PRINCIPALS’ PERCEPTION TOWARDS THE PERFORMANCE AND THE PROBLEMS OF SCHOOL ANNUAL PLAN IMPLEMENTATION: A CASE STUDY OF MAHIYANGANA EDUCATIONAL ZONE IN SRI LANKA.

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ABSTRACT

This research aimed at examining principals’ perceptions towards performance and the problems of implementation of school annual strategic plans in the Mahiyangana Educational Zone. It also aimed at analyzing the performance and problems of implementation based on the type of school, the size of the school, and the school setting. This study should help principals identify problems when implementing a school’s annual plan, take appropriate actions to avoid those issues, improve student achievement, and help the education authority (The Provincial Education Department and The Zonal Education Office) provide facilitation to the schools to solve their problems themselves.

The research method applied in this study was a descriptive survey. The population consisted of 74 principals in the Mahiyangana Educational Zone. The questionnaire was divided into four parts: general information, performance of implementation in the school annual plan, problems with implementation in the school annual plan, and suggestions for the implementation in the school annual plan. Descriptive statistics were used in presenting the information received from the study to describe the type, size and setting of the school, and performance and problems with implementation of the school annual plan, using frequencies, percentages, means, and standard deviations. The t-test statistic was used to identify performance and problems with the implementation of the school annual plan by type, size and setting of the school.

The findings of this research showed the overall performance and the problems of the schools’ plans were at a medium level, and that there was a statistically significant difference in the overall performance level, based on school type and school size. However, there was no significant difference in the performance level based on school setting. There was a statistically significant difference in the overall problem level based on school type and school setting, with no significant difference of the problem level based on the school setting.

Further recommendations are that there should be more intervention and monitoring by the department when creating and implementing the school annual plan, that a facilitating team in the zone should be appointed to facilitate the school annual planning process, and qualified principals should be appointed to those schools. For further research recommendations, a qualitative study should be done to get a clearer picture of the factors affecting performance and problems related to the school annual plan, and further studies should be conducted on the performance and problems of a school’s annual plan implementation in other zones in the Baddulla District.

KEY WORDS: SCHOOL ANNUAL PLAN/ PERFORMANCE/ PROBLEMS/ TYPE OF SCHOOL/ SIZE OF SCHOOL/ SETTING OF SCHOOL.

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