

**TEACHERS' PERCEPTION TOWARDS EDUCATIONAL
MANAGEMENT OF THE SCHOOLS IN VAVUNIYA SOUTH
EDUCATIONAL ZONE, SRI LANKA**



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M.Ed. (EDUCATIONAL MANAGEMENT)

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ARISARA LEKSANSERN, Ed.D; PATREEYA KITCHAROEN Ph.D.**ABSTRACT**

The objectives of the research were to find out teachers' perception towards educational management of the schools with regard to five aspects of school management: general management, academic management, financial management, staff management, and community relations management, and the differences in teachers' perception considering their age, gender, educational qualification, professional qualification, and teaching experience. The population of this study was 1,013 teachers of 37 provincial schools in the Vavuniya division of Vavuniya south educational zone, Sri Lanka. The sample of the research was 290 teachers selected through multi-stage random sampling procedure. The research instrument of this study was a survey questionnaire developed by the researcher consisting of three parts. The scale developed to identify teachers' perception towards educational management of the schools was based on the four-point Likert scale. Descriptive statistics such as frequency, percentage, mean, and standard deviation, and inferential statistics like t-test and one-way ANOVA test were implemented to analyze the data.

The findings of the study showed a high level of perception towards overall educational management of the schools in Vavuniya south educational zone, Sri Lanka. The financial management aspect scored the highest and then general management, community relations management, staff management, respectively, with academic management scoring the lowest with a moderate level. It was found that, among the five independent variables considered for the study, three variables, gender, educational qualification, and professional qualification had significant effect on the perception level of the teachers' towards educational management aspects of the schools. The other two variables, age and teaching experience, didn't show any significant differences. It is recommended that the higher authorities of school administration should take action to provide physical, financial, and human resources to the schools without disparities and give power to the school development committee on decision making according to their local situation. And also the school management should follow proper policies, develop their teachers, and efficiently and effectively use resources to improve educational management of the schools.

**KEY WORDS: EDUCATIONAL MANAGEMENT / SCHOOL/PERCEPTION /
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