

Entrepreneurial Orientation of Executive Level Officers in the Education Administrative Service of Colombo District, Sri Lanka

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Introduction

Sri Lanka is still a developing country as a result of many challenges and constraints experienced. Within that 'ineffectiveness of the public sector' is regarded as one of the constraints which create hurdles for the development of the country. Therefore, the ineffectiveness of the public sector is acting as the main barrier and it has failed to provide quality services required to the nation in the process of development (Fernando, 2005). There are several reasons accounted for this ineffectiveness such as non-availability of skilled labour forces and limited resources. Therefore, instead of allocating additional investment on the development of the public sector, the government needs to find alternative solutions to increase the effectiveness of the public sector within the present resource-constrained environment.

Objectives of the Study

1. To identify the relationship between participatory decision making and entrepreneurial orientation of the executive officers attached to the education administration service in Colombo District.
2. To identify the relationship between performance-based reward and entrepreneurial orientation of the executive officers at the education administration service in Colombo District.

3. To identify the relationship between managerial autonomy and entrepreneurial orientation of the executive officers attached to the education administration service in Colombo District.

Literature Review

The term “entrepreneurship” rooted within the French verb “entreprendre”, means doing something different (Long, 1983). Moreover, public entrepreneurship can be defined as a process of creating values in the community by combining limited and unique resources to satisfy the requirement of the society (Fox, 2005). Entrepreneurial orientation (EO) is an employee's commitment to the intensity of the entrepreneurial actions such as taking new challenges, getting involved in risky projects and completing the projects in an innovative manner and actively participating in the organizational development (Fox, 2005). The concept of EO is attached with the risk-taking, handling economic uncertainty, planning, innovative, coordinating administrative and control.

From the public entrepreneurship perspective, innovativeness mostly involves with resolving the emerging problems arrived at the government or a public organization converting government organizations into self-sustaining or profit-making organizations. Further, it provides the existing services, management process in an innovative manner and re-conceptualizing existing resources even though not oriented to income generation. Generally, public sector employees are risk avoiding decision makers. They do not encourage with the logic of "the greater the risk, the greater the reward". According to the public sector pro-activeness, the public sector requires to search creative solutions, introduce changes to the organization and respond rapidly to the challenges (Morris et al, 2002).

The participatory decision making provides the chance for all employees to contribute in the decision-making process and take part in all the decisions. Participatory decision making directly influences to make innovative decisions (Andrews et al, 2007). Public institutes can offer financial and nonfinancial rewards such as employee recognition and emotional rewards such as self-satisfaction (Kim, 2010). Performance-Based Reward system supports to generate the entrepreneurial behaviours among the employees by improving the innovative and proactive attitudes with the behaviour of the employees.

Autonomy is an independent action that can be taken by the individuals. Employees have the freedom to make their own decisions related to the duties and responsibilities of the employee under the workplace autonomy (Kim, 2010).

Methodology

This study is an empirical and quantitative research. This research focuses on the relationship between the managerial characteristics and EO of the executive officers in the educational service, the Ministry of Education, in Colombo District. The following figure 1 presents the conceptual framework of the research.

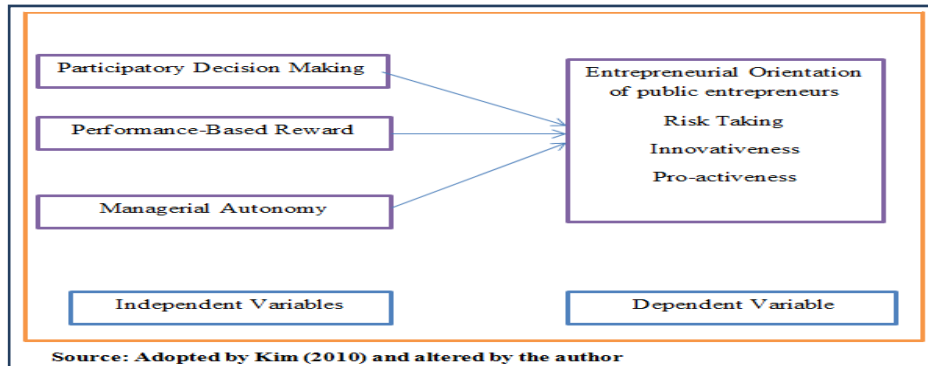


Figure 1: The conceptual framework of the research

Source: Adopted by Kim (2010) and altered by the author

Hypotheses of the Research

Three hypothesis is derived from the conceptual model of the study.

Hypothesis 01:

There is a relationship between PDM and EO of executive officers in the educational service

Hypothesis 02:

There is a relationship between PBR and EO of executive officers in the educational service

Hypothesis 03:

There is a relationship between MA and EO of executive officers in the educational service.

The population of this study consisted with the 94 officers in Educational administrative service, Ministry of Education in Colombo District, Sri Lanka. These Educational Administrative Officers are qualified with the Sri Lankan Educational Administrative Service (SLEAS) examination that has been conducted by the Ministry of Education. The author selected all Colombo district officers in Education Administrative Service, Ministry of Education as the sample.

Both the primary and secondary data collection methods were employed to collect the data in this study. The structured questionnaire used to collect primary data from the officers work at Ministry of Education, Colombo district. Census of Public and Semi-Government Sector Employment Report in 2016, Employment details of the Ministry of Education used to collect the information on public sector employment as a secondary source.

This study is a survey type research. Therefore, the study used the Statistical Package for Social Sciences (SPSS) computer software, 16.0 versions to organize and analyze the data collected through a structured questionnaire. This study used the KMO and Bartlett's test and Factor Analysis for check the Validity and used Cronbach's Alpha test to measure the reliability. The KMO test was used to measure the sample adequacy of the research and Bartlett's Test of Sphericity was used to test the significance. 0.746 value prove the sample adequacy and significance presents as 0.001 for this research model. According to calculated Cronbach's alpha values, the reliability of all the variables is exceeding and near to the 0.7.

Results and Discussions

The Pearson correlation coefficient was calculated for the testing the relationship between independent and dependent variables. Table 1 represents the Pearson Correlation between independent and Dependent Variables.

Table 1. Pearson Correlation values between independent and dependent variables

Independent Variable and Dependent Variable	Pearson Correlation Value	Significant positive / Negative	Strong/ Moderate/ Weak Relationship
PDM and EO	0.565	Significant positive correlation	Moderate Relationship
PBR and EO	-0.069.	Significant negative correlation	Weak Relationship
MA and EO	0.076	Significant positive correlation	Weak relationship

The Pearson correlation between PDM and EO of officers presented a significant moderate positive correlation as its value is 0.565. There is a significantly weak negative relationship between PBR and EO of officers as the calculated correlation value is -0.069. Pearson correlation between the MA and EO of the respondents is also significantly weak but shows a positive relationship with a correlation value

of 0.076. According to the findings based on calculations of Pearson correlation, PDM and MA have positive Pearson correlation coefficients and PBR has a negative Pearson correlation coefficient associating with the EO of officers.

Conclusions and Recommendations

The test result indicated that the education administrative officer's participatory decision making and managerial autonomy are positively associated and the performance-based reward is negatively associated with EO. The finding support that the public sector should develop an entrepreneurial culture within the organization. Public sector managers need to develop an innovative culture by encouraging managerial level officers to develop, introduce and implement the innovative ideas through improvement of the process, procedures in their organizations. For that, public leaders should be visionary leaders who can see the unseen future and public managers should be good listeners to their employees.

Further, this sector needs to modify the reward systems in the organizations because public sector managerial officers are really dissatisfied with the existing rewards. Especially, those officers are expecting intrinsic rewards such as reputation, image, and appreciation rather than the financial rewards. Finally, this study proved that the concept of “Public Entrepreneurship” is a good option for solving problems associated with government ineffectiveness and resource inadequacy (Fernando, 2005; Algewatte and Weerasinghe, 2015).

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