school also highly influenced the teacher's motivation. Urban school teachers have positive teacher's motivation scores than the rural school teachers. Therefore the administrators should provide physical facilities for the rural school teachers. Academic qualifications also highly influenced the teacher's motivation. Undergraduate teachers have positive teacher's motivation scores than the Post - graduate edifiers. This indicates that the administrators should provide more facilities for the undergraduate teachers.

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