



Enhancing Internal Business Process through Application of Balanced Scorecard in Public Senior Secondary Schools in Rivers State

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ABSTRACT

The study focused on enhancing internal business process through application of Balanced Scorecard in public senior secondary schools in Rivers State. One research question and one hypothesis guided the study. The study adopted a descriptive survey design. The population of the study consisted of all the senior secondary school students (132,521) and all the senior secondary school teachers (9,855) in Rivers State, totaling 142, 376 respondents. The sample of the study consisted of 400 senior secondary school students and 399 senior secondary school teachers in Rivers State, totaling 799. This was derived from Taro-Yamane's sampling techniques. The researcher designed an instrument titled 'Enhancing Internal Business Process through Application of Balanced Scorecard Questionnaire (ETBPABSQ)'. The instrument was validated with a reliability index of 0.84. Mean and standard deviation statistics were used to answer the research questions, while Z-test was used to test the hypotheses at 0.05 alpha level of significance. The results showed that Balanced Scorecard enhanced students' academic performance, making balance scorecard work will enhance capacity building and internal business process. Based on the findings, it was concluded that application of Balanced Scorecard will enhance performance of public secondary schools students and enable the graduates compete favourably with their peers in any part of the world. However, it was recommended among others that the Ministry of Education, Post Primary schools' Board and Universal Basic Education Board should key into implementing balanced scorecard to ensure efficiency in educational system in Rivers State.

Keywords: Balanced Scorecard, business, academic performance

INTRODUCTION

Kaplan and Norton are acknowledged to a large extent as authors and parents of the instrument for measuring performance of economic entities, named Balanced Scorecard (BSC)". This concept was published for the first time in Harvard Business School Review in 1992. The concept is based on a study by Kaplan and Norton, who analyzed twelve enterprises in the United States of America regarding the design of their information and control systems. The origins of balanced scorecard consist of four perspectives which are aiming at building up a well balanced performance measurement system (Jones & Hubie in Cristina, 2006). The four perspectives are built around the strategy of economic entities, derived

from their vision and mission, the idea brought by the balanced scorecard is that it includes in the management decision along with the financial indexes, the non financial ones, absolutely necessary in the present information context era.

The four perspectives that formed balanced scorecard includes: the financial perspectives, customer perspectives, growth and development and internal business process. All these perspectives work co-operatively together to actualize organizational goals and objectives. Therefore, anything that affect one part affect the entire system and any improvement in any part of the system improve the entire system. However, the researcher's emphasis is on the internal business process as an aspect of balanced scorecard. The internal business process has to do with the employees of the organization whose efforts are used for the realization of organizational goals. The vision of any organization can only be realized when the human resources of such organization are efficient and effective. This is true because all other resources made available in the organization are control by human's efforts. Their activities in the organization can make or mar the growth and development of the organization.

In public administration, balanced scorecard is an evaluation process introduced to assess the proper management of state resources, the impartiality and good managing, the efficiency and effectiveness of the choices and activities carried out in terms of users satisfaction. It also ensures that there is transparency in agreement of both internal and external stake holders in decision making process, method procedures so that organizational goals can be reached. (Angela, Massimo, & Vito, 2007).

Most scholars see balanced scorecard (BSC) as Total Quality Management (TQM), some say is Management By Objective (MBO), that is not true. Although, balanced scorecard is a reviewed management by objective which sees organizations in four perspectives, each of this components has its goals to achieve and as these goals are achieved, the overall goals of the organization are achieved. For instance, if the goals of the internal business process are achieved, it will affect the other components and vise-versa. So what balanced scorecard does is to monitor, measure and if possible make adjustment where necessary to ensure internal efficiency in the school system.

At the secondary school level, the application of balanced scorecard will be highly appreciated since it is a tool used to measure performance approach in any organization. Resources in secondary schools are managed by the school administrators. These resources involve human resources, material resources, financial resources and time resources. All these resources work together so that organization's goals can be achieved. Applying balanced scorecard in the public secondary schools is for checks and balance, to see if there is a gap between what is invested into the school system and what it tends to achieve.

Balanced scorecard ensures that quality is maintained in the public secondary schools. The quality involves the learner, the teacher, and the environment. For instance, if there are qualified teachers employed to teach? what is the level of student's academic performance after graduating from secondary school? Can they compete favourably with their peers in any part of the world? Is the environment conducive for teaching and learning? These are the reasons for the application of balanced scorecard in the public and private secondary schools so as to detect areas of weakness in the school and apply necessary measures for improvement to achieve organization's set goals. It appears that administrators are faced with so many challenges in the public schools. These challenges include how to improve students' academic performance in secondary schools and ensure consistency and stability in the school system.

Teacher's attitude to work is another factor confronting school administration. These have influenced the performances of the students. Apart from this, the environment is another factor that should be put into consideration. When the environment is not conducive, teaching and learning cannot take place, hence, school/community relations must be mutual so that goals and objectives can be achieved. Also, lack of teaching facilities is another aspect that needs to be addressed, teachers inefficiency due to lack of training and retraining to meet current innovations has affected their performance in public secondary schools.

The researcher looking at all these challenges confronting secondary schools in Rivers State, states that application of balanced scorecard in the administration of secondary schools in Rivers State will bring

about positive improvement in the public secondary school system in terms of teachers' attitude to work, students' academic performance, school community relations, active Parents and Teachers Association (P.T.A), judicious use of funds in the school and training and retraining of staff in the school system.

Statement of the Problem

Secondary school in Nigeria is the level above primary school and below tertiary educational institutions, Graduates at this level are supposed to compete favourably with their peers in any part of the world. However, in Nigeria, many graduates from public senior secondary schools cannot compete with their peers from other parts of the world in terms of reading, writing or even expression. This exposes the poor performance level of public secondary school graduate in Nigeria. It is important to note that if nothing is done; the economy will be nothing to write home about in future. Consequently, the researcher considered the application of Balanced Scorecard as a tool for improving secondary schools' administration and ensure that there is stability in the school system in Rivers State, if it is adopted to the educational sector.

The problems confronting secondary school administration in Rivers State and Nigeria at large are student's poor academic performance. Teachers lack of training and retraining to meet current innovations, lack of teaching facilities, inability to make judicious use of funds meant to run secondary schools and other challenges facing the application of balanced scorecard in public secondary schools in Rivers State. The researcher looking at all these problems, decided to carry out a study in this regard as to proffer possible solutions that will enhance internal business process through application of balanced scorecard in Public Senior Secondary school in Rivers State.

Aim and Objectives of the Study

This study will investigate on Enhancing Internal Business Process through Application of Balanced Scorecard in Public Senior Secondary Schools in Rivers State. Specifically, objectives of the study include to:

1. Examine what ways Balanced Scorecard enhance internal business process in public secondary schools in Rivers State.

Research Question

The following research questions were raised to achieve these objectives:

1. In what ways does Balanced Scorecard enhance internal business process in public secondary schools in Rivers State?

Hypotheses

The following hypotheses will be tested in the study at 0.05 level of significance.

H₀₁; There is no significant difference between the mean ratings of teachers and students on how Balanced Scorecard enhance internal business process in public secondary schools in Rivers State.

METHODOLOGY

The study adopted a descriptive survey design. The population of the study consisted of all the senior secondary school students (132,521) and all the senior secondary school teachers (9,855) in Rivers State. The total number of respondents is therefore 142,376. The sample of the study consisted of 400 senior secondary school students and 399 senior secondary school teachers in Rivers State, totaling 799. This was derived through the Taro-Yamen's method of computing representative sample. The researcher designed an instrument titled 'Enhancing Internal Business Process through Application of Balanced Scorecard Questionnaire (EIBPABSQ). 799 copies of questionnaire were administered and retrieved from the respondents. The instrument was validated with a reliability index of 0.84. Pearson product moment correlation coefficient method was used to determine the reliability index. Mean, standard deviation and rank order statistics were used to answer the research questions, while the hypotheses were tested using z-test at 0.05 alpha level of significance.

RESULTS

Research Question 1: *In what ways do balanced scorecard enhance internal business process in secondary schools in Rivers State?*

Table 1: Means (x) score, standard deviation, rank order of teachers and students’ on the ways balanced scorecard enhanced internal business process in public secondary schools in Rivers State.

S/N	Ways balanced scorecard enhanced internal business process in secondary schools.	Teachers (n=399)			Students (n=400)				
		Mean (\bar{x}_1)	SD	Rank Order	Mean (\bar{x}_2)	SD	Rank Order	Average Mean $\frac{\bar{x}_1 + \bar{x}_2}{2}$	Rank Order
19	Appropriate placement of staff on their area of specialization	3.17	1.02	5 th	3.12	1.03	5 th	2.92	6 th
20	Building a management team	3.13	1.08	2 nd	3.17	1.09	2 nd	3.16	2 nd
21	Making sure that there is free flow of communication in the system	3.18	1.00	1 st	3.12	1.00	1 st	3.18	1 st
22	Making sure that goals objectives of the schools are clearly defined for academic excellence	3.07	1.03	4 th	3.12	1.09	4 th	3.05	4 th
23	Identifying strength weakness of the school and taking appropriate action to improve performance achieve goals	3.12	1.05	3 rd	3.2	1.10	5 th	3.04	5 th
24	Making sure that the school operates in an open system.	3.2	0.95	3 rd	3.15	1.07	3 rd	3.12	3 rd
	Grand Mean \bar{x}	3.15			3.14			3.07	

Table 1 indicates that items number, 2, 3, 4, 5, and 6 had a mean score above the criterion mean of 2.50 which indicates that appropriate placement of staff in their area of specialization, building a management team, making sure that goals and objectives of the schools are clearly defined for academic excellence, identifying strength and weakness of the school and taking appropriate action to improve performance and achieve goals and making sure that the school operate in an open system. All these items listed above are ways balanced scorecard can help to improve internal business process.

Hypotheses 1: There is no significant difference between the mean ratings of teachers and students on ways balanced scorecard can help to improve internal business process in secondary schools in Rivers State.

Table 2: Mean (x) score, standard deviation and rank order of teacher and students on the ways balanced scorecard enhanced internal business process in public secondary schools in Rivers State.

S/N	Respondents	n	Mean (\bar{x})	SD	Df	Z. cal	Z. critical value	Level of sig.	Decision
1.	Teachers	399	3.07	1.05	797	0.2	1.96	0.05	Fail to
2.	Students	400	3.08	1.05					reject

The table 2 revealed that the z calculated is less than the z critical value at 0.05 alpha level and 797 degrees. Since the z calculated is less than the z critical value, we fail to reject the null hypotheses, which means that there is no significant difference between the mean ratings of teachers and students on ways balanced scorecard can help to improve the internal business process in secondary schools in Rivers State.

Summary of Findings

Based on the result achieved in this chapter, the findings were summarized as follows:

1. Application of Balanced Scorecard enhanced the internal business process in public secondary schools in Rivers State by making sure that there is free flow of communication in the system.

DISCUSSION OF FINDINGS

The school is a system that is comprised of various interdependent and interrelated parts that works together to actualize a particular goal and objective, Any effect on any part of the system affects the entire system and vice-versa. The school consist of internal and external factor, the internal factor of the school are the teachers, the students, and auxiliary workers in the system. On the other hand, the external factor has to do with the environment where the school is located such as the community.

For the school to achieve its aims and objectives there must be synergy between the school and host community. The school must be planned in a way that it will accommodate the culture and laws of the land for which they occupy. The school is a character moulding environment that is meant to train people so that they can be useful to themselves and the entire society. The community also has a role to play to ensure smooth running of the school by providing the school with some basic amenities such as school chairs and table, chalk board and marker and other community service and above all, the enabling environment for peaceful co-existence.

The school is an integral part of the community in which it operates. A good manager or administrator needs to know that the success of any school is based on continuous good relationship it maintains with the community. It is important to know that no school can succeed in a community that is prone to violence, due to social or environmental challenges or that of good governance. However, the general publics have high expectation from the school in terms of character molding and morale, this can only work where a mutual relationship between the school and the community exist or else lead to chaos which in turn may not yield any meaningful contribution to each other. The application of balance scorecard in secondary school help the manager or administrator to measure the performance level of the school to see if there is productivity in the system and ensure that impartation of knowledge on a regular basis are achieved so that their products can compete favourable with their peers in any part of the world.

CONCLUSION

Based on the findings, the study concluded that enhancing Internal Business Process through Application of Balanced Scorecard in public senior secondary schools in Rivers State will bring about positive improvement in public secondary schools. Also, application of balanced scorecard will enhance internal business process in public senior secondary schools in Rivers State by making sure that there is free flow of communication within the system.

RECOMMENDATIONS

Based on the above conclusion, the following recommendations were made;

1. As a tool to ameliorate inefficiency and increase performance of students and teachers in public secondary schools in Rivers State government should embrace the concept of balanced scorecard in the civil service now that the concept is new.
2. The government should provide adequate facilities and equipment to public secondary schools to enhanced effective teaching and learning.
3. Government should ensure that the right calibers of teachers are employed in public secondary schools in accordance with their area of specialization.

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