

Balanced Human Resource Scorecard towards Quality, Efficiency and Timeliness of Secondary Teachers in Sarangani Province

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ABSTRACT

The study focused to explore the balanced human resource scorecard towards quality, efficiency and timeliness of Secondary Teachers in Sarangani Province. There were one hundred fifty-seven (157) secondary teachers who served as respondents of the study. They are from the Alabel National High School and Malandag National High School respectively. The ANOVA shows that the teachers' responses about the difference on the balanced human resource scorecard across Profile Age Group, Sex, Grade Level, Teaching Position and Teaching Experience are not significantly different. Results revealed that teachers have very high level of balanced human resource scorecard. Similarly, teachers have outstanding performance level using the balanced human resource scorecard. On the other hand, no correlation is found between balanced human resource scorecard and the performance level of teachers. Furthermore, no significant difference on the responses of the teachers with regards to balanced human resource scorecard and when grouped according to profile.

INTRODUCTION

Teachers' quality matters. In fact, it is the most important school-related factor influencing students' achievement and a key to realizing the high standards that are increasingly emphasized in schools and school systems across the country. Despite general agreement about the importance of efficient and effective teachers, researchers, practitioners and policy makers and the public have been unable to reach a consensus about what specific qualities and characteristics make a good teacher (Solis, 2009).

The teacher's commitment to the quality of education contrasts according to the institutions because the institutes examine faculty performance in different ways, (Stewart & Carpenter-Hubin, 2000–2001). Teachers' evaluations based on student feedback do not appear to be flawless, as students can be biased when it comes to teachers. If a teacher provides precise information with practical examples, but a student does not study effectively and receives worse grades, he will naturally offer that faculty unfavorable feedback (Cheon and Reeve, 2015). That teacher, on the other hand, devotes his entire life to his career (Chavan, 2017). In this way, appraisal isn't viewed as genuine (Soklevski, 2014).

The objectives of this study are: 1) To describe the demographic profile of teachers; 2) To describe the level of balanced human resource scorecard in terms of quality; applying; efficiency; and timeliness; 3) To describe the performance level teachers using Individual Performance Commitment and Review Form; 4) To relate the balance human resource scorecard and performance of teachers; 5) To relate the balance human resource scorecard of teachers across profile.

THEORETICAL REVIEW

The important metrics on the balance scorecard are all focused on employee development. It gives employees a new perspective on how they should approach their work. This strategy also emphasizes the need for employee attention, which is critical to any company's success (Molleman, 2018). The balanced scorecard also indicates that all employees speak the same language, which reduces inter-employee friction.

A balanced scorecard is a strategy for identifying and improving a company's internal activities. It also strives for better external results. It is commonly used to provide feedback to businesses (Prochnik, 2016). Teacher evaluation, according to Kerry (2013), can be a crucial lever in increasing the focus on teaching quality, efficiency, and timeliness. He stated that an improved grasp of performance appraisal as a discursive method to improving teaching quality is critical, as well as a better understanding of the many features of successful performance appraisals.

In educational institutions, the primary goal of performance measurement and management is to ensure accountability, adapt to changing environments, and compete with other institutions. To guarantee that educational institutions fulfill their primary mission, they should assess whether they have met their goals (Yüksel and Coşkun, 2013).

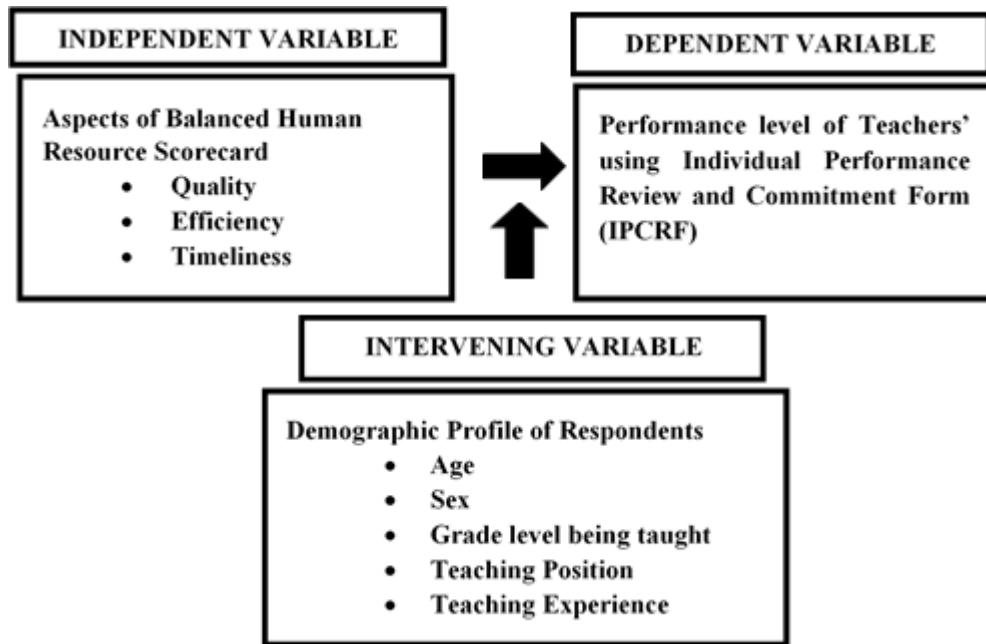


Figure 1. Conceptual Framework

METHODOLOGY

The research is descriptive-correlational. It described the teachers' performance using balanced human resource scorecard in terms of quality, efficiency and timeliness of public secondary school teachers in Malandag National High School and Alabel National High School, Sarangani Division.

The researcher utilized a survey questionnaire to gather the data from one hundred fifty-seven secondary school teachers of Malandag National High School and Alabel National High School, Sarangani Division. The researcher obtained permission from the schools' division superintendent and district supervisor and after conducting the interviews, analyzed the results using descriptive and correlational statistics.

RESULTS AND DISCUSSION

Table 1. Demographic Profile of Respondents

Variable	Frequency	Percentage
Age		
30 and below	53	33.8
31-40	56	35.7
41-50	41	26.1
51 and above	7	4.5
Sex		
Female	115	73.2
Male	42	26.8
Grade Level Being Taught		
Grade 7	34	21.7
Grade 8	34	21.7
Grade 9	32	20.4
Grade 10	22	14.0

Grade 11	17	10.8
Grade 12	18	11.5
Teaching Position		
Teacher I	57	36.3
Teacher II	64	40.7
Teacher III	23	14.6
Master Teacher I	10	6.4
Master Teacher II	3	1.9
Length in Service		
5 and below	49	31.2
6-10	69	43.9
11-15	20	12.7
16-20	6	3.8
21 and above	13	8.3

Table 1 shows the demographic profile of the public secondary school teachers. As shown, 35.7% of the teachers are 31-40 years of age; 33.8% of them are 30 and below, while, 26.1% are 41-50 years old and 4.5% belong to age 51 and above. Looking into their gender, 73.2% of the respondents are female while the remaining 26.8% are male. As to the respondents' present position, 40.7% are Teacher II; 36.3% are Teacher I; 14.6% are Teacher III; 6.4% are Master Teacher I and 1.9% of are Master Teacher II. On their years of service, 43.9% are serving the school for 6-10 years; 36.3% for 5 years and below; 12.7% for 11-15 years; 8.3% for 21 years and above and 3.8% for 16-20 years. Overall, the demographic profile of teachers in terms of age is 31-40; female with 73.2%; holding a teacher II position (40.7%) and served the school for six to ten years (43.9%). This implies that most of the secondary school teachers of Malandag National High School and Alabel National High school are aged 31-40; female who hold a teacher II position and serve the school for six to ten years.

Table 2. Levels of Balanced Human Resource Scorecard

Indicator	WM	Description
Quality		
1. I am able to apply knowledge of content within and across curriculum teaching areas.	4.56	Strongly Agree
2. I ensure positive use of ICT to facilitate the teaching and learning process.	4.61	Strongly Agree
3. I am able to apply a range of teaching strategies to develop critical and creative thinking, as well as other higher- order thinking skills.	4.48	Agree
4. I am able to establish a learner centered culture by using teaching strategies that respond to their linguistic, cultural, socio economic and religious backgrounds.	4.48	Agree
5. I plan and deliver teaching strategies that are responsive to the special educational needs of learners in difficult circumstances.	4.50	Strongly Agree
6. I use strategies for providing timely, accurate and constructive feedback to improve learner performance.	4.55	Strongly Agree
7. I am able to select, develop, organize and use appropriate teaching and learning resources, including ICT to address learning goals.	4.52	Strongly Agree

8. I set achievable and appropriate learning outcomes that are align with learning competencies.	4.54	Strongly Agree
Mean	4.53	Strongly Agree
Efficiency		
1. I am able to build relationships with parent's, guardians and the wider school community to facilitate involvement in the educative process.	4.55	Strongly Agree
2. I am able to participate in professional networks to share knowledge and to enhance practice.	4.51	Strongly Agree
3. I am able to develop a personal improvement plan based on reflection of one's practice and ongoing professional learning.	4.47	Agree
4. I Perform various related works/ activities that contribute to the teaching learning process.	4.56	Strongly Agree
5. I Perform the ancillary assignment assign to me.	4.56	Strongly Agree
Mean	4.53	Strongly Agree
TIMELINESS		
1. I use strategies for providing timely, accurate and constructive feedback to improve learner performance.	4.49	Agree
2. I attend to my class regularly. (Adapted & contextualized from MSU-GSC TER)	4.52	Strongly Agree
3. I arrive on my classes on time. (Adapted & contextualized from MSU-GSC TER)	4.48	Agree
4. I inform my students whenever I cannot attend to my class. (Adapted & contextualized from MSU-GSC TER)	4.54	Strongly Agree
5. I dismiss my class on time. (Adapted & contextualized from MSU-GSC TER)	4.54	Strongly Agree
Mean	4.51	Strongly Agree
Over-all Mean	4.52	Strongly Agree

Table 2 presents the extent of level of Balanced Human Resource Scorecard.

On quality, this obtains the mean of 4.53 described as strongly agree. This means that the teachers have very high level of Balanced Human Resource Scorecard. On efficiency, the teachers strongly agree that they perform various related works/ activities that contribute to the teaching learning process (M=4.56) and they perform the ancillary assignment assign to them and contribute process (M=4.56). In addition, they are able to develop a personal improvement plan based on reflection of one's practice and ongoing professional learning (M=4.47). This has a mean of 4.53 described as strongly agree. This shows that the teachers have very high level of efficiency of the scorecard. Moreover, on timeliness, this means that the teachers have very high level of Balanced Human Resource Scorecard. The over-all mean of 4.52 is described as strongly agree. The teachers have very high level of Balanced Human Resource Scorecard. They use the indicators such as the quality, efficiency, and timeliness in evaluating the performance of the teachers. The main benefits of the Balanced Human Resource Scorecard, according to Hoque (2014), Sundin et al. (2010), Chavan (2009), and De Geuser et al. (2009), are that it provides a systematized

vision of operational performance, updates the strategy, and serves as a validation; it expedites the adoption of strategic decisions, integrates internal and external performance measures, boosts productivity, and fosters a learning culture; it is adaptable.

Table 3. Performance Level of Secondary Teachers using the Balanced Human Resource Scorecard

Indicator	Frequency	Percentage	Adjectival Rating	Remark
4.500-5.000	137	87.2	Outstanding	Very High
3.500-4.499	18	11.5	Very Satisfactory	High
2.500-3.499	2	1.3	Satisfactory	Moderate
1.500-2.499	0	0.0	Satisfactory	Low
Below 1.499	0	0.0	Poor	Very Low
Mean±SD	4.665 ± .3011		Outstanding	Very High

Table 3 presents the performance level of secondary teachers using the Balanced Human Resource Scorecard. Teachers in the selected secondary schools have very high-performance level using the Balanced Human Resource Scorecard with 87.2% described as outstanding. There are 11.5% who have high performance level described as very satisfactory. None of the teachers have low or very low performance level. The table shows the mean of 4.665 is described as outstanding. This reveals that the teachers have a very high-performance level. This implies that if a teacher uses a balanced human resource scorecard and performs exceptionally, she has exceeded expectations in terms of the indicators; otherwise, she has not demonstrated how the indicators relate to practices. The study by Becker et al. (2001) supports this idea. A human resource scorecard is a measurement system that evaluates the role that human resources play in the creation of value for a company. The purpose of this is to optimize the contribution of human resources to organizational goals, hence increasing value for shareholders. As a result, the assessment of the relationship should be made beforehand, and the effects will then be looked at.

Table 4. Relationship between Balanced Human Resource Scorecard and the Performance of Teachers

Variables Correlated	r	r ²	p-value	Extent of Relationship	Remark
Balanced Human Resource Scorecard and the Performance of Teachers	.003	.000	.975	Very Low	Not Significant

Table 4 presents the relationship between Balanced Human Resource Scorecard and the performance of teachers. The data show that there is a very low correlation between the Balanced Human Resource Scorecard and the performance of teachers, $r(152) = .003, p = .975 > .05$, explaining only 0.00% of the variations in the performance of teachers. This means that the performance of the teachers in terms of the Individual Performance Review and commitment Form (IPCRF) has nothing to do with the indicators of the Balanced Human Resource

Scorecard. It further means that the performance of teachers is independent of the Balanced Human Resource Scorecard. According to Punniyamoorthy and Murali (2008), the primary benefit of the Balance Scorecard method is that it focuses on monitoring only those variables that are directly related to the organization's strategies rather than all variables. In contrast to other performance management approaches, the Balance Scorecard focuses on both the high-level strategy and the low-level measures (Kaplan and Norton, 1996).

Table 5. Difference on the Balanced Human Resource Scorecard across Profile

Profile	Balanced Human Resource Scorecard		
	F-value	p-value	Remark
Age Group	.400	.753	Not Significant
Sex	.278	.599	Not Significant
Grade Level	.632	.676	Not Significant
Teaching Position	.463	.709	Not Significant
Teaching Experience	1.925	.109	Not Significant

Table 5 presents the difference on the Balanced Human Resource Scorecard across Profile. The data show that teachers' responses are not significantly different ($p > .05$). These means that the teachers are not different on their perceptions about Balanced Human Resource Scorecard.

CONCLUSIONS AND RECOMMENDATIONS

Based on the aforementioned of general findings, the following conclusions were formulated: that secondary teachers in Sarangani Province have a high Balanced Human Resource Scorecard for quality, efficiency, and timeliness. These teachers are middle-aged, female, and have at least Teacher II rank. Over half have taught for less than 10 years. The scorecard evaluates teachers' performance using indicators like quality, efficiency, and timeliness. No correlation was found between the scorecard and teachers' performance, and no significant difference was found in responses grouped by profile.

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