

**THE IMPACT OF GOVERNANCE
PRACTICES ON PERFORMANCE
MEASURES OF ASSISTED CHRISTIAN
SCHOOLS IN SRI LANKA**

By

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Ph.D.

2019

**The Impact of Governance Practices on Performance Measures of
Assisted Christian Schools in Sri Lanka**

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**Thesis submitted to the University of Sri Jayewardenepura for the
award of the Degree of Doctor of Philosophy in Management on**

2019

“The work described in this thesis was carried out by me under the supervision of Senior Prof. Dr. K D Gunawardana and Professor Y K Weerakoon Banda a report on this has not been submitted in whole or in part to any university or any other institution for another Degree/Diploma”

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I certify that the above statement made by the candidate is true and that this thesis is suitable for submission to the University for the purpose of evaluation”.

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ACKNOWLEDGEMENTS

Doing this Ph.D. has been a journey of discovery in many more ways than one could imagine. This appreciation is dedicated to those who have been contributed their valuable assistance, cooperation and support towards the completion of my desertion.

First and foremost, I thank my God for journeying with me and granting me this amazing opportunity, which I ever treasure in my heart. Special thanks and immense gratitude goes to my principal supervisor, Senior Professor K D Gunawardana for his advice, insightful comments, guidance and patience that has tremendously shaped the desertion. I would also like to express my gratitude to second supervisor Professor Y K Weerakoon Banda regarding his guidance and support towards the success of my work. I would like to thank my entire course mates for their willingness to share and spent their time discussing, explaining and providing me information on the matter regarding this study. This appreciation is also extended to others, for their unshakable faith in me and support, encouragement and prayer which provided the catalyst for my undertaking the Ph.D. I am indebted to my Province Leader Rev. Sr. Fracine Muthugala, leadership team, and my “Good shepherd” family for their encouragement, support and love. They have been an inspiration to me. Then my heartfelt gratitude goes the Director and Founder of Supuwath Arana, Rev. Fr. Kingston Darrel Coonghe, who motivated and inspired me through out the journey of my Ph.D. Also very grateful appreciation goes to Archdiocesan Director and Deputy General Manager of Catholic Private Schools (W.P) Rev. Fr. Ivan Perera and Asst. Director and General Manager of Catholic Private Schools (W.P) Rev. Fr. Gemunu Dias Jayawardana, who support me very generously. I whole heartily say a very big thank you for my parents and my family. Mr. Prabath Nanayakkara you became the God given angle to support me for the whole Ph.D. course financially and very spontaneously whenever I approach you.

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ABSTRACT

Today, education has become the world's second biggest business enterprise. Therefore, there is a great global challenge on the overall performance evaluation of school education is parallel to those of international and government schools. Even though Catholic schools had entered the school education system during the colonial times, the real improvement of the higher education system in Sri Lanka, the significance of the school system in the domain of Sri Lankan higher education is seemingly inadequate. The purpose of the study is provided evidence from single or a few perspectives such as selected indicators and school governance principals. In addition, there are many inconsistencies in the finding across the world that shows no signal school governance model is appropriate for all schools, countries and economic environments. By Investigating into this problem; the present study investigates association between both the school governance practices with school performance, the moderating effect of board ethical commitment to evaluate associated effect on school performance and the direct relationship between implementation of board ethical commitment on school performance to build up a scope for future research in order to achieve better and more consistent results. The model employed in a present study is based on the stakeholder theory, Signalling theory, the Integrated social contract theory and Balance scorecard approach to evaluate the arising pressure from task phase and macro phase in the society to move on to school governance practices in school performance. This study found that in general, school governance practices have a significant relationship with school performance.

Further analysis found evidence that only three specific school governance practices namely board responsibility, board composition and board independence have

a significant relationship with performance of the school. This study also found that the board ethical commitment enhanced (positively) the relationship between school governance and school performance and also school governance has a significant relationship with school performance. The development of school governance framework of Sri Lanka we need to evolve a system that will have a mechanism to measure the productivity of school education at all categories of schools bearing in mind the limitations faced by the schools at present.