



TEACHERS' PERCEPTION OF ENGAGING IN QUALITY ASSURANCE PROCESSES IN SRI LANKAN SCHOOLS

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This study investigated teachers' perception towards engaging in the Quality Assurance (QA) processes in Sri Lankan schools. The QA process is mainly divided into internal and external evaluation. Internal evaluation is conducted at the school level, while zones, provinces and the Ministry lead the external evaluation. The methodological approach of this study was mixed. In this study, questionnaires were distributed among 128 teachers who were selected from five provinces through a stratified random sampling technique and 10 teachers were purposely selected for the interviews. Questionnaire data were analyzed using the Statistical Package for Social Sciences (SPSS) software and interview data were analyzed using a thematic analysis technique. The results revealed that the majority of the teachers (60) were aware of the internal and external evaluation process, but 38% of the teachers did not have a clear understanding about the evaluation guideline and circular. According to the teachers responses they thought that the QA process was an additional activity for schools. Further, most of the teachers (50) were unhappy about external evaluators' behavior and their responses. In addition, this study highlighted that teachers had problems such as over work, lack of motivation, and lack of time to become involved in evaluation activities. However, the majority of teachers (54%) understood evaluation as a powerful tool which can help improve quality in schools. This study recommended that teachers should be encouraged to implement the evaluation process. Further, zonal, Provincial and Ministry levels need to implement various strategies to enhance the evaluation process in schools. Moreover, evaluators should be trained continually by the Ministry of Education (MoE).

Keywords: Evaluation process, Implementation, Quality assurance, School, Teachers

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