



Application of Balanced Scorecard for Capacity Building of Staff in Public Senior Secondary Schools in Rivers State

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ABSTRACT

The study focused on the Application of Balanced Scorecard for Capacity Building of Staff in Public Senior Secondary Schools in Rivers State. One research questions 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 Application of Balanced Scorecard for Capacity Building of Staff Questionnaire (ABSCCBSQ). The instrument was validated with a reliability index of 0.84. Mean and standard deviation statistics were used to answer the research question, while Z-test was used to test the hypotheses at 0.05 alpha level of significance. The result showed that the application of balanced scorecard for capacity building of staff in public senior secondary schools will bring about positive improvement in public secondary schools. 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, capacity building, students, Total Quality Management

INTRODUCTION

Education is the key to growth and development of any nation. This means that no nation can grow beyond the level of its education which is the instrument that fosters economic growth and stability. Education is also the bedrock of development in any nation. Therefore, investments in education are investments in the national economy as they enhance the knowledge base of any nation and play vital roles in shaping the future of the nation.

Administrators and managers in both public and private sectors, parastatals, government agencies, social clubs, political groups and other Non- Governmental organizations (NGO's) are held accountable and liable if they fail to perform and achieve set goals. This is true because when organizational goals and objectives are not met. the purpose has been defeated.

School administrators, managers of companies and leaders of various institutions need to draw a strategic plan, measurement objectives and decision making process so that organizational goals can be realized. The concept, Balanced Scorecard (BSC) is a management performance tool initiated to ensure efficiency in organizations. It is a management system aimed at translating organizations strategic goals into a set of

performance objectives that are measured, monitored and changed if necessary to ensure that organization's strategic goals are met. In today's world of global competition, providing quality service is a key for success, and many experts concur to this statement and that is why, educational institutions particularly, secondary schools are also focusing on ways to render high quality education to their students and have better performance.

Secondary schools are facing challenges in order to improve quality in the system, the pressure for restructuring and performing education to provide quality education and bring up graduates who become fruitful members of their societies is doing the needful. Therefore, the ability to reorganize the dimensions of a quality education and define strategies to reach their pre-defined standard and achieve desired goals is the aim of applying balanced scorecard (BSC). Balanced scorecard (BSC) was developed in the early 1990's by Dr. Robert Kaplan (Harvard Business School) and David Norton.

Kaplan and Norton in Weerasooriya (2016), revealed that the term balanced scorecard (BSC) is used to test and improve organizational performance. It is a tool that management uses to translate an organization's mission and strategy in a comprehensive set of performance measures that provide a framework for a strategic management and measurement system. The balanced scorecard (BSC) is a comprehensive approach that analyzes an organization's overall performance from four perspectives: such as; Finances, customer, internal business processes, and learning and growth. As a structure, the BSC brings down organization's mission and strategies into objectives, measures, targets and initiators within each perspective. It functions like a system that is comprised of different inter dependent and interrelated components that works cooperatively together to actualize organizational set goals. Therefore, anything that affect one part affects the entire system. There are established links between each perspective in the BSC to represent causal relationships. For instance, improvements in learning and growth may lead to better internal business processes, resulting in customer satisfaction, which in turn, leads to good financial performance.

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 and 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 these 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 vice-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 for capacity building of staff 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, it appears that many graduates from 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 students 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.

Aim and Objectives of the Study

This study will investigate the application of Balanced Scorecard (BSC) in Rivers State public senior secondary schools. Specifically, objectives of the study include to;

1. investigate way Balanced Scorecard enhance capacity building of staff in public senior secondary schools in Rivers State.

Research Question

The following research questions were raised to achieve these objectives:

1. In what way do Balanced Scorecard enhance capacity building in public secondary schools in Rivers State?

Hypotheses

The following hypotheses were 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 capacity building 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 population 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 'Application of Balanced Scorecard for Capacity Building of Staff Questionnaire (ABSCCBSQ)'. 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

Mean (\bar{x}), 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 does Balanced Scorecard enhance capacity building of staff in public secondary schools in Rivers State?*

Table 1: Mean (\bar{x}) score, standard deviation and rank order of teachers and students on the ways balanced scorecard enhanced capacity building of staff in public senior secondary schools in Rivers State.

S/N	Ways balanced scorecard enhance capacity building in secondary schools.	Teachers (n=399) Mean (\bar{x}_1) SD	Rank Order	Students (n=400) Mean (\bar{x}_2) SD Rank Order	Average Mean $\frac{\bar{x}_1 + \bar{x}_2}{2}$	Rank Order		
13.	Ensuring that there is a periodic training, retraining of staff to meet current innovations.	3.13	2 nd	3.2	0.95	2 nd	3.16	2 nd
14.	Organizing seminars, workshops for academic and non academic staff of the school.	3.15	1 st	3.21	1.00	1 st	3.18	1 st
15.	Exploring new teaching, learning methods to increase performance.	3.07		3.03	1.09	4 th	3.05	4 th
16.	Ensuring that there is external efficiency in the school system.	3.12	3 rd	2.97	1.10	5 th	3.04	5 th
17.	Constantly ensuring that staff are given opportunity to go for professional programmes that are necessary for their development.	3.12	3 rd	3.12	1.07	3 rd	3.12	3 rd
18.	Making sure that standard is maintained in the school system.	2.87	4 th	2.97	1.10	5 th	2.92	6 th
Grand Mean =		3.07		3.08			3.07	

Table I indicates that items number 1, 2, 3, 4, 5, and 6 had a mean score above the criterion mean of 2.50 which indicates that, ensuring that there is a periodic training and retraining of staff to meet current innovations, organizing seminars and workshops for academic and non academic staff of the school, exploring new teaching and learning methods to increase performance, ensuring that there is external efficiency in the school system and constantly, ensuring that staff are given opportunity to go for professional programmes that is necessary from their development and making sure that standard is

maintained in the school system. All these items listed above are ways balanced scorecard can help to improve capacity building in secondary schools.

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

Table 2: Mean (\bar{x}) score, standard deviation and rank order of teachers and students on the ways balanced scorecard enhanced capacity building in public secondary schools in Rivers State

S/N	Respondents	N	Mean (\bar{x})	SD	df	Z cal	Z value	Critical level of sig.	Decision
1.	Teachers	399	3.07	1.05	797	1.67	1.96	0.05	HO ₃ is Accepted
2.	Students	400	3.08	1.05					

The table revealed that z calculated is less than z critical at 0.05 alpha level and 797degrees of freedom. Since the z calculated is less than the z critical value, the null hypothesis is accepted, which means that there is no significant difference between the mean ratings of teachers and students on ways balanced scorecard can improve capacity building in secondary schools in Rivers State

Summary of Findings

Based on the result, the findings were summarized thus;

1. Application of Balanced Scorecard enhanced capacity building in public secondary schools in Rivers State when teachers attend conferences and seminars so as to meet up with current innovation.

DISCUSSION OF FINDINGS

Every organization has its vision and mission to be accomplished between predetermined period. The application of balanced scorecard is for innovation and improvement of the organization. Innovation and learning objectives are intended to drive improvement in financial, customer, and internal process performance. At the management level improvements came from product and service innovation that would create new sources of revenue and market expansion, as well as continuous improvement in internal work processes. The first objective was to measure the percentage of revenue from the services rendered by the staff of the organization. In order to measure the performance of the organization in terms of its products, goods and services and customer relationship, the researcher see the application of balanced scorecard as solution to organisations problems in to ensure quality insurance in any system. The staff must be considered to see if they are working in conjunction with the organization’s lay down rules and regulation. The level of staff performance in an organization is determined through application of balanced scorecard to measure their improvement and innovation level in meeting up with new vision and goals of the organization.

According to Reuben in Offisong (2014), the educational institution has acceptable ways of measuring performance and excellence. These measurement approaches are centered around the entire school system such as the total number of students in the department and faculty, total numbers of students graduating at a particular session, percentage of employed graduates in the day of graduation, faculty teaching work load, faculty research publications; statistics on physical publications; statistics on physical resources etc. In the school setting, the primary aim is to retain talents that has demonstrated hard work in the course of teaching and learning and high academic performance, therefore, more attention should be given to students, and staff expectation and salutation level. Zurban in Offisong (2014). Balanced scorecard also emphasized on learning and growth perspective as one key factor that brings about innovation, creativity

competencies, capability and capacity building. It is the most intangible tool for strategy formulation and implementation. Cohen et al (2008) in Offisong, the objectives of these perspectives are to identify the human capital, information capital and the organized climate required to support the internal processes. It emphasis is on human capital development, capacity building and improved organization through teaching and learning. These are the relevant roles which human resources play in an organization.

According to Benadin in Offisong (2014) for any organization such as secondary school to achieve its goals and objectives, the human resources must be effectively managed by the administrator who has the required knowledge, skill and ability to run the school. The human resources in the secondary schools includes all the human elements whose skill and efforts are used to realize organizational goals and objectives beginning from the principal, vice principal, teachers to the least person according to the organogram of the school. Human resources are people of unique characteristics who are very difficult to manage. In fact, managing humans is as difficult as the achievement of organizational goals. In the school setting, teachers must be equipped with the pedagogy of teaching so that they can as well translate it the younger generation as good products of the school (Barbalola & Ayeni 2009) in Offisong (2014).

A good administrator must lead by example and ensure team work in the system in order to harness the available resources at his disposal. According to Okeke in Offisong, (2014) if today's schools are to do the job that is expected of them to ensure efficiency in the school system. The onus is vested in the hand of the administrator to organize capacity building programmes that will develop the staff for optimal job performance. This could be achieved through management development programmes like conferences, seminars, workshops etc. The quality of human resources available in an organization is a key success for the application of balanced scorecard in secondary school. Research has showed that our educational sector in Nigeria today does not only produce dearth quality but also quantity of human resources. Ephraim (2004) in Offisong posit that there is a total decline in the quality of staff in Nigerian schools most especially the public schools.

Okeke in Offisong (2014), also pointed out that most of the problems confronting our educational sector is as a result of dearth of educational specialists, that is, people who have the required technical skills, experience and competencies are lacking and this has impeded the implementation of educational programmes and policies. Capacity building in our secondary schools is an imperative factor that develops human resources in all aspect of work such as improved governance, leadership, mission strategy (Balanced scorecard implementation), administration, (human resources, financial management), programme development and implementation. There is no doubt that increase capacity building is an important factor that increases productivity in the school system, this can mostly be achieved through the application of balanced scorecard for proper administration of secondary schools.

CONCLUSION

Based on the findings, the study concluded that the application of balanced scorecard for capacity building of staff in public senior secondary schools will bring about positive improvement in public secondary schools.

RECOMMENDATIONS

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

1. The Ministry of Education, Post Primary school Board and Universal Basic Education Board should key into implementing balanced scorecard to ensure efficiency in educational system.
2. As a tool 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.

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