Effectiveness of the Teacher's Performance at International Schools in Sri Lanka

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

Most of the international schools do performance appraisals and training (Cambridge and Edexcel training) only once a year. This will not be enough to identify the performance of the teachers. One performance appraisal will not give proper idea of the employees and the decision taken on that will affect the good employees and it will affect the outcome of the organization too. In addition, they rarely conduct training programs to improve the teachers' performance. Further, setting standard should be done properly otherwise it will not improve performance management system of the school. Further, organizational culture plays an important role to change the effectiveness of the performance management. The main purpose of this study was to critically evaluate the effectiveness of the existing performance management systems of international schools in Sri Lanka.

I. BACKGROUND OF THE ISSUE

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

Most of the international schools do performance appraisals and training (Cambridge and Edexcel training) only once a year. This will not be enough to identify the performance of the teachers. One performance appraisal will not give proper idea of the employees and the decision taken on that will affect the good employees and it will affect the outcome of the organization too. In addition, they rarely conduct training programs to improve the teachers' performance. Normally examination body conducts training once a year to give an idea about syllabus changes but school conducts training programs very rarely. Further, setting standard should be done properly otherwise it will not improve performance management system of the school.

II.OBJECTIVES OF THE STUDY

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

This study intends to fulfill the following specific objectives.
1. To explore the existing performance management systems of the international schools in Sri Lanka.
2. To understand the user perception on the level of effectiveness of the performance management systems of international schools in Sri Lanka.

3.   To provide the suggestions to improve the existing performance management system and recommend suitable system.

III. SCOPE OF THE STUDY

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

IV. CONCEPTUALIZATION

Figure 1: Conceptual Framework
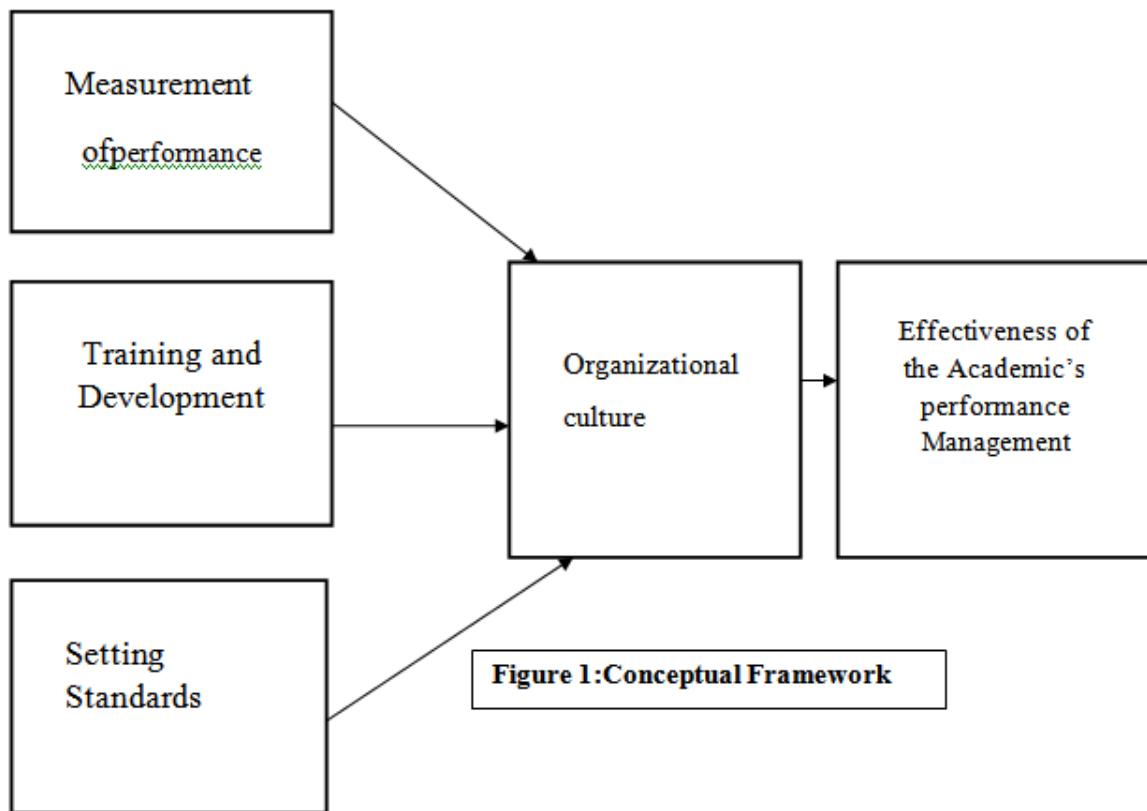
V. RESEARCH METHODOLOGY

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

This research was done as a cross sectional research. Cross sectional research means One-shot or cross-sectional studies are those in which data is gathered once, during a period of days, weeks or months. Many cross-sectional studies are exploratory or descriptive in purpose. They are designed to look at how things are now, without any sense of whether there is a history or trend at work.   The interview were held to achieve the objectives of the study. The unit of analysis was individual and time horizon was 27^{th}January of 2017 to2^{nd} of February 2018.

VI. POPULATION AND SAMPLE

Population is the total of all the individual schools that have certain characteristics and are of interest to a researcher. This research is limited to the 40 international schools. They are International schools in Sri Lanka. The purposive sampling technique was used to select the sample. A purposive sample, also commonly called a judgmental sample, is one that is selected based on the knowledge of a population and the purpose of the study.Total number of registered international schools in Sri Lanka is nearly 84 and 40 International Schools are selected as the sample which represents the 50%.

VII. SAMPLE OF THE STUDY
Table 1: Sample of the study

Organization Type	Population	Sample Size
International Schools	84	40

40 principals were interviewed from the schools. 45 structured questions were asked to cover all the variables.

VIII. DATA COLLECTION
a)Primary Data Collection Method
This information was collected from 40 principals of 40 schools selected. Interview was held with principals to collect the primary data.

b)SecondaryData Collection Method
Secondary information is collected through the documents available in the schools such as:

Number of teachers by their qualification, number of teachers by their age, gender composition of the academic staff, their qualifications, the turnover and the existing performance appraisal form etc.

IX. DATA ANALYSIS
Researcher has done qualitative analysis . Principals of the 40 schools were interviewed based on the structured questions mentioned in the appendix.These (45) questions are based on the main four variables.

Table 2: Qualitative analysis on variables

Questions	Evaluated Variables
Question 1-15	Measurement Of Performance
Question 16-31	Training and development
Question 32-38	Setting Standard
Question 39-45	Organizational Culture

X. FINDINGS
Table 3: Outcomes from variables

Questions	Variables	Outcome
Question 1-15	Measurement of performance	Performance evaluation is done only once a year

Only classroom observation is used for performance |

		evaluation PE method should be changed Proper evaluation form should be used
Question 16-31	Training and development	Most of the schools do not conduct training program to improve teaching methodology etc.. Teachers participate only training programs conducted by exam boards only
Question 32-38	Setting Standard	Scheme of work is important for teaching. Sometimes covering syllabus is not done before the public exams Some teachers are not bothered to gain more qualifications and improve their performance.
Question 39-45	Organizational Culture	Most of the teachers give their Co-operation to make the school event successful. Most schools organize annual trips which improves the motivation and

		team building.
		There are cases that teachers wear inappropriate dress codes for the schools.
		Some schools discipline should be improved.
		There are situations that teachers use harsh words to students which are prohibited.

XI. FUTURE RESEARCH

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

In addition, this research can be applied to other service sectors such as banking, insurance, Media, Hotels etc... So they can do the research "study on the effectiveness of employees' performance management at other service sectors."Further this research can be expanded to the production sector.

XII. CONCLUSION

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

XIII. ACKNOWLEDGEMENT

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Appendix I

Structured Interview Questions with Principals

Q1)   Do you have Performance appraisal system?

Q2)   Are they simple and understandable?

Q3)   Will you be able to identify the strengths and the weaknesses of the   employees through the current performance evaluation system?

Q4)   How often do you conduct performance appraisal?

Q5)   Does the PE system has specific criteria to measure the performance?

Q6)   Which areas of the performance of the employees are checked through the PE system?

Q7)   What is the method that your school use to evaluate the performance?

Q8)   Why did the Organization use this method?

Q9)   Do you have a specific evaluation form?

Q10)   Does the Organization (Evaluators) use the evaluation form When evaluating the employees?

Q11)   Do you think that current evaluation form should be improved?

Q12)   For what purpose do you use the results of the evaluation?

Q13)   Do you conduct the discussion and feedback interviews to inform the progress of the employees?

Q14)   How long will it take to start the discussion and feedback interviews after the appraisal?

Q15)   Do you train evaluators to conduct performance evaluations?

Q16)   Does the school organize training programs every year?

Q17)   Does the Training base on the goals of the Organization?

Q18)   Does the Training help to perform the job successfully?

Q19)   Does the Training is on relevant topic?

Q20)   Do you use updated syllabus in the training program?

Q21)   Does the Training ensure higher rewards?

Q22)   Does the training ensure more job security ?

Q23)   Does the trainers use suitable training methods?

Q24)   Is training given by the expert trainer ?

Q25)   Do you conduct training in understandable way ?

Q26)   Do you inform the trainee his/her progress after the training ?

Q27)   Does the training Increase motivation ?

Q28)   Is the training very interesting?

Q29)   Do you give feedback forms to get the views on training program?

Q30)   Do you inform the trainees progress after the training

Q31)   Do you conduct Feedback interview after the training ?

Q32)   Do the   teachers teach the Syllabus according to the scheme of work?

Q33)   Can the teachers cover the Syllabus before the term test/public exam?

Q34)   Do you think that lesson plan is an effective tool to improve teaching?

Q35)   Do the teachers wear the dress code (suitable dress) for the school ?

Q36)   Do you think that teachers are committed to improve their performance in teaching?

Q37)   Does your school set standards like best rivals in the market?

Q38)   Does Your school achieves good O/L & A/L results?

Q39)   Do the teachers give Full Corporation to make the school events successful?

Q40)   Is there a good teamwork among teachers?

Q41)   Does your school organizes staff events such as staff trips.

Q42)   Do you think that School discipline is maintained well?

Q43)   Do teachers use harsh words to students?

Q44)   Do teachers allow to punish the students?

Q45)   Do the teachers use harsh words to students?