

ADOPTION THE BALANCED SCORECARD (BSC) AS A TECHNIQUE FOR PERFORMANCE EVALAUTION IN SRI LANKAN UNIVERSITIES

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Introduction

This study mainly connected that the building the BSC to the Sri Lankan universities. In Sri Lankan context there has been no proper mechanism to evaluate academic performance activities run by the each universities. The framework proposed was based on an extensive review of the literature pertaining to BSC and strategic evaluation in the Sri Lankan universities. The framework is therefore able to elicit elements and factors relating to the use BSC to enhance strategic evaluation process in Sri Lankan universities.

The concept of applying the BSC to a university is increasingly popular among researchers. There are many studies related to such application, including the uses of the BSC for university management (Stewart and Carpenter-Hubin, 2000; Lawrence and Sharma, 2002; Ruben, 1999), for academic departments (Haddad, 1999; Bailey et al., 1999; Chang and Chow, 1999), for university research (Pursglove and Simpson, 2000), for university teaching (Southern, 2002), and for internal service providers in a university (Pursglove, 2002). Not only is the concept of the BSC widely praised among academic researchers, but it is also being increasingly applied in universities.

Methodology

This study attempts to investigate the possibility of applying the Balance Scorecard to Sri Lankan universities as a case study.

There are 31 higher educational institutes comes under University Grant Commission of Sri Lanka (UGC). The total no of universities in Sri Lanka were fifteen (15) and selected sample sizes were eleven (11) universities. Fourty six (46) departments selected for this and response rate were thirty nine (39) departments from each universities. The overall response rate is 84.78%. Most of the universities response rate reached to 100% except University of Colombo, University of Sri Jayewardenepura and Sabaragamuwa University of Sri Lanka. The University of Sri Jayewardenepura has recorded 63.64 %.

In Sri Lanka few of the research conducted through the performance evaluation especially in private sector (garments, rubber industry and banking sector). This is the first attempt to introduced Balanced Scorecard to universities in Sri Lankan context. Based on these results, measures are then grouped according to their objectives. The measures in the four perspectives (CP: Customer Perspective, IBPP: Internal Business Process Perspective, LGP: Learning and Growth Perspective, FP: Financial Perspective) of the Balanced Scorecard are summarized in table 01.

Table 01. Measures in each perspective of the Balanced Scorecard

<i>Perspectives</i>	<i>Measures</i>
CP	<i>Quality of Graduate</i>
	Students receiving classes
	Students completed degrees
	Graduates employed
	Students involved in professional courses
	<i>Quality of Services to the Community</i>
	External activities conducted by the department.
	Number of Welfare activities
	<i>Job Satisfaction</i>
	New activities
IBPP	<i>Quality of Teaching, Learning Process and Other Activities</i>
	Student contact hours
	Student ratio
	Course materials
	Students engage to research work.
	Student workshop, job fairs and other activities
	Teaching equipmentare available.
	Time allocating for library and computer activities
	University facilities and faculty student ratio.
	Lecture supported facilities.
	Staff recruitments to the faculty or a department.
	Available management information
	Average class size
	Student contact hours
	Student ratio
	Course materials
	Students engage to research work.
	Student workshop, job fairs and other activities
	Teaching equipmentare available.
	LGP
Departments passing an quality assurance assessment	
Curriculum revisions in last five years.	
<i>Quality of Planning</i>	
New courses introduced by the departments	
New plans/projects that follow the faculty or department plan	
<i>Quality of Academic Staff Development</i>	
Papers presenting at conferences	
Training session	
Teaching innovation projects	
Education development activities	
Publications done by staff members	
Joint or a collaborative activities	
Lectures engaged in higher study	
<i>Quality of Management Staff Development</i>	
Workshops organized to enhance workers job related skills and knowledge.	
Management staff engaged to other courses	
FP	<i>Cost Focus</i>

	Operating expenses allocating for the departments (academic staff)
	Petty cash float
	Operating expense allocations for students and other activities.
	Revenue Focus
	Self-funded projects
	Direct donations or direct funds received
	Outside funding to student's
	Survive Focus
	Student enrollment in an academic year.
	Funding per student is adequate.

After comparison of the knowledge of BSC modal from the management staff in the universities: 15.4% know it very well, 41.0% know only part of it, and 43.6% do not know it at all.

Discussion and Conclusion

The framework proposed was based on an extensive review of the literature pertaining to BSC and strategic evaluation in the management faculties in Sri Lankan universities. The framework is therefore able to elicit elements and factors relating to the use BSC to enhance strategic evaluation in management faculties. This paper has attempted to present the possibility of applying the concept of the Balanced Scorecard as a management tool within the case study management faculties in Sri Lankan universities and finds that, there is no evidence that strategy maps based on universities stakeholders perceptions are created.

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