

**PERFORMANCE EVALUATION OF ACADEMIC INSTITUTIONS
THAT IMPLEMENTED THE BALANCED SCORECARD MODEL**

**A Dissertation
Presented to the
Graduate Faculty of the School of Business and Economics
University of San Carlos
Cebu City, Philippines**

**In Partial Fulfilment
of the Requirements for the Degree
Doctor of Philosophy in Business Administration**

By

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October 2011

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ABSTRACT

The purpose of this study is to evaluate the performance of St. Andrew High School for Girls (SAHS), in Kingston, Jamaica, that implemented the Balanced Scorecard (BSC) Model in its operation and school management during the academic year 2008-09. A Balanced Scorecard defines what the school management means "by performance" and measures whether the school is achieving results. The study also determines "what predicts performance."

The school is guided by the strategy map based on the balanced scorecard principle i.e. appropriately managing the performance measures leading to achieve the targets at some specific period. The BSC has four perspectives namely fiduciary, learning and growth, internal processes and customer. In each of these perspectives the primary stakeholders i.e. teachers, staff, parents and students were asked of the importance and satisfaction of each strategic measure. Each department of the school was asked to fill-up a template to record their academic achievements in 2008-09. A questionnaire on the sources of organizational performance based on the 5-key principles of strategy-focused organization was answered by the persons responsible in implementing and measuring the initiatives and comparing it to pre-established targets for 2008-09 found in the SAHS Balanced Scorecard for 2005-10.

There was a significant difference in the level of customer satisfaction among the primary stakeholders of SAHS. Likewise, it was found out that there was a significant difference in the level of satisfaction within and between the external (student and parent) and internal customers (teachers and staff) of SAHS. The results of the performance evaluation revealed that in academic year 2008-09, SAHS was moving *same with targets* in the fiduciary, learning and growth, internal processes and customer perspectives. Based on the results of this study, each principle of the Strategy-Focused Organization did not stand alone as predictor of performance. It is the interrelationships of these 5-key principles of the strategy-focused organization working as a system that created value. Proposed guidelines to become a "star school" and lessons learned for Philippine institutions are also presented.

This study confirmed that BSC allows St Andrew High School for Girls the opportunity to achieve excellence as a pilot turned into model school. In May 2010, reflecting on the success of BSC as a successful tool in school management, all the 62 principals across the Island of Jamaica gathered in a retreat to come with a strategy map that will chart the course of significant level of achievement within their own schools over the next three years and beyond.

TABLE OF CONTENTS

		Page
APPROVAL SHEET		ii
ACKNOWLEDGEMENT		iii
ABSTRACT		iv
TABLE OF CONTENTS		v
LIST OF TABLES		ix
LIST OF FIGURES		xi
CHAPTER		
1	INTRODUCTION	
	Rationale of the Study	1
	THE PROBLEM	9
	Statement of the Problem	9
	Statement of Hypothesis	10
	Significance of the Study	11
	DEFINITION OF TERMS	12
2	THEORETICAL BACKGROUND	16
	Review of Related Literature	16
	Theoretical Framework	25
	Conceptual Framework	26

3	RESEARCH METHODOLOGY	31
	Research Environment	32
	Research Respondents	34
	Research Instruments	35
	Research Procedures	36
	Gathering of Data	
	Treatment of Data	
4	RESULTS AND DISCUSSIONS	39
	THE LEVEL OF SATISFACTION OF THE STAKEHOLDERS OF ST ANDREW HIGH SCHOOL FOR GIRLS	39
	LEVEL OF SATISFACTION	39
	BSC Student Satisfaction Survey	40
	BSC Student Satisfaction Survey: Customer	40
	BSC Student Satisfaction Survey: Internal Process	44
	BSC Student Satisfaction Survey: Learning and Growth	48
	BSC Student Satisfaction Survey: Fiduciary	52
	BSC Parent Satisfaction Survey	56
	BSC Parent Satisfaction Survey: Customer	56
	BSC Parent Satisfaction Survey: Internal Process	60
	BSC Parent Satisfaction Survey: Learning and Growth	64
	BSC Parent Satisfaction Survey: Fiduciary	67
	BSC Teacher Satisfaction Survey	71
	BSC Teacher Satisfaction Survey: Customer	71
	BSC Teacher Satisfaction Survey: Internal Process	76

	BSC Teacher Satisfaction Survey: Learning and Growth	79
	BSC Teacher Satisfaction Survey: Fiduciary	82
	BSC Staff Satisfaction Survey	86
	BSC Staff Satisfaction Survey: Customer	86
	BSC Staff Satisfaction Survey: Internal Process	89
	BSC Staff Satisfaction Survey: Learning and Growth	92
	BSC Staff Satisfaction Survey: Fiduciary	95
	SIGNIFICANT DIFFERENCES	102
	EXTERNAL CUSTOMERS: Significant Difference of "Importance" and "Satisfaction"	102
	INTERNAL CUSTOMERS: Significant Difference of "Importance" and "Satisfaction"	105
	EXTERNAL AND INTERNAL CUSTOMERS: Significant difference of "Importance" and "Satisfaction"	109
5	BSC PERFORMANCE OF ST ANDREW HIGH SCHOOL FOR GIRLS	
	CUSTOMER PERSPECTIVE	113
	INTERNAL PROCESS PERSPECTIVE	117
	LEARNING AND GROWTH PERSPECTIVE	122
	FIDUCIARY PERSPECTIVE	124
	PREDICTORS AND SOURCES OF ORGANIZATIONAL PERFORMANCE	128
	EXECUTIVE LEADERSHIP:	
	Mobilize change through executive leadership	128
	STRATEGIC OBJECTIVES:	
	Translate the strategy into operational terms	130
	ALIGNMENT:	
	Link and align the organization to the strategy	131
	QUALITY TEAMS:	

	Make strategy everyone's job	132
	STRATEGIC INTEGRATION	
	Make the strategy a continuous process	133
	PROPOSED GUIDELINES AND LESSONS FOR PHILIPPINE INSTITUTIONS	141
	Proposed Guidelines for Becoming a "Star" School	141
	Lessons learned for Philippine Institutions in terms of cost, management and Process	149
6	SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	162
	Summary	162
	Findings	165
	Conclusions	167
	Recommendations	167
	BIBLIOGRAPHY	172
	LIST OF ABBREVIATIONS AND ACRONYMS	175
	APPENDICES	176
	A Transmittal Letter	177
	B Research Instruments	179
	C The BSC Framework for Businesses	
	D Customer Satisfaction Drives Performance	
	E "Double Loop" Cause and Effect Relationships	
	F Statistical Tables	
	G SAHS Organizational Chart	
	H Strategy Map (DepEd Philippines)	
	I Strategy Map (SAHS Jamaica)	
	J Curriculum Vitae	

success. Customer satisfaction is a kind of strategy that when achieved, leads to the achievement of the business or school's mission. This study verified the claim that "Managing schools like businesses is a radical phenomenon that has shown inspiring potential in helping Jamaican schools boost their performance and achieve singularity of vision" (Gleaner, 2006).

THE PROBLEM

Statement of the Problem

This study investigated how the Balanced Scorecard as a Business Management Model was used in the School Management of St. Andrew High School for Girls in Kingston, Jamaica during Academic Year 2008-09.

Specifically, the study was guided by the following questions:

1. What is the level of satisfaction of the primary stakeholders of SAHS?
2. Are there significant differences in the level of satisfaction among external and internal customers of SAHS?
3. What is the Balanced Scorecard performance of SAHS based on the Strategy Map?
4. Which of the 5-key principles of the strategy-focused organization are predictors of BSC performance?
5. What proposed guidelines of becoming a "star school" and lessons learned be applied to Philippine institutions in terms of: cost, management, and process?