

**EFFECT OF SELF-DETERMINATION THEORY IN PHYSICS TEACHING  
PROCESS IN JUNIOR SECONDARY CLASSES IN JAFFNA DISTRICT**

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In Sri Lanka, majority of junior secondary science teachers are trained and produced by National Colleges of Education. To date, no sufficient effort is made to measure the intrinsic motivation of the prospective teachers in the Sri Lankan education system. The main objective of this study was to investigate the level of fulfilment of the basic psychological needs of prospective teachers and compare that with experienced teachers in physics teaching process in junior secondary level. Theoretical foundation of this study was drawn from the Self-Determination Theory according to which the basic psychological health requires satisfaction of all three psychological needs, such as Autonomy, Competence and Relatedness. The level of fulfilment of basic psychological needs of prospective teachers during their internship was investigated by quantitative study using a survey questionnaire. The Korean Basic Psychological needs Questionnaire (K-BPNS) with four types Likert scale (with 15 items) was administered using Google online form from all the internship science teachers (55) in Jaffna National College of Education and randomly sampled experienced science teachers (97) from five zones in Jaffna district. It was found that the mean level of fulfilment of basic psychological needs of prospective teachers and experienced teachers was 48.8 and 47.7 out of 60, respectively. Thus, it is just higher in prospective teachers than in experienced teachers. Hence, more enhancement and maintenance of the above three psychological needs of prospective teachers would be desirable during the internship in order to facilitate the learners towards meaningful learning.

**Keywords:** Autonomy, Competency, Intrinsic motivation, Relatedness, Self-Determination Theory