



**STUDY ON THE EFFECTIVENESS OF THE ACADEMICS' PERFORMANCE
MANAGEMENT AT INTERNATIONAL SCHOOLS IN SRI LANKA**

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Keywords

Performance management, training and development, organizational culture, setting standard effectiveness, academics, international schools

Abstract

Performance management is an important component of the human resource management and it is widely used method to evaluate the employees in an effective manner. Performance management was measured through different variables such as measurement of performance, training and development, setting standards and organizational culture.

One performance appraisal will not give proper idea of the employees and the decision taken on that will affect the good employees and it will affect the outcome of the organization too. In addition, they rarely conduct training programs to improve the teachers' performance. Normally examination body conducts training once a year to give an idea about syllabus changes but school conducts training programs very rarely. Further, setting standard should be done properly otherwise it will not improve performance management system of the school. Further, organizational culture plays an important role to change the effectiveness of the performance

management. The main purpose of this study was to critically evaluate the effectiveness of the existing performance management systems of international schools in Sri Lanka.

1. Background of the issue

Performance Management is one of the important functional areas of the duties and responsibilities of an executive. At the same time performance appraisal, training and setting standard is a vital requirement for a developing organization. Performance Appraisal is defined as the systematic process of identifying, measuring, influencing and developing job performance of the employees in the organization in relation to the set norms and standards for a particular period of time in order to achieve various purposes (Opatha, 2009). When considering the private education system in Sri Lanka, most of the Principals, Vice Principals and Sectional Heads in the School Network are retired principals or vice principals from the public sector. Their qualifications range from first degree, Post Graduate Diploma in Education (PGDE) and Masters of Education. Some Principals were in Sri Lanka Education Service (SLES grade III) and specialized in the discipline of education, but not specialized in the discipline of Human Resource Management. However, they try to conduct school administration systems efficiently and effectively, even though they do not have adequate experience in performance management and performance appraisal. Sometimes this may affect the school negatively. At the same time teachers also often have only a little awareness of performance appraisal and its benefits.

Most of the international schools do performance appraisals and training (Cambridge and Edexcel training) only once a year. This will not be enough to identify the performance of the teachers. One performance appraisal will not give proper idea of the employees and the decision taken on that will affect the good employees and it will affect the outcome of the organization too. In addition, they rarely conduct training programs to improve the teachers' performance.

Normally examination body conducts training once a year to give an idea about syllabus changes but school conducts training programs very rarely. Further, setting standard should be done properly otherwise it will not improve performance management system of the school.

2. Objectives of the Study

The main objective of this study is to critically evaluate the effectiveness of the existing performance management systems of international schools in Sri Lanka.

This study intends to fulfill the following specific objectives.

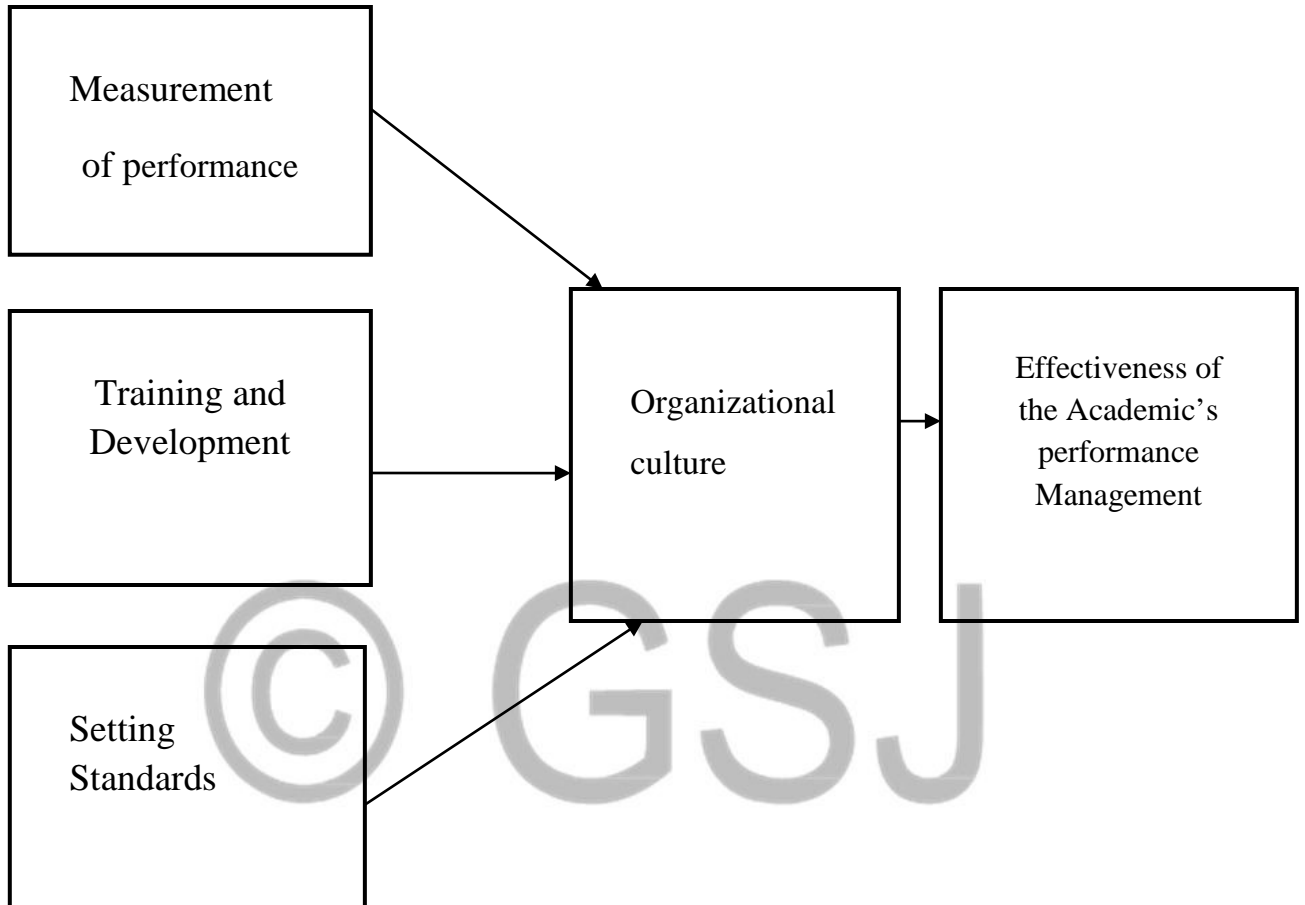
1. To explore the existing performance management systems of the international schools in Sri Lanka.
2. To understand the user perception on the level of effectiveness of the performance management systems of international schools in Sri Lanka.
3. To provide the suggestions to improve the existing performance management system and recommend suitable system.

3. Scope of the Study

This research is carried out to study on the academics' performance management in the international schools in Sri Lanka. In this study only the teaching staff's performance management is considered. Further, research is carried out from 40 schools located in the Western province since there are only a very few international schools in other provinces in Sri Lanka.

4. Conceptualization, Operationalization and Research Methodology

Figure 1: Conceptual Framework



5. Operationalization dimensions and indicators

Table 1: Operationalization table

Variable	Dimension	Indicator	Question No.
1. Measurement of performance	Suitable system	Favorability Practicability	Q1.1, Q1.2, Q1.3, Q1.4, Q1.5, Q1.6, Q1.7, Q1.8
	Communication process	Efficiency Clarity	Q1.9, Q1.10, Q1.11, Q1.12
2. Training and development	Appropriate method	Suitability	Q2.1, Q2.2, Q2.3, Q2.4, Q2.5
	Positive outcome	Job satisfaction Motivation	Q2.6, Q2.7, Q2.8, Q2.9, Q2.10, Q2.11, Q2.12, Q2.13, Q2.14, Q2.15
3. Setting standards	Organizational goal	Achievability	Q3.1, Q3.2, Q3.3, Q3.4, Q3.5
4. Organizational culture	Working environment	Commitment Team management Welfare	Q4.1, Q4.2, Q4.3, Q4.4, Q4.5, Q4.6.

		Discipline	Q4.7, Q4.8
5.Effectiveness of academics' performance management system	Suitable working environment	Teacher's attitudes	Q5.1, Q5.2
	Suitable P.E system		
	Effective training	Management	Q5.3, Q5.4,
	Setting performance target	perception	Q5.5

6. Research Methodology

This research is an exploratory research. Exploratory research might involve a literature search or conducting focus group interviews. The exploration of new phenomena in this way may help the researcher's need for better understanding, may test the feasibility of a more extensive study, or determine the best methods to be used in a subsequent study.

This research was done as a cross sectional research. Cross sectional research means One-shot or cross-sectional studies are those in which data is gathered once, during a period of days, weeks or months. Many cross-sectional studies are exploratory or descriptive in purpose. They are designed to look at how things are now, without any sense of whether there is a history or trend at work. The interview were held to achieve the objectives of the study. The unit of analysis was individual and time horizon was 27th January of 2017 to 2nd of February 2018.

7. Population and Sample

Population is the total of all the individual schools that have certain characteristics and are of interest to a researcher. This research is limited to the 40 international schools. They are

International schools in Sri Lanka. The purposive sampling technique was used to select the sample. A purposive sample, also commonly called a judgmental sample, is one that is selected based on the knowledge of a population and the purpose of the study. Total number of registered international schools in Sri Lanka is nearly 84 and 40 International Schools are selected as the sample which represents the 50%.

8. Sample of the Study

Table 2: Sample of the study

Organization Type	Population	Sample Size
International Schools	84	40

20 teachers were selected from each school and given the questionnaire. 800 teachers were given the questionnaire and collected the feedback.

9. Data Collection

Quantitative research method was used as it was required to observe at the general and move towards the specific. Respondents were briefed to indicate their level of agreement to each question which was presented as a statement using a five-point Likert scale ranging from 1 to 5 , with one being “Strongly disagree”, three being a neutral score and five being “Strongly agree”. This questionnaire was developed for self-completion by the respondents. The questionnaire comprised of indicators to measure the dimensions represented each variable defined in the conceptual framework.

9.1 Primary Data Collection Method

- Questionnaire with structured questions

Questionnaires a List of a research or survey questions asked to respondents, and designed to extract Specific information. Purposive sampling method was used for the primary data collection as the 40 international Schools located in Sri Lanka was selected. However, it was needed the perceptions of the principals of the network as they have some experience on performance management in the education sector both public and private. Very often questionnaire was filed while discussing with them. Then it was easy to triangulate information provided by them.

9.2 Secondary Data Collection Method

Secondary information is collected through the documents available in the schools such as: Number of teachers by their qualification, number of teachers by their age, gender composition of the academic staff, their qualifications, the turnover and the existing performance appraisal form etc.

11. Data analysis

Table 3: Effectiveness of each variable

Variable	Mean	Standard Deviation	Level of Effectiveness
1. Measurement of Performance	3.29	±0.55	Moderate
2. Training and development	3.69	±0.65	High
3. Setting Standards	4.15	±0.58	High
4. Organizational Culture	3.60	±0.60	Moderate
5. Effectiveness of academics'	3.43	±0.98	Moderate

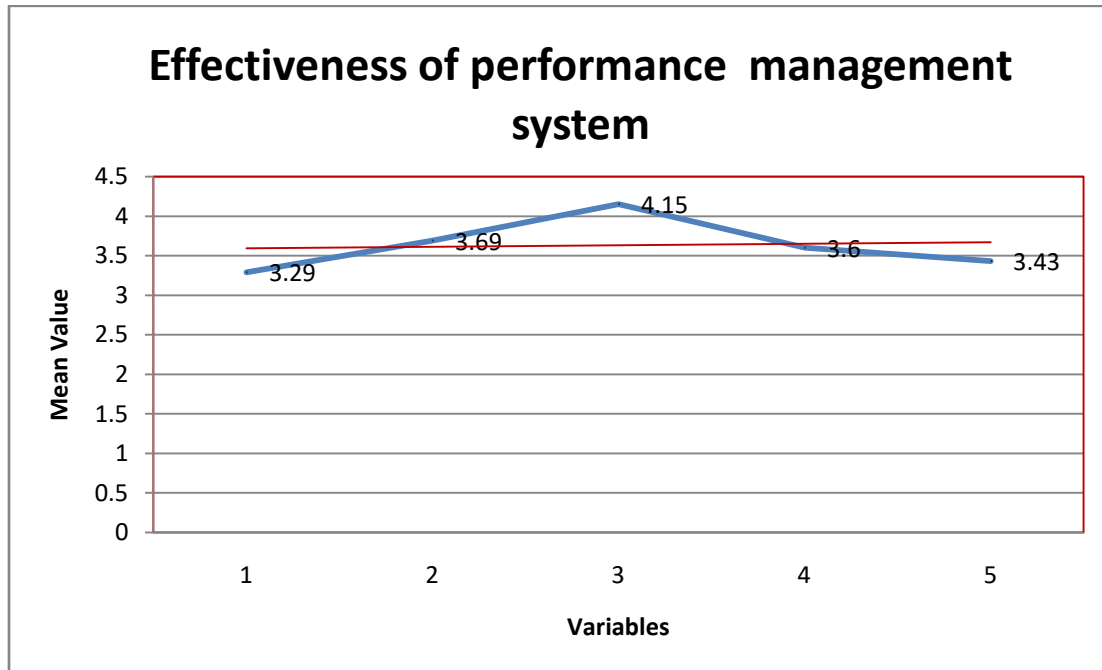
performance management			
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Overall effectiveness of the measurement of performance, training and development, setting standards , organizational culture and effectiveness of academics’ performance management is calculated from the mean values obtained from the mean values of the questions under each category. Further, overall standard deviation of each category is also calculated. Measurement of performance shows the moderate effectiveness and the standard deviation is ± 0.55 which shows less deviation. This improves the accuracy of the result obtained for measurement of performance. Overall effectiveness of the training and development is 3.69 which show high effectiveness. The standard deviation value obtained for training and development is ± 0.65 . It improves accuracy of the effectiveness gained for the training and development since the standard deviation value is less than one so the deviation is less from the mean value. In addition, overall effectiveness of the setting standard is 4.15 . This shows the high effectiveness. This means International schools in Sri Lanka set proper and effective standards for their schools. The standard deviation obtained for the setting standard is ± 0.58 which shows less deviation from the mean values. This leads to improve the accuracy of the result gained for the setting standard. The next variable considered is Organizational culture. The overall effectiveness gained for this is 3.60. This shows the moderate effectiveness. It is understood that Organizational culture gives only moderate effectiveness to academics’ performance management. The standard deviation obtained for this is ± 0.60 . This value is less than one so the there is only less deviation from mean value. This improves the accuracy of the effectiveness gained for the organizational culture of the international schools in Sri Lanka.

The overall effectiveness of the of the academics’ performance management system at international schools in Sri Lanka shows the moderate effectiveness since the overall mean value

obtained is 3.43. In addition, standard deviation gained for this is ± 0.98 . This figure is less than one so less deviation can be seen from the overall effectiveness of the performance management. This may lead to improve the accuracy of the result gained for performance management of the teachers at International schools in Sri Lanka.

Figure 2: Effectiveness of performance management system



12. Findings

Teachers are not happy with the current performance evaluation system. Current performance evaluation system has errors such as halo, leniency and central tendency. Only classroom observation is used for the performance appraisal. Performance evaluation method should be changed. Even though there is a criterion, a large weightage has been given to the behavioral criteria only. There are no feedback interviews and the results of the feedback interviews will not inform the appraises. Appraisers are not given proper training and guidelines to appraise the employees. There are less feedback interviews and the results of the feedback interviews will not

inform the appraises. Most of the school do not conduct training program to improve the teaching methodology, child psychology etc..

Teachers participate only training program conducted by the examination body. It is needed to check the progress of the teachers after the training programs. Feedback interviews are not conducted after the training. Training helps to get rewards and job security.

Scheme of work is important for teaching. Sometimes covering syllabus is not done before the public exams. Some teachers are not bothered to improve their qualifications and performances. 40% of the schools do not get good public exam results.

Most schools organize school trips for teachers which improve the motivation. There are cases that teachers wear dress codes which are not suitable for a school. Some schools discipline should be improved. There are situations that teachers use harsh words to students which is not acceptable.

13. Future research

This research further can be expanded by doing the study on the effectiveness of the academics' performance management at international schools located in south Asian region .In addition, this research can be applied to the private universities in Sri Lanka and further expanded and do the research in south Asian region.

14. Conclusion

This study was done to check the effectiveness of the academics' Performance Management system at international schools in Sri Lanka. This research is limited to the 40 international schools which are located in Sri Lanka.

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