



A STUDY ON THE INFLUENCE OF SCHOOL MANAGEMENT AND THE IMPLEMENTATION OF SCHOOL-BASED PROFESSIONAL TEACHER DEVELOPMENT PROGRAMS IN VAVUNIYA SOUTH ZONE

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ABSTRACT

This study investigates the factors influencing the successful implementation of School-Based Professional Teacher Development (SBPTD) programs in the Vavuniya South zone of Sri Lanka. The research adopts a mixed-methods approach, employing stratified random sampling to select 21 schools from a total population of 60 schools. Data collection involved administering quantitative surveys to 285 teachers and conducting qualitative semi-structured interviews with 21 school leaders. The findings reveal a statistically significant positive correlation between teacher motivation and the effectiveness of SBPTD programs ($\beta = 0.470, p < 0.05$). Although factors such as leadership style, organizational culture, resource allocation, and communication exhibit correlations with SBPTD effectiveness, they do not show independent statistical significance. Furthermore, the study highlights the critical role of organizational structures, leadership, culture, resource management, communication, and teacher involvement in the successful implementation of SBPTD programs. The generalizability of these findings is limited to government Tamil schools (National, IAB, 1C, Type 2, and Type 3) in the Vavuniya South zone. This research underscores the necessity of active teacher involvement for the success of SBPTD initiatives. It also emphasizes the importance of fostering a supportive school culture and addressing issues related to teacher workload and motivation to ensure effective implementation. The implications of these findings suggest that school leaders and policymakers should focus on creating conducive environments that promote active participation from teachers in SBPTD programs. By doing so, they can enhance the overall effectiveness of these professional development initiatives, ultimately leading to improved educational outcomes in the region. This study provides valuable insights that can inform strategies aimed at enhancing the professional development of teachers through well-implemented SBPTD programs.

KEYWORDS: School-Based Professional Teacher Development, Implementation, Teacher Motivation, Leadership Style, Organizational Culture

01. Introduction

High-quality education hinges on teachers equipped with the necessary knowledge and skills to deliver effective instruction (Commonwealth of Learning, 2021). School-Based Professional Teacher Development (SBPTD) programs empower schools to design and implement ongoing professional development opportunities tailored to their specific needs and context (Ministry of Education, Sri Lanka, 2020). Sri Lanka's implementation of the SBPTD program in 2012 exemplifies this shift towards a more decentralized and needs-based approach to teacher development (Ministry of Education, Sri Lanka, 2021).

In the realm of teacher education, the School-Based Professional Teacher Development Program (SBPTD) has emerged as a transformative initiative aimed at cultivating proficient educators (Smith, 2020). Within this framework, schools play a crucial role in fostering continuous teacher development, fostering a collective endeavor towards enhancing pedagogical effectiveness (Jones & Brown, 2019). Despite teachers' diverse academic pursuits, it is within the school environment that they truly thrive as educational practitioners (Robinson et al., 2018).

Despite the potential benefits of SBPTD programs, research suggests challenges persist in ensuring successful implementation across all schools (Bandara, 2018). Understanding these challenges is crucial for maximizing the potential of SBPTD programs.

This study is situated within the context of the Vavuniya South zone, nestled in the Vavuniya District of Sri Lanka, focusing on the implementation of the SBPTD program. Despite the global proliferation of such initiatives, the Sri Lankan educational landscape grapples with persistent challenges in effectively integrating them (UNESCO, 2017). Reports indicate an array of school management issues impeding the seamless execution of teacher development endeavors (Ministry of Education, Sri Lanka, 2021). Consequently, there arises a compelling need to examine the role of school management in facilitating the implementation of SBPTD programs.

The research problem at hand revolves around the deficiencies in the implementation of school-level professional development programs in the Sri Lankan context, particularly within the confines of the Vavuniya South zone. These challenges pose formidable barriers to the efficacy of teacher development activities, potentially exerting a ripple effect on classroom dynamics and student outcomes.

This study sets out with three overarching objectives:

1. To evaluate the current status of the implementation of school-level professional teacher development programs.
2. To identify the critical factors influencing the successful implementation of SBPTD programs.
3. To identify the hurdles encountered by school management in implementing SBPTD.

The significance of this study transcends the immediate academic discourse, extending to the realm of educational practice and policy formulation. By dissecting the interplay between school management practices and SBPTD program implementation, this research furnishes valuable insights for educational stakeholders. Furthermore, the findings gleaned from this study hold the potential to inform the design and execution of more efficacious school-level teacher development strategies, thereby fostering an environment conducive to enhanced teaching quality and enriched student learning outcomes.

02. Literature Review

School-Based Professional Teacher Development (SBPTD) programs have garnered significant attention as a means to enhance teaching quality and, consequently, student learning outcomes (Commonwealth of Learning, 2021). These programs aim to decentralize professional development, enabling schools to tailor initiatives to their specific needs (Ministry of Education, Sri Lanka, 2020). The implementation of SBPTD in Sri Lanka in 2012 marked a pivotal shift towards localized, needs-based teacher development (Ministry of Education, Sri Lanka, 2021). Effective school management is critical for the successful implementation of SBPTD programs. Research indicates that leadership style, organizational culture, resource allocation, and communication are pivotal in this regard (Jones & Brown, 2019; Robinson et al., 2018). Leaders who foster a collaborative environment and prioritize continuous professional growth create a conducive atmosphere SBPTD (Smith, 2020). Teacher motivation has emerged as a significant factor in the effectiveness of SBPTD programs. Studies reveal a positive correlation between motivated teachers and successful professional development for initiatives (Bandara, 2018). Motivation is influenced by various factors, including workload, support from school management, and the perceived relevance of the professional development activities (UNESCO, 2017).

Despite the potential benefits of SBPTD programs, several challenges impede their successful implementation. These include inadequate resources, lack of support from school management, and resistance to change among teachers (Ministry of Education, Sri Lanka, 2021). Additionally, organizational structures and leadership styles that do not align with the principles of SBPTD can hinder the effectiveness of these programs (Jones & Brown, 2019). Organizational culture plays a crucial role in the success of SBPTD programs. A supportive culture that values professional growth and encourages collaboration among teachers enhances the effectiveness of these initiatives (Robinson et al., 2018). Furthermore, effective resource management, including the allocation of time and financial resources, is essential for sustaining SBPTD programs (Ministry of Education, Sri Lanka, 2021). Effective communication within the school community is vital for the successful implementation of SBPTD programs. Clear, open lines of communication between school leaders and teachers ensure that professional development activities are aligned with teachers' needs and school goals (Smith, 2020). Additionally, involving teachers in the planning and execution of SBPTD initiatives fosters a sense of ownership and commitment to the programs (Jones & Brown, 2019). The Vavuniya South zone, situated in the Vavuniya District of Sri Lanka, presents unique challenges and opportunities for the implementation of SBPTD programs. The region's educational landscape is characterized by diverse school types and varying levels of resource availability, which impact the effectiveness of professional development initiatives (UNESCO, 2017). Understanding the specific contextual factors in this zone is crucial for tailoring SBPTD programs to meet local needs.

Research Gap and Significance of the Study

While existing research acknowledges the potential of SBPTD programs, a gap exists in understanding how specific school management practices influence teacher engagement and ultimately, program success. Bandara (2018) highlights the principal's role, but the specific practices influencing teacher engagement are not deeply explored. Tennakoon & Nawastheen (2021) identify teacher participation but don't delve into the reasons behind limited participation in specific activities. Further research is needed to explore how school management practices, such as resource allocation, professional development design, leadership styles, and support structures, can influence teacher engagement and program effectiveness. Kugamoorthy's (2017) investigation in the Jaffna District underscored the significance of aligning SBTD activities with educators' professional aspirations. The study revealed varying levels of satisfaction among teachers regarding program effectiveness, indicating the need for tailored approaches to address individual needs and challenges. Bandara (2018) shed light on systemic deficiencies within the Sri Lankan education system, emphasizing the pivotal role of school principals in facilitating high-quality SBTD initiatives. The study highlighted the absence of coherent policy frameworks and

underscored the need for robust support mechanisms to empower educational leaders and optimize program efficacy. Similarly, Desta, Chalchisa, and Lemma's (2013) inquiry in Addis Ababa emphasized the transformative potential of SBTD in refining teaching quality. However, concerns surfaced regarding teacher attitudes and the overall impact of Continuous professional Development activities on student learning outcomes, signaling the need for sustained professional support and accountability mechanisms. Tennakoon and Nawastheen's (2021) study in the Mathugama Education Zone illuminated high levels of awareness but disparities in participation rates among teachers in SBTD initiatives. The findings underscored the imperative of addressing barriers to engagement and investigating the leadership roles of school principals in program implementation to optimize program effectiveness.

This research aims to address this gap by investigating how specific school management practices influence teacher engagement and program effectiveness in the Vavuniya South zone of Sri Lanka. By focusing on the perspectives of both school management and teachers, this study will provide valuable insights into optimizing SBPTD programs and improving teacher professional development in the Sri Lankan context.

03. Materials and methods

Research Design

This study employed a mixed-methods approach, utilizing both quantitative and qualitative data collection methods to comprehensively investigate the research question. A stratified random sampling technique was implemented to ensure the representativeness of the sample. This technique involved dividing the population into homogeneous subgroups (strata) based on predefined characteristics such as school category (National, 1 AB, 1C, Type II, and Type III) within the Vavuniya South Zone (Northern Province Education Department, 2024). Random sampling was then conducted within each stratum to select participants, guaranteeing a proportionate and unbiased sample from each category.

Population and Sample

In this study, a sample of 21 schools drawn from the population of 60 functioning schools in the Vavuniya south zone was undertaken using a stratified random sampling approach with proportional allocation. This approach balances the need for a representative sample that reflects the population's diversity with the practical limitations of resource availability. By focusing on a manageable sample size of 21, the research ensures high-quality data collection and analysis while adhering to ethical research standards. In this research, quantitative data was comprehensively collected

and enriched by qualitative insights derived from semi-structured interviews. The interview process involved 21 participants, including principals, vice-principals or sectional heads, each representing one of the 21 schools in the study sample. The findings from these interviews were meticulously analyzed through narrative summaries, offering an in-depth and nuanced understanding of the qualitative data.

Table 1. Distribution of Teachers by School Type

School Type	No. of Schools	Number of Teachers		Total Number of Teachers
		Vavuniya South(Tamil) Division	Vengala Cheddikulam Division	
National	3	249	0	249
1AB	10	292	98	390
1C	12	218	163	381
Type II	21	224	69	293
Type III	20	93	92	185
Total	66	1076	422	1498

Source: Vavuniya South Zonal Office

A sample of 306 individuals, including principals or vice principals, sectional heads and teachers drawn from 21 chosen schools

Table 2. Sample Selection

Sample	Vauniya South					Total
	National	AB	1C	Type II	Type III	
Principal	1	3	3	2	2	11
Sectional Head	1	3	3	2	1	10
Teacher	49	74	78	50	34	285
Total	51	80	84	54	37	306

Source: Vavuniya South Zonal Office

Subsequently, a sample (n=306) was drawn from the selected schools. Sample size determination adhered to the criteria outlined in the Krejcie & Morgan (1970) table, ensuring an appropriate level of precision for statistical analysis.

Data Collection

The study employed a multi-pronged approach to data collection, utilizing both quantitative and qualitative methods. A self-administered questionnaire was distributed to a sample of 285 teachers strategically selected from the 21 chosen schools. This sample size ensured adequate representation across all participating schools. Semi-structured interviews were conducted with a total of 21 participants, comprising principals or vice-principals, and sectional heads, each representing one of the 21 selected schools in the study sample.

Data Analysis

After recording the information from the completed surveys, SPSS-16 was used to numerically code and analyze each item. The obtained data were analyzed using a variety of techniques, including means, standard deviation, coefficient of variation, correlation, and regression.

Conceptual Framework

According to the research problem, dependent and independent variables were determined.

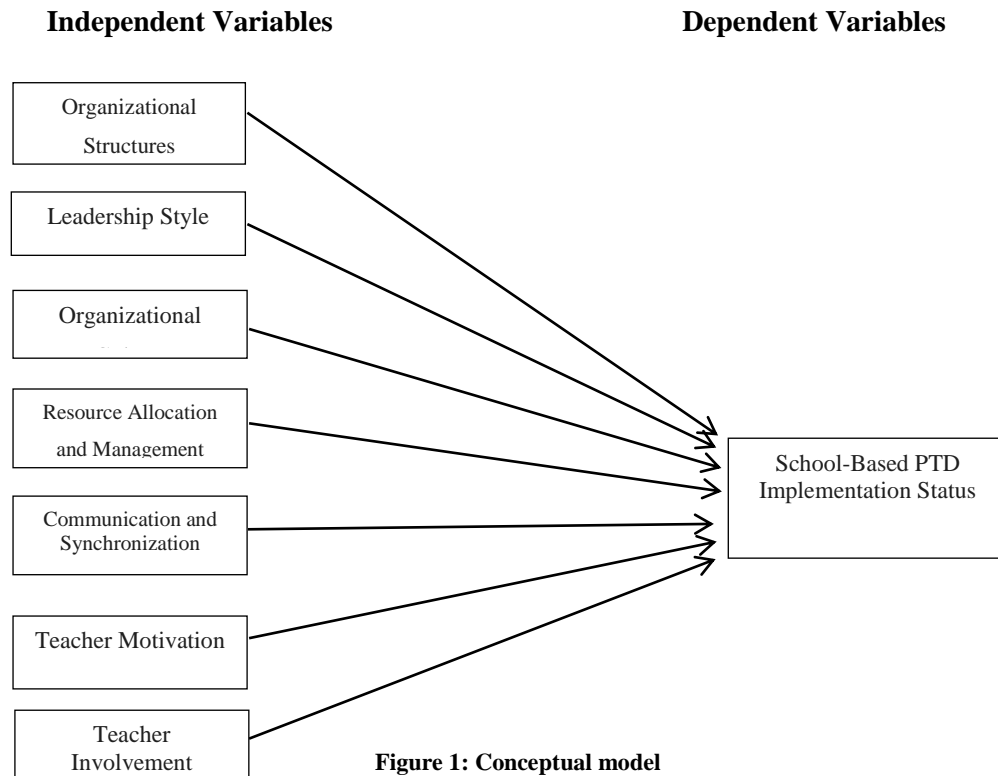


Figure 1: Conceptual model

04.Results and discussion

4.1 Descriptive Analysis

The analysis conducted involves the computation of descriptive statistics for the independent variables, namely organizational structures, leadership style, organizational culture, resource allocation and management, communication and synchronization, and teacher motivation and involvement. These statistics include the combined means, combined standard deviations, and Coefficients of Variation. The dependent variable under consideration is the School-Based Professional Development (PD) Implementation Status. These combined statistics offer insights into the influencing variables and their relationships within the research framework.

Table 3 Combined Statistics of Influencing Variables.

Variables	Combined Mean	Combined Standard Deviation	Coefficient of Variation
Institutional Arrangement	3.6435	0.6998	19.2 %
Leadership Style	3.7038	0.8089	21.8 %
Organizational Culture	3.7225	0.8239	22.1 %
Resource Allocation and Management	3.5025	0.7471	21.3 %
Communication and Synchronization	3.6000	0.7670	21.3 %
Teacher Motivation	3.8250	0.7176	18.8 %
Involvement	3.7963	0.6463	17.0 %
SBPTD Implementation Status	3.7063	0.7456	20.1 %

Current Status of The Implementation of SBPTD Programs.

This study examining schools in Sri Lanka's Vavuniya South Zone explored the factors impacting the implementation of School-Based Professional Teacher Development (SBPTD) programs. The analysis revealed that teacher motivation emerged as the most critical factor, with the highest combined mean score (3.8250). This suggests schools where teachers are highly motivated to develop their skills are more likely to have successful SBPTD programs. Other important factors with positive average scores include leadership style (3.7038), organizational culture (3.7225), and teacher involvement (3.7963).

The study further investigated these influences by analyzing the standard deviation and coefficient of variation (CV) for each factor. While teacher motivation had the highest mean score, teacher involvement displayed a lower standard deviation (0.6463) and CV (17.0%). This suggests that teacher involvement has a more consistent positive influence across the schools compared to motivation, which showed some variation in its impact (standard deviation of 18.8%). In essence, while teacher motivation is crucial (highest mean), ensuring consistent practices that promote teacher involvement (lowest CV) may be equally important for fostering a supportive environment for ongoing teacher development within schools. It's important to remember that this is a study with a limited sample size, so the findings may not be generalizable to all schools in the Vavuniya South Zone or Sri Lanka as a whole.

Based on the data analysis, the current status of SBPTD program implementation in the Vavuniya South Zone appears to be moderately positive. While there's room for improvement, key factors influencing successful programs are present.

Teacher motivation is critical: Schools with highly motivated teachers tend to have more successful SBPTD programs. **Other important factors:** Leadership style, organizational culture, and teacher involvement also play a significant role. **Teacher involvement is more consistent:** Though teacher motivation has the strongest impact (highest mean score), teacher involvement shows a lower standard deviation and coefficient of variation, indicating a more consistent positive influence across schools.

This suggests that while motivating teachers remains crucial, ensuring practices that encourage consistent teacher participation might be equally important for fostering a supportive environment for ongoing teacher development.

4.1 Testing Internal Consistency of Research Instruments

An effective and popular technique for evaluating the internal consistency of research instruments is the Cronbach's alpha coefficient, particularly when working with continuous variables.

Table 4 Reliability of Total Items

Reliability Statistics	
Cronbach's Alpha	N of Items
0.978	64

The internal consistency of the questionnaire was assessed using Cronbach's Alpha. The overall alpha coefficient for the instrument was high ($\alpha = 0.978$), exceeding the recommended threshold for excellent reliability. This means that the 64 items in the test are highly consistent in measuring whatever latent variable the test is designed to measure.

Table 5 Reliability of Factors

Variables	Cronbach's Alpha	No of Items
Organizational Structures	0.909	8
Leadership Style	0.891	8
Organizational Culture	0.922	8
Resource Allocation and Management	0.884	8
Communication and Synchronization	0.924	8
Teacher Motivation	0.916	8
Involvement	0.894	8
SBPTD Implementation Status	0.911	8

And also, reliability of individual items is more than 0.7. This is a good sign for the reliability of the questionnaire.

4.2 Correlation Analysis

This analysis examined the relationships between various school management practices and the implementation status of a school-based professional development program (SBPTD) in the Vavuniya South Zone. Pearson correlation coefficients were used to assess the strength and direction of the associations.

Table 6. Correlation Matrix of Variables.

	LSS	TMM	PDII	OCC	IAA	RMM	CCC	TEE
LSS	1	0.466	0.454	0.787	0.734	0.629	0.577	0.514
TMM	0.466	1	0.790	0.462	0.676	0.684	0.714	0.825
PDII	0.454	0.79	1	0.439	0.632	0.608	0.702	0.695
OCC	0.787	0.462	0.439	1	0.853	0.690	0.693	0.487
IAA	0.734	0.676	0.632	0.853	1	0.840	0.818	0.645
RMM	0.629	0.684	0.608	0.690	0.840	1	0.893	0.617
CCC	0.577	0.714	0.702	0.693	0.818	0.893	1	0.575
TEE	0.514	0.825	0.695	0.487	0.645	0.617	0.575	1

LSS- Leadership style TMM- **Teacher Motivation** PDDII- **SBPTD Implementation** OCC- Organizational culture IAA- Involvement RMM - resource allocation & management C - **Communication and Synchronization** TEE- **Teacher Involvement**

This study investigated the relationships between school management practices and the implementation status of a school-based professional development program (SBPTD) in the Vavuniya South Zone. Pearson correlation analysis revealed positive associations between all school management practices and SBPTD implementation. Here's a breakdown of the key findings based on the correlation coefficients:

Strong Positive Correlations

Teacher Motivation (TMM) and SBPTD Implementation (PDII): 0.790 - Schools with higher teacher motivation tend to have a significantly higher level of program implementation.

Communication and Synchronization (CCC) and SBPTD Implementation (PDII): 0.702 - Schools with effective communication and synchronization efforts are likely to have a smoother implementation process.

Teacher Involvement (TEE) and SBPTD Implementation (PDII): 0.695 - Schools that involve teachers in the program are more likely to have a higher implementation status.

Moderate Positive Correlations: Leadership style (LSS) (0.454), organizational culture (OCC) (0.439), and resource allocation & management (RMM) (0.608) also showed positive correlations with SBPTD implementation, indicating their potential influence.

These findings highlight the importance of various school management practices, with a particular emphasis on teacher motivation, communication, and teacher involvement, for facilitating the implementation of the SBPTD program. The strong positive correlations between these variables suggest a substantial relationship.

4.4 Regression Analysis

a. Normality, Linearity and Homoscedasticity

The examination unveiled that the Dataset meets the criteria of normality, linearity, and homoscedasticity. Normality assessments indicated a close approximation of the data distribution to a normal curve ($p > 0.05$). The visual inspection through scatterplots and the calculated correlation coefficients substantiated the presence of linear associations among the variables.

b. Model Summary

Table 7 Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.837 ^a	.700	.677	2.54759

a. Predictors: (Constant), TEE, OCC, CCC, LSS, TMM, RMM, IAA

This linear regression model shows a good fit, explaining **70%** (R-squared) of the variance in the dependent variable. There is a strong positive correlation (**R = 0.837**) between the predicted and actual values. The adjusted R-squared of **0.677** indicates the model performs well even considering the number of independent variables. Additionally, the standard error of the estimate (2.54759) suggests a relatively small average difference between predicted and actual values.

c. ANOVA

Table 8 ANOVA Table

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1391.651	7	198.807	30.632	.000 ^b
	Residual	597.099	92	6.490		
	Total	1988.750	99			

a. Dependent Variable: PDII

b. Predictors: (Constant), TEE, OCC, CCC, LSS, TMM, RMM, IAA

The ANOVA table derived from a multiple linear regression analysis assesses the impact of several independent variables (TEE, OCC, CCC, LSS, TMM, RMM, and IAA) on the dependent variable (PDII). Based on the data, the model appears to be statistically significant ($F(7, 147) = 30.632, p < .001$). This means that the model as a whole explains a significant amount of variance in the dependent variable (PDII). However, we can't say definitively how strong the model is based solely on the ANOVA table.

d. Coefficients

Table 9 Coefficients

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.032	2.146		1.878	.063
	LSS	.120	.101	.115	1.180	.241
	TMM	.430	.140	.382	3.070	.003
	OCC	-.217	.113	-.254	-1.923	.058
	IAA	.199	.148	.213	1.342	.183
	RMM	-.381	.147	-.375	-2.593	.011
	CCC	.604	.152	.582	3.979	.000
	TEE	.234	.125	.204	1.875	.064

a. Dependent Variable: PDII

The results of the regression analysis indicate that the model is statistically significant ($F(7, 147) = 30.632, p < .001$) and explains a moderate proportion of the variance in PDII (adjusted R-squared = .700). Among the independent variables, CCC (coefficient = .604, $p = .000$), RMM (coefficient = -.381, $p = .011$), and TMM (coefficient = .430, $p = .003$) were found to have statistically significant effects on PDII.

In the study aimed at identifying critical factors influencing the successful implementation of SBPTD (School-Based Professional Teacher Development) programs, statistical analysis was conducted using SPSS software. The output revealed several significant factors contributing to SBPTD implementation.

Based on the statistical analysis, it can be concluded that the following factors play influential roles in SBPTD implementation. Factors are Organizational Structures, Leadership Style, Organizational Culture, Resource Allocation and Management, Communication and Synchronization, Teacher Motivation, Involvement, SBPTD Implementation Status.

Among these factors, Communication and Synchronization (CC) emerged as the most influential based on the absolute values of the coefficients obtained from the regression analysis. The coefficient associated with CC (0.60) indicated the highest impact on SBPTD Implementation compared to the other factors examined. Furthermore, it's noteworthy that several variables demonstrated positive coefficients, implying that they tend to move in the same direction as SBPTD Implementation. Specifically, CC (0.60), TE (0.23), LS (0.120), and IA (0.19) exhibited positive coefficients, suggesting a positive relationship with SBPTD Implementation.

4.5 Principals' and Sectional Heads' Interview Analysis

This section explores the challenges faced by school leadership in implementing School-Based Professional Teacher Development (SBPTD) programs, based on interviews conducted with principals and sectional heads. Narratives summary of the interview data revealed several recurring themes that highlight the key hurdles encountered by schools.

Table 10 Narrative Summary of Principles for Implementing SBPTD

Factors	Principal 1		Principal 2		Principal 3		Principal 4		Principal 5		Principal 6		Principal 7		Principal 8		Principal 9		Principal 10		Sectional Head 1		Sectional Head 2		Sectional Head 3		Sectional Head 4		Sectional Head 5		Sectional Head 6		Sectional Head 7		Total		Conclusion		
	Strength	Barrier	Strength	Barrier	Strength	Barrier	Strength	Barrier	Strength	Barrier	Strength	Barrier	Strength	Barrier	Strength	Barrier	Strength	Barrier	Strength	Barrier	Strength	Barrier	Strength	Barrier	Strength	Barrier	Strength	Barrier	Strength	Barrier	Strength	Barrier	Strength	Barrier					
Teacher Involvement		x	x				x	x		x		x		x		x	x			x		x		x		x		x		x		x		x		9	8	Strength	
Resource Allocation		x		x			x	x		x		x		x		x		x		x		x		x		x		x		x		x		x		5	12	Barrier	
School Culture		x		x			x	x		x		x		x		x		x		x		x		x		x		x		x		x		x		7	10	Barrier	
Leadership Style	x		x		x		x		x		x		x		x		x		x		x		x		x		x		x		x		x		12	5	Strength		
Motivation		x	x		x				x	x		x		x		x		x		x		x		x		x		x		x		x		x		7	10	Barrier	
Communication	x		x		x		x		x		x		x		x		x		x		x		x		x		x		x		x		x		x		13	4	Strength
Institutional Arrangement	x			x			x	x		x	x					x		x		x	x				x		x	x		x		x		x		8	9	Barrier	
SBPTD Implementation Status	x		x		x		x		x	x		x		x		x		x		x		x		x		x		x		x		x		x		10	7	Strength	

Specific observations from the table

Teacher Involvement: Among the principals and sectional heads interviewed, there seems to be a split regarding teacher involvement in SBPTD implementation. Nine principals and sectional heads indicated a positive attitude (Strength), while eight principals and sectional heads expressed dissatisfaction (Barrier). This finding suggests that teacher involvement may be a complex factor, with both positive and negative aspects affecting SBPTD implementation.

Resource Allocation: The data suggests that resource allocation might be a barrier for SBPTD implementation in some schools. The specific strengths and barriers related to resource allocation are not clear from the table.

School Culture and Leadership: It appears that most principals viewed school culture and leadership style as strengths for SBPTD implementation. However, with the missing data points, it is difficult to draw strong conclusions.

05. Conclusion and Recommendations

The scope of this study is limited to the Vavuniya South zone, focusing on a selection of government Tamil medium schools within the Vavuniya district. Specifically, the research includes National Schools, 1AB, 1C, Type 2, and Type 3 schools. Due to the study design, the generalizability of the findings to other contexts is limited.

Research Findings

1. Our analysis revealed teacher motivation as a critical factor influencing the success of school-level professional teacher development programs (SBPTD). Schools with highly motivated teachers exhibited demonstrably more effective programs. However, teacher involvement emerged as another significant factor, potentially exhibiting greater consistency across schools. While teacher motivation exerted a stronger overall influence, the impact of teacher involvement displayed less variation, suggesting it to be a reliable factor for consideration when evaluating SBPTD program implementation.

2. This investigation pinpoints Communication and Synchronization (CC) as the most influential factor for achieving successful School-Based Professional Teacher Development (SBPTD) program implementation. The regression analysis yielded a coefficient of 0.60 associated with CC, signifying the strongest positive influence on SBPTD implementation relative to the other factors examined in this study.

3. The research reveals three key hurdles in implementing School-Based Professional Teacher Development (SBPTD) programs: teacher involvement, uncertain resource allocation, and limited data on school culture and leadership. Teacher involvement can be seen as a strength or a barrier, while resource allocation is unclear. Strategies to address these challenges are needed to secure adequate resources and optimize SBPTD program implementation.

4. From semi-structured interviews, it was observed that teacher involvement in SBPTD implementation is a complex issue, with nine principals and sectional heads viewing it positively, while eight expressed dissatisfaction. Additionally, resource allocation was identified as a potential barrier, though specific details were unclear. Most principals saw school culture and leadership as strengths, but missing data points limited definitive conclusions. These findings highlight the multifaceted nature of factors influencing SBPTD implementation.

Recommendations

1. Consider conducting further analysis to explore the model's limitations. Techniques like residual analysis can help identify potential outliers or non-normality in the data that might affect the model's accuracy.
2. Investigate the possibility of including additional independent variables that might explain the remaining 30% of the variance in PDII. You can explore theoretical frameworks or previous research findings to identify potentially relevant variables.
3. Future research can explore causal relationships between school management practices and SBPTD implementation using experimental or quasi-experimental designs.
4. To enhance the implementation of School-Based Professional Teacher Development (SBPTD) programs, it is recommended to address the complexities of teacher involvement by fostering a more inclusive and supportive environment. Additionally, ensuring clear and adequate resource allocation is essential. Strengthening school culture and leadership practices, while addressing data gaps, will further support the effective implementation of SBPTD initiatives.

Conclusion

This study examined the relationships between school management practices and the implementation status of a school-based professional development program (SBPTD) in the Vavuniya South Zone. Pearson correlation analysis revealed positive associations between all school management practices (leadership style, organizational culture, resource allocation & management, communication & synchronization, teacher motivation, and teacher involvement) and the SBPTD implementation status. Notably, strong positive correlations were observed with teacher motivation, communication & synchronization, and teacher involvement, suggesting their significant influence on program implementation. These findings highlight the importance of fostering a supportive school environment with strong leadership, clear communication, efficient resource management, and motivated and involved teachers to create a foundation for successful SBPTD implementation.

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