Good Governance in Higher Education: Sri Lankan Experience

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Introduction

The Governance concept has evolved for a long period of time. Simply governance means the process of decision making and the process by which the decisions are implemented. Governance can be used in several contexts such as corporate governance, international governance, national governance and local governance.

In recent times good governance and bad governance are being increasingly used in development literature. Bad governance is considered as one of the main reason for immorality in our societies.

The concept of good governance initiated in the early 1990s and was implemented by the World Bank in order to introduce certain practices into loans to poor countries by 2000. It was a major aim of 'Millennium Development Goals' addressing issues from corruption to accountability.

Similarly good governance has been embraced by the corporate sector and several national institutions. It aims to decrease poor business practices and make procedures and obligations transparent, in order to gain the trust of the stakeholders and the public at large.

Good governance concept is very important in higher education because of a number of reasons, including expansion of tertiary education systems, emergence of new institutions, new modes of delivery including online education, more heterogeneous student bodies, growing internationalization of higher education, research and innovation leveraging knowledge production.

Definition of Good Governance in Higher Education

Good Governance in higher education simply means the formal and informal arrangement that allow higher educational institutions to make decisions and take actions.

The OECD (2008) defines it as:

> *Governance encompasses the structures, relationships and processes through which at both national and institutional levels, policies for tertiary education are developed, implemented and reviewed. Governance comprises a complex web including the legislative framework, the characteristics of*

> *institutions and how they relate to whole system, how money is allocated to institutions and how they are accountable for the way it is spent, as well as formal structures and relationships which steer and influence behavior.*

According to Zgaga (2006), three levels of governance analysis exist.

1. *Internal or institutional*: governance of higher educational institutions
2. *External or systematic*: governance of higher education systems
3. *International or global*: governance of higher educational systems within an international (global) perspective

External governance refers to the relationships between individual institutions and their supervisory authorities. Internal governance refers to the lines of authority within the institutions.

Formal governance refers to the official and explicit rules that govern how people relate to each other within the higher education. Informal governance refers to the unwritten rules that govern how people relate to each other within higher education.

This involves the respect accorded to professors and administrators, the freedom to pursue research, the traditions of student behavior, etc. Figure 1 illustrates the classification of governance concept.

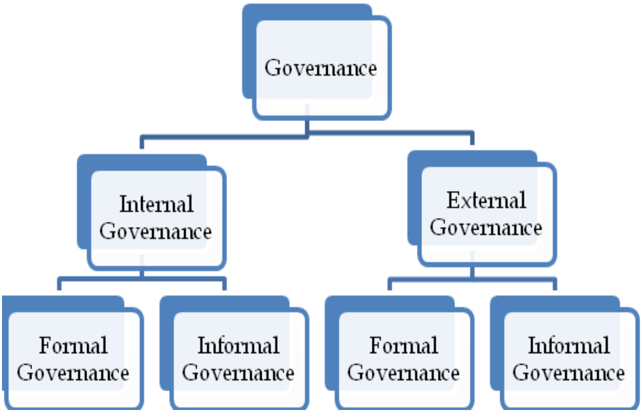

Figure 1: Governance Structure

Principles of Good Governance

According to the Task Force on Higher Education and Society, following principles are considered as common Ground Rules of good governance in higher education (Figure 2).

Academic Freedom

According to the **Columbia Encyclopedia** academic Freedom refers

> "The right of scholars to pursue their research and to publish without control or restraint from the institutions that employs them"

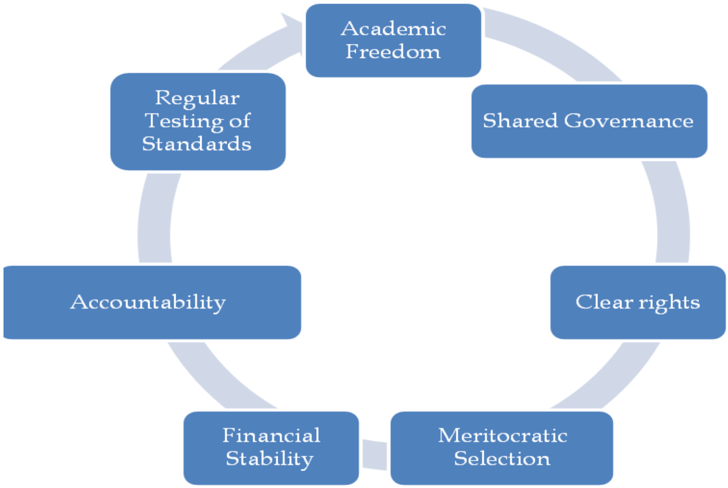

Figure 2: Common Ground Rules of Good Governance

This is essential for the universities to be catalyst and sanctuary for new ideas. This should be clearly defined and well understood within the institutions and by the bodies which they are accountable

Shared Governance

Shared governance is an essential principle of good governance and known as corporate governance. This involves devolving decisions to the expertise in the institutions. Shared governance attempts to balance the maximum participation in decision making with clear accountability.

Decisions should be devolved to the individuals with advance training and experience. Students are also important in shared governance by providing constructive inputs, lecturer assessments and requesting needs of them.

Clear Rights and Responsibilities

It is essential to have communally agreed rights and responsibilities in higher education systems. Related to the external governance, the role of the higher education ministry should be to clearly utter their rights and responsibilities by a stipulated law and by national policy documents. Related to internal governance, faculty members, students, administrative parties and external supervisory institutes should clearly understand the governing principles.

Meritocratic Selection

Selection and promotion of the faculty academic, administrative, non academic members and students should be based on clear goals of the institutes. It should not be allowed ideology, nepotism, cronyism or intimidation. Selection decisions should be independent and free from political interference.

Financial Stability

Satisfactory financial stability is essential for good governance. Financial instability undermines the strategic planning and good governance in higher educational institutions. Higher education is a public good in economic sense and the government responsibility is to allocate sufficient public investment to encourage the institutions to conduct their responsibilities effectively.

Accountability

Accountability to the stakeholders in the universities is a pre-requisite for good governance (Figure 3). It is important to periodically review the success or failure of the programs with transparency.

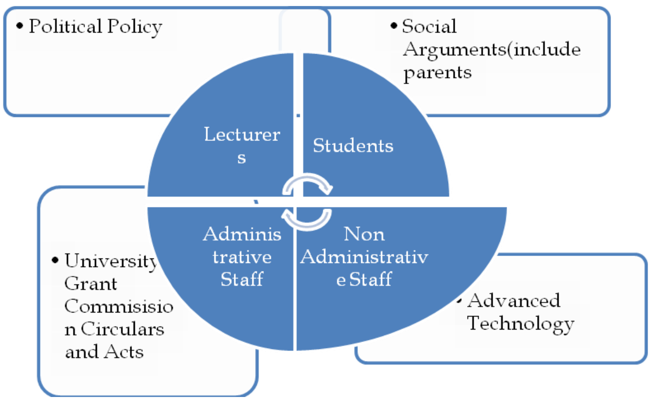

Figure 3: Stakeholders of the Universities

Regular Testing of Standards

Regular testing of standards is essential to maintain good governance in the universities. Initially it should be set up benchmarking standards with international standard universities. Secondly assess the achievement of benchmarks with a peer review.

Tools for Achieving Good Governance in Sri Lankan Universities

Sri Lankan universities are mainly conducted under the supervision of University Grant Commission, which is controlled by the Ministry of Higher Education.

The University Grant Commission (UGC) is the apex body of the University system in Sri Lanka which was established on 22nd December 1978 under the Universities Act No 16 of 1978, which plays a key role in maintaining good governance in the Sri Lankan University system.

The functions of UGC include planning and coordination of university education, allocation of funds to Higher Educational Institutions, maintenance of academic standards, and regulation of admission of students to higher educational institutions.

In overall country level, the governance model should be prepared by the Ministry of Higher Education with the instructions of University Grant Commission. The University Act No 16 of 1978 and the commission circulars are the important governance documents in Sri Lanka. The university level members should adhere to the principles of governance.

The Cooperation between Ministry of Higher Education, University Grant Commission and Universities succeed in maintain good governance in the Sri Lankan university system according to the main tools identified by the task force to achieve good governance in relevant to Sri Lankan universities are explained below.

Senates

According to the Part-VII sub section 46 of University Act No 16 of 1978 Senate shall be the academic authority of the university. Senates consist of Vice Chancellor, Deputy Vice Chancellor, Rector, Deans of Faculty, Heads of Departments, each permanent Professor of the university, Librarian and two elected members from the faculty.

This is delegating power to implement decisions from the top on behalf of faculty members. The important decisions taken in faculty boards including programs offered, changes in curriculum, requirements of degrees and admission policy are implemented with the approval of senate.

Governing Councils

Each and every Sri Lankan university has a governing council. Governing Council is an independent body that acts between universities and the external bodies where they are accountable. Council is the body that represents the universities to the external world and represents external world to the university.

According to the Part-VII sub section 44 and 45 of University Act No 16 of 1978, Governing Council shall be the executive body and governing authority of the university. The participants include Vice Chancellor, Deputy Vice Chancellor, Rector, Deans of Faculties, two members elected by the senate among its own members and the members appointed by the University Grant Commission.

The main functions of Council includes hold and control the property of the university, to regulate the functions of the university according to the University Act, administer funds, prepare financial estimates, to make by laws, to appoint examiners, to appoint board of welfare, to enter into contracts on behalf of university, advise on the suspension of positions and exercise all other powers of university.

Governing council prepares long term strategic plan for the universities and monitor their implementation process.

Budget Practices and Financial Management

In Sri Lankan universities context budget practices and financial management has implemented based on commission circulars, Financial Circulars, treasury rules, etc.

Generally six months before the government budget, the university prepares the budget according to the circulars and the requirements of the departments of universities. This will be sent to the University Grant Commission and they will send the total university budget to the Ministry of Higher Education. Thereafter, according to the government budget allocation University Grant Commission sends the assigned sum to the universities.

Mostly this is about 80% from the requested amount. Therefore, the planned expenditure should be changed according to the new amount received, prepared as program budget and send to the University Grant Commission. Furthermore, they should prepare the cash forecasts monthly and send to the University Grant Commission. This improves transparency of the university system.

According to the task force, it is important to have flexible budgets to allow the higher educational institutions to extend their planning horizons and expand their set of feasible options. Therefore Sri Lankan university system faces problems in achieving these targets due to fixed budget practices.

Data for Decision Making

Good Data Management System is essential for the success of good governance. In Sri Lankan Universities data is collected by various methods and data collection and storing is done isolated. Lecturing

Records maintained manually and Research Performance is collected in the Annual Reports. Students Achievements and Financial Status also recorded in various ways, either manually or automated.

Maintenance of data management system is essential to the autonomy of the universities; promote competition and drives higher standards. Currently with the advanced Information Technology shared database with all the data related to the academic and student performance, financial status is very essential.

Appointment or Election

According to the S 34(1), 7 of 1985 & 1 of 1995 University Act (amendments) in Sri Lankan Universities Vice Chancellors are appointed by the President of Sri Lanka for a three years time upon the recommendation of the Commission, from a panel of three names recommended by the Council of that University.

According to S 48(1) of (7) of 1985 University Act (amendments) Deans shall be elected by the Faculty Board from the Head of Departments Study. According to the S 51(1) of (7) of 1985 University Act (amendments) Heads of the Department should be appointed by the council recommended by the Vice Chancellor with the recommendation of Dean of the Faculty or Mutual Consensus of the Department.

Elected leaders are prejudice in favor of status quo meanwhile appointed leaders are less likely to allow their programs to be stalled by lack of consensus. However political influence in appointing university leadership is not a tool of good governance. It is important to have strong leadership whether they are appointed or elected to maintain good governance in the university system.

Faculty Appointment and Promotion Decisions

According to the Circular No 721, 916 and amendments and establishment code lay down the rules relate to the appointment of Lecturer (Probationary), Lecturer, Senior Lecturer (Grade-II), Senior Lecturer (Grade-I), Associate Professor, and Professors. Most of the appointments in the Universities are based on rules in a transparent manner.

The promotions are previously based on rewarding length of service. But, as it is not a good practice according to the Circular No 916 to promote as a professor require so many performance standards, including teaching, post graduate supervision, participating in continuing professional development programs, service for the institutional development, transitioning to dual delivery of lessons, research, scholarship, creative work, peer reviewed publications and contributions to university and National/International Development.

Confirmation of a Probationary Lecturer is based on the specific guidelines such as three years satisfactory service, completion of Masters Degree or Doctorial Degree with research and the completion of certificate course on teaching of Higher Education.

Lecturer promoted to Senior Lecturer, Grade II merely with a promotion with completion of five years service. Senior Lecturer –Grade II promotes as Senior Lecturer Grade –I with an interview and tested the teaching, research, dissemination of knowledge and other university activity. The career ladder of university academics is illustrated in Figure 4.

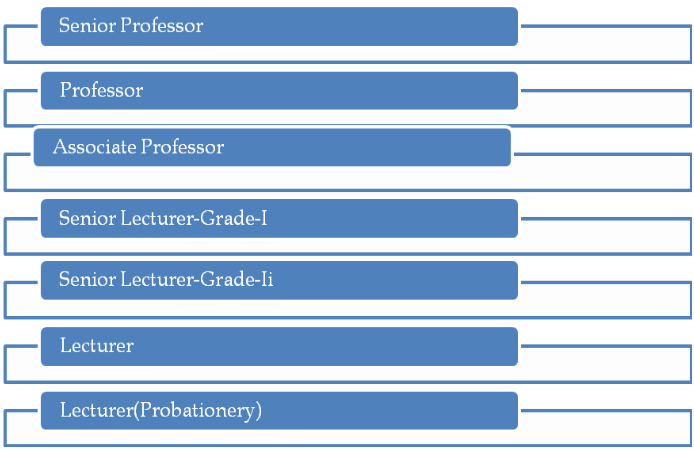

Figure 4 – Career Ladder of University Academics

Security of Employment

Sri Lankan universities assure security of employment to all the permanent staff. When the staff adheres to the university laws and obtains the necessary qualifications in the relevant period there is no risk of the employment.

This security is essential for good governance. This allowed greater academic freedom to discharge their activities effectively.

The Sri Lankan university system has a periodic review system and the career path is determined based on achievement of relevant standards as discussed above. This assures the good governance within the university system.

Faculty Compensation and Responsibilities

Faculty members of Sri Lankan universities have specialized knowledge, skills and talents. Comparatively low salary for academic staff has led to brain drain and lecturing at private universities. This results in Faculty moonlighting and the academic staff are less available to the students.

Therefore, it is important to raise salary scales and salary system which is talent based at universities for improvement of good governance.

Visiting Committees and Accreditation

Quality Assurance and Accreditation Council (QAA) of University Grant Commission conduct independent reviews related to the institutional review, subject / departmental review and library reviews. These are conducted in accordance with the philosophy of quality assurance procedures accreditation.

QAA council with HETC (Higher Education for the Twenty First Century Project) organizes Quality Assurance and Accreditation System for Higher Education in Sri Lanka. This has completed by step wise in Corporate Plan of University Grant Commission.

International Charters and Handbooks

All the universities have institutional charter and define the legal frame works and missions of the university. This centers the university and sets the tone for all other activities in the university.

Faculty and Student Handbooks are also used in promoting good governance in Sri Lanka. These books are comprehensive, clearly written and annually updated by the Sri Lankan Universities.

Faculty handbooks include faculty rights and responsibilities, detailed guide for duties of the academic members including teaching and research activities and the outside professional activities such as Postgraduate Programs, Masters Programs or PhD. Program.

Student handbooks include objectives of courses, rules and regulations of academic programs offered and students' rights and responsibilities to the universities.

Importance of Good Governance in Higher Education

Good governance in higher education is the foundation for achieving the main objectives of higher education. Higher educational goals include preparing the students for labor market, personal development, and development of knowledge based workers and prepares active citizens to the country.

The governance structure should be based on adequate inclusion of all the stakeholders. The good governance ensures achievement of the stakeholders' objectives. Mainly transparency, adherence to laws and participation and accountability is expected by the stakeholders. These are achieved with the good governance framework. Autonomy of the university is the salient feature of the good governance structure. Therefore good governance avoids undue micro management and helps to improve innovation, flexibility of the university system and helps to facilitate the elaboration and implementation of coherent university policies.

Effective Strategic Planning for Higher Education Institutions

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What is Strategic Planning?

Strategic planning is a tool for organizing the present on the basis of the projections of the desired future. Hence, Strategic plan is a road map to lead an organization from where it is now to where it would like to be in five or ten years.

In Higher Education Institutions (HEIs), strategic planning is a means of establishing major directions for the university, college / school or department. Through strategic planning, resources are concentrated in a limited number of major directions in order to maximize benefits to stakeholders. In higher education, those stakeholders include students, employers of graduates, funding agencies, and society, as well as internal stakeholders such as faculty and staff.

Strategic planning is a structured approach to anticipating the future and "exploiting the inevitable". The strategic plan should chart the broad course for the entire institution for the next five years. It is a process for ensuring that the budget allocations follow the plan rather than vice versa. Strategic planning is not just a plan for growth and expansion. A strategic plan can and often does guide retrenchment and reallocation.

McConkey (1981)[1] said that the heart of strategy is differentiation. What makes one university or college or department different from any other? Educational institutions, like other service organizations, can differentiate themselves based on types of programs, delivery systems, student clientele, location, and the like.

Similarly, a department or administrative unit involved in strategic planning will identify its unique niche in the larger university community and focus its resources on a limited number of strategic efforts, abandoning activities that could be, should be, or are being done by others.

Why Higher Education Needs Strategic planning?

Strategic planning is one of the major steps the universities & Higher Education Institutes can take to address challenges. Strategy is a tool for the

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[1] McConkey, D. (1981). Strategic Planning in N on-profit Organizations. Business Quarterly (School of Business, University of Western Ontario).

university to find its competitive advantage and place within the environment.

HEIs are motivated to involve in a strategic planning process by a variety of forces. These include: increasing demand for higher education parallel with a reduction in government funding, changing student demographics, and a need to compete with the emerging models of higher education while keeping the essence of a traditional comprehensive university. A strategic planning process can help to prepare a university and other higher education institutions to face these emerging challenges.

Today the socio-economic environment is rapidly changing. No university or college or department can remain static for long. Strategic planning can help to take corrective decision in dynamic environment.

Overall, strategic planning at universities has been only moderately successful, but only few were able to achieve significantly successful results and transform them dramatically. Others have been able to make important changes in parts of their operations. Hence, it seems that there is no common agreement on major determinants of strategic planning's success in HEIs.

Strategic Planning Process

Even though every strategic planning process is uniquely designed to fit the specific needs of a particular university or institute, every successful "model" includes most of these steps. The HEIs begin by identifying their vision and mission (Figure 1).

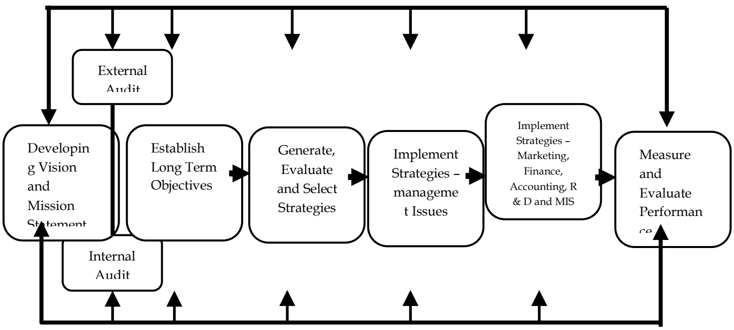

Figure 1: Strategic Planning Model

Source: Fred R. David, "How Companies Define Their Mission," Long Range Planning

Once these are clearly defined, it moves on to a series of analyses, including external, internal, gap, and benchmarking, which provides a context for developing organization's strategic issues.

Strategic programming follows and the organization develops specific strategies including strategic goals, action plans, and tactics. Developing strategies advance, challenging the intended tactics, and changing the realized strategy. Periodically, the organization evaluates its strategies and reviews its strategic plan, considering emergent strategies and evolving changes.

It usually takes several years before strategic planning becomes institutionalized and organizations learn to think strategically. The Strategic Planning model provided in following graphic gives a clear picture of the strategic planning process.

Strategic Management in Higher Education Institution

In addressing the strategic management of a HEI, there are three basic questions that the institution should identify strategically and for which answers should be targeted. These are:

1. *Where We Are Now and Where Are We Going?*

This should address the institution's current and past performance based on an analysis of both the internal and external environments in order to understand the current position of the HEI in the education industry based on its capabilities. This evaluation of current performance, based on the analysis, will determine whether the previously set vision, mission, goals and objectives have been achieved; it also determines where the institution will be going based on its current resources and capabilities.

2. ***Where Do We Want to Go or Where Could We Be Going?***

This question should address where the institution wants to stake out a future position in the education industry and with what product or service offered and stakeholder groups the institution intends to compete. This will be based on the internal and external analysis to determine what is deficient or what is needed to achieve that future position. The main issues to be addressed are:

- Market positions of the educational product and service offered must be staked out.

- What are the educational and service needs of buyers and which groups are to be served?

- What educational outcomes are to be achieved through the educational product and services offered

3. ***How Do We Get There?***

This should address the resources and capabilities that the institution needs to create or build to execute its selected strategies in order to achieve the staked-out position and the outcomes that it intends to achieve. It should also address the issue of what to do and how to do it in terms of the implementation of the selected strategies. This enters the realms of building a capable and competitive organization in the education industry through building the capabilities and capacities to achieve its mission and goals.

The three questions highlight two main aspects that should be dealt with strategically. In moving forward into the future, the HEI is aiming to define a position that it intends to stake out and achieve in the future. Therefore, the institution must conduct a "situation analysis" of the internal and external environments which have an impact on its present and future positions.

Based on this analysis, it then must plan and formulate the strategies or actions which will perform in order to achieve its intended position in the future. Once the strategies are formulated, it must then put these into action rough its implementation of the strategic plan.

Procedure in Developing an HEI's Strategic Plan

The development of the Strategic Plan through the Strategic Management Process, as shown in Figure 1, should be conducted methodologically and systematically. Typically, the Strategic Management Process has three main phases of: (1) Strategic Analysis; (2) Strategic Formulation, and (3) Strategic Implementation (Figure 2).

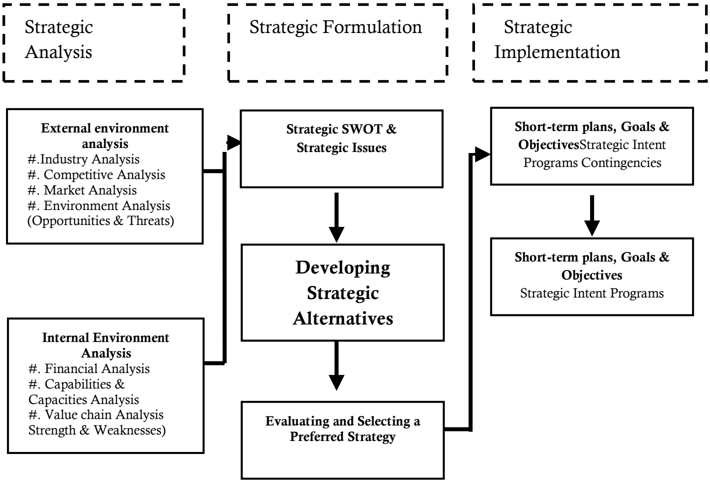

Figure 2: Strategic Management Process for a HEI

These main processes cover the development of the Strategic Plan through internal and external environment analyses. Based on these two key analyses, the main outcomes reached are a set of strategic SWOT outlines and the identification of the Strategic Issues. Based on this analysis, strategies can be developed; evaluated and selected and that will finally lead to the strategies being implemented.

All three phases turn around two key organizational issues:

I. *Position Perspective*: The identification and achievement of the final position that the HEI aims to achieve in the education industry.

II. *Capability Perspective*: The identification of the capacity and capability which are necessary to achieve the position that the HEI is aiming for.

Strategic Analysis

1. Conducting the Situation Analysis (SWOT):

The HEI works within TWO environments:

a. *External Environment*

The aim here is to identify the opportunities and threats facing the HEI. The key is to identify how these might IMPACT on the future position, and how the HEI is and will be addressing the impacts identified in the Opportunities and Threats. Some of the key external areas that should be addressed are:

i. *Macro Environment*: It is necessary to define the business, political, economic, socio-cultural and technological contexts affecting the future position of the HEI.

ii. *Industry Environment*: It is also necessary to define competitiveness, the demand and supply power of buyers and suppliers, substitutes, and threats of entry into the industry.

iii. *In-depth Competitive Analysis*: A Competitive Benchmark Matrix Analysis can be used to determine what and how well the HEI is performing in meeting the buying criteria of customers.

iv. *In-depth Customer Analysis*: The value of the customer must be understood and then it is necessary to check whether the HEI is delivering this value in terms of: Product Quality (final academic and social outcomes); Service Quality (all support services other than the main teaching / learning / research and community services); Image (the brand name and perception of the HEI); and Relations (engagement with all stakeholders). All of these are offered at a cost, which should include all direct costs, such as pricing and transportation, and the intangible costs, such as finding opportunities, and committing time and mental effort.

b. *Internal Environment*

The aim here is to identify the Strengths and Weaknesses of the HEI or school and the key is to identify the institution's real position (i.e. relative to the HEI's competitors). This represents the institution's capacity and capability and refers to the utilization of resources, NOT just the fact of having them. This will affect both the present and future achievements and position of the HEI and will, in turn, result in recognizing the Strengths and Weaknesses. Value Chain Analysis, System Analysis, Capabilities & Capacity Analysis tools can be used for this analysis.

c. *Identify the Present Status of the Achievements of the Institution*

As the HEI already has its vision, mission and goals, it must then be determined whether HEI has achieved these by identifying the KPIs (Key Performance Indicators) as these will be inputs into the SWOT:

i. Market KPI
ii. Financial KPI
iii. Operational KPI of all its systems
iv. The unique selling point or points of difference that will make students select that particular product.

What Needs To Be Done by the HEI for Strategic Analysis?

- Set up a task force to identify the SWOT of the HEI to determine how the SWOT will affect its position based on its existing set of capabilities together with the new set of capabilities it needs in order to achieve its future position.

- The task force can be divided into two groups: one to identify the internal environment and the other the external environment.

- On the appointed date, each group should defend the SW and OT situations that have been identified (justification is achieved by referring to facts, data or evidence; therefore research is needed.)

- Through consensus brainstorming, the task force needs to arrive at a consensus for the

SWOT of the HEI. The top 5 - 8 points should then be prioritized based on the weightings and ratings methodology, to arrive at the strategic SWOT (the SWOT that is critical to the HEI).

- Based on the strategic SWOT, the key issues of the HEI should then be identified. These are the key decisions that must be made or the key problems that affect the future of the HEI (see, Table 1).

Table 1: Sample of the Outcome of a Strategic SWOT

Potential Resource Strengths	Potential Resource Weaknesses	Potential HEI Opportunities	Potential External Threats
- Powerful strategy - Strong Financial Condition - Strong Brand name / reputation - Widely recognized market leader - Proprietary technology	- No clear strategic direction - Obsolete facilities - Wheel Balance sheet; excess debt - Higher overall costs than rivals	-Serving additional customer groups - Expanding to new Geographic areas - Expanding education Product line - Transferring skills to new education products	- Entry of potent new competitors - Loss of sales Substitutes - Slowing Market Growth - Adverse shift in exchange rates & trade policies - Costly new regulations

- Cost Advantage - Strong Advertising - Education Product Innovation Skills - Good Customer Service - Better Education	- Missing some key skills / competencies - internal Operating Problems - Failing behind in R & D - Too narrow education product line - Weak Marketing Skills	-Vertical integration - take market share for rivals - Acquisition of rivals - Opening to extend brand name / image	- Vulnerability to Business Cycle - Growing leverage of customers or suppliers

Source: Thompson, Strickland and Gamble, (2007); Crafting and Executing Strategies the Quest for Competitive Advantage: Concepts and Cases

Strategic Formulation

Formulating the strategies calls for "Matching" the capabilities to the position that the HEI has intended, or matching the SW to the OT. This means that the HEI uses its SW (capabilities) to achieve its OT (position). Normally, identifying a key strategic theme will help in ensuring that the developed strategies are aligned and interrelated.

It should be noted that developing strategies basically means determining the "what to do" and "how to do it"; these depend on the capabilities that the HEI has. The higher the levels of capabilities and capacities, the more likely the achievement of what the HEI intends to do to achieve its staked-out position. This means that the success of these achievements depends on the existence and development of the needed capabilities and capacities.

There are many methods that can be used to determine the strategies but, as noted earlier, successful achievement depends on the institution's capabilities. A simple way to determine these strategies is to use a TOWS matrix. This matches the SW to the OT, resulting in suitable strategies (Table 2).

Strategies are normally divided into two levels:

- *Strategic level* or main organizational strategy of "What to do"; normally there are only three main sets: i.e. grow, maintain or exit.

- *Tactical level* or competitive strategy of "How to do it"; this defines how to compete. Normally, there are various ways and means; these fall into the area of implementation.

Table 2: TOWS Matrix of Matching the "Capabilities - SW" to the "Position – OT"

Internal Factors / External Factors	**Strengths (S)** List 5-10 internal strengths here	**Weaknesses (W)** List 5-10 internal strengths here
Opportunities (O) List 5-10 external opportunities here	**SO Strategies** Generate Strategies here that use strengths to take advantage of Opportunities	**WO Strategies** Generate Strategies here that take advantage of opportunities by overcoming Weaknesses
Threats (T) List 5-10 external Threats here	**ST Strategies** Generate Strategies here that use strengths to avoid threats	**WT Strategies** Generate Strategies here that minimize Weaknesses and avoid threats

Source: Weihrich (1982); The TOWS Matrix- A Tool for Situational Analysis, Long Range Planning

In using the TOWS Matrix, the SO, WO, ST and ST strategies we should:

- Identify the main “organization strategy”, which is “what to do”.

- Align together within the same strategic theme.

- NOT identify the “How to do” as this is defined in the strategic implementation.

What Needs To Be Done by the HEI?

- Based on the strategic SWOT, strategic issues and the task force should identify its strategies using the TOWS matrix to find “What to do”. The SWOT in itself is useless if it is not analyzed and interpreted. The key is to think outside of the box: to identify what is going to differentiate us from them. This calls for strategic brainstorming on the part of the taskforce.

- The Strategies should generally cover all the key areas pertaining to the achievement of the future position based on the new sets of capabilities.

- The big picture should be thought of as the small picture. Details of “how to do it” are part of the implementation or action plans.

- The Strategies should then be transformed into actions. Well- developed and defined strategies are of no use if they are not implemented.

Strategic Implementation

Strategic implementation enters the domain of actual implementation. This is the most difficult part as it calls for:

- A change in the mindset, culture or value system, tying together the success of all the departments in the University or the schools in the HEI through strong leadership and clusters of change agents.

- Changing to an action-oriented set of action plans for each of the strategic goals and strategic objectives.

To this conclusion, strategic implementation identifies:

- The key human, information and organizational capabilities and capacities that form the foundation of success for the HEI.

- The internal processes needed to create the value required by stakeholders.

- The satisfaction of the stakeholders based on the value delivered by the HEI.

- The achievement of the financial and social needs of the HEI.

What Needs To Be Done by the HEI for Strategic Implementation?

- Successful implementation calls for leadership at the top level with a drive to bring about changes in terms of mindsets and regarding the culture of change, as well as the capabilities to drive home the needed changes.

- The next level is to develop catalysts for change with the mandate to grow the seeds of such change in order to bring about the leadership's vision, together with the drive to implement the strategies. A willingness to change will contribute to the mechanisms and systems set up for strategic implementation.

- To simplify the implementation, the HEI can use the "Balanced Scorecard" approach to identify key performance indicators in all the four key perspectives above and the seven "S" areas below. This is based on the principle of "management through measurement".

- The task force might need to be broken down into smaller groups of two to three per group to identify and address the "what to do and how to do it" or key actions, systems, processes, mechanisms in the key areas.

These areas that need to be addressed are:

a. *Strategy*: Identify and develop detailed action plans concerning the necessary capabilities and capacities and then BUILD these capabilities and capacities. This enters the realms of "how to do" and real action plans, based on strategic goals and objectives.

b. *Structure*: Identify and develop any changes that need to be made to the governance or administrative structure to streamline channels of command and lines of authority in order to facilitate everyone carrying out their roles, responsibilities and accountabilities.

c. *Systems*: Identify and develop the capabilities and capacities of the internal systems of the institution in order to achieve directly the teaching/learning/research of the HEI, together with the external support systems needed from the administrative service and supporting units. This details what information and support services are needed, and how they are to be created and delivered to support the achievement of the mission and goals of the HEI.

d. *Staff and Skills*: Identify and develop the capabilities, capacities and competencies of the faculty members and staff; a new set will need to be developed on a continuous and long-term basis to achieve the success of the HEI.

e. *Style of Management:* Identify and develop the capabilities and capacities of management at all levels of the administration; this must bring everyone on board for the never-ending journey of continuous quality improvement.

Potential Problems

Strategic planning is an involved, intricate, and complex process that takes an organization into the uncharted territory. It does not provide a ready to use prescription for success; instead, it takes the organization through a journey and helps develop a framework and context within which the answers will emerge.

Literature and research has documented extensively the possible problems that may arise during the process. Organization's strategic planning effort may fail if following potential pitfalls are ignored.

- **Commitment** – One of the major challenges of strategic planning is ensuring commitment at the top, because in some ways, strategic planning reduces executive decision-making power. It encourages involvement throughout the organization, and "empowers" people to make decisions within the framework defined by the strategic planning process. As a result, this shifts some of the decision making from the executive office to the participants.

  Commitment of the people throughout the university "grows out of a sense of ownership of the project". Such commitment is essential to gain success. Strategic planning implies organization-wide participation, which can only be achieved if people believe that their involvement counts, and that they will benefit from the process.

- **Inflexibility of plans and planning** – Strategic planning might inhibit changes, and discourage the organization from considering disruptive alternatives

- **Control** – Strategic planning, if misused, might become a tool for gaining control over decisions, strategies, present, future, actions, management, employees, markets, and customers rather than a comprehensive and integrated instrument for bringing the organization to its desired future.

- **Public relations** – Strategic planning may be used as a tool to “impress” “influential outsiders”; or to comply with requirements for strategic planning imposed from the outside, such as accreditation requirements.

- **Objectivity** – Strategic planning dismisses intuition and favors readily available, interpretable “hard” data, and assumes that all goals are “reconcilable in a single statement of objectives”.

- **Politics** – Strategic planning might increase “political activity among participants” (i.e. faculty and administration, or individual participants), by increasing conflict within the organization, reinforcing a notion of centralized hierarchy, and challenging formal channels of authority.

How to Avoid Such Potential Problems

- **"Opportunistic planning"**- This allows organizations to be flexible and open to making changes to the strategic planning process, if it becomes necessary in the face of unexpected events and changes in the initial assumptions.

- **Planners as facilitators** – "Planners should not plan, but serve as" facilitators, "catalysts, inquirers, educators, and synthesizers to guide the planning process effectively".

- **Participation** – Organizations should encourage active participation of as many people as possible, including the faculty, administration, students, and alumni), engaging them in the ongoing dialogue, and involving them in the strategic planning process, to generate a feeling of ownership of the process and the outcomes throughout the organization.

- **Creativity** – Using "a series of incremental steps that build strategies" and integrating them into the entire organization will help to adjusting the course of action of strategic planning with overall organizational vision and strategic issues, while allowing for creativity and flexibility for change.

- **Flexibility** – Strategic tasks should be interpreted "not as rigid hierarchical sequences of actions, but as a useful conceptual framework" for addressing issues essential to the successful operation of the organization.

Self Confidence to Build Up an Effective Academic Environment

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What Is Confidence?

"Believe you can and you're halfway there"
Theodore Roosevelt

Whenever you come across a new activity or duty, how many times have you had the question, "Will I be able to do this?" But later or once you have completed the job, you may wonder "How can I do a good job?" or "How should I do it better next time?" respectively. First we doubt about our ability of performing the task. But after completion we believe on ourselves and review the process to perform it better.

There are different psychological aspects which influence the way a person performs. Confidence is one of the key aspects, which makes a person success in his activities, because confidence is the belief on your qualities, capabilities and judgments. If a person believes in himself, he has mentally completed the activity already.

Confident person possess characters, which will be manifested in all behaviors and activities. A confident person is willing to take risks and admits mistakes. The confident people do not try to cover up themselves. True self-confidence doesn't mean that the person is capable of doing anything and everything.

There are two types of confidence levels, over confidence and lack of confidence, which often can be seen in people. Sometimes these extremities are difficult to identify. The people who are over confident, has excess confidence and believes that they are best in everything. Over-confident people are proud, like to boast about them and cannot accept competition. Some says that arrogance and over confidence are same. Often arrogance is also identified as confidence. Perception of being confident for some degree with having qualities like big-headed, proud and boasting is considered as arrogance. If a person is truly confident, it is an inner feeling that his sole recognizes and they do not try to publicize it to the others. A person becomes confident when he has understood his actual capabilities.

When a person lacks self-confidence he will not be able to take risks and try to hide their mistakes. They are doubtful about their worth so try to isolate themselves. In addition to extremities of confidence, there are different aspects which overlap with confidence. When try to improve and utilize confidence have to clearly understand what confidence is. Often competence is misunderstood as confidence.

Competence vs. Confidence

Is there a difference between ‘confidence’ and ‘competence’? When a person is competent he has the capability of performing a specific activity, but confidence is that you believe in your competencies.

Confidence without Competence

If a person poses a character of this nature will face problematic situations in life. For an example if a person who had read a book on driving vehicles and think that he is a top class driver. Will he be capable to drive a vehicle with his confidence? Both theoretical knowledge and skills will make a person competent. Having confidence only is not sufficient to perform well. Therefore, one has to develop competence.

Competence without Confidence

There can be people who are capable of doing things and know concepts but never carry out the activity. This type of people is not much different to people without competence. Whenever you are trapped due to lack of confidence, the following attitudes will be useful to exert the activity:

- Not necessary to know the whole thing at the beginning.
- There are lots of capabilities in you.
- When you come across a difficulty, it is possible to find an answer.
- Whenever you feel that you are entangled, always recall your capabilities.

When you are competent, you have to build up confidence to become a successful person.

Having Competence and Confidence

One can succeed in life by possessing both confidence and competence, because the person has the belief and skills to conduct activities.

Self-esteem

The word 'self-esteem' has derived from a Latin word, which has the meaning "estimate", hence self-esteem means the way you estimate yourself. Self-confidence can vary depending on the condition that you face. Even though we have a good self-esteem about ourselves depending on the situation confidence level can fluctuate.

Both self-confidence and esteem are inter related, because the more we are self-confident the self-esteem increases. When a person has low self-esteem they feel that their not worthy or good enough. However, at the same time, they can be confident in diverse aspects. Through concentrating on the confident areas and improving confidence can develop self-esteem.

How Self-Confidence Originates?

Every one of us panics for various things; including old age, illnesses, death or almost anything. Normally people are afraid of changes, because changes distort the easy life. Sometimes one can omit the things that make fear in him; however, most of the fear generating things cannot be eliminated from life.

Fright is a response from body to avoid involving in activities which can be harmful. Nobody asks for problems; but evading from fear generating objects will results in no one.

There are different views on the process of initiating fear. According to sociologists, needy people are afraid and lack self-confidence due their economic instability. The Evolutionary Psychologists say that, fright is one of the inheritances of evolution of mankind. Unlike animals, a person can become aware of his own fear and hinder the performance.

The society, parents, school and the media can be contributory factors for lack of self-confidence. The majority of the parents try to confine the children to an area that they preview as ideal. The usage of phrase like; "Act like a grownup'', "act for your age'' or "That's a crazy idea" makes the children feel that having no faith on them. Sometimes, the parents are trying to encourage the child but not communicated properly to the child.

The environment that a person learns has a major influence in developing the level of confidence. Learning is a process that conducted through mistakes and doing it right the next time.

If the environment is hostile for students, they become afraid of committing errors and try to cover up themselves from comments. As academics, we should create a learning environment in a manner that students feel comfortable to learn through their errors and mistakes.

What is the Essence of Confidence?

If people are not confident, they will not perform and will stagnate in the same place. Lack of confidence in communication will lead to communication problems. Communication is one of the important factors which determine the success of life. Whatever the aspect that considered, family or career will be negatively affected by crisis in communication confidence. Therefore, a certain degree of joy of experiencing accomplishment in life directly depends on the level of self-confidence.

There are many factors which determine the success of teaching and learning process. Both the teacher and student are confident in an effective academic environment. Sometimes, a teacher will not be confident in teaching theories and practical aspects of the specific subject.

Anybody can be a teacher, but a being an effective teacher is a difficult task. Merely having a thorough knowledge on the subject will not be sufficient to be an effective teacher. There are personal and professional characters that should be incorporated to become an effective teacher.

According to Gibbs (2002)[2], "*Teachers need to be able to survive the demands, threats and challenges within the diverse circumstances of teaching*". Consequently, teachers' confidence is a primary professional skill which molds you into an effective teacher.

Bandura (1997)[3] states that, teachers' confidence in teaching the content affects the learning outcomes. When the teacher is confident and passionate on the subject, the students will also be motivated and

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[2] Gibbs, C. J. (2002). "Effective Teaching: Exercising Self-efficacy and Thought Control of Action" Auckland University of Technology, New Zealand, Annual Conference of the British Educational Research Association Exeter England. *http://www.leeds.ac.uk/educol/documents/00002390.htm* (Accessed on 15th February 2013).

[3] Bandura, A. (1997). "*Self-efficacy: The Exercise of Control*" New York: Freeman.

improve their learning achievements. With becoming a confident teacher one will be able to accomplish beyond the objectives.

According to Pool and Sewell (2007)[4], model for graduate employability, self-confidence is one of the prime important factors which determine the employability. In general, employability is an ultimate objective in the higher education sector. A teacher also has a role to play in building self confidence in students.

How to Enhance Confidence?

Confidence can be skewed either to low or over confidence. Therefore, have to develop and maintain mediocre path to become a self-confident person. Confidence development is a continuous process which can drive you to the two extremes with having an unexpected failing or wining experience. The middle path can be maintained through regularly reviewing of you and learning from the past experiences. Developing self-confidence can be illustrated by a continuous model as given in Figure 1.

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[4] Pool, L. D. and Sewell, P. (2007). The Key to Employability: Developing a Practical Model of Graduate Employability, Education + Training, 49: 277 – 289.

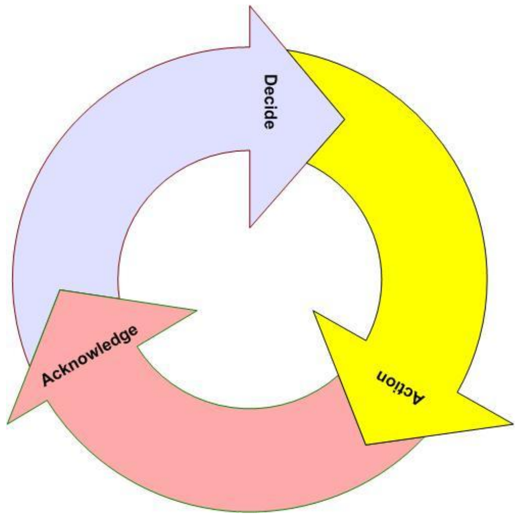

Figure 1: Model for Building Self-Confidence
Source: Meta Objectives of Coaching (2013)

There are various approaches which can be utilized to improve confidence. To begin the process, first has to identify how confident you are. Once the confidence level is identified, the development process can be commenced. Self confidence level can be evaluated using a check list as given in Annex I.

A teacher should build up self confidence in areas including, knowledge, teaching skills and attitudes. Any teacher is not an expert in each and every areas of the subject that he teaches. Normally teachers are more confident on areas that they have had experience.

The prime important thing to become an effective teacher is to; improve knowledge on the subject area. In addition, should develop confidence in teaching methods which are utilized for effective learning. Should get to know the students and knowing the students will also enhance the teachers' confidence in teaching. In addition should build confidence about the teaching environment, which includes the syllabus, assessment procedures and the teaching aids.

The genes that you are borne with cannot be changed. Some of the behaviors and mental illnesses are related to genes. But no connection has been identified between genes and confidence. The confidence can be reviewed and improved with the knowledge.

The axiom "What you sow you reap'' is pertinent to confidence. Once you grow seeds of confidence in your mind and soul; then nurture with care, the confidence will grow like a magnificent tree. To develop self confidence in attitudes, the following tools can be used by the teachers and students.

Words of Confidence

Some words can create insecure atmosphere. Majority of individuals use the language without considering the actual meaning of the words. The vocabulary used by a person can mirror the level of confidence and influence the cognition. Once the vocabulary is changed, spontaneously a person can become confident.

Wording that kills confidence should be removed from vocabulary. These words includes: *try, hope, but, would, could, should, attempt, wish*. Other than confidence killing words, there are set of words which amplify the confidence if being used regularly when thinking and talking. *Absolutely, definitely, positively, assuredly, without a doubt, of course, certainly, undoubtedly, obviously, guaranteed, naturally* and *sure* are some of the words that have to be incorporated into the language.

Body Language of Confidence

When you communicate, 55% of information is grasped by the listener through your body language (Preston, 2007)[5]. Without knowledge we may express signs of lack of confidence from our external appearance. Avoid postures with drooping nature and appear exhausted.

Always walk, sit and stand in straight position. In addition, have to look directly at others eyes in a pleasant way. One must not use conciliate motions which projects you as an inferior person. Also one should keep away from blaming gestures with

[5] Preston, D. L. (2007). 365 Steps for Self Confidence. How to Content Press, How To Books Ltd, Oxford, United Kingdom.

tightening up and pointed fingers which diminish your power. The confident people will try to resolve conflicts.

I-T-I-A formulae

There is a formula with four components which can be utilized to build up confidence. The components of the formula as follow:

1. Intention
2. Thinking
3. Imagination
4. Act

Initially, a person has to understand the areas that have to be altered which prevent building up the confidence. Next step is to apply the I-T-I-A formulae.

Declare that you need to develop confidence and become devoted toward your objectives. Then have to change the feelings and believes which hinders building confidence. Visualizing as being a confident person is the next step in the journey of confidence. Finally work as if you are confident.

The more you work or talk in a confident manner; you will be able to achieve your objective. To inculcate a permanent change the level of confidence has to employ all four aspects of I-T-I-A formulae (Preston, 2007).

Affirmations

Usage of self-suggestions is another tool which is vital in building self-confidence. The affirmations aid in highlighting the plus points, targeting to the objectives and alter the attitudes. Always remember to use constructive affirmations, which can ultimately change the way of thinking and build up confidence.

Motivation

Confidence cannot be developed within overnight. The journey for confidence can take lot of time and work. Motivation is necessary to retain in this journey. People are motivated with having an actual need to change, reaching the objective or to prevent hurting. Therefore, motivation for developing confidence can be retained by setting realistic goals and reviewing the three aspects of motivation.

Going Beyond the Comfort Zone

Every person has a “comfort zone” that he feels complacent in doing any activity. The size and nature of the comfort zone vary from person to person. The exquisite feature of the comfort zone is that it can be stretched. Trying new things and succeeding will boost your confidence. People can create a passion for expanding their comfort zone through conducting activities that they are not comfortable.

It is very difficult to do anything at the first time. But if you perform the activity for the second time it will be much easier. When you feel that you are capable of doing things that was difficult earlier will make yourself aware about your capabilities and strengthen your confidence. Always try to do things which are considered as impractical by others. Remember not to disturbed yourself with the destructive comments by others on your performance.

Annex I

How Self Confident Are You?

Directions: please read each question carefully and choose the answer that best describes how you feel. When finished, interpret your score at the bottom of the page.

1. I'm relatively comfortable and at ease in dealing with new situations.
   a) Rarely or never b) Sometimes
   c) Often d) Very often

2. I can talk about at least 3 of my top strengths without hesitation.
   a) Rarely or never b) Sometimes
   c) Often d) Very often

3. If I'm presented with a problem, I'll find the answer, even if it's difficult.
   a) Rarely or never b) Sometimes
   c) Often d) Very often

4. I believe that, I can achieve my goals, as long as I work hard.
   a) Rarely or never b) Sometimes
   c) Often d) Very often

5. When I face difficulty, I stay positive and determined – I don't give up easily.
   a) Rarely or never b) Sometimes
   c) Often d) Very often

6. I do what I think is right rather than what is expected of me.
   a) Rarely or never b) Sometimes
   c) Often d) Very often

7. I feel proud of the things I accomplish, even if nobody else acknowledges me.
   a) Rarely or never b) Sometimes
   c) Often d) Very often

8. I can handle criticism.
   a) Rarely or never b) Sometimes
   c) Often d) Very often

9. I look for opportunities to learn new things and take on challenges.
   a) Rarely or never b) Sometimes
   c) Often d) Very often

10. I am independent though I can ask for help when I need it.
   a) Rarely or never b) Sometimes
   c) Often d) Very often

11. I feel that I have much strength.

a) Rarely or never b) Sometimes
c) Often d) Very often

12. I feel comfortable and at ease when I meet new people.

a) Rarely or never b) Sometimes
c) Often d) Very often

Scoring

Number of a, b, and c Answers	*Point Value for Answers*	*Total Point Value (multiply total number of a, b, c, and d answers by their corresponding point value)*
Number a answers:	All a answers = 0 points	
Number of b answers:	All b answers = 1 points	
Number of c answers:	All c answers = 3 points	
Number of d answers	All d answers = 5 points	Score (add total of a, b, c and d points)

Your Score Interpretation

0-11	Your score suggests that your self-confidence is low. Instead of recognizing your strengths, you may be focused on what you don't have. You could benefit from seeking counseling for issues that interfere with your self-confidence.

12-43	Your score suggests that you have a medium level of self-confidence. You recognize at least some of your abilities but may be a little too hard on yourself. Consider seeking resources such as books, a personal coach, or counseling that can help you further increase your self-confidence.
44-60	Your score suggests that you're doing a great job of overcoming obstacles and maintaining a high level of self-confidence. Keep nurturing your self-confidence through learning and personal growth activities.

Source: Scholten (2013)

Private Supplementary Tutoring: A Growing Phenomenon of Shadow Education System

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Introduction

Private supplementary tutoring is a growing phenomenon in many countries. Private tutoring is a form of additional learning in addition to the mainstream school or university education. It is considered to be a shadow education system since it only exists because of existing mainstream education systems such as kindergarten, primary and secondary schooling and university education.

However, it has become a large scale education industry, not only in developed countries such as Japan, South Korea but also in developing countries such as Sri Lanka, Vietnam. For instance, using household survey data, Kim and Lee (2010)[6] find that Korean households spend 2.57% of nation's GDP on

[6] Kim, S. and Lee, J. H. (2010). Private Tutoring and Demand for Education in South Korea. *Economic* Development and Cultural Change, 58(2): 259–296.

private tutoring while Korean government allocate 3.4% of nation's GDP on mainstream education. Similarly, Dang (2007)[7] argues that private tutoring is a necessity in the household budget among Vietnamese primary and lower secondary school students.

Differences between Mainstream Education and Private Supplementary Tutoring

There are several differences between private tutoring and mainstream education systems. Table 1 presents the main differences.

Table 1: Differences between Mainstream Education and Private Tutoring

Difference	Mainstream Education	Private Tutoring
Governing body	Mainstream education is governed or regulated by government body such as ministry of education, university grant commission	Private tutoring is not governed or regulated by government authority
School hours	Usually have standard school hours on weekdays.	Usually held on after school hours or weekends or holidays.

[7] Dang, H. A. (2007). The Determinants and Impact of Private Tutoring Classes in Vietnam. *Economics of Education Review* 26(6): 684–699.

Qualification of teachers	There are minimum qualifications to become school teacher or university lecturer	No formal qualification is required to become private tutor. Some time private tutors are upper grade student or university student.
Advertising	No advertising or minimum level of advertising	Extensive advertising campaign to attract students. Often use newspapers, television and radio advertisements, posters, banners and the internet.
Focus of education	Broad level education development of the students.	Only pass in competitive examinations.

Main Forms of Private Tutoring

There are four main forms of private tutoring.

1. One-on-one Tutoring

Student usually visits tutor's home or tutor visits student's home after school or weekends in one-on-one tutoring. Private tutor could be an upper grade school student, a university student or a qualified school teacher. Per unit cost of one-on-one tutoring is often higher as instruction is given individually. Thus, comparatively rich students can receive one-on-one private tutoring.

2. Small Group Based Tutoring

Small group based tutoring in which students are able to receive tutoring at lower per unit costs but provide higher overall revenue for the tutors. Tutoring is usually held at small classes near schools or students' homes. Tutor could be their own school class teacher or other qualified school teacher. Class size is usually small depending on the popularity of the tutor.

3. Mass Scale Class Type Tutoring

Mass scale class type tutoring in which tutors usually provide tutoring using large scale lecture halls and microphones. Tutor could be a school teacher or a university lecturer and fees charged by the tutor is relatively low compared to the one-on-one tutoring but there is higher overall revenue for tutors. Tutoring is usually held on weekends but sometimes on weekday regular school hours.

4. Distance learning based private tutoring

In distance learning based private tutoring, tutoring may be conducted using internet technologies such as online tutoring systems, Skype or other software, mobile phones, telephone conversations. Students can receive their tutoring at any time or from anywhere using online systems.

Thus, online tutoring is a useful educational tool for many students as they can access from different locations or from different countries. This type of distance learning based private tutoring is more popular among students who prepare for international examinations such as IELTS, TOEFL, and GRE etc.

Major Drivers of Demand for Private Tutoring

Many factors can be considered as driving forces of demand for private tutoring.

Social Competition

Intense social competition to succeed in national level examinations is one of the main reasons for high demand for private tutoring in many countries especially in Asia. For instance, in Sri Lanka, there is a huge competition among students to succeed in three national level school examinations such as grade five scholarship examinations, General Certificate of Education (GCE) Ordinary Level (O/L) examination and GCE Advanced Level (A/L) examination.

These three national examinations are key transition points of the school education as students' future is affected by the outcome of these three examinations. Hence, many households may invest in private supplementary tutoring in order to secure an edge in the competition.

Education Quality of Main Stream Schools

Parents may not satisfy with the education quality of the main stream schooling and often try to supplement it with the private tutoring. In some countries, parents have no choice but to pay for private tutors since mainstream schools may not have basic required human resources such as English teachers, Mathematics teachers to teach in the schools.

On the other hand, parents seem to have a perception of small class size is better. Thus, they decide to send their children to private tutoring in order to have an individual attention as class size is often large in mainstream public schools.

Income Growth

Increased income of the parents owing to expansion of middle class is another driver of demand for private tutoring as richer households are more likely to spend money on private tutoring compared to poor households. In many Asian countries, expansions of middle class have been witnessed recently as most countries are reported to have higher rates of economic growth.

Advertising Campaigns

Intense marketing and advertising by private tutors is another factor that increases the demand of private tutoring. Private tutors use various advertising and marketing methods in order to attract more students. For instance, newspapers are filled with many advertisements of private tutoring.

On the other hand, large posters and banners are often pasted up near schools. Although television and radio advertisements are high cost marketing strategies, many private tutors increasingly use them as they are more powerful ways to promote their tutoring. In addition, some tutors use internet marketing campaigns to attract students.

Public Expenditure on Education

Lower allocation of government expenditure on education could also drives more demand for private spending on education. Lower rate of public expenditure on education could cause low quality public mainstream education due to inadequate education facilities supplied by the government.

Thus, proponents of this argument often argue that people have to substitute lower rate of government spending on education with higher rate of private spending on private supplementary tutoring.

Cultural Factors

Some cultural factors can also be attributed to higher demand for private tutoring. For instance, East Asian countries such as China, Hong Kong, Singapore appears to have higher demand for private tutoring and it is often attributed to the influence of Confucianism as Confucianism pays greater attention to children's human capital development (Bray and Lykins, 2012)[8].

Impacts of Private Tutoring

The impacts of private tutoring can be divided in to several categories.

Economic Impact

Private tutoring is a big educational business in some countries. According to Tansel and Bircan

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[8] Bray, M. and Lykins, C. (2012). Shadow Education: Private Supplementary Tutoring and its Implications for Policy Makers in Asia. Comparative Education Research Centre (CERC). The University of Hong Kong and Asian Development Bank. Manila.

(2006)[9], an estimated cost of private tutoring centers in Turkey is US$2.9 billion in 2004, which is equaled to 0.94 percent of gross national product of Turkey.

Similarly, total cost for the cram schools at senior secondary level in Greece is 1.1 billion euro in 2000 which is higher than the government expenditure on secondary level school education in Greece (Psacharopoulos and Tassoulas, 2004)[10]. In some cases, private tutoring is provided by large scale educational institutes. They have full time lecturers and other non-academic workers similar to main stream education institutes.

On the other hand, private tutoring plays a significant part of the income of the public school teachers who provide private tutoring. In some cases, income from after school private tutoring of the public school teachers is significantly higher than the salary from the full time public school job. If the private tutoring becomes a good source of income for public school teachers, they may pay greater attention to part-time private tutoring than full-time public school teaching job.

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[9] Tansel, A. and Bircan, F. (2006). Demand for Education in Turkey: a Tobit Analysis of Private Tutoring Expenditure. *Economics of Education Review*, 25(3): 303–313.

[10] Psacharopoulos, G. and Tassoulas, S. (2004). Achievement at the Higher Education Entry Examinations in Greece: a Procrustean Approach. *Higher Education*, 47(2): 241-252.

Social Impact

Private tutoring can widen the social inequalities. Richer households are more likely to spend money on additional private tutoring. Thus, high-income households can afford greater quantities and better quality private tutoring compared with low-income households.

In addition, if the richer and better off children who are able to attend private tutoring could achieve higher educational qualifications, they would be able to secure better job opportunities with higher labor salaries as labor wage is mostly determined by the education level of the labors. As a result, private tutoring may indirectly maintain or perhaps widen the income disparity between the rich and the poor.

Another dimension of social inequality is concerning about gender disparity of private tutoring (Bray, 2009)[11]. Gender disparity on private tutoring is not universal as some countries show a bias on boys over girls and some countries do not show any bias on boys over girls. It may depend more on cultural factors as some cultures pays greater attention to boys' education compared to girls' education.

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[11] Bray, M. (2009). Confronting the Shadow Education System: What Government Policies for What Private Tutoring. UNESCO International Institute for Educational Planning. Paris.

On the other hand, urban/rural location is further dimension of social inequalities of private tutoring. Students in urban cities have more chance to attend private tutoring since urban areas have higher student populations which encourage private tutors to supply their service. In addition, compared to rural areas, urban areas have necessary infrastructure facilities to operate private tutoring.

Educational Impact

Extensive private tutoring can adversely affect the main stream school education. Private tutoring may create disparities within the class room students and perhaps teachers face difficulties in coping with the student learning gaps because students who attend private tuition classes may quickly understand the studies in the main stream class room and others who could not attend private tuition classes may be slow to learn the studies.

It will become a severe problem when the main stream school teachers do private tutoring for their own students in the mainstream school class. Firstly, teachers may bias on students who come to afterschool private tutoring.

Students who take private tutoring from their own school teacher may get additional attention and perhaps may obtain higher marks in the school exams. Secondly, teachers have incentive to teach less in the main stream school class room in order to create more demand for their private tutoring. In some setting, teachers do not cover the whole school curriculum and indirectly force their own students to attend the private tutoring to cover the whole syllabus. As a result, students have no choice except attending the private tutoring of their own school teacher.

However, private tutoring may have positive impacts on mainstream education systems in some cases.

First, private tutoring may help relatively slow learners to keep up with their peers. Every student may not be able to get individual attention in public schools since class size of public schools is relatively large. Thus, slow learning students may not be able to catch up what they learn in public schools and private tutoring may be beneficial to them in order to keep up with their peer students.

Second, private tutoring may deliver positive results in academic performance even though it is very difficult to measure the true impacts of private tutoring on students' academic performance since academic performance depends not only on the quality of private tutoring but also students' ability and motivation.

Third, private tutoring may be more efficient than public schooling as private tutoring is a marketdriven business that pays greater attention to cost-effective teaching and learning. However, in order to have a cost-effective teaching and learning environment, private tutoring needs to be functioned in an efficient way.

Importance of Teachers' Commitment to Uplift Quality of Academic Institutions

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Commitment as a Job Attitude

Attitudes are the evaluative statements either favorable or unfavorable about objects, people or events (Robbins and Judge, 2009)[12]. By nature the attitudes are complex as well as important in shaping human behavior.

A person can have thousands of attitudes but this article focuses on Organizational Commitment as a Job Attitude. Basically there are five main job attitudes as Job Satisfaction, Job Involvement, Organizational Commitment, Perceived Organizational Support and Employee Engagement.

Out of those job attitudes, the organizational commitment is widely studied since it affects the performance of the organization. Organizational commitment, sometimes called as "Job Commitment" and multiple definitions can be found in literature.

[12] Robbins, S. P. and Judge, T. A. (2009). Organizational Behavior, Prentice Hall Inc.

Mowday *et al.,* (1982)[13] define the organizational commitment as;

> *"The relative strength of an individual's identification with and involvement in a particular organization."*

Porter *et al.,* (1974), discuss three major components of organizational commitment as;

- *Strong belief in and acceptance of the organization's goals and values (identification);*

- *Willingness to exert higher degree of effort on behalf of the organization (involvement), and*

- *Strong desire to maintain membership in the organization (loyalty).*

As per the above definitions, the organizational commitment reflects an individual's emotional attachment, identification and involvement to the particular organization.

Therefore a highly committed member will see himself/herself as a proper member of the particular organization, neglect the minor causes of dissatisfaction, and see himself/herself as a

[13] Mowday, R.T., Porter, L.W. and Steers, R.M. (1979), The Measurement of Organizational Commitment, *Journal of Vocational Behavior*, 14: 224-247.

remaining member of the organization. On the other hand, less committed employee may see himself/herself as an outsider, express more dissatisfaction and grievances about things, and not perceive himself/herself as a remaining member of the organization.

Measures of Organizational Commitment

Meyer and Allen (1991)[14] described three types of commitment such as:

1. Affective commitment
2. Continuance commitment
3. Normative commitment

This is the model which is very commonly used in literature in measuring organizational commitment in any kind of employee category.

Affective commitment: is defined as the emotional attachment, identification, and involvement that an employee has with the organization and goals (Mowday *et al.,* 1997; Meyer and Allen, (1993). Therefore it is an employee's emotional attachment with the organization and a belief in its values. If any teacher is emotionally attached with the organization he/she strongly believes the values and goals of the

[14] Meyer, J. P. and Allen, N. J. (1993), A Three Component Conceptualization of Organizational Commitment, The University of Western Ontario.

organization and has a strong interest to achieve them.

Continuance commitment: involves the commitment based on the costs that the member associates with leaving the organization. These members will remain in an organization because of the investment that they have with “nontransferable” investments.

Nontransferable investments include things such as retirement, relationship with the employees, or things that are special to the organization. It also includes factors such as years of employment or benefits that the employee may receive that are unique to the organization.

Continuance commitment refers with the costs associated with leaving the organization. An employee will compare the costs of leaving, with the costs of remaining and be committed to the organization if leaving is costly and if it affects to his or her seniority, promotions or the benefits received by the organization.

Normative commitment: involves member’s feelings of obligation to stay with the organization because they feel to stay as committed members and they feel that is a right thing.

According to Meyer *et al.*, 1993), that these three types of commitment are a psychological state “*that either characterizes the employee’s relationship with* *the organization or has the implication to affect whether the employee will continue with the organization*".

Research findings show that the employees with affective commitment will stay with the organization because they want to, the employees with strong continuance commitment will stay because they have to and the employees with normative commitment will stay because they fell they have to stay.

Further the research on commitment state that a committed employee stays with the organization for a long time, attends his/her work regularly, puts his full capacity, protects corporate assets and believes the organization goals. This employee thinks positively and contributes positively to the organization because of his/her commitment to the organization.

In most of the research which focused on teachers' commitment the following model was frequently used.

Celep (2001)[15], based on the teachers in educational organization, classified commitment into the following four areas,

1. Commitment to school
2. Commitment to teaching occupation.

[15] Celep, C. (2001), Teachers' Organizational Commitment in Educational Organizations, Trakya University, Edrine.

3. Commitment to teaching work
4. Commitment to work group

Teachers' belief and acceptance of the goals and values, and their strong desire to keep up the involvement in the school can be termed as *Commitment to School*. They highly accept the goals and values of their institution, and hence, work hard for the achievement of such goals. Since they have a strong desire to remain as a member of the organization they feel their organization as one of the best places in their lives.

Commitment to Teaching Occupation is reflected in teachers' attitude towards their teaching occupation. This definition is based on the concepts of professional commitment, career commitment and career orientation. These teachers are being proud of their profession and they believe that becoming a teacher is the one of the best decisions of their life. Sometimes they committed to the occupation by neglecting the economic needs too.

Commitment to Teaching Work is explained as teachers' feeling and practices in his/her daily life toward their occupation and to be satisfied with the teaching work and to struggle more for doing the best in the school and to be proud of his school. These teachers enjoy teaching, like to spend the time with students and feel happy when they learn well.

Employee's sense of faithfulness and collaboration with other teachers in his/her school is defined as *Commitment to Work Group*. They like to have close interrelationships with other teachers rather than being isolated and feel very comfortable among other teachers.

The Four Factor Component Matrix developed by Celep (2001) to evaluate teachers' commitment in educational organizations is presented in Table 1.

Table 1: Four Factor Component Matrix to Evaluate Teachers' Organizational Commitment in Educational Organizations

Commitment to School	▪ To work hard for the school. ▪ Tendency for taking other lessons irrelevant to one's branch in order to stay in the school. ▪ To be proud of the school. ▪ Disapproval (not to confirm) of the applications related with the teachers. ▪ Working desire created by the school. ▪ To prefer working at this school even though the teachers have choices for working at the other the school.

	▪ Disapproval of the relations existing between the people in the school. ▪ To deal with the future of the school. ▪ To perceive the school as the best one among the others.
Commitment to Teaching Work	▪ To spend time with the students on subjects (activities) related with the lesson outside the classroom. ▪ To look for extra courses. ▪ The responsibility of entirely the class on time. ▪ To accomplish the job with enthusiasm. ▪ To get information about the student’s family life. ▪ To try to do the best for the unsuccessful students. ▪ To enjoy teaching.
Commitment to Teaching Occupation	▪ To take the choice of becoming a teacher as the best decision in his/her life. ▪ To be proud of being a teacher.

	▪ To perceive the values of teaching occupation more important than those of other professional values. ▪ To perceive teaching occupation as the best for working life. ▪ The desire to be well-known in teaching profession. ▪ The desire to continue teaching without economic needs
Commitment to Work Group	▪ To be pleased with other teachers in the breaks. . ▪ To be proud of his/her colleagues. . ▪ To have the perception of being felt as the close friend by the other teachers at the school. ▪ To feel the other teachers in the school as his/her best friends. ▪ To have relation with the teachers out of the school. ▪ To feel himself/herself as the other teachers' close friend in the school

Source: Celep C. (2011), Teachers' Organizational Commitment in Educational Organizations.

Identifying Modern Needs of an Adult Learner

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Adult Needs for Learning and Education

Adult learner is a person who pursues to acquire knowledge and skills though experience, practice or by studies. They are very diverse individuals with lots of inbuilt abilities and at the same time hold varieties of responsibilities for their surroundings.

Adult leaner may be an independent student, a fulltime employee, a person with dependents or he can be a retired person. They carry their own way of thinking and normally adults think that they are responsible for their life.

Adults may have different needs for learning and education. The modern world has made these needs more complex as well as more competent. Hence, today we can see a gigantic demand on learning and education derived by adults. Learning and education now has become a basic instinct possessed by each adult.

The UNESCO commission for education has established four pillars of learning.

1. *Learning to know* – develops one's concentration, memory skills and ability to think

2. *Learning to do* – concern personal competence in the field of occupational training

3. *Learning to be* – education should contribute to every person's complete development

4. *Learning to live together* – develops intercultural understanding and respect and peace at all levels of society and human relationships to enable individuals and societies to live in peace and harmony.

Basically, the learning needs are derived from special features inherited by individual adults. This article is, therefore, concerned about the special psychological features of an adult and the learning needs in the perspective of the adult psychology and more.

Adult Psychology

Adulthood is considered as a major transitional period of human life. Many developments continue to grow during this phase of human life. Psychologists categorize the development of adulthood to several different phases in order to distinguish its features separately.

Early adulthood is running 17 to 40. According to Levinsin (1986)[16] the entry to adult hood lasts until approximately 28 years. On this stage mainly adults seek for identity development. Most adults start to look at the avenues of developing themselves in order to develop an identity.

They start relationship, seek attention from the society and develop their carrier. Almost at the middle stage they mainly look forward to satisfy their relationships. Trying to develop a good personality is another aspect that adults look at this time phase.

The most important thing in this time phase is, age 17 above, the entry stage for the parental hood. Psychological characteristics like self esteem, personality can greatly affect in this stage because many adults make social comparison and try to measure their life progress with their age mates.

The second era begins at age of 40 and last for approximately 65 years. On this stage of life, people have already built up their self identity. Adults who

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[16] Levinson, D. J. (1986). A Conception of Adult Development. *American Psychological Association*, 41(1).

have undergone positive experience in life might acquire better self esteem comparing to those who have experienced disappointments in their life.

Disappointments can arise by poor and untimely education which leads to consequences like dissatisfactory condition of carrier, economic hardships, family distress and various other things. Later stage of middle adulthood and early stage of late adult hood is where the people reflect their selfness and obtain self actualization.

Aging is a gradual process in which many changes happening within a person unknowingly. Late adulthood normally span over 65 years. In this phase an adult finds difficulty in their physical and cognitive features.

Normally an adult focuses on maintaining quality of life rather than discovering and creativity. Most of the adults are trying to find out the meaning of life based on their life experience.

In this phase, adults emphasize on lifelong learning. Religiosity leads to a greater sense of well being. Adults are living normally for themselves rather than living for others after fulfilling all the responsible towards their dependents (Table 1).

Table 1: *Erikson's Stages of Development Chart (Adult Phase)*

Age	Crisis	Description
20-34	**Intimacy vs. Isolation**	During early adulthood most people fall in love, get married and start building their own family. If a person is unable to develop intimacy with others at this age (whether through marriage or close friendships), they will probably develop feelings of isolation.
35-65	**Generatively vs. Stagnation**	This is the longest period of a human's life. It is the stage in which people are usually working and contributing to society in some way and perhaps raising their children. If a person does not find proper ways to be productive during this period, they will probably develop feelings of stagnation.
65+	**Integrity vs. Despair**	As senior citizens, people tend to look back on their lives and think about what they have or have not accomplished. If a person has led a productive life, they will develop a feeling of integrity. If not, they might fall into despair.

Adult Needs in Learning and Education to Develop Their Self-Esteem

In psychology, the term self esteem is defines as person's overall sense of self worth or personal value. Every person likes to become a better achiever and they need to show up themselves as such achieves to the society. Self esteem will build up if society recognizes the person as a better achiever. It results adults to feel more confident and self worthiness. Normally in early stage of adult hood, they do social comparison and the better achievers reflect high self worthiness.

Being educated or being professionally qualified and recognized is a one way to develop self esteem. Learning and education is an approach of preserving and developing the personal ability which every person would inherit. Self esteem and confident can be seen as an outcome of learning and obtaining good education.

Education plays a vital role in developing human self esteem. Being educated or academically, professionally qualified, or being a skillful person is one way to overcome low self-esteem. Better performer will always gain competence which results in self satisfaction and social recognition. On the other hand the present education is mostly based on employability. The level of income received for an individual will have an influence on many areas of human life, such as, status, social recognition survival and relationship satisfaction.

Need of Education and Learning for Work Force and Career Demand

Today adults are facing a problem of joining workforce that heavily demands certain knowledge and skills. Employers also face a challenge in searching for required labor force for their industry–related jobs. Employer demands that potential employees to be educated have knowledge, innovative and possess various skills and abilities.

Even after being employed, the changing nature of society requires the employees to continuously gain new skills, new knowledge, innovation and technical competencies. Hence, many adults look forward for quality education and continuous learning opportunities in order to fulfill the needs of employers. They not only stop attending primary or secondary education but also look forward for further avenues to be qualified in various aspects.

In order to survive in a borderless globalized economy an adult must have sound education background and marketable skills. This creates value for human capital. Sometimes looking for education is just limited for the objective of being employed.

Being employed is an important answer to lots of adult social and psychological needs. Unemployment leads to many problems. When adult does not generate income as a result of unemployment, it creates psychological distress in him. The poverty would result in breakdown family relationships, less social recognition, and personality damages and so on.

This leads to social breakdown (e.g. increasing crimes,) as well as breakdown of economic and political stability. Quality education leads to employability and results in quality life.

On this ground today we can see a gigantic competition for learning, education and being professionalized. Some researchers have identified that workers with higher education are in a better position to improve their labor market prospects and move up their job quality ladder.

Most employers are looking qualities such as intelligence, leadership, integrity, technical competence, communication and inner strength. But it is a doubtful whether our education and learning solutions really demonstrate such kind of knowledge and skills that employers are looking for. Employer needs ready-made employees. Sometimes being educated is simply an evidence of acquiring knowledge.

This might be an entry qualification for being employed but employers look for more than education. They expect employability skills. Hence today education system should more concern on designing their curriculum to deliver carrier - education, vocational education and work-related learning in order to bridge this gap.

Need of Education and Leaning for Skill Development

Developing skills is an essential part of adult need. Person would receive training, retrain and continue to develop skills throughout their life span. Developing skills are not only essential just for the means of employability, it helps to find out what you are competent in, and it develops your potentials. Every person has an ability to excel at any one area or may be multiple areas.

The challenge is to identify what it is. Life skills can help to improve many aspects of life. The primary and ultimate objectives of developing life skills are to attain personal development. The *World Health Organization* has defined life skills as “the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life”.

Another objective of developing skills is to find out a job. Skills are important for employees when the doing work in challenging environment. In 21st century developing employability skills are an assurance of job security.

Adults develop their life skills by their own experience. In early stage of adulthood they start learning from their own experience, observation, analyzing critical situations and develop many life skills that aid to become a fruitful adult.

Foundation of developing skills is education. Especially employability skills can be learned by quality education. The best skill is learning to learn. By getting an educational qualification, person would develop skills of commitment to learn apply information, ideas and theories; develop literacy skills and so on.

Employers give priority for education and training qualification such as advance degrees, professional qualifications to screen down the applicant to their relevant field. Hence academic or technical education attainments still is considered as an important fact to ensure that employees have fulfilled the required skill needed.

For example, if a person has obtained an IT degree, it ensures to employer that respective applicant has gained sufficient knowledge in IT and relevant technical skills. So many adult would seek learning and education opportunities in order reflect their skill competencies.

Nevertheless adult should go beyond academic or professional qualification. There is a huge demand for vocational education in today's society to develop skills. Skills are needed to develop continuously. Employers need continuous learning ability because it ensures that employees are up-to-date with the latest technologies and methods. So adults need to be trained throughout their employability to secure their continuity in the work.

New skilled workers will enter and always skillful person win the work place. The experience employees need to compete with new comers. This should be done by enhancing their knowledge in order to maintain the quality and relevance of professional services throughout his/her working life span. Hence adults need of learning and education will never ends.

Need for Lifelong Learning to Survive in Knowledge Based Economy

Today economies are increasingly based on knowledge and information. In knowledge based economy "knowledge" is recognized as the main driving force for the economic growth. It requires people and skilled workers to be able to adopt for a learning environment.

Rapid changes in information technology and innovations make educated and skilled laborers more valuable than unskilled or static employee. All sources of a knowledge based economy try to increase the demand for human capital.

In knowledge based economy adults cannot just survive by improving their skills. They should need continuous learning. The people who failed to keep up their selves with the development, are likely to fall in means of competitiveness, employability and ultimately from life. Hence there is a huge demand for lifelong learning in order to survive in the knowledge based economy.