

Developing a Performance Management Scorecard for Private Secondary Schools in the eThekweni Municipality

Debapriyo Nag
MANCOSA Durban
South Africa
dev.nag@mancosa.co.za

Abstract

Private schools in South Africa face several challenges, including undefined performance objectives, inadequate monitoring and evaluation systems, and limited adoption of data-driven decision-making. This study addresses these challenges in basic education and proposes a comprehensive performance management model for private secondary schools. In Stages 1 and 2 of model development, the study uses a systematic literature review of 220 articles (finally narrowed down to 53 usable articles) to develop a conceptual model comprising four perspectives (antecedents), several sub-antecedents and measuring criteria. The model then adopts a positivist approach in the empirical research, focusing on model validation (Stage 3) and practical implementation (Stage 4). Drawing from Kaplan and Norton's Balanced Scorecard, it incorporates four key perspectives: Student, Internal Academic Excellence, Learning and Growth, and Resource. Empirical validation using data from 244 respondents across 12 private secondary schools in the eThekweni district confirmed the model's structural validity through strong fit indices, including Composite Fit Index (CFI), Normed Fit Index (NFI), and Tucker Lewis Index (TLI). However, the Root Mean Square Error of Approximation (RMSEA) revealed marginal to poor absolute fit, highlighting negative intercorrelations within the Learning and Growth Perspective, particularly issues related to staff respect and valuing student input. During implementation, the model achieved an overall satisfactory performance rating of 3.85 on a 5-point scale. The Student Perspective scored the lowest (3.39), emphasising the need for improvement in student engagement and preparedness. Notably, learners' thorough reading of material before class scored only 2.81 (this criterion scored the lowest). These findings underscore the model's application in identifying specific areas for improvement and addressing institutional culture challenges within the Learning and growth dimension of performance management. This scorecard thus establishes measurable goals and a holistic performance management system for private secondary schools, aiding managers, boards, and researchers in improving performance.

Keywords

Private secondary schools; performance management; Balanced scorecard; student engagement; academic excellence; school performance.