THE BALANCED SCORECARD AS A STRATEGIC INSTRUMENT FOR EVALUATION OF THE MANAGEMENT FACULTIES IN SRI LANKAN UNIVERSITIES

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ABSTRACT

The purpose of this study is to evaluate 'The Balanced Scorecard as a Strategic Instrument for evaluation of the Management Faculties in Sri Lankan Universities'. The Learning and Growth perspective was considered as the independent variable and Internal Business Perspective, Customer Perspective, Financial Perspective and Mission Perspective were considered as dependent variables.

The sample size consists of eleven universities out from fifteen, also I have selected only the Management Faculties in Sri Lankan Universities. The questionnaire was used to collect data from the department heads in each Management Faculties. The response rate from the department heads were 85%. Respondents were asked to indicate their agreement or disagreement on five point likert Scale as the scaling method. The measurement scale for independent and dependent variables was "interval". The data was analyzed using Statistical Package for Social Sciences (SPSS) version 14. Mean Score and Standard Deviation were used for all the variables for univariate analysis. Correlation coefficient was used for bivariate analysis. The hypothesis was tested using the Pearson Product Movement Correlation Coefficient (r) for test the relationship between two variables and the associated significant value (p) for testing the null hypotheses. A significant level of five percent ($p = 0.05$) was chosen as the maximum probability of rejecting a null hypothesis. In additions to evaluations of the correlation between one dependent variable and two or more independent variables, multivariate method was applied.

The results of correlation analysis that the: coefficient between Learning and Growth perspective and the Internal Business process perspective is 0.642 (p value <0.01) which means that the learning and growth perspective has a significant positive influence on the internal business perspective, coefficient between Internal Business Process Perspective and the Financial Perspective is $r = 0.570$ (p value <0.01) which means that the Internal Business Process Perspective has a positive influence on the Financial Perspective, In the third hypothesis in this research, coefficient between Internal Business Process Perspective and the Customer Perspective is $r = 0.643$ (p value <0.01) which means that the Internal Business Process Perspective has a significant positive influence on the Customer Perspective, focusing on the fourth hypothesis in this research, the path coefficient between Customer Perspective and the Mission Perspective is $r = 0.573$ (p value <0.01) which means that the Customer Perspective has a positive influence on the Mission Perspective, coefficient between Financial

Perspective and the Mission Perspective is r = 0.222 (p value <0.01) which means that the Financial Perspective has a positive influence on the Mission Perspective, the Employees at management level in management faculties are knowledgeable of the BSC and its direction and purpose of the organization was no proper knowledge about the BSC by the management staff in universities.

Most of the university activities prioritized with research and other academic related activities. (Learning and Growth Perspective: academic and management staff development), quality assurance activities, planning; Internal Business Process Perspective: teaching, learning and facilities and Customer Perspective: quality of graduate, quality of services to the community and customer service). According to the (analysis, highest overall mean values showed in learning and growth (3.7115), Customer perspective (3.6492) and Internal Business Process Perspective (3.6055). In financial perceptive the value was 2.5470, this was the lowest mean, compared with each other perspectives.