

Factors influencing teachers' motivation: Insights from the Anuradhapura education zone

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Teacher motivation constitutes a critical determinant in the efficacy of educational systems. It facilitates student engagement and achievement and cultivates a constructive learning atmosphere and nurtures enduring intellectual curiosity. This study sought to elucidate the prevailing status of teacher motivation while identifying individual, institutional, and contextual determinants to inform the design of targeted and evidence-based interventions. Employing a mixed-methods approach within a descriptive survey framework, data were collected via structured questionnaires administered to a stratified random sample of 368 teachers within the Anuradhapura educational zone, complemented by in-depth interviews with 18 educators. Data analysis comprised descriptive statistics, Pearson correlation coefficients, independent samples t-tests, multiple regression analysis, and thematic analysis. The findings revealed elevated levels of intrinsic motivation, job satisfaction, favourable working conditions, and opportunities in professional development. Conversely, moderate to low levels were observed in relation to student behaviour, parental and community involvement, and external recognition, while remuneration structure was associated with markedly low motivational outcomes. Of the demographic variables examined, only gender demonstrated a statistically significant association with motivation levels; age, academic qualifications, tenure, school type, and student enrolment size did not yield significant correlations. Professional development opportunities and favourable work environments emerged as salient predictors of intrinsic motivation. In contrast, student behaviour, remuneration structure, parental and community involvement, and external recognition were not found to exert predictive influence on motivation. Based on these insights, the study delineates priority domains for strategic intervention: intrinsic motivation, job satisfaction, favourable working conditions, opportunities in professional development, student behaviour, remuneration structure, parental and community involvement, and external recognition. Future research is warranted to further interrogate the interrelationships and predictive validity of these variables to optimize motivational frameworks within the teaching profession.

Keywords: *Teacher motivation, Intrinsic motivation, Job satisfaction, Professional development, Remuneration structure*