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School Teachers' Perception Towards Pay Satisfaction and Personal Characteristics: A Study of Northern Province, Sri Lanka

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Keywords: *pay satisfaction, personal characteristics, northern province, sri lanka and school teachers.*

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School Teachers' Perception Towards Pay Satisfaction and Personal Characteristics: A Study of Northern Province, Sri Lanka

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Abstract- The primary aim of the study is to find out the significant mean difference in pay satisfaction among personal characteristics of the school teachers as gender, age, family size, subjects for teaching, educational qualification, work place and work experience. Further, secondary objective is to suggest the government authoritative bodies to enhance pay satisfaction, which will give the long term value to the Northern Province, Sri Lanka in terms of social, economical and political development. The study employs independent samples t- test and one-way ANOVA (f-test) to test the operational hypotheses. The survey method used in this study is a questionnaire and a total of 360 usable responses were obtained using simple random sampling technique. Findings revealed that, there is a significant mean difference in pay satisfaction among family size, subjects for teaching, educational qualification and working experience. In contrast, researchers found that, there is no significant mean difference in pay satisfaction among gender, age level and work place. Further, researchers suggested that, When the drafts on policies in terms of the pay structure and administration of the school teachers especially in the northern part of the Sri Lanka are initiated or designed, governmental bodies like ministry of education should consider the differences in the level of pay satisfaction among personal characteristics. This study would hopefully benefit to the academicians, researchers, policy makers, and practitioners of Sri Lanka as well as other countries.

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I. BACKGROUND OF THE STUDY

The study on employee's satisfaction with compensation has been initiated and exhibited in the early 1960s, two index measurements as Job Descriptive Index (JDI) and the Minnesota Satisfaction Questionnaire (MSQ) have been utilized in the pay or compensation satisfaction dimension in the literature of the pay satisfaction (Smith, Kendall, & Hulin, 1969; Williams, McDaniel & Ford, 2007; Velnampy, 2008). Heneman and Schwab (1985) examined the compensation satisfaction with the help of the four dimensions as satisfaction with pay level, pay raises, benefit level, and pay structure and administration.

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Further, the perception towards pay satisfaction among employees may differ from person to person. Every person perceives the world differently based on their attitudes and behaviors (Aloysius, 2011). In this context, we have to empirically analyze the facts that, whether personal demographic factors have the influence on the pay satisfaction or not. Due to that, we have selected the school teachers in Northern Province, Sri Lanka.

Northern Province is considered as the emerging province among other provinces in Sri Lanka. Especially in the post war context, the Northern Province has been already focused by the government for the renovation and development perspective. In this context, education should be viewed as the fundamental need of the community, which will give the value in the long run to get the better society in terms of well organized culture, social status, better income level & standard of living etc. In the world of education, Teaching is a profession that lies at the heart of both the learning of children and young people and their social, cultural and economic development. It is crucial to transmitting and implanting social values, such as democracy equality, tolerance cultural understanding, and respect for each person's fundamental freedoms (MacBeath, 2012). In this context, Schools today are better places for children with special needs and learning difficulties in countries where teachers have access to research and enjoy opportunities to take part in continuing professional development (MacBeath, 2012). Further, Teachers come into the profession for differing reasons in different country contexts, in differing economic circumstances and with varying expectations of the rewards and challenges of the role. The main objective of the study is to find out the significant mean difference in pay satisfaction among personal demographic variables of the school teachers as gender, age, family size, subjects for teaching, educational qualification, work place and work experience. Further, secondary objective is to suggest the government authoritative bodies to enhance pay satisfaction, which will give the long term value to the Northern Province, Sri Lanka in terms of social, economical and political development.

a) Research Question

To what extent Personal characteristics influence the pay satisfaction among School teachers of the Northern Province, Sri Lanka?

i. *Review of Literature and Development of Conceptual Framework*

Reinforcement theory and expectancy theory have been viewed as the earliest theories to give insights on how pay influences employee behavior. Reinforcement theory (Skinner, 1953) suggested that, pay acts as a general reinforce. People learn from life experiences that a primary need, such as food or shelter, can be satisfied if money is obtained. Vroom's (1964) expectancy theory stated that how pay influences future behavior. According to expectancy theory, three components determine motivation: judgment regarding to the likelihood that an effort leads to a certain level of performance (expectancy); Judgment regarding to the likelihood that this level of performance leads to a certain outcome (Instrumentality); the importance of the outcome to the individual (valence) (Faulk, 2002). Further, Important link between pay and pay satisfaction has been originated by Herzberg's (1968) two-factor motivational model, which suggested that, it is the individual's affective reaction to pay, pay satisfaction, which impacts motivation. Further, it suggested that, the pay is a hygiene, or contextual factor, that prevents an employee from being motivated by such things as the work itself.

The effect of self-esteem and pay satisfaction on adjustment and outcome variables among teachers has been carried by Richardson, Kirchenheim and Richardson, 2006. The results revealed that, there is evidence of a relationship between pay satisfaction and other job-related factors, namely job satisfaction and turnover intention. All of the outcome factors correlate positively with adjustment. It should be noted that the pay satisfaction measure used is multi-dimensional. Clearly, then, there is a relationship between perceptions of pay and benefits, overall adjustment, and other work related factors. Findings suggested that, from an organizational perspective, the accurate measurement of some of these identified intrinsic and extrinsic factors may provide valuable information to the employer regarding those applicants that have the greatest probability of adjustment.

The study on salary differential and managerial job satisfaction in Nigeria has been conducted by Okpara, 2004. In which gender gap is utilized. Further, In Nigeria, number of women who have entered the banking profession in recent years has been increasing. The population for this study comprised bank managers who were members of the Chartered Institute of Bankers of Nigeria (CIBN). The aim of the mentioned study is to investigate whether there is a male / female salary differential for bank managers. Results indicated that, salary differential does exist between male and female bank managers. Findings are consistent with other empirical works in the west and other industrial nations (Nakata & Takehiro, 2002). Gender inequality may also be attributed to the socio-cultural environment of the

country, which strongly accords the traditional roles of housewife and mother to women. This cultural status may be responsible for some significant gender inequality in the industrial and service sectors of the Nigerian economy. Furthermore, Correlation results also indicated that a significant relationship exists between salary and gender, education, and experience. These variables explain the reasons for salary differential between male and female bank managers in Nigeria.

Baakile (2011) focused the study on comparative analysis of teachers' perception of equity, pay satisfaction, affective commitment and intention to turnover in Botswana. The purpose of the study was to investigate the relationships between equity, pay satisfaction, affective commitment and intention to turnover among junior and senior secondary school teachers in Botswana. Results revealed that, the relationship between equity and pay satisfaction was strong and significant for both junior and senior secondary school teacher. The relationship between equity and affective commitment, pay satisfaction and intention to turnover, and affective commitment and intention were all significant. The major conclusions are that teachers' perception of these variables is similar regardless of whether they are at a junior or senior school.

Nguyen, Taylor and Bradley (2003) conducted the study on the determinants of job satisfaction. It included actual pay, relative pay, hours of work, job autonomy and several personal characteristics. Researchers also investigated the determinants of satisfaction with pay conditional on a worker's satisfaction with other domains of job satisfaction, such as satisfaction with job security. Findings revealed that, income predicted from a wage equation and a worker's prior expected income have the negative effect on satisfaction with pay. The estimated coefficients indicated, however, that the impact of relative income on satisfaction with pay is small compared to the estimated impact of actual income. Current income and hours worked have the expected effect on satisfaction with pay they also found that the major influence on satisfaction with pay is the degree of freedom that workers have over how they do their job. Further, personal characteristics have little effect on satisfaction with pay. *Based on the review of literature, we can construct the conceptual Model for this study.*

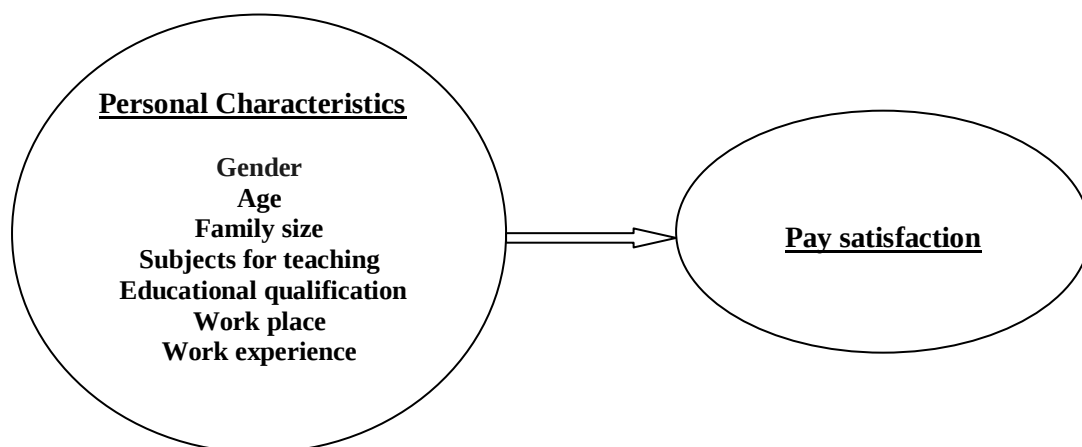


Figure 1 : Conceptual Framework

Source : Developed by Researchers

b) Hypotheses Development

The following hypotheses are developed for this study

H1: There is a significant mean difference in the levels of pay satisfaction between male and female school teachers

H2: There is a significant mean difference in the levels of pay satisfaction among the age levels of school teachers

H3: There is a significant mean difference in the levels of pay satisfaction among the family size of school teachers

H4: There is a significant mean difference in the levels of pay satisfaction among the subjects which have been taught by the school teachers

H5: There is a significant mean difference in the levels of pay satisfaction among the educational qualification of school teachers

H6: There is a significant mean difference in the levels of pay satisfaction among the work experience of school teachers

H7: There is a significant mean difference in the levels of pay satisfaction among the of the work place of school teachers

II. METHODOLOGY

a) Data Sources

Primary and secondary data were used for this study. Primary data were collected through the questionnaire. Secondary data were collected from, texts, journals and magazines.

b) Research Design and Model

Quantitative method is utilized to answer the research question as "To what extent Personal characteristics influence the pay satisfaction among School teachers of the Northern Province, Sri Lanka".

c) Sampling frame work

In the quantitative approach, the survey instrument in the form of close-ended questionnaire was

developed for the purpose of collecting the main data for the study. The study was limited to school teachers in the Northern Province, Sri Lanka. Therefore, Probability sampling method as simple random sampling has been adopted to select respondents (Zikmund, Babin, Carr and Griffin, 2012). And researcher has taken the details of the school teachers in the Northern Province, Sri Lanka., with the help of the document which is uploaded in the URL of the Ministry of Education, Sri Lanka. In which, the document is named as Sri Lanka Education Information, 2012. According to the document, in the Northern Province, 944 school teachers who are graduate, trained, untrained, and trainee are practicing their profession as teaching. We have used 38 % to get the adequate sample size ($944 * 40 \% = 370$) from the population as 944 school teachers. Further, Krejcie and Morgan (1970) pointed that, sample size as 274 is adequate for the population size as 950 through the table for determining sample size from a given population. In this study, researchers considered the sample size as 360. Due to that, sample size for this study is adequate.

In addition, when researchers considered the sample respondents, personal characteristics as gender, age, family size, subjects for teaching, educational qualification, work place and work experience have been considered.

Researcher has issued Three hundred and eighty (380) questionnaires for selecting the respondents. Out of Three hundred and eighty (380) questionnaires, Three hundred and seventy (370) was returned; the response rate was 97%. Then, Out of Three hundred and seventy (370), Three hundred and sixty (360) was used for the study purpose.

d) Instrument development

The research instrument used in this study is composed of two parts. The part one included a number of demographic questions such as gender, age, family size, subjects for teaching, educational qualification,

work place and work experience. The second part involved with the pay satisfaction among school teachers. Pay satisfaction was measured by three dimensions from Judge (1993) namely (1) Pay level and

Benefit (2) Pay Raises (3) Pay Structure and Administration. All items were measured by responses on a seven -point Likert scale of agreement with statements.

Table 1 : Demographic Breakdown of Respondents in the Study

Description	Frequency	Percentage
Gender:		
Male	175	48.6
Female	185	51.4
Total	360	100
Age:		
20 - 30	62	17.2
31- 40	163	45.3
41 – 50	90	25.0
51 and above	45	12.5
Total	360	100
Family Size		
1-2	51	14.2
3-5	266	73.9
6- 8	43	11.9
Total	360	100
Educational qualifications:		
G.C.E. (A/L)s	105	26.7
Diploma	111	51.3
Bachelor Degree	104	13.3
Master Degree	40	8.7
Total	360	100
Subjects for Teaching :		
Social Studies	69	19.2
Pure Science	38	10.6
Business Studies and Commerce	51	14.2
Fine Arts	43	11.9
Other Subjects	159	44.2
Total	360	100
Work Place:		
Jaffna	150	41.7
Vavuniya	60	16.7
Mannar	50	13.9
Kilinochchi	50	13.9
Mullaitivu	50	13.9
Total	360	100
Work Experience:		
1-5 Years	76	21. 1
6-10 Years	119	33.1
11-15 Years	77	21.4
16-20 Years	29	8.1
21 and above	59	16.4
Total	360	100

Source: Survey data (2014)

III. RESULTS AND ANALYSIS

a) Data analysis method

Statistical methods have been employed to compare the data collected from 360 respondents. These methods include inferential statistics, which involves in drawing conclusions about a population based only on sample data. It includes t-test and f-test, which was used to identify the significant mean difference between the levels of pay satisfaction across the personal characteristics.

b) Reliability

The internal consistency of the research instrument should be tested by reliability analysis (Ndubisi 2006). Nunnally (as cited in Ahsan et al., 2009) suggested that the minimum alpha of 0.6 sufficed for early stage of research. The cronbach's alpha in this study were all much higher than 0.6, the constructs were therefore deemed to have adequate reliability. (Overall Cronbach alpha value was 0.758.)

c) Normality of data

Normality data should be tested before conducting the inferential statistics (Ahsan et al.,

2009). According to the "Test of Normality" all the variables in this research were in 0.05 level significant. Therefore the normality assumption is the valid one.

d) T- Test and F- Test Analysis

i. T-Test was used to identify the significant difference between the two variables. In this research, among the several t-tests, the independent sample t-test was used. The Independents-Samples t- test procedure compares means for two groups of cases. F-Test was also used to identify the significance of differences between sample means where more than two conditions were used, or even when several independent variables were involved (Velnampy, 2012 ; Sivathaasan, Achchuthan, & Kajanathan, 2013). And also the data analysis for the proposed research was performed with the latest SPSS computer package.

ii. T- Test Analysis

Independent samples t-test is utilized to identify the significant mean difference in pay satisfaction between male and female group.

Gender Vs Pay satisfaction

Table 2 : Results of Independent samples t-test

t-test variables	t-value	p-value / sig	Mean difference
Pay Level and Benefit	-1.016	0.310	-.1398
Pay Raises	-1.747	0.081	-.2375
Pay Structure and Administration	-1.008	0.314	-.1288

Source: Survey data (2014)

Table 3 : Results of Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error
Pay Level and Benefit	Male	175	2.8331	1.30271	.09848
	Female	185	2.9730	1.30814	.09618
Pay Raises	Male	175	2.7048	1.28547	.09717
	Female	185	2.9423	1.29344	.09510
Pay Structure and Administration	Male	175	3.0324	1.23470	.09333
	Female	185	3.1613	1.19225	.08766

Source: Survey data (2014)

According to the Table. 2, Results of Independent samples t-test, there is no significant mean difference in pay satisfaction between male and female school teachers ($P > 0.05$). It means that both male and female school teachers have approximately same level of pay satisfaction in terms of pay level & benefits, pay raises and pay structure & administration.

Therefore, H_1 is rejected.

Independent sample one-way ANOVA test.

One- way ANOVA test can be used to find out the significant mean difference in pay satisfaction among age, family size, subjects for teaching, educational qualification, work place and work experience.

Age Vs Pay satisfaction

Table 4 : Results of independent sample one –way ANOVA test

		Sum of Squares	df	Mean Square	F	Sig.
Pay Level and Benefit	Between Groups	11.611	3	3.870	2.295	.078
	Within Groups	600.300	356	1.686		
	Total	611.911	359			
Pay Raises	Between Groups	6.779	3	2.260	1.355	.256
	Within Groups	593.651	356	1.668		
	Total	600.429	359			
Pay Structure and Administration	Between Groups	8.743	3	2.914	1.997	.114
	Within Groups	519.562	356	1.459		
	Total	528.305	359			

Source: Survey data (2014)

According to the Table. 4, Results of Independent sample one- way ANOVA test, there is no significant mean difference in pay satisfaction across the age levels of school teachers. The significant levels for the dimensions as pay level & benefit, pay raises and pay structure & administration are greater than the 0.05

levels ($P > 0.05$). It means that school teachers who are in different age levels have the same level of pay satisfaction in terms of pay level & benefit, pay raises and pay structure & administration approximately.

Therefore, H_2 is rejected.

Family Size Vs Pay satisfaction

Table 5 : Results of independent sample one –way ANOVA test

		Sum of Squares	df	Mean Square	F	Sig.
Pay Level and Benefit	Between Groups	42.776	2	21.388	13.416	.000
	Within Groups	569.135	357	1.594		
	Total	611.911	359			
Pay Raises	Between Groups	39.512	2	19.756	12.574	.000
	Within Groups	560.918	357	1.571		
	Total	600.429	359			
Pay Structure and Administration	Between Groups	31.107	2	15.554	11.168	.000
	Within Groups	497.198	357	1.393		
	Total	528.305	359			

Source: Survey data (2014)

According to the Table. 5, Results of Independent sample one- way ANOVA test, there is a significant mean difference in pay satisfaction across the family size of school teachers. The significant levels for the dimensions as pay level & benefit, pay raises and pay structure & administration are less than the 0.05

levels ($P < 0.05$). It means that school teachers who hold different family size in their family have dissimilar levels of pay satisfaction in terms of pay level & benefit, pay raises and pay structure & administration.

We can also explain the finding summary through the Mean Plot.

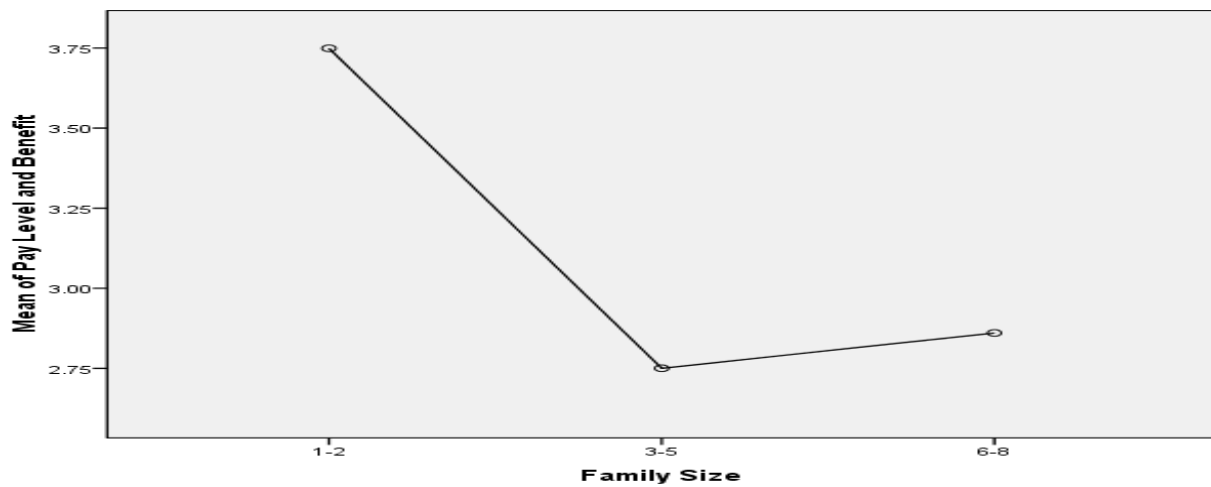


Figure 2 : Mean Plot for Family size Vs Pay level and Benefit

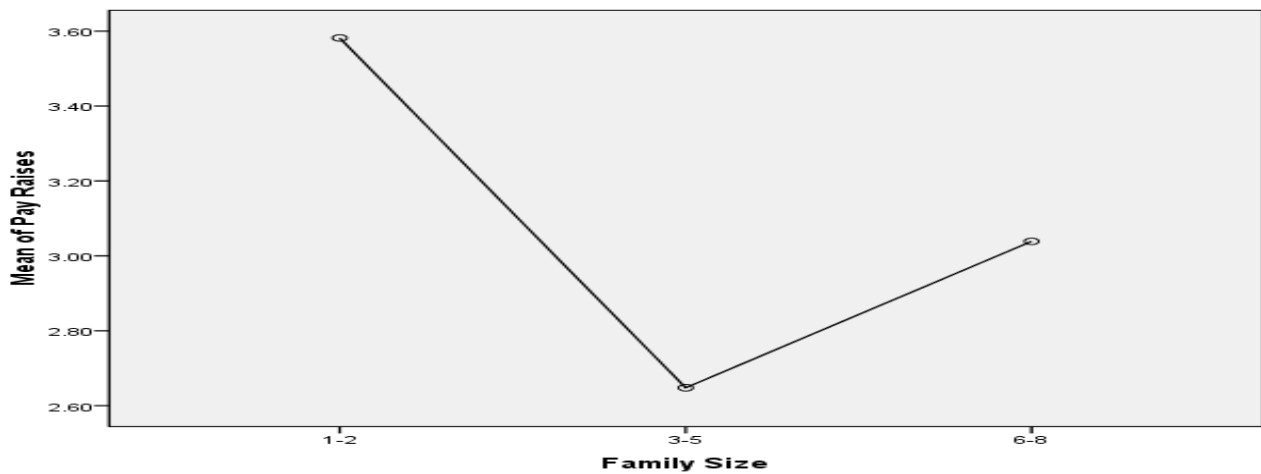


Figure 3 : Mean Plot for Family size Vs Pay Raises

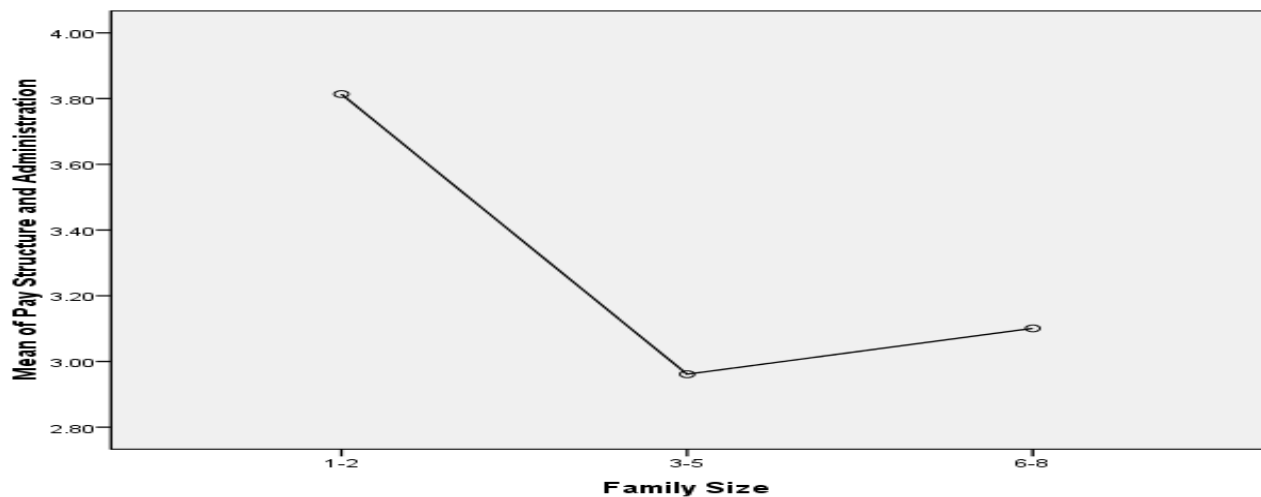


Figure 4 : Mean Plot for Family size Vs Pay Structure and Administration

According to the mean plots, school teachers who have the family size as 1-2 hold the high level of pay satisfaction in terms of pay level & benefit, pay raises and pay structure & administration than others

who have the family size as 3- 5 & 6-8. Interestingly, we found that, respondents who have the family size as 6-8

hold the high level pay satisfaction than the respondents who possess the family size as 3-5.

Hence, H3 is accepted.

Subjects for teaching Vs Pay satisfaction

Table 6 : Results of independent sample one –way ANOVA test.

		Sum of Squares	df	Mean Square	F	Sig.
Pay Level and Benefit	Between Groups	11.763	4	2.941	1.739	.141
	Within Groups	600.148	355	1.691		
	Total	611.911	359			
Pay Raises	Between Groups	8.200	4	2.050	1.229	.298
	Within Groups	592.229	355	1.668		
	Total	600.429	359			
Pay Structure and Administration	Between Groups	20.242	4	5.061	3.536	.008
	Within Groups	508.062	355	1.431		
	Total	528.305	359			

Source: Survey data (2014)

According to the Table. 6, Results of Independent sample one- way ANOVA test, there is no significant mean difference in pay satisfaction in terms of pay level & benefit and pay raises across the subjects for teaching. The significant levels for the dimensions as pay level & benefit and pay raises are greater than the 0.05 levels ($P > 0.05$). In contrast, we found that, there is a significant mean difference in pay

satisfaction in terms of pay structure & administration across the subjects for teaching. The significant level for the dimension as pay structure & administration is less than 0.05 levels ($P < 0.05$). It means that school teachers who taught different subjects as social studies, business studies and commerce, pure science, fine arts have different level of pay satisfaction in terms of pay structure & administration.

We can also explain the finding summary through the Mean Plot.

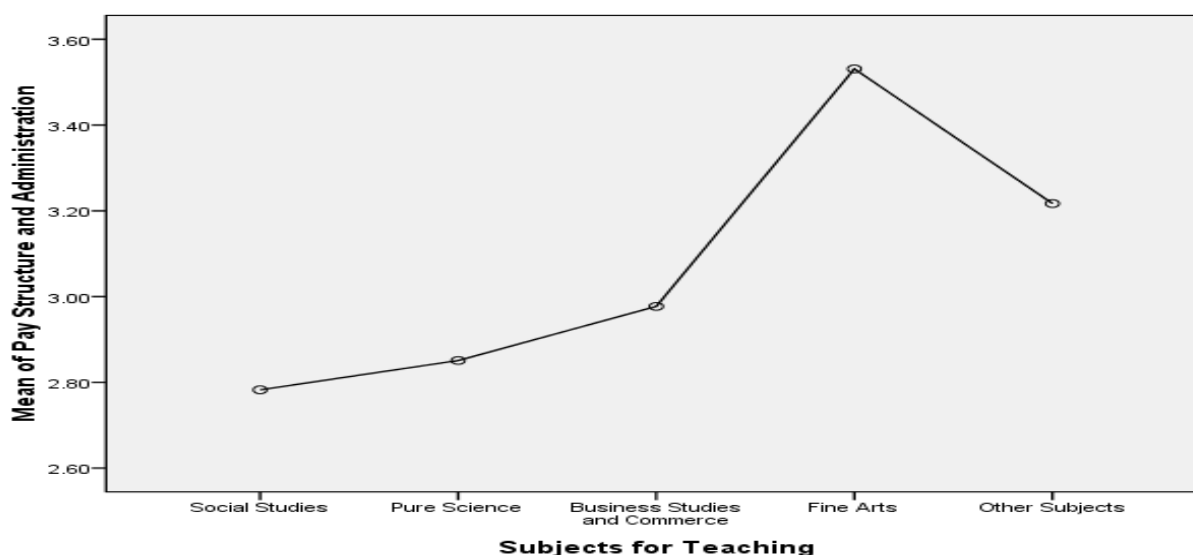


Figure 5 : Mean Plot for Subjects for Teaching Vs Pay Structure and Administration

According to the mean plot, school teachers , who taught fine arts subjects have high level of pay satisfaction in terms of pay structure and administration

than the teachers who taught subjects like social studies, pure science, and business studies & commerce. Further, teachers who taught social studies

have lowest level of pay satisfaction in terms of pay structure and administration among others in the group

as subjects for teaching.

Hence, H4 is partially accepted.

Educational qualification Vs Pay satisfaction

Table 7 : Results of independent sample one –way ANOVA test.

		Sum of Squares	df	Mean Square	F	Sig.
Pay Level and Benefit	Between Groups	12.283	4	3.071	1.818	.125
	Within Groups	599.628	355	1.689		
	Total	611.911	359			
Pay Raises	Between Groups	23.800	4	5.950	3.663	.006
	Within Groups	576.630	355	1.624		
	Total	600.429	359			
Pay Structure and Administration	Between Groups	15.823	4	3.956	2.740	.029
	Within Groups	512.482	355	1.444		
	Total	528.305	359			

Source: Survey data (2014)

According to the Table. 7: Results of Independent sample one- way ANOVA test, there is a significant mean difference in pay satisfaction in terms of pay raises and pay structure & administration across the educational qualification .The significant levels for the dimensions as Pay raises and pay structure & administration are less than 0.05 levels ($P < 0.05$). It means that school teachers who hold the educational qualifications as GCE A/L , diploma, Bachelor degree

and masters have the different levels of pay satisfaction in terms of pay raises and pay structure and administration. In contrast, we found that, there is no significant mean difference in pay satisfaction in terms of pay level and befits across the educational qualification. The significant level for the dimension as pay level & benefit is greater than the 0.05 levels ($P > 0.05$).

We can also explain the finding summary through the Mean Plot.

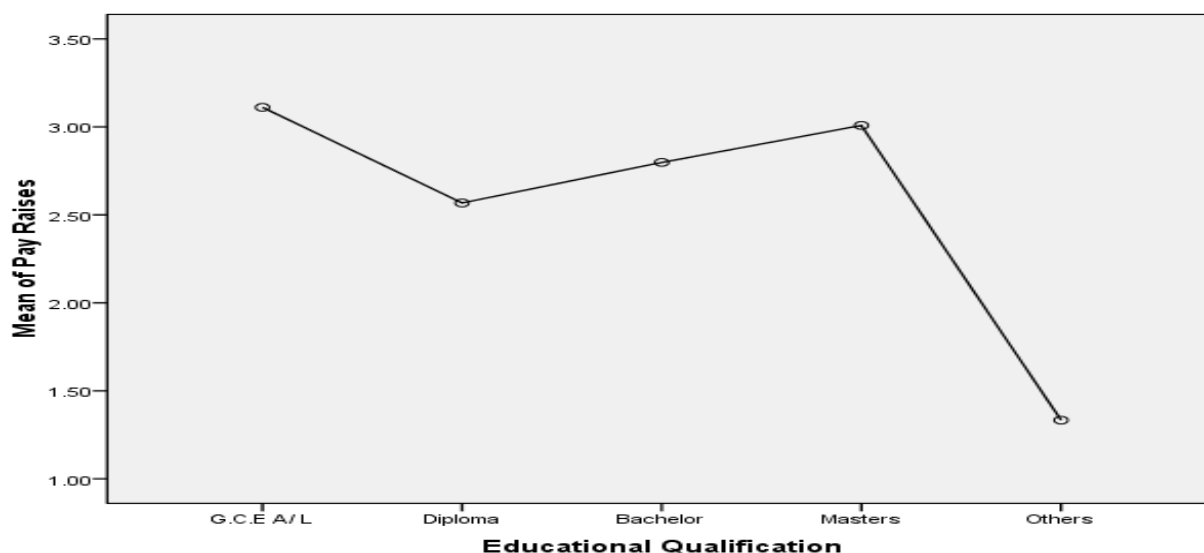


Figure 6 : Mean Plot for Educational Qualification Vs Pay raises

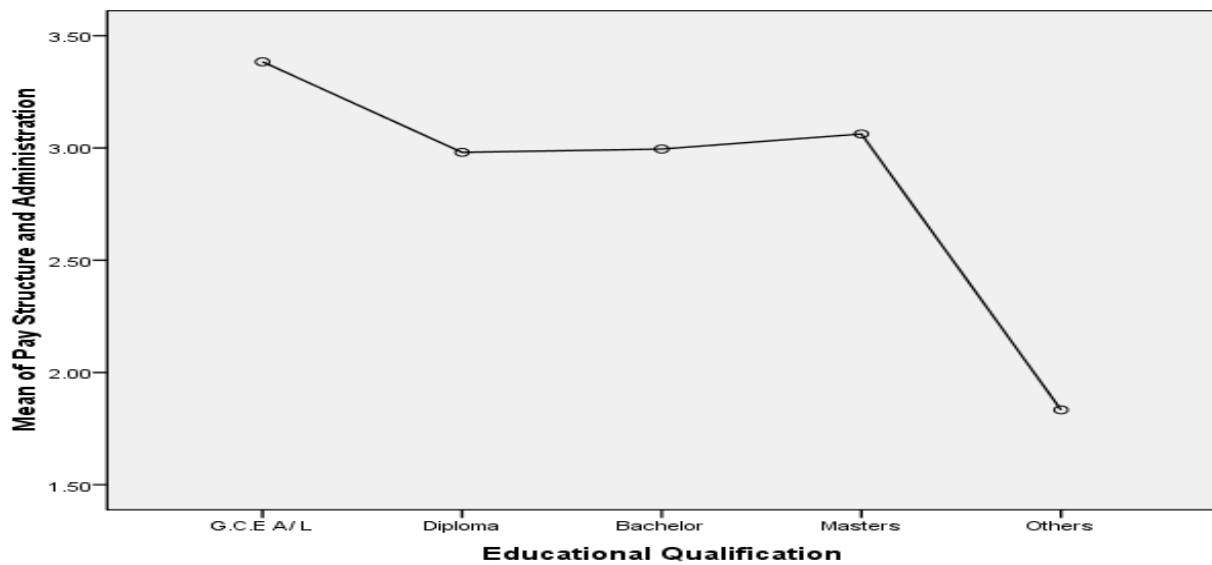


Figure 7 : Mean Plot for Educational Qualification Vs Pay Structure and Administration

According to the mean plot, school teachers , have the educational qualifications as diploma, bachelor degree and masters have same level of pay satisfaction in terms of pay raises and pay structure & administration. Hence, H5 is partially accepted.

Work Experience Vs Pay satisfaction

Table 8 : Results of independent sample one –way ANOVA test.

		Sum of Squares	df	Mean Square	F	Sig.
Pay Level and Benefit	Between Groups	13.237	4	3.309	1.962	.100
	Within Groups	598.674	355	1.686		
	Total	611.911	359			
Pay Raises	Between Groups	8.828	4	2.207	1.324	.260
	Within Groups	591.602	355	1.666		
	Total	600.429	359			
Pay Structure and Administration	Between Groups	14.170	4	3.543	2.446	.046
	Within Groups	514.135	355	1.448		
	Total	528.305	359			

Source: Survey data (2014)

According to the Table. 8 : Results of Independent sample one- way ANOVA test, there is no significant mean difference in pay satisfaction in terms of pay level & benefit and pay raises across the working experience of school teachers. The significant levels for the dimensions as pay level & benefit and pay raises are greater than the 0.05 levels ($P > 0.05$). In contrast, we found that, there is a significant mean difference in pay satisfaction in terms of pay structure & administration across the working experience. The significant level for the dimension as pay structure & administration is less

than 0.05 levels ($P < 0.05$). It means that school teachers who hold the working experience as 1-5, 6-10, 11- 15, 16-20 and 21 and above have the different levels of pay satisfaction in terms of pay structure & administration.

We can also explain the finding summary through the Mean Plot.

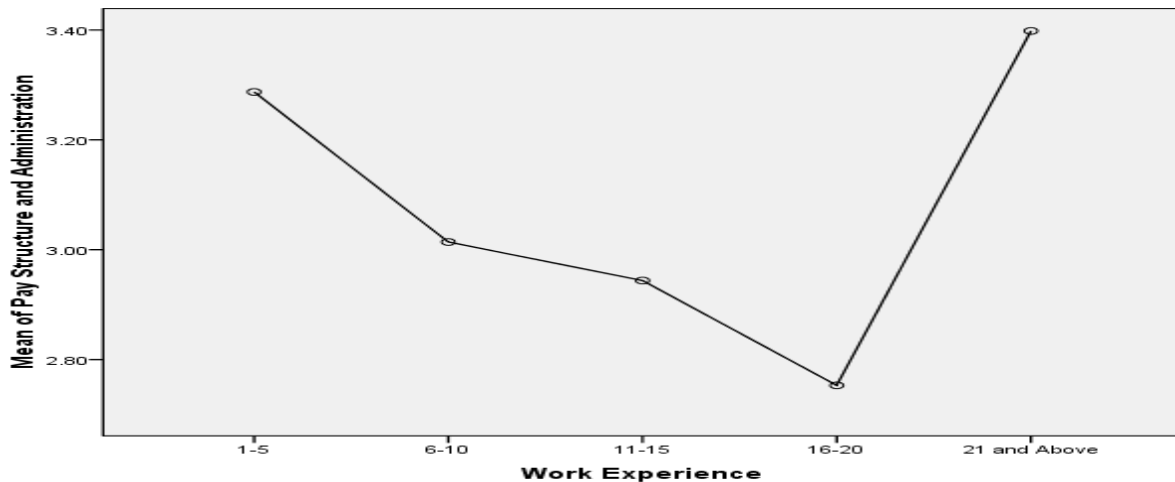


Figure 8 : Mean Plot for Educational Qualification Vs Pay Structure and Administration

According to the mean plot, school teachers , who have the working experience as 1-5 and 21 and above years hold the high level of pay satisfaction in terms of pay structure and administration than the respondents who possess the working experience as 6-10 , 11-15 and 16-20 years . Importantly, school

teachers who hold the working experience as 16-20 years have the lowest level of pay satisfaction in terms of pay structure and administration.

Hence, H6 is partially accepted.

Work Place Vs Pay satisfaction

Table 9 : Results of independent sample one –way ANOVA test

		Sum of Squares	df	Mean Square	F	Sig.
Pay Level and Benefit	Between Groups	10.791	4	2.698	1.593	.176
	Within Groups	601.120	355	1.693		
	Total	611.911	359			
Pay Raises	Between Groups	12.813	4	3.203	1.935	.104
	Within Groups	587.616	355	1.655		
	Total	600.429	359			
Pay Structure and Administration	Between Groups	13.523	4	3.381	2.331	.056
	Within Groups	514.782	355	1.450		
	Total	528.305	359			

Source: Survey data (2014)

According to the Table. 9, Results of Independent sample one- way ANOVA test, there is no significant mean difference in pay satisfaction across the work places of school teachers. The significant levels for the dimensions as pay level & benefit, pay raises and pay structure & administration are greater than the 0.05 levels ($P > 0.05$). It means that school teachers who are in different work places have the same level of pay satisfaction in terms of pay level & benefit, pay raises and pay structure & administration approximately. Therefore, H7 is rejected.

IV. CONCLUSION AND RECOMMENDATION

Based on the overall study findings, there is a significant mean difference in pay satisfaction among family size, subjects for teaching, educational qualification and working experience. In the family size, school teachers who have the family size as 1-2 hold the high level of pay satisfaction in terms of pay level & benefit, pay raises and pay structure & administration than others. In relation to the subjects for teaching, school teachers, who taught fine arts subjects have high

level of pay satisfaction in terms of pay structure and administration than the teachers who taught subjects like social studies, pure science, and business studies & commerce. In terms of educational qualification, school teachers, who have the educational qualifications as GCE A/L hold high level of pay satisfaction in terms of pay raises and pay structure & administration. Further, in the working experiences, school teachers, who have the working experience as 1-5 and 21 and above years hold the high level of pay satisfaction in terms of pay structure and administration. In contrast, researchers found that, there is no significant mean difference in pay satisfaction among gender, age level and work place.

When the drafts on policies in terms of the pay structure and administration of the school teachers especially in the northern part of the Sri Lanka are initiated or designed, governmental bodies like ministry of education should consider the differences in the level of pay satisfaction among personal characteristics. Finally, this study would hopefully benefit to the academicians, researchers, policy makers, and practitioners of Sri Lanka as well as other countries.

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