

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

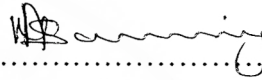
ANNAMALAR MUTHUSAMY

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF EDUCATION
(EDUCATIONAL MANAGEMENT)
FACULTY OF GRADUATE STUDIES
MAHIDOL UNIVERSITY
2010**

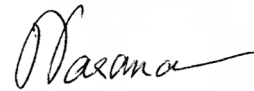
COPYRIGHT OF MAHIDOL UNIVERSITY

Thesis
entitled

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



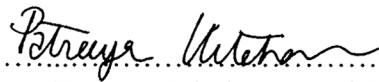
.....
Miss. Annamalar Muthusamy
Candidate



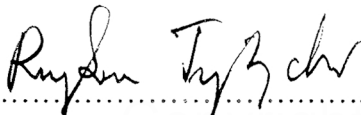
.....
Assoc. Prof. Naranan Suriyamanee, Ed.D.
Major advisor



.....
Lect. Arisara Leksansern, Ed.D.
Co-advisor



.....
Lect. Patreeya Kitcharoen, Ph.D.
Co-advisor



.....
Assoc. Prof. Rungsunn Tungtrongchitr,
Ph.D. (Trop. Med.)
Acting Dean
Faculty of Graduate Studies
Mahidol University

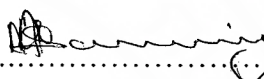


.....
Assoc. Prof. Naranan Suriyamanee, Ed.D.
Program Director
Master of Education Program in
Educational Management
Faculty of Social Sciences and Humanities
Mahidol University

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

was submitted to the Faculty of Graduate Studies, Mahidol University for the degree
of Master of Education (Educational Management)

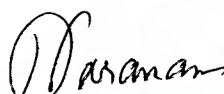
on
May 3, 2010



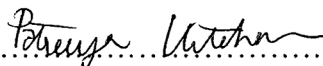
Miss. Annamalar Muthusamy
Candidate



Lect. Suwanna Narkwiboonwong, Ed.D.
Chair



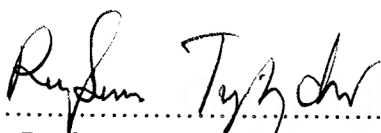
Assoc. Prof. Naranan Suriyamanee, Ed.D.
Member



Lect. Pateeya Kitcharoen, Ph.D.
Member



Lect. Arisara Leksansern, Ed.D.
Member



Assoc. Prof. Rungsun Tungtrongchitr,
Ph.D. (Trop. Med.)
Acting Dean
Faculty of Graduate Studies
Mahidol University



Assoc. Prof. Somboon Sirisunhirun, Ph.D.
Acting Dean
Faculty of Social Sciences and Humanities
Mahidol University

ACKNOWLEDGEMENTS

First of all I would like to express my sincere gratitude to my major advisor Assoc. Prof. Dr. Naranan Suriyamanee for her invaluable advice, great attention and assistance with constant encouragement throughout the study. I am proud of being her student, now and for ever.

I would also much grateful to my co-advisor Dr. Arisara Leksansern for her invaluable advice, suggestions and assistance for more effective improvement of the thesis. And also I would like to thank Dr. Pateeya Kitcharoen for sharing her knowledge and kind assistance as co-advisor and Dr. Suwana Nakwiboonwong, thesis defense committee for her assistance in providing suggestions and recommendations to successfully conduct this study.

I would also like to thank all the professors and lecturers in the Master of Education in Educational Management Program for their academic guidance, encouragement and support throughout my study.

I would like to thank to the selection committee of the Ministry of Education, Sri Lanka, and the Provincial Director of Education, Northern Province, Sri Lanka, Mr.V. Rasiah for provided this opportunity to me.

I also would express my gratitude to the officials of the Zonal Education Office, Vavuniya South who were supported to collect data within the scheduled time period and the Principals and teachers who were co-operated with me for the successful collection of data.

Finally, I would like to thank my loving parents, brothers, sisters and all other family members for their greatest support, encouragement and understanding with kindness to successfully complete my study. I also would like to thank all my friends who were supported me in different ways to succeed this study.

Annamalar Muthusamy

TEACHERS' PERCEPTION TOWARDS EDUCATIONAL MANAGEMENT OF THE SCHOOLS IN VAVUNIYA SOUTH EDUCATIONAL ZONE, SRI LANKA**ANNAMALAR MUTHUSAMY 5238058 SHEM/M****M.Ed. (EDUCATIONAL MANAGEMENT)****THESIS ADVISORY COMMITTEE: NARANAN SURIYAMANEE, Ed.D;
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 /
TEACHER**

CONTENTS

	Page
ACKNOWLEDGEMENTS	iii
ABSTRACT	iv
LIST OF TABLES	vii
LIST OF FIGURES	ix
LIST OF ABBREVIATIONS	x
CHAPTER I INTRODUCTION	
1.1 Background and Significance of the Problem	1
1.2 Research Questions	7
1.3 Research Objectives	7
1.4 Research Hypotheses	7
1.5 Scope of the Study	8
1.6 Research Contributions	8
1.7 Definition of Terms	9
1.8 Conceptual Framework	11
CHAPTER II LITERATURE REVIEW	
2.1 Educational Management	13
2.2 Education System in Sri Lanka	32
2.3 Concepts of Perception	44
2.4 Factors of Person's Perception	45
2.5 Related Researches	47
CHAPTER III RESEARCH METHODOLOGY	
3.1 Research Design	50
3.2 Population and Sample	50
3.3 Research Instrument	52
3.4 Quality of the Research Instrument	54
3.5 Data Collection	55
3.6 Data Analysis	56

CONTENTS (cont.)

	Page
CHAPTER IV RESULTS	
4.1 Teachers' Demographic Data	57
4.2 Teachers Perception towards Educational Management of the Schools in Vavuniya South Educational Zone, Sri Lanka in Five Aspects	60
4.3 Comparison of Teachers' Perception towards Educational Management of the Schools in Vavuniya South Educational Zone, Sri Lanka Based on Their Personal Characteristics.	69
4.4 Teachers' Opinion on Each Five Aspects of School Management from Open-Ended Questions	73
CHAPTER V DISCUSSION	
5.1 Teachers' Perception towards Educational Management of the Schools in Vavuniya South Educational Zone, Sri Lanka in Five Aspects of School Management	75
5.2 Comparison of Teachers' Perception towards Educational Management of the Schools in Vavuniya South Educational Zone, Sri Lanka Based on Their Personal Characteristics	83
CHAPTER VI CONCLUSIONS AND RECOMMENDATIONS	
6.1 Conclusions	88
6.2 Recommendations	92
BIBLIOGRAPHY	95
APPENDIX	101
BIOGRAPHY	120

LIST OF TABLES

Table	Page
2.1 Six models of management and parallel leadership models	15
2.2 Headlamp's six areas of leadership and management task	28
2.3 Types of Schools in Vavuniya south Educational Zone	43
3.1 Measurement Scales of Perception Level on Educational Management	53
3.2 Measurement Criteria	54
4.1 Frequency and Percentage of Demographic Data of the Sample	58
4.2 Teachers' Perception towards Overall Educational Management of the School	60
4.3 Teachers' Perception towards General Management of the School	61
4.4 Teachers' Perception towards Academic Management of the School	63
4.5 Teachers' Perception towards Financial Management of the School	65
4.6 Teachers' Perception towards the Staff Management of the School	66
4.7 Teachers' Perception towards Community Relations Management of the School	67
4.8 Teachers' Perception towards Educational Management of the School based on their Age	69
4.9 Teachers' Perception towards Educational Management of the School based on their Gender	70
4.10 Teachers' Perception towards Educational Management of the School based on their Educational Qualification	70
4.11 Comparison Test Showing the Difference between Educational Qualifications	71
4.12 Teachers' Perception towards Educational Management of the School based on their Professional Qualification	71
4.13 Comparison Test Showing the Difference between Professional Qualifications	72

LIST OF TABLES (cont.)

Table		Page
4.14	Teachers' Perception towards Educational Management of the School based on their Teaching Experience	72
4.15	The Summary of Research Hypothesis	73

LIST OF FIGURES

Figure		Page
2.1	Changing management paradigms	17
2.2	Provincial and District Boundaries of Sri Lanka	39
2.3	The Organization Chart of the Educational Management Structure - Sri Lanka	40
2.4	Five Districts in the Northern Province	42
2.5	Administrative Divisions of Vavuniya District	43

LIST OF ABBREVIATIONS

MOE	Ministry of Education
PDE	Provincial Director of Education
ZDE	Zonal Director of Education
DEO	Divisional Education Officer
SLEAS	Sri Lanka Educational Administrative Service
SLTES	Sri Lanka Teacher Educators Service
SLPS	Sri Lanka Principals Service
SLTS	Sri Lanka Teachers Service
ESDFP	Education Sector Development Framework Programme
NEC	National Education Commission
NIE	National Institute of Education
NETS	National Examination and Testing Service
NCOE	National College of Education
RESC	Regional English Support Center
MDG	Millennium Development Goals
EFA	Education for All
EMIS	Education Management Information System
B.Ed	Bachelor of Education
PGDE	Post Graduate Diploma in Education
NGO	Non - Governmental Organization

CHAPTER I

INTRODUCTION

1.1 Background and Significance of the Problem

The importance of education for economic development and social well-being is widely recognized among members of the global development community. Education is recognized as playing a major role in improving living standards, enhancing human development, advancing equity and social mobility, and strengthening democracy and political decision making. (Aturupane, 2009)

Educational management is a field of study and practice concerned with the operation of educational organizations. The present educational management has to be centrally concerned with the purpose or aims of education. These purposes or goals provide the crucial sense of direction to underpin the management of educational institutions. Unless this link between purpose and management is clear and close, there is a danger of “managerialism”, a stress on procedures at the expense of educational purpose and values” (Bush, 1999)

Quality can be enhanced by better management practices, transparency in the use of resources, and accountability mechanisms to communities and other stakeholders. Mechanisms for promoting ownership and accountability through participatory planning deserve increased attention. Issues of governance go beyond ensuring better management of the public sector. (UNESCO, 2009)

The process of deciding on the aims of the organization is at the heart of educational management. In some settings, aims are decided by the principal, often working in association with senior colleagues and perhaps a small group of lay stakeholders. In many schools, however, goal setting is a corporate activity undertaken

by formal bodies or informal groups. School aims are strongly influenced by pressures from the external environment. Many countries have a national curriculum and these often leave little scope for schools to decide their own educational aims. Institutions may be left with the residual task of interpreting external imperatives rather than determining aims on the basis of their own assessment of student need. The key issue here is the extent to which school managers are able to modify government policy and develop alternative approaches based on school-level values and vision. Do they have to follow the script, or can they ad lib? (Bush, 2006)

The experience of a few developing countries, especially Sri Lanka, has made a major contribution to education during the past few decades, in 1980s it was cited as an outstanding example of a low-income country that had attained many of the desired outcomes of development, such as high life expectancy; low infant, child and maternal mortality; high adult literacy; and universal primary school enrolment and gender parity in education (Isenman, 1980; Sen, 1981).

The paradigm shift from a traditional knowledge-based approach, to a skills-based and ultimately, an integrated competency-based approach, reflects a shift from an educational paradigm that is turned towards the past to one that is oriented towards the present and the future. This orientation towards a present that is volatile and ever changing, and a future that is invisible and unpredictable has a number of implications for how competencies for life may be best developed. In insisting on the development of competencies for life, it is crucial to stress: That knowledge is integrated in social life. A number of competencies therefore need to be developed through productive activities, social work, volunteering, community involvement and project-based learning. Within the limits of formal education, not all competencies can be acquired through schooling. It would thus be important to stress the link, not only between formal and non-formal educational opportunities, but also between formal education and the competencies that may be acquired through informal learning experiences. To focus solely on formal education for the development of competencies for life places unrealistic demands on the formal education system. Similarly, curriculum cannot do everything. Consequently, co-curricular activities are of

paramount importance in developing a number of competencies. In developing competencies among learners, it is essential to also consider what competencies teachers require to ensure that appropriate environment and opportunities are provided for learners. The crucial role of teachers and trainers as role models was highlighted. Just as youth are to be placed at the centre of the learning process, so too should teachers be placed at the centre of social concerns. School as learning organization, teachers need to be more fully integrated as partners in the management of schooling and of learning. As learning organizations, schools need to build their capacity, building an awareness of their strengths and weaknesses as learning environments (UNESCO, 2004)

The responsibility for education in Sri Lanka is shared by the Government as well as the provincial councils, in terms of the constitutional arrangements carried out in 13th Amendment 1987 for the devolution of power to the provinces. Provincial Ministry of Education: In each of nine provinces and Provincial Department of Education Headed by the Provincial Director of Education. For administration purpose, each province is divided in to several Educational Zones, headed by a Zonal Director of education each zone has approximately 100 to 150 schools. Each zone consists of Divisional Education Offices Headed by a Divisional officer. The Northern Province of Sri Lanka has 12 educational zones and 33 divisional education offices. (Education for All, 2008)

At the same time the governance structure of the education sector is complex, with a combination of de-concentration, delegation and devolution of functions and powers between the central government and the nine provincial councils. Policy makers and legislators have attempted to combine the benefits of centralized academic systems, which facilitate objectives such as nation-building, the promotion of social cohesion and the establishment of consistent quality standards, with the benefits of delegated management systems, such as the increased proximity of service delivery to beneficiaries, particularly school communities such as principals, teachers, students, parents and guardians. (Aturupane, 2008)

The central importance of teachers and school principals in the delivery of high quality services at the school level has long been recognized in the education system. In addition, policy makers have established specialized cadres of education administrators, and teacher educators. The general education system in Sri Lanka currently has four services to manage the educational activities in the system: the Sri Lanka Education Administrators Service (SLEAS), which constitutes the managers of the system; the Sri Lanka Teacher Educators Service (SLTES), which is expected to staff the teacher education institutions for pre-service teacher education and continuing teacher education; the Sri Lanka Principals Service (SLPS), which contains the principals for the school system; and the Sri Lanka Teachers Service (SLTS), which comprises of school teachers. (Aturupane, 2009)

Sri Lanka's education system has been celebrated around the world for having achieved universal primary education and high levels of literacy at very low per-capita income and with relatively low levels of public spending (around 3 percent of GDP). Towards the end of the 1990s, however, it was becoming clear that Sri Lanka's education system was facing serious "second-generation" challenges. First, although schooling was compulsory up to grade 9, net enrolment and survival rates in grades 6-9 were only 81 and 78 percent, respectively. Second, despite universal primary enrolment, the learning outcomes of primary school children were disappointing. Third, the pass rate in the GCE ordinary level examination was only 37 percent. Of the children completing grade, only 37 percent had mastery of their first language, 38 percent mastery of mathematics and 10 percent had the required mastery of English. The problems facing Sri Lanka's education system can be traced back to the reasons for its success. (Sri Lanka Development Forum, 2007)

Improving the efficiency of schools is a growing concern of educational planners and manager in recent years. The shift of attention towards strategies which focus on school functioning, rather than the overall education system, is inspired by several considerations. Firstly, reforms have very often targeted the provision of inputs in the system, rather than the processes of teaching and decision making in particular in schools, which are crucial in explaining differences in quality. Secondly, many

reforms in the past tried to focus on isolated components of the system, for instance, the teacher or the text book. However, improving the efficiency of individual components does not automatically lead to improving an organization. Thirdly, reforms were not adapted to the very varied needs of the individual schools, characterized as they were by a general, system wide strategy. Schools do not all function on more or less the same way and reform strategies need to recognize this. Evaluation is an indispensable task of central education authorities and serves three purposes, namely, to comply with administrative demands; to fulfill accountability purposes; and to lead to pedagogical and managerial improvement. (UNESCO, 2000)

The central role of education as an instrument for social transformation and national development is globally acknowledged. That education will perform this role more effectively if it is of high quality is indisputable. That the quality of education output is a function of its input is also not disputable. There is also no dispute over the fact that selection is needed to have high quality input of learners to produce high quality output. In the views of Imogie (1990), however, emphasis should not be on educational input as an end in itself but as a means to an end. Such input becomes meaningless unless the input is well organized and utilized to achieve the desired educational goals.

The measurement of performance, in the business world as well as in schools, has become more sophisticated in recent years. Many businesses are now adopting the 'balanced scorecard' approach to evaluating their performance. A balanced scorecard will include measures of staff morale and goal congruence, measures of leadership effectiveness and measures of client and stakeholder satisfaction as well as measures of financial performance and the profit 'bottom line'. If we accept that schools are no different from other organizations, except that their 'profit' is measured in student learning rather than in money, it would seem logical that successful frameworks for evaluating school performance would encompass the whole school rather than concentrating only on the educational 'bottom line'. It is important for parents, governments, societies and students that school performance is evaluated thoroughly, that the learning standards achieved by students are clearly

articulated and that strategies for improved standards can be determined through examination of the effectiveness of the school as a total organization. (UNESCO, 2000)

Good management requires the identification of management units for which objectives can be set and resources allocated; the unit is then required to manage itself within those resources in a way which seeks to achieve the objectives; the performance of the unit is monitored and the unit is held to account for its performance and for its use of funds. (Coopers and Lybrand, 1988)

In the organizational structure of Sri Lanka education system, main functions of the Ministry of Education are: formulate and ensure the implementation of national policy on education, manage national schools and other specified schools, implement programs for developing school curriculum, training of teachers and education managers.

Schools are the 'management units' given a limited extent of devolution of power to decision making to the principal. Principals have the vertical responsibility to their superior officials according to the hierarchy of the organizational structure. Implementation of externally imposed agendas reduces the scope for practitioners to debate what should be taught, and why. The ideologies of central government drive the agenda, replacing the values of practitioners, individually and collectively, to implementation of a prescribed curriculum, centralization has narrowed the educational debate and limited the scope for collegial decision-making (Bush, 1999), e.g., community members, have a better understanding of local conditions and are in the best position to make decisions about the educational processes that best serve local needs.

From the afore mentioned problems in educational management, the researcher desired to study on teachers' perception towards educational management in the schools of Vavuniya south Educational Zone in order to identify the current situation and find the ways to improve the management in education effectively to

meet the rapid changes in the Globalized world. Also the researcher expected that findings of this study would provide an overall idea to develop an effective managerial structure to manage the schools in that zone in the future.

1.2 Research Questions

1.2.1 What was the teachers' perception towards educational management of their school?

1.2.2 Were there any differences in teachers' perception towards educational management of the schools in Vavuniya south Educational Zone based on their personal characteristics?

1.3 Research Objectives

1.3.1 To determine teachers' perception towards educational management of the schools in Vavuniya south Educational Zone, Sri Lanka.

1.3.2 To compare teachers' perception towards educational management of the schools in Vavuniya south educational zone based on their personal characteristics of age, gender, educational qualification, professional qualification, and teaching experience.

1.4 Research Hypotheses

1.4.1 Teachers in different age group had different perceptions on educational management of the school.

1.4.2 Teachers with different gender had different perceptions on educational management of the school.

1.4.3 Teachers with different educational qualifications had different perceptions on educational management of the school.

1.4.4 Teachers with different professional qualifications had different perceptions on educational management of the school.

1.4.5 Teachers with different periods of teaching experience had different perceptions on educational management of the school.

1.5 Scope of the Study

The researcher determined the scope of the research as follows:

1.5.1 The study particularly focused on 1,013 teachers who were working in 37 provincial schools of Vavuniya division of Vavuniya south educational zone in the Northern Province of Sri Lanka.

1.5.2 Teachers' perception towards educational management of the schools in Vavuniya south educational zone was the major factor of measure. That covered 5 aspects of school management as follows:

1.5.2.1 General management

1.5.2.2 Academic management

1.5.2.3 Financial management

1.5.2.4 Staff Management

1.5.2.5 Community relations management

1.6 Research Contributions

1.6.1 It was expected that findings and recommendations of this study would bring the benefits for the school administration in the Vavuniya division of

Vavuniya south educational zone in putting forward suitable human resource policies and enhancing their management skills.

1.6.2 The research would help to gain a deep understanding about educational management in general and in the schools of Vavuniya south educational zone as well.

1.7 Definition of Terms

School referred to an institution designed to allow and encourage students (or "pupils") to learn, with the facilitation of teachers and other required resources like physical and financial resources.

Education referred to the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another through institutions.

Teacher referred to the teaching staff of the public schools. Who has the responsibility to educate children and carryout other assigned duties related to teaching learning activities in the school.

Perception referred to the way teacher judge or evaluates the management activities of the school.

Educational management referred to various activities which are operated by many persons in order to provide educational services to children and the community to meet the development of knowledge, ability, attitude, norms, behaviours, and general values. As a direct result of this, children will become responsible, disciplined members of the nation. This study considers General management, Academic management, financial management, Staff management, and Community relations management as the aspects of educational management of the school.

General management referred to all the activities related to the school disciplines, school culture, maintenance of school environment and the welfare facilities for the staff and students ect.

Academic management referred to all the activities related to the students' academic achievement in the school.

Financial management referred to the activities deal with the financial progress of the school.

Staff management referred to teacher trainings, staff career development activities, teachers' professional development and the activities to maintain teacher cadre and teacher distribution etc.

Community relations management referred to the relationship with the parents, past pupils, local community members and other personals or organizations which are related to the school's academic and non academic activities.

Personal characteristics: This study considers age, gender, educational qualification, professional qualification, and teaching experience, are the personal characteristics related to the teachers' perception towards educational management of the school.

Age referred to the number of years from birth to the present of the teacher. It can be grouped as, age below 35 and 35 years, from 36 years to 45 years, and above 45 years.

Gender referred to the sex of an individual teacher as male or female.

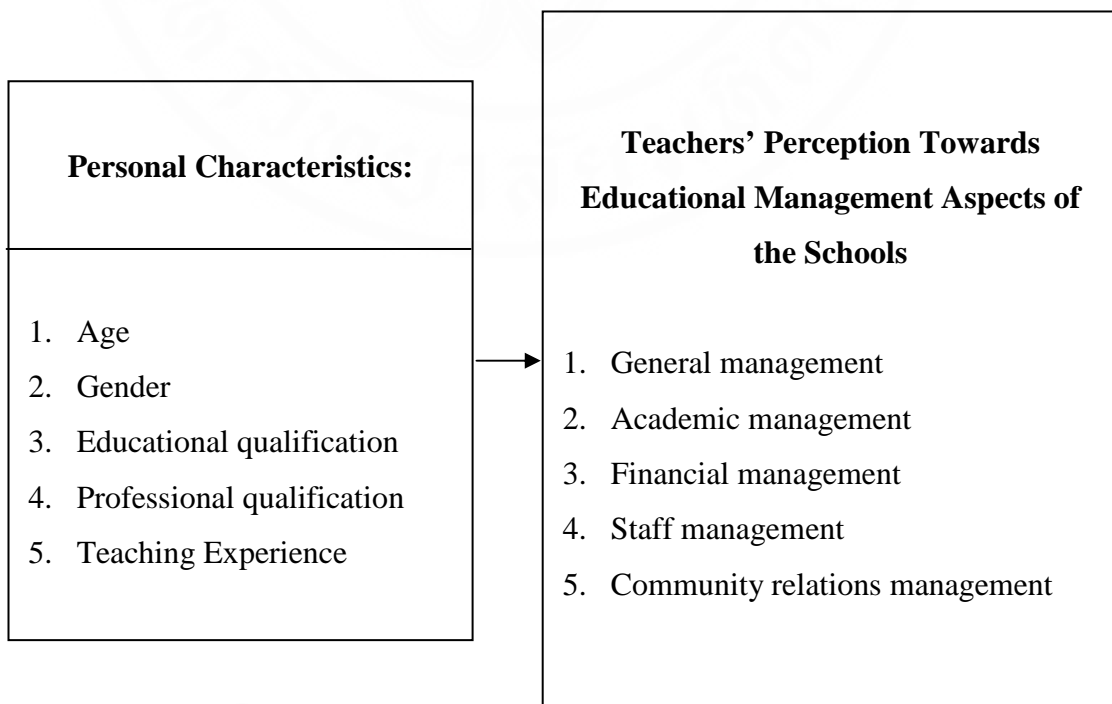
Educational qualification referred to the highest educational qualification of the teacher as G.C.E (A/L)/ Diploma/ Bachelor Degree/ Master Degree etc.

Professional qualification referred to the highest professional qualification of the teacher on education as trained/diploma in education/ bachelor in education/ post graduate diploma in education/ master in education.

Teaching Experience referred to the years of service as a teacher from the year of first appointment as, below 5 years and 5 years/ 6 to 10 years/ 11 to 15 years/ more than 15 years.

1.8 Conceptual Framework

The variable of primary interest in this research was the perception of teachers' on educational management of the schools. Five socio-demographic statuses were used in an attempt to explain the variance in teachers' perception.



CHAPTER II

LITERATURE REVIEW

This chapter on literature review would be presented in the following sequence for the readers' convenience.

- 2.1 Educational Management
 - 2.1.1 Definition of Educational Management
 - 2.1.2 The Relevance of Theory to Good Practice in Educational Management
 - 2.1.3 Models of Educational Management
 - 2.1.4 A new management paradigm
 - 2.1.5 Concepts and Theories related to School Management
 - 2.1.5.1 Concepts of School Management
 - 2.1.5.2 Theory of Good Governance
 - 2.1.5.3 System Theory to Management
 - 2.1.6 Different aspects of School Management
 - 2.1.7 Five aspects of School Management
- 2.2 Education system in Sri Lanka
 - 2.2.1 Background of Education System in Sri Lanka
 - 2.2.2 School Types in Sri Lanka
 - 2.2.3 Management Structure of Education in Sri Lanka
 - 2.2.4 The Legal Framework of the education system in Sri Lanka
 - 2.2.5 Background of Vavuniya South Educational Zone
- 2.3 Concepts of Perception
- 2.4 Factors of person's Perception
- 2.5 Related Researches on Variables in this Study

2.1 Educational Management

2.1.1 Definitions of Educational Management

Bush (2006) defined educational management as a field of study and practice concerned with the operation of educational organizations. Educational management as a field of study and practice was derived from management principles first applied to industry and commerce, mainly in the United States. Theory development largely involved the application of industrial models to educational settings. As the subject became established as an academic field in its own right, its theorists and practitioners began to develop alternative models based on their observation of, and experience in, schools and colleges. By the 21st century the main theories, featured in consideration, have either been developed in the educational context or have been adapted from industrial models to meet the specific requirements of schools and colleges. Educational management has progressed from being a new field dependent upon ideas developed in other settings to become an established field with its own theories and research.

2.1.2 The Relevance of Theory to Good Practice in Educational Management

There was no single all-embracing theory of educational management. In part this reflects the astonishing diversity of educational institutions, ranging from small rural elementary schools to very large universities and colleges. It relates also to the varied nature of the problems encountered in schools and colleges, which require different approaches and solutions. Above all, it reflects the multifaceted nature of theory in education and the social sciences: “Students of educational management who turn to organizational theory for guidance in their attempt to understand and manage educational institutions will not find a single, universally applicable theory but a multiplicity of theoretical approaches each jealously guarded by a particular epistemic community” (Ribbins, 1985: 223).

The existence of several different perspectives created what Bolman and Deal (1997: 11) described as “conceptual pluralism: a jangling discord of multiple voices.” Each theory has something to offer in explaining behavior and events in educational institutions. The perspectives favored by managers, explicitly or implicitly, inevitably influence or determine decision-making.

Griffiths (1997) provided strong arguments to underpin his advocacy of “theoretical pluralism.” “The basic idea was that all problems cannot be studied fruitfully using a single theory. Some problems were large and complex and no single theory is capable of encompassing them, while others, although seemingly simple and straightforward, can be better understood through the use of multiple theories . . . particular theories are appropriate to certain problems, but not others”

Most theories of educational leadership and management possess three major characteristics:

1. Theories tend to be normative in that they reflect beliefs about the nature of educational institutions and the behaviours of individuals within them. Simkins (1999) stressed the importance of distinguishing between descriptive and normative uses of theory. “This is a distinction which is often not clearly made. The former are those which attempt to describe the nature of organizations and how they work and, sometimes, to explain why they are as they are. The latter, in contrast, attempt to prescribe how organizations should or might be managed to achieve particular outcomes more effectively”

2. Theories tend to be selective or partial in that they emphasize certain aspects of the institution at the expense of other elements. The espousal of one theoretical model leads to the neglect of other approaches. Schools and colleges are arguably too complex to be capable of analysis through a single dimension.

3. Theories of educational management were often based on, or supported by, observation of practice in educational institutions. English (2002:1) said that

observation may be used in two ways. First, observation may be followed by the development of concepts, which then become theoretical frames. Such perspectives based on data from systematic observation are sometimes called “grounded theory.” Because such approaches are derived from empirical inquiry in schools and colleges, they are more likely to be perceived as relevant by practitioners. Secondly, researchers may use a specific theoretical frame to select concepts to be tested through observation. The research is then used to “prove” or “verify” the efficacy of the theory

2.1.3 Models of Educational Management

Several authors have chosen to present theories in distinct groups or bundles but they differ in the models chosen, the emphasis given to particular approaches and the terminology used to describe them. Two of the best known frameworks are those by Bolman and Deal (1997) and Morgan (1997). In this chapter, the main theories are classified into six major models of educational management (Bush, 2003). All these models are given significant attention in the literature of educational management and have been subject to a degree of empirical verification. The table below shows the six models and links them to parallel leadership models. (Bush, 2006)

Table 2.1 Six models of management and parallel leadership models

Management Model	Leadership Model
Formal	Managerial
Collegial	Participative
Political	Transactional
Subjective	Post-modern
Ambiguity	Contingency
Cultural	Moral

Source: Typology of management and leadership models (adapted from Bush and Glover, 2002)

The six management models represented different ways of looking at educational institutions. Each screen offers valuable insights into the nature of management in education but none provided a complete picture.

The six approaches were all valid analyzed but their relevance varies according to the context. Each event, situation or problem may be understood by using one or more of these models but no organization can be explained by using only a single approach. There was no single perspective capable of presenting a total framework for our understanding of educational institutions. “The search for an all-encompassing model is simplistic, for no one model can delineate the intricacies of decision processes in complex organizations such as universities and colleges” (Baldrige et al, 1978: 28).

Each of the models discussed here were valid insights into the nature of leadership and management in schools and colleges. Yet all the perspectives were limited in that they do not give a complete picture of educational institutions. “Organizations are many things at once! They are complex and multifaceted. They are paradoxical. That’s why the challenges facing management are so difficult. In any given situation there may be many different tendencies and dimensions all of which have an impact on effective management” (Morgan, 1997: 347)

2.1.4 A new management paradigm

Organizations had become increasingly aware that the world has turned on its axis, necessitating a fundamental re-assessment of objectives, operations and management orientation. Therefore the 1980s had witnessed the emergence of a paradigm shift, or to be more accurate the search for new more appropriate paradigms (Collins, 1996; Burnes, 2000). The theories that have most widely affected contemporary management thinking include the behavioral approach, the systems theory, the contingency approach, the culture-excellence approach, and the organizational learning theory, each of which contributed new insights to our understanding of contemporary management processes. The behavioral approach for

example turned attention to the human factor in the organization and the importance of group dynamics and complex human motivations. The systems approach alerted managers to the notions of embedded-ness and interdependencies, while the contingency approach underscored adaptability/situational appropriateness. The culture-excellence approach reminded managers to accord more attention to the softer issues of people, values, and employee/customer satisfaction. It also posited innovation as a central driver of excellence in organizations. The organizational learning approach emphasized the usefulness of carefully nurturing and cultivating the capacity to acquire new knowledge and to put it into new applications. (D. Jamali, 2004)

Figure 2.1 Changing management paradigms



Source: Adapted from Senior (2002)

2.1.5 Concepts and Theories related to School Management

2.1.5.1 Concepts of School Management

The term school management was used to describe the process of optimizing the utilization of all educational resources in regard to achieving objectives effectively and efficiently. Managing a school is to create the situation and condition of which the management functions, such as planning, motivation and directing, budgeting and controlling is optimally realized.

School as an organization it considered as the management of resources, both material and human; techniques and ideology; growth, development and maintenance of the organization and its culture as well as educational programme that the school is to cater for.

Dubrin and Ireland (1993) defined management as a process of using the organization resources effectively and efficiently to achieve objectives through the functions of planning, leading, and controlling with proper understanding of how a firm operates.

According to Khanal (2003) management was a social process, which puts emphasis on the interaction of people to people inside and outside the formal institutions and people above and below one's operational positions. Management is the science of planning, organizing, directing, and control. Management is also the process of controlling and influencing the output of an organization through leadership and planning. Management by objectives is focusing the organization on what you want to accomplish (goals and objectives) and directing the energies of the team or staff of the organization in achieving these targets.

According to Udom lamsa-ard (1984) for the education management system, school management meant that all activities in a particular school were under the responsibility of the head of the institution; the school manager itself.

The emphasis of school management is on the internal management of a school, which is responsible for child development.

School management aims to devolve more responsibilities to schools and provide them with enhanced flexibility and autonomy in managing their own operation and resources and planning for school development, with increased accountability at the same time. Through school management, schools will develop a management system to ensure the quality of learning and teaching. Hence, school management is a management framework which is school based, student centered and quality focused.

Improving the quality of schools remains high on the agenda of governments all over the world. In recent years, more attention has been given to the need to improve school management and strengthen the role of the head teachers. Research findings as well as recent policy reforms back this up. Much research has demonstrated that the quality of education depends primarily on the way schools are managed, more than on the abundance of available resources, and that the capacity of schools to improve teaching and learning is strongly influenced by the quality of the leadership provided by the head teacher. At the same time, policy-makers – in Asia as elsewhere – have used these research results to move towards more school-based management and autonomy. These reforms invariably affect internal school management and the role of the head teacher. They give more responsibility to the schools and demand new non-traditional managerial skills from the head teacher. However, change in the schools and classrooms are very limited for the following *two* reasons (IIEP Newsletter / October – December 2000)

Firstly, in many countries, this policy has not been the expression of internal pressure or debate, but rather the result of the demonstration effect of seemingly successful external models. As a result, these policies are not necessarily adapted or properly understood by those mainly concerned, the head teachers themselves. Thus, before implementing a new policy, public awareness needs to be raised, both within the society and within the school community in particular.

Secondly, and more crucially – policy declarations were not accompanied by policy measures at central level which strengthen the position of the head teacher. In most countries, selection and recruitment practices have not changed, capacity building initiatives cover few staff and professional development opportunities, if they exist, remain scarce. Head teachers, especially in the more remote areas, are isolated and receive little or no support from the administration. In many countries, there are fewer incentives to become or remain a head teacher. The overall result of the weak reforms is that there is a wide discrepancy between the current unchanged profile of the head teacher and the ideal profile of an innovative pedagogical leader. This should not inhibit policymakers from giving schools more autonomy and highlighting the importance of the head teacher. However, it does underline the urgent need to develop an integrated policy at central level aimed at improving school management and strengthening the role of head teachers. Such a policy should:

- clarify the areas of autonomy and the levels of accountability so that head teachers feel supported rather than overburdened;
- accompany such autonomy and accountability with a strong and consistent support system, especially for newly appointed and/or isolated head teachers;
- improve recruitment and selection procedures encouraging the early identification of potential candidates and introducing a system of mentoring by experienced innovative head teachers;
- develop a motivating career path, by offering professional development opportunities and strengthening in-service training;
- Set up a mutual support system and discussion forum for head teachers.

Some countries have already implemented some of these solutions. In Korea, recruitment patterns have changed in order to attract younger candidates and a scheme has been set up to allow some school communities a say in their selection. In Sri Lanka, a ‘school-based management policy’ has redefined the areas of responsibility at the different management levels, including that of head teachers. In Malaysia, a system of early identification of promising future head

teachers was recently developed. The selected candidates are given training which includes mentoring by experienced head teachers, before starting their job. The most comprehensive efforts have been made in Hong Kong and different states in Australia, but the challenge for most countries remains to turn piecemeal and uncoordinated reform efforts into a global policy framework. (IIEP Newsletter / October – December, 2000)

At present in every country the concept and theory of management used in every school are mostly based on good governance and school based management concepts. In Sri Lanka also, the government implements and reviews the school management activities based on good governance and school-based management concepts through the Education Sector Development Framework and Program (ESDFP) 2006-2010, to address the current challenges of the general education system. (Aturupane, 2008)

The ESDFP is organized into four themes:

Theme 1 - Promoting Equitable Access to Basic and Secondary Education

Theme 2 - Improving the Quality of Education

Theme 3 - Enhancing the Economic Efficiency and Equity of Resource Allocation

Theme 4 - Strengthening Education Governance and Service Delivery

The four themes are complementary and mutually reinforcing. Each theme contains several components which are the strategies through which the goals of the ESDFP are to be achieved. Under the theme four of Strengthening Education Governance and Service Delivery the ESDFP, is implementing three innovative policy initiatives:

First, the program is introducing a balanced control model of school based management. The Program for School Improvement (PSI), is a key

policy reform under the ESDFP, to promote the devolution of power and responsibility to the school level. The objective of introducing school based management is to: (a) empower principals and teachers, especially to strengthen their professional motivation and enhance their sense of ownership of the school; (b) enable schools to develop links with local communities and give stakeholders, such as parents and past pupils, greater voice in school affairs; and (c) enable schools to raise resources to supplement the budgeted funds provided by the government. The balanced control model spreads administrative power evenly between principals, teachers and members of local communities. The implementation experience of the PSI suggests that it is popular among schools.

Second, organizational analysis and capacity building; the key element of the organizational capacity building program is to strengthen the use of technology, especially computer technology, in the education system. This includes the use of technology in the preparation and presentation of education plans and budgets, communication through email, and monitoring activities. The general experience is that younger staffs are more adept at the use of technology, and more willing to learn and work on modern, technology-intensive equipment.

Third, the preparation and implementation of a human resource development strategy; the objective of the human resource development strategy is to provide high quality human resources for the education system, at central, provincial and zonal levels, over the long-term. Particular attention is paid to improving the English language fluency of young education administrators.

2.1.5.2 Management and leadership development of school principals in Sri Lanka:

The central role played by school principals in school performance has been appreciated by education policy makers in the country. The Principal's Service has been established, with entry requirements, a career structure,

and payments linked to progression in the service. A Center for Education Leadership Development (CELD) has been established to provide training in school leadership and management. CELD provides residential training programmes for principals. Members of the Principal's Service are able to work either as Principals, Deputy Principals or Sectional Heads (e.g. as Head of the Primary Section of a school which combines primary and secondary grades within the same school).

The range of skills and competencies which principals are expected to acquire include the ability to;

- a) Clearly articulate the vision and educational goals of schools;
- b) Organize schools to implement the curriculum effectively;
- c) Match the pedagogical competencies of teachers to the classroom and co-curricular needs of schools;
- d) Appraise staff, especially teachers, and progressively improve their skills and competencies;
- e) Motivate staff and students towards high performance;
- f) Deploy and utilize physical resources to promote school goals;
- g) Develop close ties with community organizations, including parent-teacher associations and past pupils associations; and
- h) Maintain high visibility and accessibility to pupils, teachers, parents and other community members. (World Bank, 2005b)

2.1.5.3 Theory of Good Governance

Good Governance means competent management of a country's resources and affairs in a manner that is open, transparent, accountable, equitable and responsive to people's needs. Governance describes the process of decision making and the process by which decisions are implemented (or not implemented). Hereby, public institutions conduct public affairs, manage public

resources, and guarantee the realization of human rights. Good governance accomplishes this in a manner essentially free of abuse and corruption, and with due regard for the rule of law. (www.unescap.org)

Good governance can be understood as a set of 8 major characteristics:

Participation

Participation by both men and women is a key cornerstone of good governance. Participation could be either direct or indirect.

Rule of law

Good governance requires fair legal frameworks that are enforced impartially. It also requires full protection of human right, particularly those of minorities. Impartial enforcement of laws requires an independent judiciary and an impartial and incorruptible police force.

Transparency

Transparency means that decisions taken and their enforcement are done in a manner that follows rules and regulations. It also means that information is freely available and directly accessible to those who will be affected by such decisions and their enforcement.

Responsibility

Good governance requires that institutions and processes try to serve all stakeholders within a reasonable timeframe.

Consensus oriented

There are several actors and as many view points in a given society. Good governance requires mediation of the different interests in society to reach a broad consensus in society on what is in the best interest of the whole community and how this can be achieved. It also requires a broad and long term

perspectives on what is needed for sustainable human development and how to achieve the goals of such development. This can only result from an understanding of the historical, cultural and social contexts of a given society or community.

Equity and inclusiveness

A society's well being depends on ensuring that all its members feel that they have a stake in it and do not feel excluded from the mainstream of society. This requires all groups, but particularly the most vulnerable, have opportunities to improve or maintain their well being.

Effectiveness and efficiency

Good governance means that processes and institutions produce results that meet the needs of society while making the best use of resources at their disposal. The concept of efficiency in the context of good governance also covers the sustainable use of natural resources and the protection of the environment.

Accountability

Accountability is a key requirement of good governance. The organization must be accountable to the public and to their institutional stakeholders. Who is accountable to whom, varies depending on whether decisions or actions taken are internal or external to an organization or institution. In general an organization or an institution is accountable to those who will be affected by its decision or actions. Accountability cannot be enforced without transparency and the rule of law.

2.1.5.4 System Theory to Management

Success in business with assembly lines in the early part of the 20th century led to adoption of similar ideas in schools (e.g. grade levels, class periods, lesson plan objectives). As system thinking has shown success in business, those ideas have been adopted by schools in the last 20 years. Schools are not the same as businesses, and therefore procedures that lead to more production or greater profit do not similarly lead to more A's or better learning in schools. However,

understandings gained about relationships can be transferred - a systems approach to understanding the complexity of learning in schools will yield greater results than that of imagining schools as an assembly-line factory.

For schools, the value of the systems approach is

1) To keep a focus on the big picture; the overall focus of the school. Decisions are made that are coherent with that focus while consideration is given to the perspectives of the whole school, the classroom, the student, the teacher, the parent, etc.

2) To allow those closest to the learning to have a greater impact on decisions affecting the learning

3) To view school as a complex interconnected set of relationships; relationships that create a culture and which can be changed to improve the learning environment for more success.

As a systems thinking approach has led to different ways of working, there has been less stress on individuals making decisions and more on groups. More heads means more possible solutions, multiple perspectives means better understanding, and better understanding means support of all the members of the group in reaching goals.

A systems approach is important to schools in accomplishing their mission of all children learning:

First, successful learning on the part of students requires a coherent and concerted effort on the part of the adults. For example, academic success requires high expectations and purposeful support within a caring environment. All three "characteristics" – high expectations, purposeful support, and caring environment - require that everyone in the school community be on board promoting all three.

Second, issues of accountability challenge the entire community. We understand that no one educator can do it alone. Multiple staff members, including parents, help students learn Accountability thus rests with all staff. Since many people impact the learning, we need to include everyone responsible in discussions about how to make that learning happen. Everyone's efforts working in the same clear direction is vital.

Third, taking a systems perspective of the school can identify supports and barriers to good learning. Any institution, such as a school, puts procedures and structures in place so that it can operate. Over time these procedures and structures become accepted as "always having been there" and are not questioned. Yet these very same procedures could actually be a barrier to learning. For example, many schools have moved to a 90-minute block schedule and away from the traditional 45-minute eight period day. They found that the shorter time periods did not give most students the time they needed to understand a topic in one sitting.

The three reasons above point to the value of a systems approach for the learning mission of schools. Yet there is another value for schools. The way the group functions within a systems approach is democratic in nature. Group processes and interactions are key elements of a democratic structure. If schools are not democratic spaces in and of themselves, how do we begin to foster opportunities for democracy to be practiced? Providing an opportunity for staff to engage in group processes and systems thinking increases their ability to understand how to provide such a possibility for students.

2.1.6 Different aspects of School Management:

2.1.6.1 "HEADLAMP" Procedures Document

Knight (1977) adopted framework titled "HEADLAMP" which was initially designed by the Teacher Training Agency (TTA) of United Kingdom in 1995 as a specific initiative to support newly appointed head teachers.

It was set out in the form of a list of; six areas of leadership and management task; and eight types of leadership and management abilities.

The tasks in the Headlamp procedures document are given below in the table; an equivalent term for each task is given for the convenience and to focus more in the study.

Table 2.2 Headlamp's six areas of leadership and management task

No.	Headlamp's leadership and management task	Equivalent term used in this study
1.	Defining the aims and objectives of the school	General Management
2.	Developing, implementing, monitoring and reviewing policies for all aspects of the school, including the curriculum, assessment, classroom organization and management, teaching approaches and pupil support.	General Management
3.	Planning and managing resource provision	Resource Management
4.	Assessing and reviewing standards of pupils' achievement and the quality of teaching and learning.	Academic Management
5.	Selecting and managing staff, and appraising their performance and development needs	Staff Management
6.	Liaising with parents, the local community and other organizations and institutions.	Community relations Management

In addition, each head teacher's training programme in relation to the selected task, will need to focus on one or more of a range of leadership and management abilities, including the abilities to:

1. Give clear sense of direction and purpose in order to achieve the school's mission and inspire staff and pupils alike
2. Anticipate problems, make judgment and take decisions
3. Adapt to changing circumstances and new ideas
4. Solve problems
5. Negotiable, delegate, consult and coordinate the efforts of others
6. Follow through and pursue policies to implementation and monitor and review their effectiveness in practice
7. Understand and keep up to date with current educational and management issues and identify their relevance to the school.
8. Communicate effectively with staff at all levels, pupils, parents, governors and the wider community (Knight, 1977)

2.1.6.2 Ramseyer and others (1995) included curriculum and methodology development, student control, community relations, personal management, building and site management, business affairs, financial and general school services as components in the school management.

2.1.6.3 Seri Parndetpong (1998) concluded that the following seven factors were the school management roles of school administrators; Academic management, personal management, business and financial affairs management, student activities management, general services management, school and community relations management.

Apart from the various aspects of school management from theories and past researches, only five aspects as general management, academic management, financial management, staff management and community relations management are considered for this study of teachers' perception towards educational management of schools in Sri Lanka.

2.1.7 Five aspects of School Management

General Management:

The general management can be specified as follows:

- Provide a clear sense of direction and purpose in order to achieve the school's vision, mission and other policies through inspirations
- Follow common rules and regulations of the school management from the department / ministry of education and the school itself
- Adapt to changing situations and new ideas / innovation to keep up to date with the current educational management issues and identify their relevance to the school.
- Anticipate problems, make judgment and take decisions to solve problems.
- Provide necessary welfare facilities and proper guidance and counseling service to the students and staff.

Academic Management:

Academic management can be specified as follows:

- Promote teaching learning activities to train the students to attain the required competency levels.
- To support the preparation of teaching learning process and to prepare the appropriate classroom climate to gain all the direct experiences to the students.
- To provide necessary academic manuals and other materials related to teaching learning process.
- To conduct the students evaluation and school based assessment process with accuracy and follow the general rules and regulations regarding to it.
- To provide remedial teaching activities to the slow learners.
- Regular monitoring and evaluation system to evaluate the teaching learning process.

Financial Management:

Financial management can be specified as follows:

- Effective strategic planning of financial resources
- Efficient use of financial resources
- Equity in ensuring 'best value' practices
- Transparency in handling financial resources
- Arrangements to get enough money for the school functioning.

Staff Management:

Staff management can be specified as follows:

- Implementing staff deployment policy
- Having appropriate time table allocation
- Arrangements to provide training according to the requirements
- Facilities for teacher career development and professional development
- Having well defined job description for the staff
- Appraising the staff performance.

Community relations management:

Community relations management can be specified as follows:

- Having a well organized School Development Society (SDC) for the school based decision making
 - Active participation of the school in the community related activities.
 - Well organized teacher- parents association and regular meeting
 - Initiate community related activities in the school to encourage the community participation.
- Touch with the old students union to get their help to the school as academic, financial, physical and human resources.

2.2. Education System in Sri Lanka

2.2.1 Background of Education System in Sri Lanka

The present educational system of Sri Lanka derived from the British educational system, which was introduced by the British colonial masters in the 19th century. The British colonial government established colleges for boys and girls separately. These colleges consisted of Primary Schools, Lower Secondary and Higher Secondary Schools. In 1938 the education in Government schools made free of charge as consequence of the Universal Franchise granted in 1931. Subsequently many government schools called Maha Vidyalayas and were started in all parts of the country. The medium of education of Maha Vidyalaya's was either Sinhala or Tamil. (www.mysrilanka.com)

Today primary education lasts six years, after which the pupils sit a scholarship examination. Those who passed scholarship examination are qualify themselves to be admitted to popular schools and are granted monthly financial support until they pass out from the university. After primary education there is Junior Secondary education which lasts for five years, after which pupils have to sit government examination namely G.C.E. (Ordinary Level) to qualify for Senior Secondary education which last another two years. Then come to the competitive University entrance examination which is called G.C.E. (Advanced Level) examination. Those who are not admitted to the universities can either enter vocational technical schools or be employed in companies or in government departments as apprentice or trainees. They can also pursue higher education as external students of traditional universities or at the Open University of Sri Lanka. The open university of Sri Lanka was established in early 1980's with the idea of conferring degrees and diplomas to the working population who can do part-time studies by paying tuition fees. Medium of study in schools today is either Sinhala or Tamil depending on the native language. The first language and the mathematics are compulsory subjects. All primary junior secondary pupils get their schools uniforms and text books free of charge from the government. In the universities the medium of study of the Medical

and engineering faculties are in English and, in other faculties it can be Sinhala, Tamil or English depending on the University. Some Universities do have post graduate institute that confer second degrees, for example Post Graduate Institute of Medicine attached to the University of Colombo. In addition these system lots of private international schools are being introduced to the present day education. (www.mysrilanka.com)

Sri Lanka's Education for All Mid-Decade Assessment Report 2008 took place on 29 August 2008 in Colombo; the report assesses the changes in education in Sri Lanka, with regards to the EFA Dakar Framework during the period of 2000-2006. It also monitors three dimensions of education quality: learning outcomes as measured by national assessments; enabling condition of the school facilities; and quality and quantity of teaching workforce.

Today the country faces second generation problems, concerning the quality, equality and efficiency of the education system. According to the report, poor quality of education has become a major issue island-wide, and the goals pertaining to life skills of young children, youth and adults have been relatively neglected.

Although the issue of quality education is gaining the attention of stakeholders including the MOE, provincial education ministries and departments, zonal and divisional education offices, school authorities and parents, the report notes continued weak pupil performance, widespread learning disparities in rural areas, urban slums and among marginalized groups. Sri Lanka's national report also states the need for physical and human resources as well as better management of schools (Ministry of Education, Sri Lanka 2008)

2.2.2 School Types in Sri Lanka

The schools were classified into 4 types:

Type 1AB - Schools with classes up to Grade 13 including G.C.E (A/L) Science Stream;

Type 1C - Schools with classes up to Grade 13 but without G.C.E (A/L) Science Stream

Type 2 - Schools with classes up to Grade 11 and

Type 3 - Schools with classes up to grade 5.

In 2002 there were 9,829 government schools, 561 Pirivenas and 66 Private schools (Registered before 1960) in Sri Lanka. The government schools consist of 320 National schools managed by the MOE and 9,509 Provincial schools, managed by the Provincial Councils. In addition to the Government Schools there are 33 non-fee-levying Assisted Private Schools and 33 fee levying autonomous Private Schools. There is another category of English Medium International Schools approved and registered by the Board of Investments Sri Lanka. The number of international schools which are not controlled by the MOE has increased recently in urban areas. In 2002 there were 4,027,075 students and 186,999 teachers in 9,829 government schools. Sri Lankan education system is characterized by 3 National Examinations conducted by the Department of Examinations: Grade 5 Scholarship Examination, General Certificate of Education (Ordinary Level) examination, and General Certificate of Education (Advanced Level) examination. (<http://www.moe.gov.lk>)

2.2.3 Management Structure of Education in Sri Lanka

2.2.3.1 Decentralized Administration of Education

The prevailing education management structure in Sri Lanka came into effect since the establishment of the Provincial Council System in 1987. This devolved administrative system, brought greater autonomy and participation of local administrative bodies in education decision making process. The present decentralized management organization structure comprises five inter-linked layers:

➤ The Ministry of Human Resources Development, Education and Cultural Affairs (MoHRD, E&CA) as the Line Ministry.

- The Provincial Ministries / Departments of Education (PME / PDE)
- The Zonal Education Offices (ZEO)
- The Divisional Education Offices (DEO)
- Schools (Provincial and National)

The Education Ministry of the central government is responsible for: Laying down national policy on education, Monitoring of the maintenance of standards in educational institutions, formulating the national curriculum and training the provincial trainers through the National Institute of Education, Management of specified schools designated as National Schools, Teacher Education and Public Examinations.

The institutions functioning under the Ministry of Education are: Department of Examinations which provides the National Educational Evaluation and Testing Services, the National Agency Testing Services and the General Services. The institution is responsible for conducting the grade 5scholmhip examination and the General Certificate Examination (Ordinary Level) which are the two important examinations pertaining to the compulsory education span. The National Institute of Education is entrusted with the curriculum development and training of principals, education research and teacher education. The Department of Education Publications is responsible for providing textbooks for all school children. Teacher Education Institutions: Several institutions are responsible for teacher education: National Colleges of Education (NCOEs), Teachers' Colleges (Tes), National Institute of Education, Teachers Centers and Regional English Support Centers (RESCs)

Decentralization may be defined as the transfer, in varying degrees, of decision-making powers from central government to intermediate authorities, local authorities, and educational institutions. The significance of the transfer varies, ranging from simple administrative decentralization (deconcentration) to a transfer of regulatory and financial powers of greater scope, to the regional and/or local level (see box 6). Both more and less positive aspects of decentralization are

noted by various observers. Some consider that the process of decentralization in education may considerably improve transparency, administrative efficiency and finance management, the quality and accessibility of services and the development of political responsibility in general. They believe that a decentralized education system would be more efficient, more compatible with local priorities and more strongly encourage family participation, regarded as a factor of "democratization". Governments with serious financial problems may be particularly attracted by the potential that decentralization holds for progress. Systems of cost recovery such as community financing have thus become, for some central governments, a means of shedding financial responsibilities linked to the provision of educational services.

In any case, educational decentralization and planning in general raise the question of how far decision-making should be decentralized for each level or type of education (primary, secondary, higher, but also pre-primary and literacy training) and how responsibilities will be allocated for the development of curricula and teaching methods, evaluation, textbook production and distribution, recruitment and remuneration of teachers, school building and maintenance, the establishment of links between parents and teachers, etc (UNESCO, 2003)

“Decentralization tends to be successful when the central government is stable, solvent and committed to transferring both responsibilities and resources, when local authorities are able to assume these responsibilities and when there is effective participation by poor people and by a well-organized civil society”. (UNDP, 2003: 137).

2.2.3.2 Development of the teaching profession

At Independence in 1948, when the Sri Lankan population was relatively poorly educated at the secondary education level, the stock of teachers available was moderate. There were only about 38,000 teachers for a student population of over 1.3 million students, yielding a student-teacher ratio of 35:1. At this time the country was mainly an agricultural economy, and the private sector was small

and relatively unsophisticated, with the main private companies engaged in the export of primary products such as tea, rubber and coconut. As a consequence, the most prestigious jobs were found in government services, especially the civil service, and professional services such as the judiciary and the medical service. The school teachers, too, were relatively well-paid and enjoyed high status, especially in rural and estate communities.

As the education system expanded, and the output of secondary and tertiary educated young men and women increased from the 1960s and 1970s onwards, and the demand for teaching opportunities was strong. In particular, teaching was considered an appropriate job for women. The school day is from 7.30 a.m. – 1.30 p.m. and there are about three months of holidays in April, August and December, which provides extra leisure time for activities such as home management and child-rearing. The stock of teachers in the education system has increased, over time, until in 2006 the number of teachers was nearly 205,000, for a population of about 3.8 million pupils, yielding a student-teacher ratio of 19:1, half the student-teacher ratio in 1950.

Over time, with the growth and development of the economy and the private sector, as well as the availability of employment opportunities in more developed economies overseas, the relative salaries and status of the government services, including the teaching profession, have declined. As a result, the teacher service is no longer as attractive as in previous generations. However, it is still able to attract university graduates, especially female graduates.

In less-developed countries like Sri Lanka schools in remote rural areas are likely to be poor in quality. One important aspect of this in certain contexts is the comparatively low quality of teachers and the high rate of teacher turnover in rural schools in these areas. It is likely that contributory factors are the ways in which posting and transfer procedures operate, inadequate preparation and support for teachers, and their own characteristics, values and interests. (UNESCO Institute for Education, 1982)

2.2.3.3 Pre-service and continuing teacher education

The country has two types of pre-service teacher education;

First, the government has established a network of eighteen National Colleges of Education (NCOEs) which deliver three year pre-service teacher education programmes.

Second, the universities produce graduates who, if they obtain a postgraduate diploma in education or a higher Level qualification, such as a Master's degree, can become certified teachers.

Between the NCOE's and the universities all entrants into the teaching profession are either qualified teachers, or have the potential to obtain their teaching certification upon completion of an appropriate postgraduate degree.

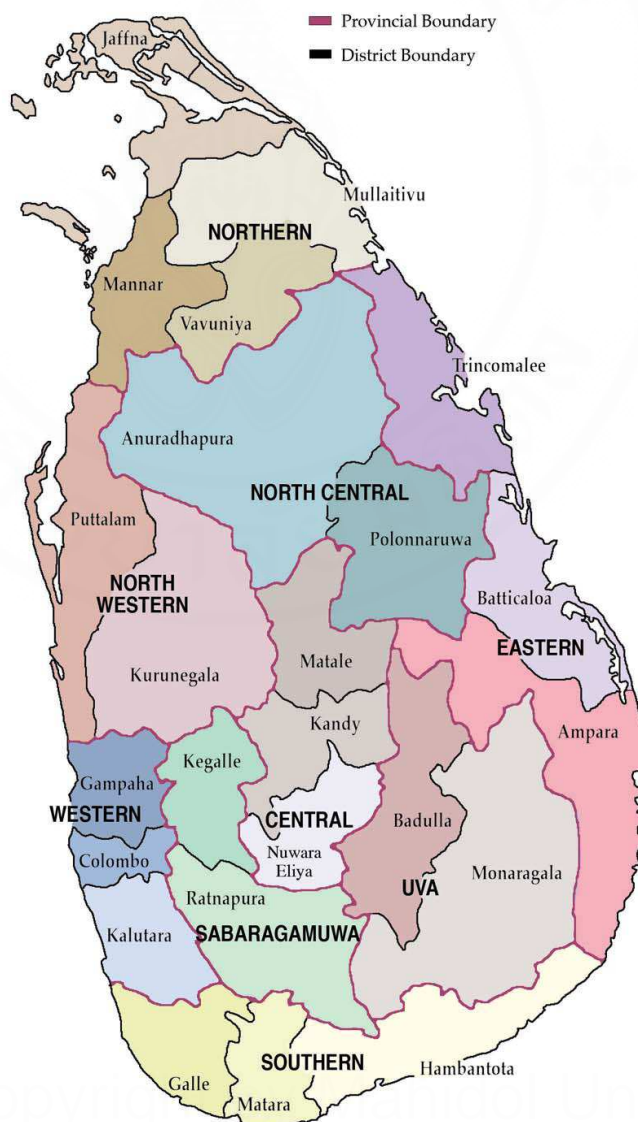
The country also has multiple opportunities for continuing teacher education. These include a network of one hundred Teacher Centers (TCs), at least one per education zone, which provide short-term teacher training courses. In addition, the NCOEs offer teacher training programmes which complement the courses provided by the TCs. And the universities provide postgraduate diplomas and Masters Degrees in education which members of the teaching profession can follow as part of their continuing professional development.

2.2.3.4 On-site school based teacher development

The new wave of education reforms introduced by the government under the Education Sector Development Framework and Programme (ESDFP) 2006-2010 has initiated a process of on-site school-based teacher development, to complement and supplement the institution-based teacher development system. A wide array of inputs (from university academics, in-service advisors, teacher educators, principals and fellow-teachers) are provided for the

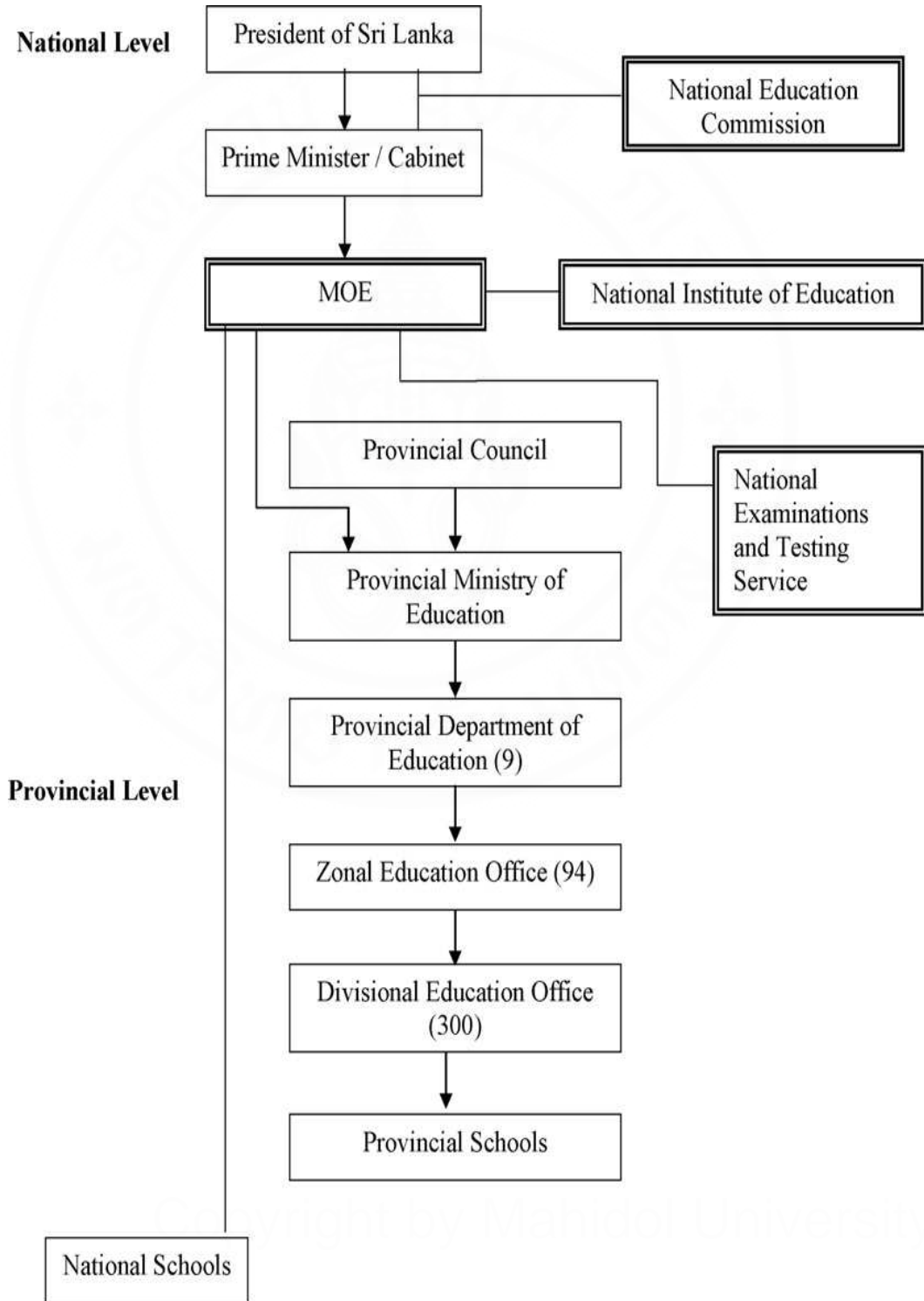
school-based teacher development programmes. This novel initiative is administered and managed mainly by the Provincial Education Authorities, within policy guidelines, norms and standards established by the national Ministry of Education. The model of school based on-site teacher development is expected to become, over time, the main and normal mode through which the motivation, skills and performance of teachers are strengthened (World Bank, 2005b).

Figure 2.2 Provincial and District Boundaries of Sri Lanka



Source: Sri Lanka from Wikipedia, Website - http://en.wikipedia.org/wiki/Sri_Lanka

Figure 2.3 The Organization Chart of the Educational Management Structure - Sri Lanka



Source: Ministry of Education, Sri Lanka.

2.2.4 The Legal Framework of the education system in Sri Lanka

The constitution of Sri Lanka stated that *"the complete eradication of illiteracy and the assurance to all persons of the right to universal and equal access to education at all levels"*. (Constitution of Sri Lanka, Article 27).

The Education Ordinance No.31 of 1939, provide the principal legal basis for the system of education. This ordinance was amended in 1947 to address the needs that surfaced subsequently. It advocates compulsory school attendance, regulated under Regulation No.I of 1997 which requires schooling for all children between the ages of five to fourteen years. Introduction Sri Lanka also is a signatory to the following international conventions:

- UN-Declaration of Human Rights and Convention on the Rights of the Child education as a fundamental human right
- "World Declaration on Education" and "Education for All" Jomthion in 1990 and Dakar 2000
- Millennium Development Goals (MDG) Sri Lanka is not only committed to the cause of education but also has demonstrated by its actions that education is a priority item in its agenda for development. (Education for All, 2008)

2.2.5 Background of Vavuniya South Educational Zone

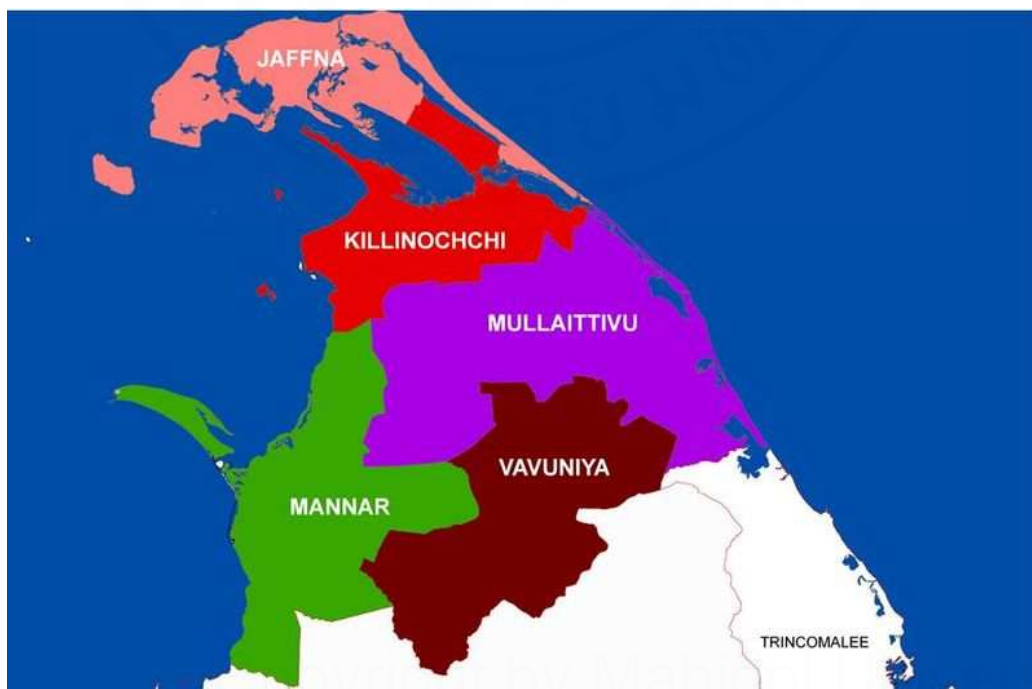
After the 13th Amendment, the government established a three tier structure for managing the provincial education system. These are Provincial Ministry of Education: In each of nine provinces Provincial Department of Education Headed by the Provincial Director of Education, this department is responsible for planning, implementation, management and direction of all education programmes in the Province. It also manages provincial schools.

For administration purpose, each province is divided into several Educational Zones, headed by a Zonal Director of Education each zone has approximately 100 to 150 schools.

Each zones are further divided into Divisional Education Offices Headed by a Divisional officer, the functions of the Divisional Office are mainly general supervision of Schools, collecting information and data from schools, distribution of textbooks and other equipment and materials to schools and assisting in school supervision.

There are five districts in the Northern Province of Sri Lanka namely Jaffna, Kilinochchi, Mullaitivu, Vavuniya & Mannar. And it has 33 Educational divisions under 12 Zones. No of schools in this province is 1011. (HRD Plan, Northern Province 2009-2011)

Figure 2.4 Five Districts in the Northern Province

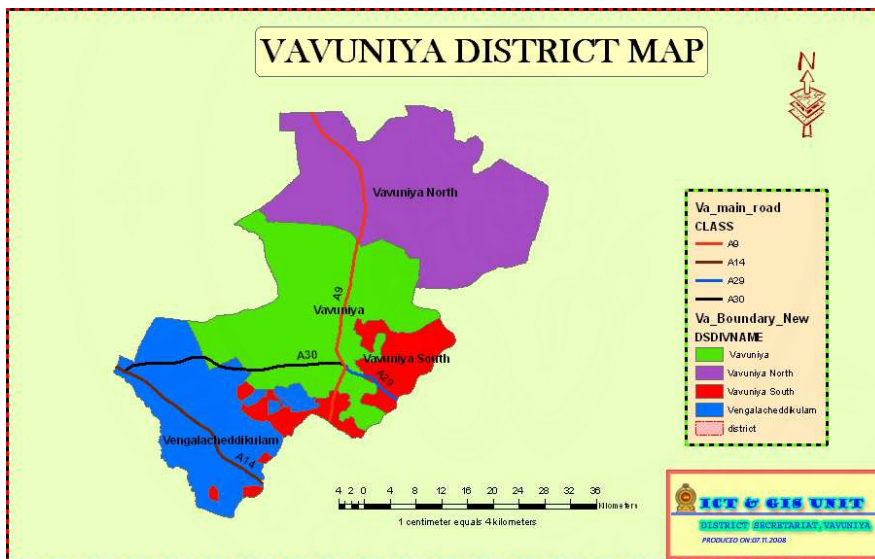


Source: http://en.wikipedia.org/wiki/File:Yaarl_Province.jpg

Vavuniya District has 2 zones as Vavuniya south and Vavuniya north. Vavuniya south zone has 97 functioning schools and 7 temporarily closed schools.

Number of principals 67 and the number of teachers working in these schools are 1,606. The student population of the zone is 32,410. (HRD Plan, Provincial Dept. of Education, Northern Province, 2009-2011)

Figure 2.5 Administrative Divisions of Vavuniya District



Source: http://www.ds.gov.lk/dist_vavuniya/english/map.html

Table 2.3 Types of Schools in Vavuniya South Educational Zone

Type of School	National Schools	Provincial Schools
1 AB	2	2
1C	2	13
TYPE 2	-	27
TYPE 3	-	51
Total	4	93

Source: HRD Plan, Provincial Dept. of Education, Northern Province (2009-2011)

2.3 Concepts of Perception

Perception; In philosophy, psychology, and the cognitive sciences, perception is the process of attaining awareness or understanding of sensory information. It is a task far more complex than was imagined in the 1950s and 1960s, when it was predicted that building perceiving machines would take about a decade, a goal which is still very far from fruition. The word comes from the Latin words *perceptio*, *percipio*, and means "receiving, collecting, and action of taking possession, apprehension with the mind or senses."

Perception is one of the oldest fields in psychology. The oldest quantitative law in psychology is the Weber-Fechner law, which quantifies the relationship between the intensity of physical stimuli and their perceptual effects. The study of perception gave rise to the Gestalt school of psychology, with its emphasis on holistic approach.

What one perceives is a result of interplays between past experiences, including one's culture, and the interpretation of the perceived. If the percept does not have support in any of these perceptual bases it is unlikely to rise above perceptual threshold. (Wikipedia)

Baron & Byrne (2000) defined the term perception as 'the process through which the people seek to know and understand other persons'.

Atkinson et al, (1993) defined that perception as the process of integrating sensation into percepts of objects, and the use of these percepts to get around the world.

According to Feldman (1993), perception was the sorting out, interpretation, analysis and integration of stimuli from ones sensory organs.

Hubly (1993) stated that once a person pays attention to a message, he/ she then tries to understand it. It is a highly subjective process. For example, whether two people may watch the same program in television but the message they interpret may be quite different from each other and from the meaning intended to convey.

Mc Connel & Philipchalk (1992) defined perception as the psychological process by which persons give meaning to and give sense of sensory inputs.

According to the above definitions, perceptions vary from person to person. Different people perceive different things on the same situation. But more than that, people assign different meanings to what they perceive. And the meanings might change for a certain person. Perception plays a vital role in shaping the behaviours of a person. Thus it is considered as an important psychological process in everyday life of an individual.

2.4 Factors of Person's Perception

Several factors in surrounding environment have significant influence over individual's perceptions towards people, things, and notions. According to Wells et al. (1995), perceptions were shaped by three sets of influences: the physical characteristics of the stimuli, the relation of the stimuli to their surroundings, and conditions within the individual. While the first two sets of influences are related to stimuli, the last set of the influences is only reason that makes perception a personal trait. Factors that influence this frame of reference include learning experiences, attitude, personality, and self image.

Zalman & Wallendrof (1979) found that the influencing factors of person perception are people's moods or frame of mind, their physical abilities to experience sensation, their personalities and motivations, the social and physical context in which they perceive things, the social and physical context of the stimuli being perceived and the physical composition of the stimuli.

Perception of people depends on so many factors. In organizational setting presented the different dimensions of human diversity and their influence in perception.

Jones (1998) stated the role of organizational culture to shape individuals beliefs and values.

In addition there were many studies carried out in the field of perception which identified the factors that affect the person perception. Among them;

Dhan Singh Dhami (2007) carried out the study to measure the teacher perception of diversity management using the factors gender, age, educational qualification, experience, training, religion, language, ethnicity, culture, and income, region of origin, organizational location and context.

Grobler et al. (2006) conducted a study to measure the perception of educators and principals on the management of cultural diversity as an aspect of school effectiveness using the factors; age, gender, type of school, teaching experience, mother tongue, level of discipline, and post level of educators in South African context.

Mary (2005) studied the perceptions of principals and teachers regarding leadership practices with respect to the factors; age, gender, qualification, and experience.

Seri Parndetpong (1998) studied the opinions of parents and teachers on school management with considering the factors nationality, gender, occupation, and income.

In this study the following factors as age, gender, educational qualification, professional qualification, and teaching experience will be considered as the influencing factors of person perception. These factors might have substantial effects

on the perceptions of school teachers in Sri Lankan context; the relation of each variable to the results of this study would be reviewed

2.5 Related Researches on Variables in this study

2.5.1 Age

Gordenwartz & Rowe (1998) pointed out that age of a person makes a lot difference in the perceptual process. They suggested that the era in which one grows up puts a permanent mark on ones value and expectations. Maturity level and experiences leave their marks as well. Age also plays the role on acceptance or resistance to learning new procedures. Since the perceptual process is the mental process in which people sort, interpret, analyze and integrate the information, the age factor plays vital role to perceive people, things and notions.

2.5.2 Gender

Harper et al. (2003) suggested that gender is the most silent and ubiquitous social category in human communities. Maccoby (1988) pointed out gender's influence is observed within all known languages, past and present it distinguishes role differences pan-culturally. Bussy and Bandura (1999) asserted that gender invokes elaborate socially sanctioned prescriptions in terms of life role, occupation, relationships, abilities and opportunities. They indicated that gender can be seen as the primary basis of human differentiation. Most important difference between men and women is difference in their self concept (Cross & Madson, 1997; Maddux & Brewer, 2005 cited by Guinmond et al. 2006). These differences in gender affect the perceptual process. Therefore the way of perceiving and behaving is also differ between male and female.

2.5.3 Educational Qualification

Fiske & Newberg (1990) noted that the person's perception and judgment processes differ in their amount of thoughtfulness. They suggested that some cognitive processes involve shallow, heuristic, and top of the head responses that require little or no cognitive effort. Other processes involve more cognitive effort, as the person

considers the meaning of presented information, compares it with existing knowledge, assess its validity and importance, and attempting to integrate into a coherent and defensible overall impression. This is central to the formation and evaluation of the impression. Since, education qualification increases the amount of thoughtfulness of a person; it has considerable influence on person perception.

2.5.4 Professional Qualification

Krunger & Dunning (2002) stated that the skills to write grammatically correct sentence are similar to the skills required to recognize a grammatically correct sentence. It indicates that training is such an effort in the life of people which expand the horizon of the knowledge about certain aspects of their life. Profession or surrounding environment helps people to sort, analyze, interpret, and integrate the information. It increases the meta-cognitive insight of the people. In every pace people construct and reconstruct their perceptions about the people, things and notions around them. They can be trained to reconstruct their perceptions or be equipped with skills to grasp clear picture of the situation.

2.5.5 Teaching Experience

Baron & Byrne (1991) pointed out that the perceptions formed as a result of direct personal experience. The perceptions that are resulted from self experience are stronger than ones resulting from vicarious experiences. Every perception a person has is based upon their own personal experience. People perceive the world differently because no two people have the same experiences. Experience makes the people well known to them. It shapes their minds and opinions, likes and dislikes.

Since experience is the best teacher of human being, it influences the perception of a person. The person with experience of various things and longer time has different perception than the person with limited experiences.

Moreover cultural, religious, racial beliefs as well as personal experiences influence the perception of a person which leads towards the certain kinds of behaviours. Inferential believes and perceptions with fake bases need to be modified

specially in the field of education where the erroneous perceptions may have unwavering impact on teaching learning process. Since teachers play a vital role in educational management of the school, it is essential for teachers to be aware of their perceptual sensitivity.



CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the research design and methodology used in this study. The research methodology will be presented as follows.

- 3.1 Research Design
- 3.2 Population and Sample
- 3.3 Research Instruments
- 3.4 Quality of the Research Instrument
- 3.5 Data Collection
- 3.6 Data Analysis

3.1 Research Design

The research was carried out by using descriptive survey designed method. The study was to gain deeper understanding on teachers' perception towards educational management of their schools in the Vavuniya Division of Vavuniya south Educational Zone, Sri Lanka. Open – ended questions were included at the end of the questionnaire to provide opportunity to give respondents' suggestions about each aspect of educational management of the school.

3.2 Population and Sample

3.2.1 Population

This study was conducted in the Vavuniya Division of Vavuniya south educational zone. The population of the study was the total number of 1,013 teachers in 37 provincial schools of that Division (ZEO, Vavuniya South, 2009).

3.2.2 Sample

In this study, multi-stage sampling procedure was implemented:

3.2.2.1 In the first stage one education division from the three divisions in the zone was selected by simple random sampling. The purpose of the sampling is more than 50% of the students and staff population concentrated in this division of Vavuniya south educational zone.

3.2.2.2 In second stage 50 % of the schools from that division were selected by randomly drawn that is 19 schools from the total number of 37 schools.

3.2.2.3 In third stage 290 teachers out of the total number of 1013 teachers of that division were selected as sample of the study (see appendix).

Yamane formula for calculating sample size;

$$n = \frac{N}{1+N(e)^2}$$

Where;

e = Error of random sampling = 5% (0.05)

N = Population size

n = Sample size

$$n = \frac{1013}{1+1013(0.05)^2} = \frac{1,013}{3.533}$$

$$n = 286.7 = 287$$

$$= 290$$

The simplified formula propounded by Yamane (1968) to calculate sample size was used with a 95% confidence level and $P = .05$.

3.2.2.4 In the final stage, the numbers of teachers from each school were decided according to the teacher population of those schools, and the teachers of the particular school were randomly drawn with the teachers list of that school.

3.3 Research Instrument

The data collection instrument of this research was a structured questionnaire consisted of three parts as follows:

Part 1 of the questionnaire was designed to survey demographic data of the personals including age, gender, marital status, educational qualification, professional qualification and teaching experience. The answers of the questions were multiple choices.

Part 2 of the questionnaire was designed to measure the teachers' perception towards educational management of the schools of Vavuniya division in Vavuniya south educational zone. The second part of the questionnaire was contained 36 items under the five sub sections, which were developed to get the teachers perception adapted for following aspects of educational management.

Management Aspect	No. of Items
1) General management	8
2) Academic management	10
3) Financial management	6
4) Staff management	6
5) Community relations management	6

All items were four-point Likert scale, measuring teachers’ perception on educational management of schools. The respondents were asked to express their perception on educational management of the school according to the above aspects. The responses to each item were selected from the following four level categories.

Table 3.1 Measurement Scales of Perception Level on Educational Management of the school

No.	Response	Scores
1	Strongly Disagree	1
2	Disagree	2
3	Agree	3
4	Strongly Agree	4

The respondents were asked to consider each statement and then decide how much they agreed with the statement based on the above four level response categories. The questionnaire attempted to probe whether teachers’ agreed or disagreed with the statement on educational management of the school.

The interpretations of the mean of teachers’ perception towards educational management of the schools were employed in the following criteria. The score of the answers was classified into 3 levels according to the Best’s criteria (1977) as follows:

$$\frac{\text{High score} - \text{Lower score}}{\text{Number of Levels}}$$

$$= \frac{4 - 1}{3} = \frac{3}{3}$$

$$= 1.00$$

Table 3.2 Measurement Criteria

No.	Mean Scores	Level of Perception
1	1.00 – 2.00	Low
2	2.01 – 3.00	Moderate
3	3.01 – 4.00	High

Part 3 of the questionnaire was designed as an open-ended question to gain the respondents' suggestions about the educational management of their school.

3.4 Quality of the Research Instrument

3.4.1 Content validity of the questionnaire was tested by consultation with thesis advisors. The questionnaire was submitted to 3 specialists to examine for completion and correction. Based on their advice the questionnaire was modified and used for pre test.

3.4.2 The questionnaire was pre-tested with 30 teachers from a school to determine the reliability. These teachers were excluded from the sample. Using the Cronbach's Alpha Reliability Coefficients, the reliability of each aspect of the questionnaire was computed. The confident value of 0.70 for each five aspects was expected.

$$\alpha = \frac{n}{n-1} \left\{ \frac{1 - \sum S^2_i}{S^2_t} \right\}$$

Where, α - Coefficient of reliability
 n - Number of items on the scale
 $\sum S^2_i$ - The sum of variance of each item
 S^2_t - Variation of the questionnaire

The confident value of 0.90 was obtained for overall educational management aspects of the schools with 36 items. And 0.78 for general management with 8 items, 0.78 for academic management with 10 items, 0.74 for financial management with 6 items, 0.80 for staff management with 6 items, 0.77 for community relations management with six items were obtained.

3.5 Data Collection

3.5.1 The application was submitted to the faculty of graduate studies, Mahidol University and got permission and recommendation letter for data collection at Vavuniya south educational zone in the Northern Province of Sri Lanka.

3.5.2 The researcher met the Zonal Director, Zonal Education Office, Vavuniya south, submitted the letter and got permission to do the survey in the schools of that Zone.

3.5.3 Then the principals of each school selected were met, explained the purpose of the study and got permission to distribute the questionnaires to the teachers of that school.

3.5.4 To assure the respondents' confidentiality, there was a covering letter attached with the questionnaires explaining the purpose of the study and explained them clearly that it is not necessary to mention their names on the questionnaire and asked for cooperation.

3.5.5 The teachers who preferred to fill the questionnaires were selected as random draw with the teachers list at school. One staff in the school was requested to distribute and collect the questionnaires within that school.

3.5.6 The completed questionnaires were collected from the schools after one week of distribution.

3.6 Data Analysis

3.6.1 Once the researcher finished collecting the questionnaires, the collected data of each respondent were tabulated in the package program.

3.6.2 The descriptive statistics like frequency, percentage, mean and standard deviation were used to study the demographic data of the teachers.

3.6.3 The inferential statistics like t-test and one-way ANOVA were used to check the significant differences, while comparing the teachers' perception on different aspects of educational management based on their personal characteristics.

3.6.4 The significant differences were shown by post hoc test with LSD (Least Significant Deviation)

CHAPTER IV

RESULTS

This chapter presented the findings of teachers' perception towards the educational management of the schools in Vavuniya south educational zone, Sri Lanka. The data of the study were analyzed and summarized as follows:

4.1 Teachers' demographic data

4.2 Teachers' perception towards educational management of the schools in Vavuniya south educational zone, Sri Lanka in five aspects:

4.2.1 General management

4.2.2 Academic management

4.2.3 Financial management

4.2.4 Staff management and

4.2.5 Community relations management

4.3 Comparison of teachers' perception towards educational management of the schools in Vavuniya south educational zone, Sri Lanka based on their personal characteristics of age, gender, educational qualification, professional qualification, and teaching experience.

4.4 Teachers' opinion on each five aspects of school management from open – ended questions.

4.1 Teachers' Demographic Data

This section focused on the demographic data of the teachers who were the sample of the study. It was concerned with the analysis of frequency and percentage of each variable distribution. The independent variables concerned on this study were, age, gender, educational qualification, professional qualification and teaching experience. The details of variable distribution were shown in table 4.1.

Table 4.1 Frequency and Percentage of Demographic Data of the Sample

(n = 290)		
Teachers' Demographic Data	Frequency (n)	Percentage (%)
Age		
35 years and less than 35 years	85	29.3
36-45 years	121	41.7
More than 45 years	84	29.0
Total	290	100.0
Gender		
Male	55	19.0
Female	235	81.0
Total	290	100.0
Educational qualification		
GCE(A/L)	175	60.3
Diploma	25	8.7
Bachelors Degree	90	31.0
Total	290	100.0
Professional qualification		
Dip. in Edu.	49	16.9
B.Ed.	15	5.2
PGDE	63	21.7
Trained	163	56.2
Total	290	100.0

Table 4.1 Frequency and Percentage of Demographic Data of the Sample (cont...)

(n = 290)

Teachers' Demographic Data	Frequency (n)	Percentage (%)
Teaching Experience		
5 years and less than 5 years	72	24.8
6-10 years	58	20.0
11-15 years	32	11.0
More than 15 Years	128	44.1
Total	290	100.0

It was found that the teachers between 36- 45 years of age were 41.7% followed by age less than 35 years were 29.3% and more than 45 years were 29.0%.

According to the gender distribution, 81.0% teachers were female and 19.0% were male.

The educational qualifications of 60.3% were G.C.E (A/L), 31% were graduates and the rest 8.7% were diploma holders.

The professional qualifications of most of the teachers under study, 56.2% were trained, 21.7% had the post graduate diploma in education, 16.9% had diploma in education, and the rest 5.2% had bachelor degree in education.

When considering the teaching experience of the teachers, 44.1% had more than 15 years of experience, 24.8% had less than 5 years of teaching experience, 20.0% had 6-10 years experience and the rest 11.0% had 11-15 years of experience.

4.2 Teachers' Perception towards Educational Management of the Schools in Vavuniya South Educational Zone, Sri Lanka

Teachers' perception towards each aspects of school management were measured with the use of 4 levels Likert rating scale and the interpretation of the mean of teachers' perception towards educational management score was divided by using criteria (Best, 1977) as follows:

1.00 – 2.00	=	Low
2.01 – 3.00	=	Moderate
3.01 – 4.00	=	High

The overall perception level of the sample on educational management of the school measured with all 36 facets and analyzed with the descriptive statistics of mean and standard deviation as shown in the table 4.2.

Table 4.2 Teachers' Perception towards Overall Educational Management of the School

(n = 290)			
Educational Management	Mean	S.D.	Level of Perception
Overall	3.01	.304	High
General Management	3.07	.341	High
Academic Management	2.91	.363	Moderate
Financial Management	3.08	.378	High
Staff Management	3.02	.345	High
Community Relations Management	3.06	.360	High

From the analysis of data in table 4.2, it was found that the perception level of most of the teachers were high on overall educational management of the schools in Vavuniya south educational zone, Sri Lanka ($\bar{X} = 3.01$). When considering each five aspects of educational management it was high with the financial management aspects the most ($\bar{X} = 3.08$) followed by general management aspects ($\bar{X} = 3.07$). It was moderate with the academic management the least ($\bar{X} = 2.91$).

The teachers' perception level towards each five aspects of school management were measured and analyzed with descriptive statistics of mean and standard deviation as described below.

4.2.1 General Management

The teachers' perception towards general management of the school was measured with eight facets, analyzed and described as shown in the table 4.3.

Table 4.3 Teachers' Perception towards General Management of the School

				(n = 290)
General Management	Mean	S.D.	Level of Perception	
1. The school develops aims, objectives and policies to achieve the vision and mission of the school	3.13	.338	High	
2. School follows the govt. policy guidelines considering space, class size, no. of class rooms and staff on student admission.	2.96	.595	Moderate	
3. The school follows the rules and regulations to maintain disciplinary activities, well-organized morning prayer and well-managed school environment.	3.19	.473	High	

Table 4.3 Teachers' Perception towards General Management of the School
(cont...)(n = 290)

General Management	Mean	S.D.	Level of Perception
4. The school has a well organized teachers union and teachers' welfare society to solve their problems.	2.89	.672	Moderate
5. The school administration encourages and support to the participation of students and teachers in extra - curricular activities.	3.17	.478	High
6. The school has better welfare facilities and effective guidance and counseling unit for the teachers and students.	2.92	.571	Moderate
7. School implements the yearly programs as per the academic calendar.	3.16	.435	High
8. School is willing to adapt to the changing situations and innovations which are necessary for school development	3.15	.461	High
Average	3.07	.341	High

From the analysis of data in the aspects of general management, it was found that the teachers' perception level was high with the highest mean value of 3.19 for the aspect; the school follows the rules and regulations to maintain disciplinary activities, well organized morning prayer and well managed school environment, followed by the school administration encourages and support to the participation of students and teachers in extra-curricular activities ($\bar{X} = 3.17$) and school implements the yearly programs as per the academic calendar ($\bar{X} = 3.16$). The lowest mean value of 2.89 for well organized teachers' union and teachers' welfare society. The overall perception level also was high with the average mean of 3.07 and standard deviation .341.

4.2.2. Academic Management

The teachers' perception towards academic management of the school measured with ten facets, analyzed and described as shown in the table 4.4.

Table 4.4 Teachers' Perception towards Academic Management of the School
(n = 290)

Academic Management	Mean	S.D.	Level of Perception
1. Appropriate teacher distribution related to the subjects and well-planned time table allocation for all the teachers	3.09	.522	High
2. Teachers follows the syllabus based on their detailed year and daily plans that assure quality teaching and learning in the classes.	3.13	.439	High
3. Proper monitoring and evaluation of teaching learning process and feedback mechanism.	3.08	.471	High
4. Special programs for weaker students / slow learners and arrangements for special needed students	2.98	.561	Moderate
5. Arrangements to get the teaching learning materials on time and supports the student based teaching learning activities (Competency based TL process)	3.13	.449	High
6. Better library facilities and multi media room for teaching learning activities.	2.77	.663	Moderate
7. Well equipped and managed science laboratory	2.62	.763	Moderate
8. Accessible computer unit for teachers and students	2.44	.822	Moderate

Table 4.4 Teachers' Perception towards Academic Management of the School
(cont...)

(n = 290)

	Academic Management	Mean	S.D.	Level of Perception
9.	Well-planned students assessment system and availability of rewarding system to encourage the student achievements	3.00	.492	Moderate
10.	School organizes activities that develop student literally and academically (e.g. reading camps, quiz competition, debates etc).	2.86	.611	Moderate
	Average	2.91	.363	Moderate

From the analysis of data in the aspects of academic management, it was found that the teachers perception level was high with the highest mean value of 3.13 for teachers follow the syllabus based on their detailed year and daily plans and arrangements to get the teaching learning materials on time and supports the student based teaching learning activities with the standard deviations of .439, .449 respectively. Followed by Appropriate teacher distribution related to the subjects and well planned time table allocation for all the teachers ($\bar{X} = 3.09$). The perception on accessible computer unit for teachers and students was moderate with the least mean value of 2.44 and standard deviation .822. The overall perception level also was moderate with the average mean value of 2.91 and standard deviation .363.

4.2.3. Financial Management

The teachers' perception towards financial management of the school measured with six facets, analyzed and described as shown in the table 4.5.

Table 4.5 Teachers' Perception towards Financial Management of the School

(n = 290)

Financial Management	Mean	S.D.	Level of Perception
1. School has effective strategic planning for financial resources.	3.06	.444	High
2. School follows transparency in handling the school accounts on financial activities	3.06	.530	High
3. Proper allocation and usage of quality inputs and well organized school purchasing committee to purchase goods for the school	3.13	.428	High
4. Maintenance of accounts and proper handling of facilities fees and welfare society funds	3.17	.430	High
5. Allocation of fund according to the priority requirements	3.12	.478	High
6. Arrangements to get funds from the community and NGO's to fulfill the inadequacy of fund requirement of the school	2.91	.585	Moderate
Average	3.08	.378	High

From the analysis of data in the aspects of financial management, it was found that the teachers' perception levels were high with the highest mean value of 3.17 and standard deviation .430 for the maintenance of accounts and proper handling of facilities fees and welfare society funds, followed by proper allocation and usage of quality inputs and well organized school purchasing committee to purchase goods for the school ($\bar{X} = 3.13$) and allocation of fund according to the priority requirements ($\bar{X} = 3.12$). It was moderate for arrangements to get funds from the community and NGO's to fulfill the inadequacy of fund requirement of the school with the lowest mean value of 2.91 and standard deviation .585. The overall perception levels also high with the average mean of 3.08 and standard deviation .378.

4.2.4. Staff Management

The teachers' perception level towards financial management of school measured with six facets and analyzed with descriptive statistics of mean and standard deviation as shown in the table 4.6.

Table 4.6 Teachers' Perception towards Staff Management of the School
(n = 290)

	Staff Management	Mean	S.D.	Level of Perception
1	Arrangements for proper teachers training activities and onsite teacher training, provision of training according to the need of the teacher.	3.07	.422	High
2	Encourage the professional development of teachers, proper guidance to follow the professional courses and getting scholarships to study	2.90	.543	Moderate
3	Well-defined job descriptions for every responsibility for the staffs to follow.	2.99	.459	Moderate
4	Implementation of staff deployment policy	3.00	.412	Moderate
5	Provision of professional support services for classroom teaching	3.09	.389	High
6	Appraisal of staff performance without disparities.	3.08	.440	High
	Average	3.02	.345	High

From the analysis of data in the aspects of staff management, it was found that, the teachers' perception levels were high with the highest mean value of 3.09 with standard deviation of .389 for provision of professional support services for classroom

teaching, followed by appraisal of staff performance without disparities ($\bar{X} = 3.08$) and arrangements for proper teachers training activities and onsite teacher training, provision of training according to the need of the teacher ($\bar{X} = 3.07$). It was low with the lowest mean value of 2.90 with standard deviation of .543 for encourage the professional development of teachers, proper guidance to follow the professional courses and getting scholarships to study. The overall perception level also was high with the average mean of 3.02 and standard deviation .345.

4.2.5. Community Relations Management

The teachers' perception towards community relations management of the schools was measured with six facets, analyzed and described as shown in the table 4.7.

Table 4.7 Teachers' Perception towards Community Relations Management of the School

(n = 290)			
Community Relations Management	Mean	S.D.	Level of Perception
1. School has a School Development Committee Which include principal, teachers and local administrators, and the civil society members of the school community, such as parents and past pupils with the power to make school based decisions.	3.06	.485	High
2. School actively participates in the community related activities	2.97	.505	Moderate
3. School has a parent teachers association and conduct scheduled meetings to discuss about the school development activities.	3.06	.460	High

Table 4.7 Teachers' Perception towards Community Relations Management of the School (cont.....)

				(n = 290)
Community Relations Management	Mean	S.D.	Level of Perception	
4. School has passed students' alumni to support the schools activities like prize giving to the students who are best performed, annual sports meet etc.	2.82	.621	Moderate	
5. School has regular activities to meet the parents about their academic achievement, invite the parents to receive their children's progress report.	3.24	.487	High	
6. The school organizes activities like parents' day, children day, sports meet, and other cultural days to encourage the parents' participation in school activities.	3.10	.522	High	
Average	3.06	.360	High	

From the analysis of data in the aspects of community relations management, it was found that, the teachers' perception levels were high with the highest mean value of 3.24 and standard deviation .487 for school has regular activities to meet the parents about their academic achievement, invite the parents to receive their children's progress report followed by the school organizes activities like parents' day, children day, sports meet, and other cultural days to encourage the parents' participation in school activities ($\bar{X} = 3.10$). It was moderate with the lowest mean value of 2.82 and standard deviation .621 for school has past students' alumni to support the schools activities like prize giving to the students who are best performed, annual sports meet etc. The overall perception levels also high with the average mean of 3.06 and standard deviation .360.

4.3 Comparison of Teachers' Perception towards Educational Management of the Schools in Vavuniya South Educational Zone, Sri Lanka Based on Their Personal Characteristics

The data about personal characteristics of the teachers were collected through first part of the questionnaire. Collected data were grouped and tabulated in SPSS spreadsheet for calculations. Descriptive statistics like frequency, percentage, mean, standard deviation and inferential statistics like t-test and one-way ANOVA were carried out to find out the distribution of variables and to compare the mean differences between different personal characteristics of the teachers and their perception on educational management of the schools. The personal characteristics concerned in this study were age, gender, educational qualification, professional qualification and teaching experience of the teachers.

Table 4.8 Teachers' Perception towards Educational Management of the School based on their Age

(n=290)

Age	n	Mean	S.D.	F	Sig. (p value)
≤ 35 Years	85	2.98	.340	.640	.528
36-45 Years	121	3.03	.289		
>45 Years	84	3.02	.289		

The table 4.8 above illustrates that the perception of teachers towards educational management of schools in Vavuniya south educational zone identified by age. The findings showed there was no statistically significant difference on the teachers' perception by their age differences.

Table 4.9 Teachers' Perception towards Educational Management of the School based on their Gender

(n=290)

Gender	n	Mean	S.D.	t	Sig. (p value)
Male	55	2.94	.352	-2.124	.035*
Female	235	3.03	.290		

* The mean difference is significant at the 0.05 level.

The table 4.9 above illustrates that the perception of teachers towards educational management of the schools in Vavuniya south educational zone identified by gender. The findings showed there was a statistically significant difference on the teachers' perception by their gender differences as female teachers had more positive perception towards educational management of the school ($\bar{X} = 3.03$) than the male teachers ($\bar{X} = 2.94$).

Table 4.10 Teachers' Perception towards Educational Management of the School based on their Educational Qualification

(n=290)

Educational Qualification	n	Mean	S.D.	F	Sig. (p value)
GCE(A/L)	175	3.05	.277	7.372	.001*
Diploma	25	3.12	.413		
Bachelor Degree	90	2.92	.300		

* The mean difference is significant at the 0.05 level.

The table 4.10 above illustrates that the perception of teachers towards educational management of schools in Vavuniya south educational zone identified by educational qualifications. The findings showed there was a statistically significant difference on the teachers' perception by their educational qualification differences.

The significant differences were shown by post hoc test with LSD (Least Significant Deviation) as follows:

Table 4.11 Comparison Test Showing the Difference between Educational Qualifications

(n=290)

Educational Qualification	Mean	Educational Qualification		
		GCE(A/L)	Diploma	Bachelor Degree
GCE(A/L)	3.05			*
Diploma	3.12			*
Bachelor Degree	2.92	*	*	

* The mean difference is significant at the 0.05 level.

Table 4.11 shows that the diploma holders had more positive perception ($\bar{X} = 3.12$) towards educational management of the school than the teachers with bachelor degree ($\bar{X} = 2.92$). And the teachers with GCE (A/L) qualification also had more positive perception ($\bar{X} = 3.05$) than the bachelor degree holders. No significant difference between diploma holders and GCE (A/L) qualified teachers.

Table 4.12 Teachers' Perception towards Educational Management of the School based on their Professional Qualification

(n=290)

Professional Qualification	n	Mean	S.D.	F	Sig. (p value)
Dip. in Edu	49	2.99	.314	3.211	.023*
B.Ed	14	2.82	.219		
PGDE	63	2.98	.311		
Trained	164	3.05	.299		

* The mean difference is significant at the 0.05 level.

The table 4.12 above illustrates that the perception of teachers towards educational management of the schools in Vavuniya south educational zone identified by professional qualifications. The findings showed there was a statistically significant difference on the teachers' perception by their professional qualification differences.

Table 4.13 Comparison Test Showing the Difference between Professional Qualifications

(n=290)

Professional Qualification	Mean	Professional Qualification			
		Dip. in Edu	B.Ed	PGDE	Trained
Dip. in Edu	2.99				
B.Ed	2.82				*
PGDE	2.98				
Trained	3.05		*		

* The mean difference is significant at the 0.05 level.

Table 4.13 shows that the trained teachers had more positive perception ($\bar{X} = 3.05$) towards educational management of the school than the teachers with bachelor degree in education ($\bar{X} = 2.82$). The others didn't have significant difference among them.

Table 4.14 Teachers' Perception towards Educational Management of the School based on their Teaching Experience

(n=290)

Teaching Experience	n	Mean	S.D.	F	Sig. (p value)
≤ 5 Years	72	3.02	.303	1.405	.242
6-10 Years	58	2.95	.329		
11-15 Years	32	3.09	.333		
> 15 Years	128	3.02	.285		

The table 4.14 above illustrates that teachers' perception towards educational management of the schools in Vavuniya south educational zone identified by period of service. The findings showed there was no statistically significant difference on the teachers' perception by their period of service differences.

Table 4.15 The Summary of Research Hypotheses

No.	Hypothesis	Result
1.	Teachers in different age group had different perceptions on educational management of the school.	Rejected
2.	Teachers with different gender had different perceptions on educational management of the school.	Accepted
3.	Teachers with different educational qualifications had different perceptions on educational management of the school.	Accepted
4.	Teachers with different professional qualifications had different perceptions on educational management of the school.	Accepted
5.	Teachers with different periods of teaching experience had different perceptions on educational management of the school.	Rejected

4.4 Teachers' Opinion on the School Management from the Open - Ended Questions

Teachers' opinions on each aspects of educational management were asked through open-ended questions in the final part of the questionnaire and the answers were grouped and summarized according to their common facets. The opinions of the teachers were tabulated with their frequency as follows:

1. General Management

1.1 Need for decentralization of power and job distribution among the staff (n=148)

1.2 Need a well developed teachers and students welfare society (n = 45)

2. Academic Management

2.1 Expect further improvement in academic management, especially on internal monitoring and feedback mechanism. (n=160)

2.2 Expect to develop science laboratory, computer unit and library facilities, training on activity based teaching etc. (n = 60)

3. Financial Management

3.1 Expect more transparency in financial transactions of the school (n=125)

3.2 Expects to make arrangements to get financial support from different external authorities like NGO,s. (n = 70)

4. Staff Management

4.1 Expect more concentration on teacher s' professional development activities (n=120)

4.2 Expects to improve the staff management through implementing proper teacher deployment and equity in job distribution. (n = 50)

5. Community Relations Management

5.1 Expect more improvement in community relations, especially on getting parents support and old students association. (n=165)

5.2 Expect more power to school development committee. (n = 45)

CHAPTER V

DISCUSSION

The purpose of the study was to find out the teachers' perception towards educational management of the schools in Vavuniya south educational zone, Sri Lanka based on their personal characteristics of age, gender, educational qualification, professional qualification, and teaching experience. That covers 5 aspects of school management as follows: general management, academic management, financial management, staff management, and community relations management. Based on the research objectives, the discussions about the findings of this study are categorized under the following topics:

5.1 Teachers' perception towards educational management of the schools in Vavuniya south educational zone, Sri Lanka in five aspects of school management

5.2 Comparison of teachers' perception towards educational management of the schools in Vavuniya south educational zone, Sri Lanka based on their personal characteristics.

5.1 Teachers' Perception towards Educational Management of the Schools in Vavuniya South Educational Zone, Sri Lanka in Five Aspects of School Management

School as an organization was considered as the management of resources, both material and human; techniques and ideology; growth, development and maintenance of the organization and its culture as well as educational programme that the school was to cater for. Much research has demonstrated that the quality of education depends primarily on the way schools were managed, more than on the

abundance of available resources, and that the capacity of schools to improve teaching and learning was strongly influenced by the quality of the leadership provided by the head teacher

From the analysis of data it was found that the perception level of most of the teachers was high with overall educational management of the schools in Vavuniya south educational zone, Sri Lanka. It showed that the overall education management of the schools in Vavuniya south educational zone was good. Most of the teachers perceived high on each four aspects of educational management of the schools except academic management was the moderate level. They perceived the financial management aspect the most ($\bar{X} = 3.08$) and then general management, community relations management, staff management respectively and academic management is the least ($\bar{X} = 2.91$). The result supported the Sri Lanka's Education for All Mid-Decade Assessment Report (2008) which was taken place on 29 August 2008 in Colombo; the report assessed the changes in education in Sri Lanka, with regards to the EFA Dakar Framework during the period of 2000-2006. It also monitored three dimensions of education quality: learning outcomes as measured by national assessments; enabling condition of the school facilities; and quality and quantity of teaching workforce. Today the country faces second generation problems, concerning the quality, equality and efficiency of the education system. According to the report, poor quality of education has become a major issue island-wide, and the goals pertaining to life skills of young children, youth and adults have been relatively neglected.

Although the issue of quality education was gaining the attention of stakeholders including the MOE, provincial education ministries and departments, zonal and divisional education offices, school authorities and parents, the report notes continued weak pupil performance, widespread learning disparities in rural areas, urban slums and among marginalized groups. Sri Lanka's national report also stated the need for physical and human resources as well as better management of schools (Ministry of Education, Sri Lanka, 2008)

From the analysis of data in the aspects of general management, it was found that the teachers' perception level was high with the highest mean value of 3.19 for the aspect; the school followed the rules and regulations to maintain disciplinary activities, well-organized morning prayer and well managed school environment, followed by the school administration encourages and support to the participation of students and teachers in extra-curricular activities and school implements the yearly programs as per the academic calendar. It was moderate with the lowest mean value of 2.89 for well organized teachers' union and teachers' welfare society and also it was moderate for the aspects the school has better welfare facilities and effective guidance and counseling unit for the teachers and students and school followed the government policy guidelines considering space, class size, number of class rooms and staff on student admission. From the findings it indicated that the schools were good in general management aspects. But the problem was implementation of the objectives in an efficient and effective manner. There were number of reasons behind the problem of poor implementation. There were disparities in allocation of resources (human and physical) especially to the rural area schools and limited decentralized powers to the principal to take decisions related to their local situation limits the capacity to develop an efficient general management structure in the schools. The resources available to develop high welfare facilities were a limitation in the schools. And in the implementation of government policies also the had limited facilities like limited buildings, furniture and human resources to provide enough space to the classrooms and to maintain

According to Brown's (1990) second dimension on decentralization, Sri Lankan case fell into 'vertical' decentralization - in which the line authority being delegated to the lower subordinate. It cannot be counted as 'horizontal' decentralization for there is no dispersal of authority to non-line or staff members or the members of the school boards. The reason that real participation in decision making did not happens at school level in Sri Lanka, probably was because of this line accountability. Therefore, if 'devolution was intended to make local community members involved in decision making, there was a need for further structural changes.

In less-developing countries like Sri Lanka schools in remote rural areas were likely to be poor in quality. One important aspect of this in certain contexts was the comparatively low quality of teachers and the high rate of teacher turnover in rural schools in these areas. It was likely that contributory factors are the ways in which posting and transfer procedures operate, inadequate preparation and support for teachers, and their own characteristics, values and interests. (UNESCO Institute .for Education, 1982)

From the analysis of data in the aspects of academic management, it was found that the teachers perception level was high with the highest mean value of 3.13 for teachers follow the syllabus based on their detailed year and daily plans and arrangements to get the teaching learning materials on time and supported the student based teaching learning activities respectively, followed by appropriate teacher distribution related to the subjects and well planned time table allocation for all the teachers. But the academic management was the least with moderate level of perception when compare to the other management aspects of the schools. Again it indicated the poor facilities like computer unit, science laboratory, library facilities and poor arrangements to consider about the weaker students and specially needed students were the least scored items with moderate level in academic management. As academic management was the key factor of school performance. It was the least perceived aspect in the study due to poor quality of inputs and poor school level planning.

Despite this growing interest, the accumulated evidence points to the prevalence of weak pupil performance, widespread learning disparities in disadvantage of difficult areas, rural, urban slum and marginalized groups. Providing physical and human recourses and management of schools would be a great challenge to provide quality education for all (Ministry of Education, Sri Lanka, 2008)

From the analysis of data in the aspects of financial management, it was found that the teachers perception levels were high with the highest mean value of 3.17 for the maintenance of accounts and proper handling of facilities fees and welfare

society funds, followed by proper allocation and usage of quality inputs and well organized school purchasing committee to purchase goods for the school and allocation of fund according to the priority requirements. The lowest mean value with moderate level for arrangements to get funds from the community and NGO's to fulfill the inadequacy of fund requirement of the school. From the findings financial management was the highest most, the schools had a transparent financial transaction system. The problem was inadequacy of fund. The schools didn't have any efficient alternative ways to find the fund for the fulfillment of their requirements. According to the education for all mid decade report 2008, in addition to the allocations from the Consolidated Fund, external aid is an important source of funding for the education sector in Sri Lanka. These external resources were both multilateral and bilateral. The major donors in the education sector were the World Bank and the Asian Development Bank. UNESCO, UNICEF, JICA, DFID, GTZ and SIDA, Save the Children also have contributed, especially for uplifting of disadvantaged groups

There were several reasons for the comparatively low level of public education investment in Sri Lanka: (a) the wide range of public social services, such as universal free health care and large-scale access to safety nets, which are rare among developing countries and compete for resources; (b) low public revenue, which has contributed to substantial budget deficits and restricted government spending; (c) relatively low teacher salaries, with Sri Lankan teachers receiving salaries about half or less, as a proportion of national income per capita, than teachers in countries such as Malaysia, Thailand, South Korea, India and Bangladesh; and (d) the expansion of the capital stock of schools during the 1950s-1970s, so that there was now less need for major investment in the construction of new schools and new classrooms blocks (Aturupane.H, 2009)

From the analysis of data in the aspects of staff management, it was found that, the teachers perception levels were high with the highest mean value of 3.09 for provision of professional support services for classroom teaching, followed by appraisal of staff performance without disparities and arrangements for proper teachers training activities and onsite teacher training, provision of training according to the

need of the teachers. The lowest mean value of 2.90 with moderate level for encourages the professional development of teachers, proper guidance to follow the professional courses and getting scholarships to study. And it was moderate level for well-defined job descriptions for every responsibility for the staffs to follow, implementation of staff deployment policy. From the findings the staff management aspect of the schools was also high in overall, but the specific aspects like encourage the professional development of teachers, proper guidance to follow the professional courses and getting scholarships to study, well defined job descriptions for every responsibility for the staffs to follow and implementation of staff deployment policy were the least scored items. The schools had poor system of staff management and teacher professional development activities. And also the schools failed to follow the teacher deployment policies in a strict manner. The staff management especially teachers was an important component in the efficient management of schools to improve its quality of educational management. Provision of proper training and professional development on are the important components in teacher development. The political influences also had an effect on the implementation of teacher deployment policies on correct way.

The education for all mid decades assessment report (2008) indicates the weakness of the teacher training programmes: most of the teachers are teaching at primary level non-primary teachers. Although some have had training at the colleges of education, others were not trained professionally of their subjects. Most of postgraduate diploma programmes were too theoretical. These do not provide skills for teaching young children, especially methods based progress. Most of teacher training programmes did not provide competencies in methods for assessing pupil's progress. The teacher centers do not meet the original objectives as established due to the administration and staff problems. It was necessary to develop a mechanism to strengthen the capacity to conducting continuing teacher education at zonal and school level.

Teachers were the essential drivers of a good quality education system. International evidence showed that the professional education and development of

teachers' works best when teachers themselves were integrally involved in it, reflecting on their own practice; when there were a strong school-based component; and when activities were well coordinated. The national and provincial education departments were obliged to provide an enabling environment for such preparation and development of teachers to take place. However, it is the responsibility of teachers themselves, guided by their own professional body, the South African Council for Educators (SACE), to take charge of their self-development by identifying the areas in which they wish to grow professionally, and to use all opportunities made available to them for this purpose, as provided for in the Integrated Quality Management System (IQMS) (Department of Education, 2006).

In order to achieve better system management there was a need for strengthened EMIS and improved capacity building, particularly in planning. The need for periodic policy reviews with donors, government, and the education community should be emphasized. In addition, the support at the level of teacher trainers and teachers themselves will assist the effective implementation of policies. Strategies to reinforce teacher trainer capabilities, the promotion of initial orientation programmes for teacher trainers, development of university lecturers' pedagogical skills and guidance on the management of oversized or diversified classes will be supported (UNESCO, 1982)

From the analysis of data in the aspects of community relations management, it was found that, the teachers' perception levels were high with the highest mean value of 3.24 for school has regular activities to meet the parents about their academic achievement, inviting the parents to receive their children's progress report followed by the school organizes activities like parents' day, children day, sports meet, and other cultural days to encourage the parents' participation in school activities. The lowest mean value with moderate level for school has passed students alumni to support the schools activities for example award presenting to the students who performed the best, annual sports meet etc. It indicated the schools had poor involvement of the community in the management decisions and the school decision makings. Community relations were the factor which influences the parents who were

the major investors to the schools community as sending their children to it. The involvement of parents in the management decision making and implementation process will improve the efficiency and effectiveness of the system.

Under the theme four of Education Sector Development Framework and Program (ESDFP), one of the strategy formulation issue is; lack of school level community involvement in school management to increase transparency and good governance. The objective of the programme was to improve transparency by increasing community participation at school level and publicizing divisional level and school level allocation of resource to the activities.

The coordination of the relationship between the state and schools was an issue vital for both: primarily for schools, as they required a degree of independence to do their work on behalf of society, justly and properly; and for the state, which wished to assure itself that the schools were adequately serving the needs of society and providing an efficient and comprehensive system of education (Wikipedia).

In Sri Lanka, a 'school-based management policy' has redefined the areas of responsibility at the different management levels, including that of head teachers. At present in every country the concept and theory of management used in every school were mostly based on good governance and school based management concepts. In Sri Lanka also, the government implements and reviews the school management activities based on good governance and school based management concepts through the Education Sector Development Framework and Program (ESDFP) 2006-2010, to address the current challenges of the general education system.

UNDP Country Report, Sri Lanka 2005, stated that governance was the way a society organizes itself to make and implement decisions - achieving mutual understanding, agreement and action. Achieving the MDGs (Millennium Development Goals) required better governance of society as a whole in the following areas: mechanisms for citizen groups to articulate their interests, participate in decisions

concerning their future, and exercise their legal rights and obligations, the rule of law; access to justice, safety from violence and physical abuse, an accountable and efficient public administration, greater transparency - open and accurate information. Sound economic policies, a strengthened role of Government as an enabler of private sector activities in support of MDGs, and eliminating corruption, an active civil society; helping to empower people and contribute to policy-making.

The strengthening of education governance and service delivery introduced a balanced control model of school based management, to improve relevant school level decision making and administration, as well as an organizational capacity analysis of the education system, and, implementation of capacity building programs at central and provincial levels. Furthermore, a human resource strategy would be developed to strengthen the skills of education managers and administrators, education policy, leadership, management and strategy development, and, link as well skills-building activities with current and anticipated needs of the education system.

5.2 Comparison of Teachers' Perception towards Educational Management of the Schools in Vavuniya South Educational Zone, Sri Lanka Based on Their Personal Characteristics

The study revealed that the teachers' personal characteristics like gender, educational qualification and professional qualification had significant effect on their perception level towards educational management of the schools in Vavuniya south educational zone, Sri Lanka.

Perceptions varied from person to person. Different people perceived the same situation differently. Above all, people assigned different meanings to what they perceive. And the meanings might change for a certain person. Perception played a vital role in shaping the behaviours of a person. Thus it was considered as an important psychological process in everyday life of an individual. Perception of people depended on so many factors.

5.3.1 Age

From the analysis of data it was found that there was no statistically significant difference on teachers' perception towards educational management of the school by their age differences. That was the hypothesis is rejected. It showed that everyone regardless of age needs to follow under the same regulations of educational management. The finding was not in line with Gordenwartz & Rowe (1998): statement that pointed out age of a person made a lot of difference in the perceptual process. They suggested that the era in which one grew up put a permanent mark on ones value and expectations. Maturity level and experiences left their marks as well. Age also played the role on acceptance or resistance to learning new procedures. Since the perceptual process was the mental process in which people sort, interpret, analyze and integrate the information, the age factor plays vital role to perceive people, things and notions. It was not supported by the present finding.

5.3.2 Gender

The findings showed that there was a statistically significant difference on the teachers' perception towards educational management of the school by their gender differences as, female teachers have more positive perception towards educational management of the school ($\bar{X} = 3.03$) than the male teachers ($\bar{X} = 2.94$). It was found more than 80 percent of the persons in teaching profession were female and they had more perception than the male teachers. It showed that female teachers preferred to be in teaching profession more than male because of their patients in handling students and adaptation to the school environment. It was supported by the previous study by Bussy and Bandura (1999) asserted that gender invoked elaborate socially sanctioned prescriptions in terms of life role, occupation, relationships, abilities and opportunities. They indicated that gender can be seen as the primary basis of human differentiation. Most important difference between men and women was difference in their self concept (Cross & Madson, 1997; Maddux & Brewer, 2005

cited by Guinmond et al., 2006). These differences in gender affected the perceptual process. Therefore the way of perceiving and behaving also differed between male and female.

5.3.3 Educational Qualification

The findings showed that there was a statistically significant difference on the teachers' perception towards educational management of the school by their educational qualification differences. The diploma holders have more positive perception ($\bar{X} = 3.12$) towards educational management of the school than the teachers with bachelor degree ($\bar{X} = 2.92$). And the teachers with GCE (A/L) qualification also have more positive perception ($\bar{X} = 3.05$) than the bachelor degree holders. There was no significant difference between diploma holders and GCE (A/L) qualification. Because, commonly the bachelor degree holders are the graduates from different fields of studies and preferred teaching as an employment for their career, they didn't had any specific professional requirements for the teaching career. Normally most of the diploma holders were the persons who were selected to teach the subjects which are related to their study (eg: Dance, Music, Home science etc.). The previous studies were supported by the finding of this study. Fiske & Newberg (1990) noted that the person perception and judgment processes differed in their amount of thoughtfulness. Since, education qualification increased the amount of thoughtfulness of a person; it has considerable influence on person perception.

5.3.4 Professional Qualification

The findings showed that there was a statistically significant difference on the teachers' perception by their professional qualification differences. The trained teachers have more positive perception ($\bar{X} = 3.05$) towards educational management of the school than the teachers with bachelor degree in education ($\bar{X} = 2.82$). The others did not have significant difference between them. From the findings the trained teachers had more positive perception followed by the teachers with diploma in

education. It may be due to the both category of teachers were selected to teaching profession through a process of training course specific to the teaching profession. The B.Ed, and the PGDE holders were those who obtained their professional qualification as the requirement for their promotion after they started to work as teachers. The finding was in line with Krunger & Dunning (2002): statement that point out profession or surrounding environment helped people to sort, analyze, interpret, and integrate the information. It increased the meta-cognitive insight of the people. In every person construct and reconstruct their perceptions about the people, things and notions around them. They can be trained to reconstruct their perceptions or be equipped with skills to grasp clear picture of the situation.

5.3.5 Teaching Experience

The findings showed that there was no statistically significant difference on the teachers' perception towards educational management of the school by their period of service differences. It showed that most of the teachers perceived the same; it may be due to the teachers with enough period of experience to understand the management of the school. Because 75 percent of the sample with more than 5 years of experience, this period may be good enough to understand the real situation of school management and perceive the same as it is. The finding was not in line with Baron & Byrne (1991): statement that pointed out the perceptions formed as a result of direct personal experience. The perceptions were resulted from self experience are stronger than ones resulting from vicarious experiences. Every perception a person had is based upon their own personal experience. People perceive the world differently because they had different experiences. Experience makes people known understood, and realized. It shaped their minds and opinions, likes and dislikes. And Zalman & Wallendorf (1979) found that the influencing factors of person perception were people's moods or frame of mind, their physical abilities to experience sensation, their personalities and motivations, the social and physical context in which they perceive things, the social and physical context of the stimuli being perceived and the physical composition of the stimuli.

In addition there were so many studies carried out in the field of perception which identified the factors that affect the person perception. Among them Dhan Singh Dhami (2007) carried out the study to measure the teacher perception of diversity management, there was a statistically significant difference between age, gender, qualification, experience and training on the level of perceptions of diversity management. The result was agreed by the findings of this study for the personal characteristics of gender, and qualification and it was disagree with the findings of this study for the characteristics of age and experience

In this study the factors as age, gender, educational qualification, professional qualification, and teaching experience were considered as the influencing factors of persons' perception.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

The study of sought to investigate teachers' perception towards educational management of the schools in Vavuniya south educational zone, Sri Lanka based on their personal characteristics of age, gender, educational qualification, professional qualification, and teaching experience were conducted through a structured questionnaire survey among the teachers working in Vavuniya south educational zone, Sri Lanka.

6.1 CONCLUSIONS

The purposes of the research were to determine teachers' perception towards educational management of the schools in Vavuniya south Educational Zone, Sri Lanka and to compare teachers' perception towards educational management in the schools of Vavuniya south educational zone based on their personal characteristics of age, gender, educational qualification, professional qualification, and teaching experience.

The different perceptions on five aspects of educational management namely general management, academic management, financial management, staff management, and community relations management were studied with the questionnaire which consisted of three parts as part one for the study about their personal characteristics, part 2 for the study of their perception on different aspects of educational management and part 3 with open – ended questions to know their opinion and suggestion about educational management aspects of the school.

The questionnaires were distributed to 290 teachers who were selected through a multi-stage sampling procedure. The data collected from the survey were

then analyzed by using package program, descriptive statistics like frequency, percentage, mean, standard deviation and inferential statistics t- test and one-way ANOVA to compare their perception on different aspects of educational management based on their personal characteristics.

6.1.1 Teachers' Perception towards Educational Management of the Schools in Vavuniya South Educational Zone, Sri Lanka on Five Aspects of School Management

According to the findings, it was found that most teachers' perceived high with overall educational management of the schools in Vavuniya south educational zone, Sri Lanka. When considering each five aspects of educational management their perception levels were high with the financial management aspects the most and then general management, community relations management, staff management respectively and academic management the least with moderate level.

From the analysis of data in the aspects of general management, it was found that the teachers' perception level was high with the highest mean value of 3.19 for the aspect; the school follows the rules and regulations to maintain disciplinary activities, well-organized morning prayer and well-managed school environment, followed by the school administration encourages and support to the participation of students and teachers in extra - curricular activities ($\bar{X} = 3.17$) and school implements the yearly programs as per the academic calendar ($\bar{X} = 3.16$). The lowest mean value of 2.89 with moderate level for well organized teachers' union and teachers' welfare society. The overall perception level also was high with the average mean of 3.07 and standard deviation .341.

From the analysis of data in the aspects of academic management, it was found that the teachers perception level was high with the highest mean value of 3.13 for teachers follow the syllabus based on their detailed year and daily plans and

arrangements to get the teaching learning materials on time and supports the student based teaching learning activities with the standard deviations of .439, .449 respectively, followed by appropriate teacher distribution related to the subjects and well-planned time table allocation for all the teachers ($\bar{X} = 3.09$). It was moderate with the lowest mean value of 2.44 and standard deviation .822 for accessible computer unit for teachers and students. The overall perception level also was moderate with the average mean value of 2.91 and standard deviation .363.

From the analysis of data in the aspects of financial management, it was found that the teachers perception level was high with the highest mean value of 3.17 and standard deviation .430 for the maintenance of accounts and proper handling of facilities fees and welfare society funds, followed by proper allocation and usage of quality inputs and well organized school purchasing committee to purchase goods for the school ($\bar{X} = 3.13$) and allocation of fund according to the priority requirements ($\bar{X} = 3.12$). It was moderate with the lowest mean value of 2.91 and standard deviation .585 for arrangements to get funds from the community and NGO's to fulfill the inadequacy of fund requirement of the school. The overall perception levels also high with the average mean of 3.08 and standard deviation .378.

From the analysis of data in the aspects of staff management, it was found that, the teachers perception level was high with the highest mean value of 3.09 with standard deviation of .389 for provision of professional support services for classroom teaching, followed by appraisal of staff performance without disparities ($\bar{X} = 3.08$) and arrangements for proper teachers training activities and onsite teacher training, provision of training according to the need of the teacher ($\bar{X} = 3.07$). It was moderate with the lowest mean value of 2.90 and the standard deviation of .543 for encourage the professional development of teachers, proper guidance to follow the professional courses and getting scholarships to study. The overall perception levels also high with the average mean value of 3.02 and standard deviation .345.

From the analysis of data in the aspects of community relations management, it was found that, the teachers' perception level was high with the highest mean value of 3.24 and standard deviation .487 for school has regular activities to meet the parents about their academic achievement, invite the parents to receive their children's progress report followed by the school organizes activities like parents' day, children day, sports meet, and other cultural days to encourage the parents' participation in school activities ($\bar{X} = 3.10$). It was moderate with the lowest mean value of 2.82 and standard deviation .621 for school has passed students alumni to support the schools activities like prize giving to the students who are best performed, annual sports meet etc. The overall perception level also was high with the average mean value of 3.06 and standard deviation .360.

6.1.2 Comparison of Teachers' Perception towards Educational Management of the Schools in Vavuniya South Educational Zone, Sri Lanka Based on Their Personal Characteristics

From the analysis of data it was found there was no statistically significant difference on teachers' perception by their age differences.

The findings showed there was statistically significant differences on the teachers' perception by their gender differences as female teachers had more positive perception towards educational management of the school than the male teachers.

The findings showed there was a statistically significant difference on teachers' perception by their educational qualification differences. The diploma holders had more positive perception towards educational management of the school than the teachers with bachelor degree. And the teachers with GCE (A/L) qualification also had more positive perception than the bachelor degree holders. No significant difference between diploma holders and GCE (A/L) qualified teachers.

According to the findings there was a statistically significant difference on the teachers' perception by their professional qualification differences. The trained teachers have more positive perception towards educational management of the school than the teachers with bachelor degree in education. The others don't have significant difference between them.

The findings showed there was no statistically significant difference on the teachers' perception by their teaching experience.

It was found among the five independent variables considered for the study three variables as gender, educational qualification and professional qualification had significant effect on perception level of the teachers about educational management aspects of the schools, the other two variables as age and teaching experience didn't show any significant effect on perception level of the teachers.

6.2 RECOMMENDATIONS

6.2.1 Recommendations from the Findings

Based on the findings of the survey, the following suggestions and recommendations are made;

1. The development of teachers' educational qualification related to their profession and defining the professional requirements to recruit in teachers' service will improve the quality of teachers in the system. The school management should support and guide the teachers to develop their professional career.

2. Appropriate policies and planning to assure equitable access of resources will improve the educational management of the schools. The management should make arrangements to provide proper facilities like computer unit, library

facilities, and laboratory equipments to enhance the academic management of the school. Sri Lanka's EFA mid decades report also recommended the same.

3. The schools should follow the government policy guidelines considering space, class size, number of classrooms and staff on student admission. And well - defined job descriptions for every responsibility of the staffs to follow.

4. The school should have well organized teachers' union and teachers' welfare society to handle their problems. Better welfare facilities and effective guidance and counseling unit for the teachers and students also an important factor of consideration to improve general management of the school.

5. Special programs for weaker students / slow learners and arrangements for specially needed students, well-planned students assessment system and availability of rewarding system to encourage the student achievements will help to improve the academic achievement of the school. And organizes activities that develop student literally and academically (e.g. reading camps, quiz competition, debates etc).

6. Proper implementation of policies without any influences on teacher recruitment and teacher deployment will reduce the disparities among the schools

7. The schools should find proper agencies / channels in local levels also to fulfill their fund requirements.

8. The school should develop strong relationship with the community and passed students' alumni to support the school activities.

6.2.2 Recommendations for Further Studies

1. The future studies can consider other factors of influencing in teachers' perception level towards educational management of the schools which were not included in this study.
2. Study about the perception of different officials in educational management of the school will be more efficient to measure the management aspects of the school.
3. Other ways of data collection like focus group interview, secondary data analysis to support the data collected through questionnaires may give more data to get the detail which were not able to get from the questionnaires.

BIBLIOGRAPHY

- Adediwura A. A and Bada Tayo (2007). **Perception of teachers' knowledge, attitude and teaching skills as predictor of academic performance in Nigerian secondary schools**, Educational Research and Review Vol. 2 (7), pp. 165-171
- Atkinson, R.L., Atkinson, R.C., Smith, E.E. & Bem, D.J.(1993). **Introduction to Psychology**, 11th Edition. New York: Harcourt Brace Jovanovich Inc.
- Aturupane, H. (2008). **Education in Sri Lanka: Learning Outcomes, Equity and Household Preferences**. In: Senanayake, S. M. P., Wimalaratne, W. and A. de Silva (eds.), Development Perspectives: Growth and Equity in Sri Lanka. Colombo: Department of Economics, University of Colombo.
- _____. (2008). **Celebrating 60 Years of Progress And Challenges in Education in Sri Lanka**. South Asia Sector for Human Development Working Paper. Washington DC: World Bank.
- _____. (2009). **The Pearl of Great Price: Achieving Equitable Access to Primary and Secondary Education and Enhancing Learning in Sri Lanka**, Create Pathways To Access
- Baldrige, J. V., Curtis, D. V., Ecker, G. and Riley, G. L. (1978). **Policy-making and effective leadership**. San Francisco: Jossey Bass.
- Baron, R.A. & Byrne, D. (1991). **Social Psychology: Understanding Human Interaction**. 6th Edition. Allyn & Bacon, USA.
- Best, J.W. (1977). **Research in Education**, Eaglewood Cliffs, New Jercey: Prentice Hall.
- Bolman, L. & Deal, T. (1984). **Modern approaches to understanding and managing organizations**. San Francisco: Jossey Bass.
- _____. (1991). **Reframing organizations: Artistry, choice and leadership**. San Francisco: Jossey Bass

- _____. (1997). **Reframing organizations: Artistry, choice and leadership.** San Francisco: Jossey Bass
- Bush, T. (1995). **Theories of educational management: Second edition.** London: Paul Chapman.
- _____. (1998). Organisational culture and strategic management. In D. Middlewood and J. Lumby (Eds.), Strategic Management in Schools and Colleges. London: Paul Chapman.
- _____. (1999). **Crisis or crossroads? The discipline of educational management in the late 1990s.** *Educational Management and Administration*
- _____. (2003). **Theories of educational management: Third Edition.** London: Sage.
- _____. (2006). **Theories of Educational Management,** Retrieved from the Connexions Web site: <http://cnx.org/content/m13867/1.1/>
- Bussey, K. & Bandura, A. (1999). **Social Cognitive theory of Gender Development and Differentiation.** *Psychology Review.* Vol. 106, pp. 676-713.
- Chapman, J.A. (2001). "The work of managers in new organizational contexts", *Journal of Management Development,* Vol. 20 No. 1, pp. 55-68.
- Collins, D. (1996). "New paradigms for change? Theories of organization and the organization of theories", *Journal of Organizational Change Management,* Vol. 9 No. 4, pp. 9-23.
- _____. (1998). **Organizational Change,** Routledge, London.
- Coopers and Lybrand (1988). **Local Management of Schools: A Report to the DES.** London: HMSO.
- Dhan Singh Dhama (2007). **Teachers' Perceptions of Diversity Management in Nepalese Primary Schools**
- Dubrin, A. J. & Ireland, R. D. (1993). **Management and Organization (2nd Edition).** Cincinnati, Ohio: College Division, South Western Pub Co.
- Ede O.S. Iyamu (2005). **Parents' and teachers' perception of selection as a factor of quality in the curriculum process in Nigeria,** *International Education Journal,* 2005, 6(1), 96-103.
- Education of Sri Lanka, www.mysrilanka.com, Accessed on 12.07.2009

- English, F. (2002). **Cutting the Gordian Knot of educational administration: The theory-practice gap**, *The Review*, XLIV (1), 1-3.
- Feldman, R.S. (1993). **Understanding Psychology: International Edition**. 3rd Edition. New York: Mc Graw Hill Inc.
- Fiske, S.T. & Neuberg, S.L. (1990) **A Continuum of Impression Formation , From Category Based to Individuating Processes. Influences of Information and Motivation on Attention and Interpretation.** In Zanna, M.P.(eds.), *Advances in Experimental Social Psychology*. Vol. 23, pp. 1-77, New York:Academic Press.
- Garmston, R., & Wellman, B. (1995). **Adaptive schools in a quantum universe, Educational Leadership**
- Gleitman, H. (1992). **Basic Psychology**. 3rd Edition. New York: W.W. Norton & Company Inc.
- Gordenwartz, L. & Rowe, A. (1998). **Managing Diversity in Health Care**. Jossey - Bass Publisher, San Francisco, USA.
- Griffiths, D. (1997). **The case for theoretical pluralism, Educational Management and Administration**, 25 (4), 371-380
- Grobler , B.R., Moloi, K.C., Looock, Bisschoff,T.C., and Mestry, R.J. (2006). **Creating a school Environment for effective Management of Cultural Diversity. Educational Management Administration and Leadership**. Vol.34(4). Pp 449-472. Sage Publications.
- Guinmond, S., Chatard, A., Martinot, D., Crisp, R.J. & Redersdorff, S. (2006). **Social Comparision, Self Stereotyping and gender Differences in Self Construal. Journal of Personality and Social Psychology**. Vol 90, No. 2, pp. 221-242
- Hamilton, D.L., Katz, L.B and Leirer, V.O. (1980). **Cognitive Representation of Personality Impression: Organizational Processes in First Impression Formation**. *Journal of personality and social psychology*. Vol. 39, pp. 1050-1063.
- Harper, M, & Schoeman, W.J. (2003). **Influence of Gender as a Basic-level Category in Perception on the Gender Belief System. In Sex Roles**. Vol. 49, No. 9/10, pp. 517-526

- http://www.ds.gov.lk/dist_vavuniya/english/map.html, Accessed on 24.08.2009
- <http://www.inparaeducators.org/workingasateam/stages.html>, Accessed on 24.08.2009
- Huitt, W. (1999). **Implementing effective school achievement reform: Four principles**. Paper presented at the School Counseling Summit, Valdosta State University, Valdosta, GA.
- IIEP Newsletter (Oct- Dec 2000). **Improving school management: a promise and a challenge**
- Imogie, A.I. (1990). **Introduction to Educational Technology**. Ibadan: Y- Books
- Iseman, P. (1980). **Basic Needs: the Case of Sri Lanka. Word Development**, March 1980
- Jackson (2005). **System Approach to Management**. E- Book. Springer. Retrived from www.springerlink.com
- Jamali, D. (2004). **Changing management paradigms: implications for educational institutions**
- Jones, G.R. (1998). **Organizational Theory: Text and Cases**. 2nd Edition. Addison-Wesley Longman Publishin Company, USA.
- Khanal, C. (2003). **Education Governance and Management: An analysis of the Public Educational Management in Nepal**. The Danish University of Education, Copenhagen, Denmark.
- Knight, Jim (1977). **Strategic Planning for School Managers** Kogan Page Limited.
- Krunker, J., Dunning, D. (2002). Unskied and Unaware of it? Hoe Difficulties in Recognizing One's Own Incompetence Lead to Inflated Self Assessments. **Journal of Personality and Social Psychology**. Vol. 77, pp. 1121-1134.
- Leukel, F. (1968). **Introduction to Physiological Psychology**. Tokyo: Topan Printing Company Limited.
- Lewin, K. M. (2007). **Improving Access, Equity and Transition in Education: Creating a Research Agenda**. CREATE Pathways To Access Research Monograph No 1. Brighton: University of Sussex.
- Linda Ankrah-Dove (1982). **The deployment and training of teachers for remote rural schools in less-developed countries**, UNESCO Institute for Education.

- Maccoby, E.E. (1988). Gender as a social category. **Development Psychology**, Vol. 24, pp. 755- 765
- Mary, E. R. (2005). **Leadership Practices: Perceptions of Principals and Teachers in Sullivan Country**.
- Mc Connel, J.V. & Philipchalk, R.P. (1992). **Understanding Human Behaviour**. 7th Edition. Florida: Holt Rinehart and Winston Inc.
- Ministry of Education (2005). **ESDFP**, Sri Lanka,
_____ (2007). **Education Sector Development Framework and Programme**. Colombo: Ministry of Education.
_____ (2008). **Education for All, by 2015**, Mid - Decade Assessment Report
- Mink, G. (1992). “Creating new organizational paradigms for change”, **International Journal of Quality & Reliability Management**, Vol. 9 No. 3, pp. 21-35.
- Morgan, G. (1997). **Images of Organization**, Sage, Newbury Park, California.
- National Education Commission (2003). **Envisioning Education for Human Development, Proposals for a National Framework on General Education in Sri Lanka**.
- Provincial Department of Education, NP, (2009). **Human Resource Development Plan 2009-2010**
- Ribbins, P. (1985). **Organisation theory and the study of educational institutions**, in M. Hughes, P. Ribbins and H. Thomas (eds.). **Managing Education: The System and the Institution**, Holt, Rinehart and Winston, London.
- Sen, A. (1981). **Public Action and the Quality of Life in Developing Countries**. Oxford Bulletin of Economics and Statistics, Nov. 1981
- Seri Parndetpong (1998). **Opinion of Parents and Teachers on School management of Lertlaj International Program School (LIPS)**.
- Simkins, T. (1999). **Values, power and instrumentality: theory and research in education management, Educational Management and Administration**, 27 (3), 267-281.
- Sri Lanka Development Forum, (2007). **The Economy, Regional Disparities, and Global Opportunities**
- Stevens Long, J. (1984). **Adult Life**. 2nd Edition. California: Mayfield publishing Co.

- Theodossin, E. (1983). **Theoretical perspectives on the management of planned educational change**, British Education Research Journal, 9 (1), 81-90.
- UNESCO 1982, International Review of education
_____ / IIEP (2000). **Improving school efficiency: The Asian experience**, An ANTRIEP Report
_____(2003). **Decentralization in education: National policies and practices**
_____/ IIEP, (2009). **Governance and management**
_____/ International Bureau of Education, (2004). **International Conference on Education**, 47th session, Final report
- Walker, A. and Dimmock, C. (2002). Introduction, in Walker, A. and Dimmock, C. (Eds.). **School Leadership and Administration: Adopting a Cultural Perspective**, Routledge Falmer, London.
- Website: UNESCO, Accessed on 19.08.2009
- Website: World Bank org, Accessed on 19.08.2009
- Wells, W., Burnett, J., & Moriarty, S. (1995) **Advertising : Principles and Practice**. 3rd Edition. NJ: Prentice-Hall, Inc.
- World Bank (2005a). **Treasures of the Education System in Sri Lanka: Restoring Performance, Expanding Opportunities and Enhancing Prospects**. Colombo / Washington DC: World Bank. .
- _____ (2005b). **Education Sector Development Project: Project Appraisal Document**. Washington DC: World Bank.
- www.gov.lk, Accessed on 18.08.2009
- www.moe.gov.lk, Accessed on 18.08.2009
- www.nie.lk, Accessed on 10.08.2009
- www.unescap.org, Accessed on 06.07.2009
- www.wikipedia.lk, 06.07.2009
- Zaltman, G. & Wallendorf, M. (1979). **Customer Behaviour: Basic Findings Management Implications**. NY: Jown Wiley & Sons, Inc.



APPENDIX

Table 1 List of Schools and Teacher Population in the Vavuniya Division of Vavuniya South Educational Zone

No.	Name of School	Number of Teachers	Selected Schools	Number of Teachers in selected school	Teacher Proportion %	Number of sample from each school	Number of sample from each school
1.	V/ Vipulanantha College	110					
2.	V/ Saivapragasa L.C.	101	*	101	16.50	47.86	48
3.	V/ Nelukkulam Kalaimahal MV	95	*	95	15.52	45.02	45
4.	V/ Periya komarasankulam MV	74					
5.	V/ Poonthottam MV	62	*	62	10.13	29.38	29
6.	V/ C.C.T.M.S	59	*	59	9.64	27.96	28
7.	V/ Vavuniya Hindu College	50	*	50	8.17	23.69	24
8.	V/ Poovarasankulam MV	33					
9.	V/ Sri Nagaraja Vid.	33	*	33	5.39	15.64	16
10.	V/ Piramandu Vid.	32	*	32	5.23	15.16	15
11.	V/ Sithivinayagar Vid.	29					
12.	V/ Kanthapuram Vaani Vid.	28	*	28	4.58	13.27	13
13.	V/ Thirugnanasampanthar Vid.	26					
14.	V/ Madeena Vid.	25	*	25	4.08	11.85	12
15.	V/ Moondrumurippu GTMS	24	*	24	3.92	11.37	11
16.	V/ Annanagar Parameswara Vid.	22	*	22	3.59	10.42	11
17.	V/ Thalikkulam GTMS	21					
18.	V/ Velikkulam Junior High School	20	*	20	3.27	9.48	10
19.	V/ Arafa Vid.	20					

Table 1 List of Schools and Teacher Population in the Vavuniya Division of Vavuniya South Educational Zone (cont.....)

No.	Name of School	Number of Teachers	Selected Schools	Number of Teachers in selected school	Teacher Proportion%	Number of sample from each school	Number of sample from each school
20	V/ Samalankulam GTMS	17	*	17	2.78	8.06	8
21	V/ Vinayagar Vid	16					
22	V/ Thampanaisolai Ketheswara Vid	15					
23	V/ Rajendran kulam GTMS	13					
24	V/ Peyadi koolankulam GTMS	13	*	13	2.12	6.16	6
25	V/ Chekkattipulavu GTMS	11					
26	V/ Maharambaikulam GTMS	9	*	9	1.47	4.26	4
27	V/ Katpagapuram GTMS	7					
28	V/ Sivapuram Primary School	7	*	7	1.14	3.32	3
29	V/ Muruganoor Saratha Vid.	7					
30	V/ Kalnattinakulam GTMS	6	*	6	0.98	2.84	3
31	V/ Parathi Vid.	6					
32	V/ Karumpanichankulam GTMS	5					
33	V/ Kathar sinnakulam GTMS	5	*	5	0.82	2.37	2
34	V/ Eyankaravoor GTMS	4					
35	V/ Asikulam GTMS.	4	*	4	0.65	1.90	2
36	V/ Parasakthi Vid.	3					
37	V/ Al- Aksha MV	1					
	Total	1013		612			290

(Source: Planning Unit, ZEO, Vavuniya South, 2009)

General Management

Table 2 Frequency and Percentage of Teachers' Perception towards General Management of the School

(n = 290)

General Management		Strongly disagree		Disagree		Agree		Strongly Agree	
		n	%	n	%	n	%	n	%
1.	The school develops aims, objectives and policies to achieve the vision and mission of the school	-	-	-	-	252	86.9	38	13.1
2.	School follows the Govt. policy guidelines considering space, class size, no. of class rooms and staff on student admission.	6	2.1	40	13.8	205	70.7	39	13.4
3.	The school follows the rules and regulations to maintain disciplinary activities, well organized morning prayer and well managed school environment.	-	-	10	3.4	215	74.1	65	22.4
4.	The school has a well organized teachers union and teachers' welfare society to solve their problems.	17	5.9	32	11.0	207	71.4	34	11.7

Table 2 Frequency and Percentage of Teachers' Perception towards General Management of the School (cont...)

(n = 290)

General Management		Strongly disagree		Disagree		Agree		Strongly Agree	
		n	%	n	%	n	%	n	%
5.	The school administration encourages and support to the participation of students and teachers in extra - curricular activities.	2	0.7	7	2.4	222	76.6	59	20.3
6.	The school has better welfare facilities and effective guidance and counseling unit for the teachers and students.	12	4.1	23	7.9	230	79.3	25	8.6
7.	School implements the yearly programs as per the academic calendar.	2	0.7	2	0.7	234	80.7	52	17.9
8.	School is willing to adapt to the changing situations and innovations which are necessary for school development	-	-	12	4.1	222	76.6	56	19.3

Academic Management

Table 3 Frequency and Percentage of Teachers' Perception towards Academic Management of the School

(n = 290)

Academic Management		Strongly disagree		Disagree		Agree		Strongly Agree	
		n	%	n	%	n	%	n	%
1.	Appropriate teacher distribution related to the subjects and well planned time table allocation for all the teachers	1	0.3	25	8.6	212	73.1	52	17.9
2.	Teachers follows the syllabus based on their detailed year and daily plans that assure quality teaching and learning in the classes.	-	-	11	3.8	229	79.0	50	17.2
3.	Teachers follows the syllabus based on their detailed year and daily plans that assure quality teaching and learning in the classes.	2	0.7	15	5.2	230	79.3	43	14.8
4.	Special programs for weaker students / slow learners and arrangements for special needed students	6	2.1	30	10.3	217	74.8	37	12.8

Table 3 Frequency and Percentage of Teachers' Perception towards Academic Management of the School (cont...)

(n = 290)

Academic Management		Strongly disagree		Disagree		Agree		Strongly Agree	
		n	%	n	%	n	%	n	%
5.	Arrangements to get the teaching learning materials on time and supports the student based teaching learning activities (Competency based TL process)	-	-	13	4.5	227	78.3	50	17.2
6.	Better library facilities and multi media room for teaching learning activities.	14	4.8	62	21.4	190	65.5	24	8.3
7.	Well equipped and managed science laboratory	25	8.6	85	29.3	155	53.4	25	8.6
8.	Accessible computer unit for teachers and students	42	14.5	98	33.8	130	44.8	20	6.9
9.	Well planned students assessment system and availability of rewarding system to encourage the student achievements	4	1.4	23	7.9	232	80.0	31	10.7
10.	School organizes activities that develop student literally and academically (e.g. reading camps, quiz competition, debates etc).	11	3.8	45	15.5	209	72.1	25	8.6

Financial Management

Table 4 Frequency and Percentage of Teachers' Perception towards the Financial Management of School

(n = 290)

Financial Management		Strongly disagree		Disagree		Agree		Strongly Agree	
		n	%	n	%	n	%	n	%
1.	School has effective strategic planning for financial resources.	2	0.7	14	4.8	238	82.1	36	12.4
2.	School follows transparency in handling the school accounts on financial activities	6	2.1	15	5.2	226	77.9	43	14.8
3.	Proper allocation and usage of quality inputs and well organized school purchasing committee to purchase goods for the school	-	-	10	3.4	232	80.0	48	16.6
4.	Maintenance of accounts and proper handling of facilities fees and welfare society funds	-	-	6	2.1	228	78.6	56	19.3
5.	Allocation of fund according to the priority requirements	1	0.3	15	5.2	223	76.9	51	17.6
6.	Arrangements to get funds from the community and NGO's to fulfill the inadequacy of fund requirement of the school	8	2.8	39	13.4	213	73.4	30	10.3

Staff Management

Table 5 Frequency and Percentage of Teachers' Perception towards the Staff Management of School

(n = 290)

Staff Management		Strongly disagree		Disagree		Agree		Strongly Agree	
		n	%	n	%	n	%	n	%
1.	Arrangements for proper teachers training activities and onsite teacher training, provision of training according to the need of the teacher.	-	-	16	5.5	237	81.7	37	12.8
2.	Encourage the professional development of teachers, proper guidance to follow the professional courses and getting scholarships to study	8	2.8	34	11.7	226	77.9	22	7.6
3.	Well defined job descriptions for every responsibility for the staffs to follow.	-	-	32	11.0	229	79.0	29	10.0
4.	Implementation of staff deployment policy	-	-	24	8.3	241	83.1	25	8.6
5.	Provision of professional support services for classroom teaching	-	-	10	3.4	244	84.1	36	12.4
6.	Appraisal of staff performance without disparities.	2	0.7	11	3.8	238	82.1	39	13.4

Community Relations Management

Table 6 Frequency and Percentage of Teachers' Perception towards Community Relations Management of the School

(n = 290)

Community Relations Management		Strongly disagree		Disagree		Agree		Strongly Agree	
		n	%	n	%	n	%	n	%
1.	School has a School Development Committee which includes principal, teachers and local administrators, and the civil society members of the school community, such as parents and past pupils with the power to make school based decisions.	4	1.4	14	4.8	233	80.3	39	13.4
2.	School actively participates in the community related activities	-	-	42	14.5	216	74.5	32	11.0
3.	School has a parent teachers association and conduct scheduled meetings to discuss about the school development activities.	-	-	23	7.9	228	78.6	39	13.4

Table 6 Frequency and Percentage of Teachers' Perception towards Community Relations Management of the School (cont...)

(n = 290)

Community Relations Management		Strongly disagree		Disagree		Agree		Strongly Agree	
		n	%	n	%	n	%	n	%
4.	School has past students alumni to support the schools activities like prize giving to the students who are best performed, annual sports meet etc.	10	3.4	57	19.7	199	68.6	24	8.3
5.	School has regular activities to meet the parents about their academic achievement, invite the parents to receive their children's progress report.	-	-	8	2.8	205	70.7	77	26.6
6.	The school organizes activities like parents' day, children day, sports meet, and other cultural days to encourage the parents' participation in school activities.	3	1.0	17	5.9	217	74.8	53	18.3

RESEARCH QUESTIONNAIRE

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

PART 1

DEMOGRAPHIC DATA

1. **Age:** 35 and Below 35 Years
 36 to 45 Years
 Above 45 Years
2. **Gender:** Male
 Female
3. **Educational Qualification:** G.C.E (A/L)
 Diploma
 Bachelors Degree
 Masters Degree
 Other (specify).....

4. **Professional Qualification:**
- Trained
 - Diploma in Education
 - Bachelors in Education
 - Post Graduate Diploma in Education
 - Masters in Education
 - Other (Specify)

5. **Teaching Experience:**
- 5 and below 5 Years
 - 6 to 10 Years
 - 11 to 15 Years
 - More than 15 Years

PART 2: EDUCATIONAL MANAGEMENT ASPECTS

Please indicate your degree of agreement / disagreement with each statement by ticking in a column using the scale below.

- Strongly Disagree = 1**
- Disagree = 2**
- Agree = 3**
- Strongly Agree = 4**

1) GENERAL MANAGEMENT

No.	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
1.	The school develops aims, objectives and policies to achieve the vision and mission of the school.				
2.	School follows the Govt. policy guidelines considering space, class size, no. of class rooms and staff on student admission.				
3.	The school follows the rules and regulations to maintain disciplinary activities, well organized morning prayer and well managed school environment.				
4.	The school has a well organized teachers union and teachers' welfare society to solve their problems.				
5.	The school administration encourages and support to the participation of students and teachers in extra - curricular activities.				
6.	The school has better welfare facilities and effective guidance and counseling unit for the teachers and students.				
7.	School implements the yearly programs as per the academic calendar.				
8.	School is willing to adapt to the changing situations and innovations which are necessary for school development				

2) ACADEMIC MANAGEMENT

No.	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
1.	Appropriate teacher distribution related to the subjects and well planned time table allocation for all the teachers				
2.	Teachers follows the syllabus based on their detailed year and daily plans that assure quality teaching and learning in the classes.				
3.	Proper monitoring and evaluation of teaching learning process and feedback mechanism.				
4.	Special programs for weaker students / slow learners and arrangements for special needed students				
5.	Arrangements to get the teaching learning materials on time and supports the student based teaching learning activities (Competency based TL process)				
6.	Better Library facilities and multi media room for teaching learning activities.				
7.	Well equipped and managed science laboratory				
8.	Accessible computer unit for teachers and students				
9.	Well planned students assessment system and availability of rewarding system to encourage the student achievements				
10.	School organizes activities that develop student literally and academically (e.g. reading camps, quiz competition, debates etc).				

3) FINANCIAL MANAGEMENT

No.	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
1.	School has effective strategic planning for financial resources.				
2.	School follows transparency in handling the school accounts on financial activities				
3.	Proper allocation and usage of quality inputs and well organized school purchasing committee to purchase goods for the school				
4.	Maintenance of accounts and proper handling of facilities fees and welfare society funds				
5.	Allocation of fund according to the priority requirements				
6.	Arrangements to get funds from the community and NGO's to fulfill the inadequacy of fund requirement of the school				

4) STAFF MANAGEMENT

No.	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
1	Arrangements for proper teachers training activities and onsite teacher training, provision of training according to the need of the teacher.				
2	Encourage the professional development of teachers, proper guidance to follow the professional courses and getting scholarships to study				
3	Well defined job descriptions for every responsibility for the staffs to follow.				
4	Implementation of staff deployment policy				
5	Provision of professional support services for classroom teaching				
6	Appraisal of staff performance without disparities.				

5) COMMUNITY RELATIONS MANAGEMENT

No.	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
1.	School has a School Development Committee Which include principal, teachers and local administrators, and the civil society members of the school community, such as parents and past pupils with the power to make school based decisions.				
2.	School actively participates in the community related activities				
3.	School has a parent teachers association and conduct scheduled meetings to discuss about the school development activities.				
4.	School has passed students alumni to support the schools activities like prize giving to the students who are best performed, annual sports meet etc.				
5.	School has regular activities to meet the parents about their academic achievement, invite the parents to receive their children's progress report.				
6.	The school organizes activities like parents' day, children day, sports meet, and other cultural days to encourage the parents' participation in school activities.				

PART 3: SUGGESTIONS

Write your suggestions for the above aspects of educational management in your school?

1. General management:

.....
.....
.....

2. Academic management:

.....
.....
.....

3. Financial management:

.....
.....
.....

4. Staff management:

.....
.....
.....

5. Community relations management:

.....
.....
.....

Copyright by Mahidol University

Thank you for your time, effort and thought in completing this questionnaire.

BIOGRAPHY

NAME	Miss. Annamalar Muthusamy
DATE OF BIRTH	September 30 th , 1969
PLACE OF BIRTH	Sri Lanka
INSTITUTIONS ATTENDED	University of Jaffna, Sri Lanka B.Sc. (Agric.) National Institute of Education, Sri Lanka PGDE
PRESENT POSITION	Assist. Director of Education, Provincial Dept. of Education, Northern Province, Sri Lanka
HOME ADDRESS	No. 38 “ Thiruthani vasa”, Kovil Road, Kuruman Garden, Vavuniya, Sri Lanka.
E-MAIL	malarm6@gmail.com