

## UNIVERSITIES STRATEGIC EVALUATION USING THE BALANCED SCORECARD (BSC) – FOCUS ON INTERNAL BUSINESS PROCESS PERSPECTIVE (IBPP)

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### ABSTRACT

Robert Kaplan and David Norton (1992) present the Balanced Scorecard (BSC) is widely used method to improve on an organizations performance both financial and non financial way. Balanced scorecard as one of the powerful model for strategic evaluation in all aspect of the organization, like higher educational institutions. It is a management tool that translates an organizations mission and strategy into a comprehensive set of performance measure that provide a framework for strategic management and measurement system. In this paper with consideration of BSC strength in strategic evaluation, it is used for analyzing the Management Faculties in Sri Lankan Universities with concentrating of the major activities like teaching and learning process and the management information. In today's knowledge based economy and dynamic environment, it is essential for universities as the centers of education, knowledge creation and knowledge worker evolvement. The purpose of this study is to evaluate 'The Management Faculties in Sri Lankan Universities strategic evaluation using Balanced Scorecard – based on Internal Business Process Perspectives'. The Internal Business Process Perspective is considered as the independent variable and Mission and Strategies were considered as dependent variables. The sample size consists of eleven universities out from fifteen and selected all management faculties in Sri Lankan Universities for this study. The questionnaire was used to collect data from the department heads in each Management Faculties. The questionnaire consists of 30 different questions relating to two dimensions. The data was analyzed using Statistical Package for Social Sciences (SPSS). The findings could be used in developing strategic plans for the management faculties in each universities and encourage to achieving organizational objectives through Internal Business Process bases activities and majority of staff members recommended that they need awareness programme about the BSC.

**Key Words:** Balanced Scorecard (BSC); Internal Business Process Perspective (IBPP); Mission and Strategies (MS); Strategic Evaluation (SE).

### INTRODUCTION

#### Background of the Study

A new approach to strategic management was developed in the early 1990's by Drs. Robert Kaplan (Harvard Business School) and David Norton. They named this system the 'Balanced Scorecard'(BSC). Recognizing some of the weaknesses of previous management approaches, the BSC provides a comprehensive methodology as to what organizations should measure in order to 'Balance' the organizational perspective. The development of the BSC can be broken down into three distinct generations (Cobbold and Lawrie, 2002). The 1st generation BSC was initially described as a simple one with four perspectives. In this generation, Kaplan and Norton primarily focused on the selection of a limited number of measures in each perspective (Kaplan and Norton, 1992). The concept of strategic objectives and causality was highlighted in the 2nd generation BSC. In this generation, the BSC was described as an element of a strategic management system (Kaplan and Norton, 1996). The concept of the 'strategy map' was also introduced in this generation (Kaplan and Norton, 2001). The concept of the destination statement was introduced in the 3rd generation BSC. The BSC describes the consequences of implementing the strategic objectives at a particular future date (Cobbold and Lawrie, 2002). It assists in the process of selecting strategic objectives, the design of causality between those objectives, and the setting of the targets.

This study mainly connected that the BSC use as a strategic instrument for evaluation of the management faculties performance. In Sri Lankan context there has been no proper mechanism to evaluate academic performance activities run by the each universities. The framework proposed was based on an extensive review of the literature pertaining to BSC and strategic evaluation in the management faculties in Sri Lankan universities. The framework is therefore able to elicit elements and factors relating to the use BSC to enhance strategic evaluation process in management faculties. The results of study conducted indicate that the factors posed in the questionnaire have content validity as they high alpha and therefore, well received. It manifests a strong reason to believe that the variables chosen for this study are appropriate. The study reveals that the management faculties in Sri Lankan Universities in strategic evaluation use performance indicators.

#### Problem Of The Study

Many higher education institutions are trying to do stakeholders expectations. When attempting to implement their strategies, they give students only limited description of what they should do and why those tasks are important. Without clear and more detailed information, it's no wonder that many universities failed in executing their strategies.

The universities were mainly focused on the academic centered activities; such as teaching and learning process, academic and non academic development, student and other related party satisfactions and financial activities. Within the traditional evaluation techniques were concentrated only the financial related aspects and those were suitable for the profit making organizations. So that there were no good performances evaluation methods can be applied the universities or faculties other than the financial tools. In this connection, the BSC model is the suitable model to evaluate faculties as well as universities strategic evaluation including financial and non financial activities. In addition to BSC is a well recognized strategic management and performance evaluation technique and it is proved that by applying this management technique, higher education institutions can improve its efficiency.

Therefore, the research is aimed at performance evaluating in the Management Faculties in Sri Lankan Universities. Accordingly, the research problem is defined as,

**‘How does the concept of Balanced Scorecard can use as a University strategic evaluation of the Management Faculties in Sri Lankan Universities’ with emphasis on the Internal Business Process?**

## LITERATURE REVIEW

### Overview Of The Strategic Evaluation And Organizational Performance

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

The BSC is a widely used method to diagnose and improve on an organization’s performance. It is a management tool that translates an organization’s mission and strategy into a comprehensive set of performance measures that provide a framework for a strategic management and measurement system. Developed by Robert Kaplan and David Norton in 1992 (Kaplan and Norton, 1992), the BSC methodology is a comprehensive approach that analyses an organization’s overall performance. As a structure, the BSC cascades an organization’s mission and strategies into objectives, measures, targets and initiatives within each perspective. Links are established between each perspective in the BSC to represent causal relationships.

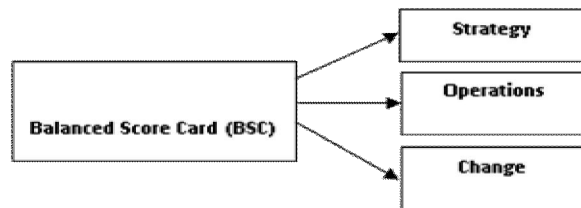
### Strategic evaluation in Higher Education institutions

The BSC, used as a strategic management system, will accomplish the following critical management processes: (Kaplan and Norton, 1996)

1. Clarify and translate vision and strategy
2. Communicate and link strategic objectives and measures
3. Plan, set targets, and align strategic initiatives
4. Enhance strategic feedback and learning.

### Applying the BSC to Higher Education Institute (HEI)

Figure 2.1 - Relationship with BSC and other activities



The higher education sector is one area of the public sector where the introduction of the performance measurement (PM) poses dilemmas (Ulrich, 2006). Even though human resources are the most valuable asset of higher education institutions, many universities and colleges have established procedures and rules for the administration of personnel, however not for ‘managing’ their human resources (Shelley, 1999). There are various reasons for the restricted presence of HRM in higher education institutions. Higher education institutions are being described as loosely coupled systems (Weick, 1976) or organized anarchies (Cohen and March, 1974) with weak regulation and control mechanisms: indicators which predict low PM impact. On the other hand, the last decade we have seen a growing institutional autonomy and so higher education institutions are given more and more responsibility for managing their employees. Moreover, PM principles in higher education institutions encounter important implications for the management of these organizations and have certainly changed the internal management of the higher education institutions and the role and everyday existence of the academic manager in far-reaching ways (Deem, 2004).

### **The Internal Business Process Perspective (IBPP)**

Internal operational measures focus inward into the internal workings of the universities area, on those processes and activities that deliver critical services to both internal and external customers. Internal business process measures address such things as productivity, accuracy, cycle time, core competencies and effective use of people and information resources. In the university level quality of teaching, learning process, other facilities and management informations are key activities in to this. In their simplest form, these indicators cast productivity in terms of ratios of resources to outputs.

The BSC has proven effective in resolving the inability of traditional management systems to link long-term strategy to short-term actions. Most importantly, performance measures are helping us establish and support a continuous process of self-evaluation and correction at all levels of the organization.

### **Mission and Strategies (MS)**

According to the various deployments of BSC mentioned in strategic management of education sector, in this study BSC is used for the phase of strategic analysis in strategic planning. *Vidyasagar University Journal of Commerce* addresses the reporting and analysis needs of executives, managers and staff through all levels of an organization, as well as vendors, suppliers and partners. There are a number of performance measurement tools, which could be clubbed into two broad groups like i) Traditional measures and ii) Non - traditional measures. Traditional measures which indicate the financial strengths, weaknesses, opportunities and threats are Return on Investment (ROI), Residual Income (RI), Earning per Share (EPS), Dividend Yield, Price Earning Ratio, Growth in Sales, Market Capitalization etc. But it is found that some users of financial statements are interested on non-financial performances of the corporate bodies beside financial performances. In such cases some non-traditional measurement tools are to be used like Economic Value Added, Balanced Scorecard etc.

### **METHODOLOGY**

The current study used a correlation research design in order to explore relationship between IBPP and MS. The populations of this study were head of the departments in management faculties in Sri Lankan Universities. The sample was selected 46 departments under management faculties in Sri Lankan universities.

One questionnaire was used to collect the data. The questionnaire which was prepared for the head of the department measures the all perspectives and knowledge of the BSC. Five point Likert scale was used as the scaling method to measure all the variables. The measurement scale for independent and dependent variables were interval.

Descriptive statistics was used for the univariate analysis and inferential statistics was used for the bivariate analysis to use analysis of the study.

### **Objectives Of The Study**

1. To evaluate the relationship between Internal Business Process Perspective (IBPP) with Mission and Strategies (MS).
2. To identify whether management staff in the Management Faculties in Sri Lankan Universities are knowledgeable on the BSC.

### **Hypothesis**

H1. The Internal Business Process Perspective (IBPP) has a positive influence on the Mission and Strategies (MS).

H2. Employees at management level in Management Faculties in Sri Lankan Universities are knowledgeable of the BSC and its direction and purpose of the organization.

### **Operationalization of IBPP**

Based on the literature different dimensions of IBPP can be identified. Shwu Ing Wu and Jr Ming Hung (2008) have identified the following dimensions.

1. Team work
2. Simplify internal process
3. Expand service target

According to Schick, 1990; Yaisawarn, 1997, the followings are the dimensions of IBPP

1. Academic activities
2. Publications
3. Research, consultancy and innovations
4. Management of information
5. Buildings and maintenance

For the purpose of this study, the following dimensions were selected.

1. Quality of Teaching, Learning Process and Other Facilities
2. Management Information

### **Quality of Teaching, Learning Process and Other Facilities**

The student's contract hours, encouraging students to participation of lectures, maintained the ration of students to lecturers, provided adequate of course materials to the students. (Tutorials, handouts), encouraging to students for research work, workshop, job fairs and other activities organized by the carrier guideline unit, adequate teaching equipments, (Computer facilities, Multimedia, Overhead Projectors.), time allocating for library and computer activities, adequate lecturer evaluation procedure (Peer evaluation), adequacy of student evaluation procedure, sufficient time allocating to the student extra activities, adequacy of student's internships programe, adequacy of organizations involves facilitating the student internship, other facilities. (Hostels, canteens), sufficient academic and non academic staff, availability of lecture supported facilities. (Lecturer hall, Reading rooms), sufficient academic and non academic staff recruitments to the faculty or a department, available of adequate management information in main library (Books, Journal, Magazines, Others (News papers) and average class size is adequate compared to other institutions are in the process of IBPP.

### **Management Information**

Need of the information, formal or informal discussions with co workers, personal contact, electronic mail (E- mail) the web, or other technology provide useful information to do task effectively, group meeting and discussion, paper memos and newsletters are the management information.

This perspective is used to identify critical process in achieving objectives. These objectives include quality of teaching, learning process and other facilities and management information.

### **Operationalization of MS**

Based on the literature different dimensions of MS can be identified. Shwu Ing Wu and Jr Ming Hung (2008) have identified the following dimensions.

1. Vision achieved
2. Positive image
3. Independence
4. Objectives comply with social demand

For the purpose of this study, the following dimension was selected.  
Mission, Objectives and Strategies

### **Mission and Strategies**

Understanding mission and objectives, each faculty mission and objectives, contribution to mission and objectives in university and important in strategies

### **Definition Of Variables And Measurements**

In order to measure the BSC perspectives for the departments of the management faculties in this study, according to the hypotheses and study consist of thirty (30) questions. Statements formulated on a 5 point Likert scale were similarly evaluated and a mark assigned according to the degree of sophistication of the operational activity. The marking scheme is set out bellow.

Strongly Disagree	1
Disagree	2
Avg.	3
Agree	4
Strongly Agree	5

### **Sample**

This study is limited to Management Faculties (Rajarata University of Sri Lanka, Wayamba University of Sri Lanka, Ruhunu University, Kelaniya University, Jaffna University, Colombo University, Sri Jayawardenapura University, Eastern and South Eastern University, Vavuniya Campus and Sabaragamuwa University) of eleven universities out of Fifteen (15) universities therefore generalization of the finding may have a limited value.

### **REASERACH FINDINGS**

#### **Sample Composition and Response Rate**

There are 31 higher educational institutes comes under University Grant Commission of Sri Lanka (UGC). As mention in chapter one total no of universities in Sri Lanka were fifteen (15) and selected sample sizes were eleven (11) universities. The

University of Moratuwa, University of Peradeniya and University of the Visual and Performing Arts have not taken into consideration because they have not conducting management faculties. The Uva Wellassa University not taken into consideration because as per questioner, under customer perspective there was a dimension call quality of graduate. It mainly considering data related to pass out students from the management faculty. But in Uva Wellassa University there were no pass out students (senior students in the third year in their academic programme).

As per table 4.1, forty six (46) departments selected for this and response rate were thirty nine (39) departments from each universities. The overall response rate is 84.78%. Most of the universities response rate reached to 100% except University of Colombo, University of Sri Jayewardenepura and Sabaragamuwa University of Sri Lanka. The University of Sri Jayewardenepura has recorded 63.64%. (Response 07 departments out of 11)

**Table 4.1 - Sample composition and respondent rate.**

Name of the University and Faculty	No of Departments	%	No of Respondents and Rate	
University of Colombo	06	13.04	04	66.67%
University of Sri Jayewardenepura	11	23.91	07	63.64%
University of Kelaniya	04	8.70	04	100%
University of Jaffna	02	4.35	02	100%
Vavuniya Campus	02	4.35	02	100%
University of Ruhuna	03	6.52	03	100%
Eastern University of Sri Lanka	03	6.52	03	100%
South Eastern University of Sri Lanka	03	6.52	03	100%
University of Rajarata	04	8.70	04	100%
Sabaragamuwa University of Sri Lanka	04	8.70	03	75%
University of Wayamba	04	8.70	04	100%
<b>Total</b>	<b>46</b>	<b>100</b>	<b>39</b>	<b>84.78%</b>

### Reliability

An exploratory study to test the reliability of the instrument of the proposed BSC framework in Sri Lankan Universities was conducted. This study was based on 39 departments in Management Faculties in each University out of 46 departments. The internal consistency was measured using the Cronbach's alpha coefficient (Cronbach, 1990) to test separately all the items of each criterion. Table 4.2 displays the result that consists of the reliability values. The alpha values range from 0.723 to 0.841 indicating that all scales are acceptable. All factors reflect values greater than 0.7 which can be suggested as being adequate for testing the reliability of the criteria.

**Table 4.2 - Internal reliability of the Performance Indicators in Sri Lankan Universities**

Performance Indicators Criterion	Reliability
<b>Internal Business Process Perspective</b>	<b>0.841</b>
Quality of Teaching, Learning process and other facilities	0.823
Management Information	0.836
<b>Mission and Strategies</b>	<b>0.723</b>
<b>University Performance Evaluation</b>	<b>0.740</b>

### Univeraiate Analysis

#### IBPP

This perspective was used to identify critical process in achieving objectives. These objectives include Quality of Teaching, Learning process and other facilities and Management information.

Under the internal business process, learning and teaching process as well as requirement of the management information was evaluate in various ways. Also it measures the importance of the IBPP to entire university performance.

**Table 4.3 - Mean and Standard Deviation on each dimension in the IBPP.**

Performance Indicators Criterion	Mean	S.D
<b>Internal Business Process Perspective</b>	<b>3.6055</b>	<b>0.41861</b>
Quality of Teaching, Learning process and other facilities	3.4962	0.46046
Management Information	3.9701	0.61638

The mean and standard deviation from the analysis were representing the 3.6055 and 0.41861 respectively (table 4.3). According to the each dimension, the highest mean value represented by the Management Information, the mean value recorded 3.9701. The information requirements for the job effectiveness were included in this perspective.

**Table 4.4 - Mean and Standard Deviation on IBPP in each University.**

Sri Lankan Universities	Mean	Std. Deviation
University of Colombo	3.6250	0.52771
University of Sri Jayawardenepura	3.8187	0.39016
University of Kelaniya	3.6635	0.47458
University of Jaffna	3.5962	0.08159
Vavuniya Campus	3.8077	0.32636
University of Ruhuna	3.3333	0.63704
University of Eastern	3.5769	0.40522
University of South Eastern	3.4487	0.14561
University of Rajarata	3.5288	0.20682
University of Sabaragamuwa	3.5897	0.66209
University of Wayamba	3.4904	0.61728
<i>Total</i>	<i>3.6055</i>	<i>0.41861</i>

According to table 4.4 calculates mean value calculated on IBPP, the highest mean value represented in university of Sri Jayawardenepura, it was 3.8187. The calculated mean values on each dimension under IBPP in Sri Jayawardenepura University as follows.

**Table 4.5 - Mean values on each dimension in the IBPP – University of Sri Jayawardenepura.**

Performance Indicators Criterion	Mean
Quality of Teaching, Learning process and other facilities	3.7143
Management Information	4.1667

The lowest value in University of Ruhuna, it was 3.3333. According to the mean value there were no differences between IBPP. (F = 0.377, P = 0.946)

### MS

This perspective was used to identify critical process in achieving objectives. These objectives include both faculty and university level mission, work priorities based on the mission and strategies develop to achieving said mission. The calculated Mean values and S.D are given below.

**Table 4.6 - Mean and Standard Deviation on MS.**

Name of the question	Mean	S.D
Mission and Objectives	4.5128	0.55592
Work Priorities	4.0000	0.97333
Department Strategies	4.1026	0.88243

Table 4.6 and 4.7 indicate the measures that heads of the departments in eleven (11) universities to consider how their departments were perceived by the mission, objectives and strategies. Also it measures the importance of the MS to entire university performance. The mean and S.D on mission perspectives shown 4.2051 and 0.66057 respectively.

**Table 4.7 - Mean and Standard Deviation on MS in each University.**

Sri Lankan Universities	Mean
University of Colombo	3.9167
University of Sri Jayawardenepura	4.0000
University of Kelaniya	4.3333
University of Jaffna	5.0000
Vavuniya Campus	5.0000
University of Ruhuna	4.0000
University of Eastern	4.3333
University of South Eastern	4.4444
University of Rajarata	4.0000
University of Sabaragamuwa	4.2222
University of Wayamba	4.0000
Total	4.2051

According to table 4.7 the highest mean value represent in university of Jaffna and Vavuniya campus, it was 5.00 under MS. By using ANOVA there was no difference between MS in each university (F = 0863, P= 0.577)

**Bivariate Analysis**

The Bivariate Correlations procedure computes Pearson's correlation coefficient. Correlations measure how variables or rank orders were related. Pearson's correlation coefficient measure of linear association with two variables can be perfectly related.

Under this section, by using the Pearson's correlation coefficient evaluated linear association with two variables according to designed conceptual framework, in addition to relationships between dimensions included each variable.

**Relationship between IBPP and MS.**

The hypothesis in this study the coefficient between IBPP and the MS is  $r = 0.546$  (p value <0.01) which means that the IBPP has a positive influence on the MS. Therefore, **hypothesis H1 is supported.**

**Table - 4.8 Relationship between key dimensions of IBPP and MS.**

Dimensions	Mission Perspective
Quality of Teaching, Learning process and other facilities	0.546
Management Information	0.141

\*\* Correlation is significant at the 0.01 level (2-tailed).

The highest relationship recorded between Quality of Teaching, Learning process and other facilities and MS ( $r = 0.546$ , p value <0.01).

**Employees At Management Level In Management Faculties Are Knowledgeable Of The BSC And Its Direction And Purpose Of The Organization.**

Based on results from questionnaires distributed to management staff in Universities, most are dissatisfied with the current performance measurement framework in the University. They believe that a new performance measurement framework is urgently required. The concept of the BSC is widely recognized among the management staff. It is generally perceived by University management staff as being of benefit to the University. This may be because. These changes should include the introduction of a performance measurement system to enable a university to survive under increasing competitive pressure. Most Thai organizations, including universities, must have a system established to measure individual or unit performance. Based on the desire for a new performance measurement system that can also be used for the performance evaluation of the individual or unit, the concept of the Balanced Scorecard is therefore very welcomed by University staff.

After comparison of the knowledge of BSC modal from the management staff in the universities: 15.4% know it very well, 41.0% know only part of it, 43.6% do not know it at all and need for awareness according to the BSC 88%. According to the table 4.9 given bellow around 84% of the management staff, they have not proper knowledge about the BSC model, **so that we can reject the H2.**



**Tables 4.9 - Employees at management level in management faculties are knowledgeable of the BSC and its direction and purpose of the organization**

Topic	Questionnaire Results
Satisfaction with the existing performance measurement framework	Satisfied – 15.4% Neutral – 69.2% Unsatisfied – 15.4%
Knowledge of the concept of the Balanced Scorecard	15.4% Know it very well 41.0% Know only part of it. 43.6% Do not know what it is
Need awareness programme of the concept of the Balanced Scorecard	69.2% agree 17.9% neither agree nor disagree 12.8% disagree

## CONCLUSION & RECOMMENDATION

### Conclusion

The BSC of Kaplan and Norton is a useful framework for strategic evaluation in the management faculties in Sri Lankan universities. Each faculty in university must design a faculty BSC framework in the light of its own stages of development.

The framework proposed was based on an extensive review of the literature pertaining to BSC and strategic evaluation in the management faculties in Sri Lankan universities. The framework is therefore able to elicit elements and factors relating to the use BSC to enhance strategic evaluation in management faculties. The result of study conducted indicates that the factors posed in the questionnaire have content validity as they high alpha and therefore, well received. It indicates a strong reason to believe that the variables chosen for this study are appropriate. The study found that the management faculties in Sri Lankan Universities in strategic evaluation use performance indicators. The head of the departments believe that these indicators are used by their departments as well as overall faculty for strategic evaluation and are key variables for the enhancement of the performance system of their universities.

The Employees at management level in management faculties are knowledgeable of the BSC and its direction and purpose of the organization. Through the analysis part, measure the knowledge of the management staff (department heads) of the BSC concept and its applications. Most of them were not familiar the term of BSC. Around 84% of the management staff, they have not proper knowledge about the BSC model. Under different research this percentage was differ from the research findings, because they were very familiar the term of BSC. According to the past research this percentage was around 12%.

### Recommendation

The effectiveness of the higher education sector can be defined generally by, the degree to which the goals and objectives specified in higher education policies, plans, projects and programs are achieved to the satisfaction of the stakeholders. The ultimate objective of improving higher education effectiveness is the overall improvement in specifically the nation's human capital and generally, in national development while making the most efficient use of resources.

This study mainly connected that the BSC use as a strategic instrument to evaluation of the management faculties performance. In Sri Lankan context were no proper mechanism for evaluate academic performance activities run by the each universities. Also knowledge of the performance methods including BSC, recorded the very poor (H2). For overcoming this, suggesting recommendation is to implementing BSC process with following steps (California Performance Management Process), should be reviewed periodically with necessary amendments and conduct awareness programme on strategic evaluation.

Further recommendations based on the each perspective in BSC framework

### Internal Business Process Perspective

1. Develop students teaching, learning and other activities (e.g. teaching equipments, sufficient teaching materials)
2. Encourage of students to attend research work and conduct sufficient workshop, job fairs and other activities are organized by the carrier guideline unit.
3. Encourage to develop management information system
4. Develop library system (e.g. availability of Books, Journal, Magazines, Others - News papers etc.)

### Limitations Of The Study

1. All higher educational institutes (31) were not taken in to consideration. This study is limited to eleven (11) universities out of fifteen (15) universities and there management faculties therefore generalization of the finding may have a limited value.
2. Most of the employees (department head) disclosed the facts and information under busy in their work conditions.



3. Even if there is a possibility of testing the BSC technique, isolating the results of such an application will prove difficult as the application cannot be done in a control environment.
4. Regarding the data collection, the numbers of questionnaires were not respondents (39 respondents out of 46 – 85%). The small sample size might cause a deviation in research assumptions; therefore it cannot represent the whole. Consequently, I suggest that researchers conduct more comprehensive investigation in the future in order to obtain more accurate results.

#### Further Research

This study is limited to eleven (11) universities out of fifteen (15) universities and their management faculties, consisting of the university or other similar institution there were several functions and operations, in addition to there were many supporting services which included in the process, such as library, student services, establishment unit, maintenance, medical centers, physical education, computer center, English language unit, carries guidance, cultural center, examination unit, audit branch, postal unit, payment branch, supply branch, each faculty functions, other than the registrar and vice chancellor office activities. In the hierarchy on university, academic as well as nonacademic activities were carried out and these were covered all university activities, in future there will be an approach to conduct research on each faculty level as well as corporate level to evaluate the performance in university.

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