

Full text open access online (Since 2009)



Kamla-Raj IJES 2025

PRINT: ISSN 0975-1122 ONLINE: ISSN 2456-6322

Int J Edu Sci, 50(1): 9-22 (2025)

DOI: 10.31901/24566322.2025/450.01.1403

A Conceptual Scorecard to Measure the Performance of Private Secondary Schools

Debrapriviyo Nag, Christo Bisschoff and Christoff Botha

^{1,2,3}*NWU Business School, North-West University, Potchefstroom, South Africa*

Orcid: ¹<0000-0001-5027-2010>, ²<0000-0001-6845-7355>, ³<0000-0003-4517-8526>

E-mail: ¹<dev.nag@mancosa.co.za>, ²<christo.bisschoff@nwu.ac.za>, ³<christoff.botha@nwu.ac.za>

KEYWORDS Model. Productivity. Review. South Africa. Success. Systematic

ABSTRACT This study aims to develop a performance measurement scorecard based on the results from a systematic theoretical review of secondary private schools' performance. The systematic literature review identified four core performance measurement antecedents, namely, the Student Perspective, Internal Processes for Academic Excellence, the Learning and Growth Perspective, and the Resources Perspective, as well as several sub-antecedents. The literature review examines these antecedents and expands them into measuring criteria. In essence, this article then develops a tool to measure the active performance of private secondary schools. Although numerous performance measuring instruments exist, none could be located to measure performance at secondary private schools in South Africa. The results show that developing a performance scorecard to measure private secondary schools was possible. The article contributes by developing a closed-ended questionnaire using a 5-point Likert scale to measure private secondary school performance. Future music for the scorecard dictates the empirical validation of the measuring instrument.