

A Conceptual Scorecard to Measure the Performance of Private Secondary Schools

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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.

INTRODUCTION

Education is a fundamental human right. As such, every child deserves access to a quality education (UNICEF 2025). The United Nations Educational, Scientific and Cultural Organisation and the United Nations Sustainability Goal 4 (to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all) supports this view (UNESCO 2025; UN 2024; UNESCO 2019). Likewise, Onuora-Oguno et al. (2018) attest that education is essential for individual and social development. At the continental level, the Continental Education Strategy for Africa Vision 2016-2025 insists on reorienting Africa's education and training to meet the knowledge, competencies, skills, and creativity necessary to nurture Africa's core values. The African Union Agenda 2063 demands sustainable development and inclusive growth. However, Onuora-Oguno et al. (2018) argue that quality education cannot be achieved. This scenario is reflected in the United Nations Children's Fund (UNICEF) statement, which contemplates that quality education is the cornerstone of sustainable development (Ferguson et al. 2019). Quality education is also recognised as one of the

six fundamental goals approved by the International Declaration on Human Rights.

As defined by Ferguson et al. (2019), quality education is not just about the content but also the delivery techniques that lead to desired learning outcomes. In line with the *Agenda 2063 in Education*, the South African government has launched the National Development Plan (National Planning Commission or NPC 2017) 2030 and formulated the Sustainable Development Goal (SDG4) on inclusive, equitable quality education and promoting lifelong learning opportunities for all (NDP 2030). A environmental scanning study during COVID-19 by the Department of Basic Education (DBE 2020) has identified a pressing need for enhanced accountability within the school system to improve learning during the pandemic. These calls for accountability are supported by recent studies (Levatino et al. 2024).

Furthermore, DBE's (2020) annual performance plan for 2020-2021 asserts that effective teaching is precious in overcoming the effects of COVID-19 in the education sector and the country at large. They specified that, among other classroom factors, the teachers' capabilities strongly influence learners' chances of learning. The DBE's asser-

tions link well with the NDP Vision 2030, which calls for equitable quality teaching and learning.

Objectives

The primary objective of the study is to develop a model for measuring the performance of private secondary schools in South Africa.

The following secondary objectives served the primary objective:

1. Identify performance antecedents from a systematic literature review
2. Develop relevant measuring criteria for each antecedent
3. Apply the antecedents and measuring criteria in a measuring model
4. Develop a measuring instrument (*questionnaire) to administer in measuring schools' performance

The Theoretical School Performance Scorecard

The theoretical basis comprises the private secondary school's scorecard developed by Nag et al. (2024). These authors used a systematic review to identify four antecedents to measure performance. These antecedents are the Student Per-

spective, the Internal Processes for Academic Excellence, the Learning and Growth Perspective, and the *Resources Perspective*. Three of the four antecedents (except the Resource Perspective) comprise several sub-constructs. Figure 1 shows the theoretical scorecard.

The antecedent *Student Perspective* comprises two sub-antecedents. The sub-antecedents include *Student Academic Excellence*, which is measured by criteria such as the results in the *national examination (Grade 12/Matric)*, *school completion rate*, *knowledge seeking skills and outcomes*, and *capability to integrate knowledge* (Sengendo and Eduan 2024; Tan and Walker 2024; Maqbool et al. 2023; Rompho 2020). The second sub-antecedent is *Good Behaviour of students*, measured by criteria like *attendance*, *discipline*, *characteristics*, *value*, *characteristics and behaviour*, and *school expulsion rates* (Onyinye and Tyough 2024; Wei and Ni 2023; Aninsingh 2022; Fomba et al. 2023; Rompho 2020).

The antecedent *Internal Perspective for Academic Excellence* also comprises two sub-antecedents. They are the processes that facilitate academic excellence and good student behaviour. Saksono and Bernardus (2023) contextualise the internal process for academic excellence by stat-

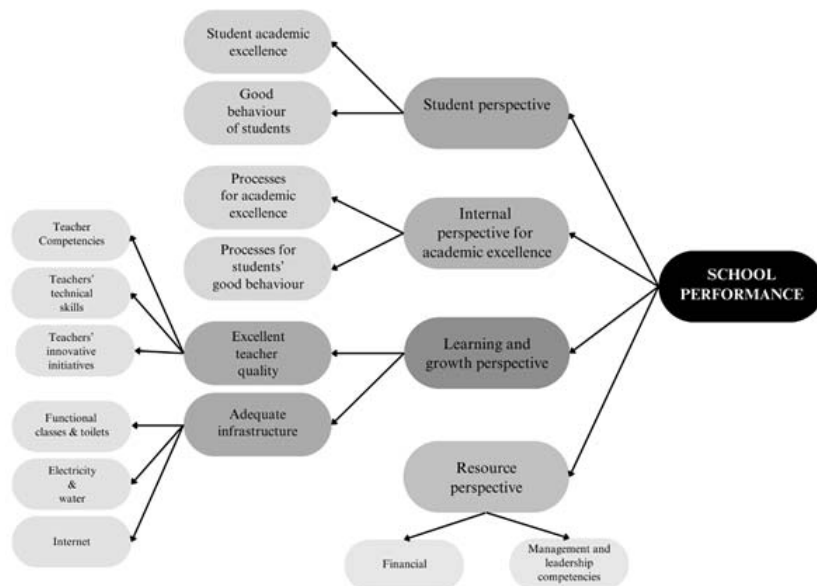


Fig. 1. Antecedents of a theoretical performance scorecard
Source Researchers' own creation

ing that it is essential for a school to create higher employee (teachers and staff) satisfaction in schools using a quantitative scorecard as a strategic framework for a holistic evaluation. Focussing on an internal perspective on good behaviour contributes to the establishment of an environment conducive to fostering good behaviour, which culminates in a nurturing environment where students are taught the nuances of good behaviour and are assessed through criteria such as *ethics teaching, school climate, parent-teacher involvement, and character education* (Fomba et al. 2023; Gningue et al. 2022; Amin 2021; Rompho 2020). Another vital parameter in the internal academic excellence perspective is the qualified pass-out rates in a national-level certification examination (Grade 12) and the ratio of students excelling in Grade 12 compared to those that do not. Dariyo et al. (2022) also noted that innovations in facilities and infrastructure lead to greater stakeholder satisfaction. These attributes contribute to the vibrant learning process by enhancing academic achievement (Uy et al. 2024; Saksono and Bernardus 2023; Wei and Ni 2023; Fomba et al. 2023; Gningue et al. 2022; Amin 2021 2021). Other elements that significantly impacted the *internal perspective for good behaviour* are the percentage of public participants participating in the budget preparation and the number of community activities (Rompho 2020).

The third antecedent deals with *Learning and Growth*. This antecedent includes excellent teacher quality and adequate infrastructure. Indicators subscribing to *Learning and Growth* are *innovation initiatives* (measured by the number of innovation proposals) and *teacher competencies* (measured by the number of teachers completing professional development (CPD), divided by the total number of teachers in a school). Research by Ogunbayo and Mhlanga (2022) also found strong evidence that teacher training, particularly technical training (regarding the Learning and Growth antecedent), positively impacts job performance and enhances academic excellence, creating value for stakeholders. The authors emphasised that the quality of teachers is a primary driver for learning and growth. Likewise, an adequate infrastructure encompasses basic structural infrastructure such as functional classrooms and water closet facilities, constant electricity and water supply, internet connectivity, and computers. Quality of infrastructure is measured by factors such as functional

classrooms, sanitation facilities, playgrounds, internet connectivity, and playgrounds (Pantic and Hamilton 2024; Nwile and Taminodiepreye 2022; Ojuok et al. 2020; Siburian and Pangaribuan 2020).

The fourth antecedent relates to *Resources* (such as financial, managerial and leadership resources). Finally, from the resource's perspective, financial, leadership, and management resources are essential in any school's performance. The financial perspective can further be deconstructed into sub-variables such as *financial sustainability* (net operating cash flow or revenue), *enhancement* (revenue realisation, account receivables, collectability), *cost efficiency* (cost realisation, cost per student, budgeting for facilities and infrastructure that support improving the quality of education), *economical* (spending the funds received according to the planned expenditures), *efficiency* (income budget allocation) and so on (Sengendo and Eduan 2024; Tan and Walker 2024; Uy et al. 2024; Maqbool et al. 2023; Enache et al. 2021; Nxumalo et al. 2018). Regarding *Management and Leadership competencies*, school leadership competencies include the leadership styles of principals (strategic/cultural), transformational leadership of the headmaster (which encompasses aspects such as idealised influence, motivation, and stimulation), principal supervision and its impact on teachers (Sengendo and Eduan 2024; Tan and Walker 2024; Uy et al. 2024; Maqbool et al. 2023).

It is noteworthy that the four antecedents (and sub-antecedents) are interrelated. For example, *Learning and Growth* and *Resources* drive internal processes. Sufficient resources attract and support good teachers, and good teachers attract good school resources (Rompho 2020). Students also thrive in well-resourced environments and show more respect and care better for good facilities (Tan and Walker 2024).

Problem Statement

Nag et al. (2024) identified 220 relevant studies since 2010 that dealt specifically with teacher or educator performance (for example, Msosa 2020). This researcher focused mainly on analysing the changes in the rate of teacher absenteeism among South African provinces as a major in-class factor contributing to student performance and effective learning. In another study by Jonas (2011), a scorecard was built to monitor and evaluate the gover-

nance of special schools in the Northern Cape. This study focused mainly on the governance of these schools. Rompho (2020) attempted to comprehensively build a scorecard for Thai public schools, which showed a direct correlation between the different measurement matrices of a scorecard, while a study by Amin (2021) focused on measuring performance in Islamic Primary Schools using a Balanced Scorecard. Siburian and Pangaribuan (2020) were developed to effectively measure performance outcomes in north Sumatra and enhance performance using tools like the Balanced Scorecard. Gningue et al. (2022) examined the relationship between school climate and teacher-leadership development.

However, none of these studies specifically focus on the challenges of private secondary schools in South Africa. International performance measures lack cultural and African insight and are incomplete for measuring the performance of South African private schools. Managing schools' performance is problematic for principals and school boards. Although there are regulated agreements among board members and principals on the specific performance criteria in the public-school management system, this is not true in private schools. There are disagreements about which criteria require performance management in private schools and what the role is in each case. For example, some members focus strongly on academic performance criteria, while other members feel that sports should play a more prominent role because of their marketing value in a private school. Private schools compete in the open market for star pupils against one another, but also against public schools. As such, private school management must identify the "right" performance criteria and measure these criteria regularly to ensure their managerial actions yield the desired returns. This is problematic because no South African private school performance scorecard could be located that can be used. This study aims to develop such a managerial performance scorecard for private schools in the country.

RESEARCH METHODOLOGY

This study follows an extended thematic review of the literature. Based on the traditional balanced scorecard developed by Kaplan and Norton (1992), Nag et al. (2024) identified several antecedents and sub-antecedents to measure the perfor-

mance of private secondary schools. This study theoretically investigates each antecedent and sub-antecedent, aiming to develop relevant measuring criteria to operationalise the scorecard. In addition to the literature survey conducted so far, the authors have developed a research instrument (a questionnaire (see annexure)) to collect data from various stakeholders in a school setting.

Data Collection

The databases of Scopus, International Bibliography of Social Sciences (IBSS), ISI Web of Knowledge, and Google Scholar databases served as primary data sources. The libraries of the North-West University and Mancosa assisted in identifying relevant articles with keywords such as 'performance management', 'Balance Scorecard', 'education', 'private and secondary schools', 'academic excellence' and 'learning and growth'. The keywords were independently used and in combination using the Boolean operators 'and' and 'or' (Martin et al. 2021; Gusenbauer and Haddaway 2020; Jiménez-Jiménez and Sanz-Valle 2011).

The inclusion criteria for articles to meet specific criteria were that no articles older than 15 years were considered (Yildiz and Esmer 2023; Gündüzlü and Arabaci 2017; Anastacio 2016; Karathanos and Karathanos 2005), articles must have been published in renowned peer-reviewed journals with satisfactory impact factors (>1) (Sarma and Patgiri 2024), journals must be relevant to the field of study (that is, education) (Sarma and Patgiri 2024; Podsakoff et al. 2005), only English articles were considered, and the article's core focus must relate to performance management, balanced scorecard in education, private and secondary schools, academic excellence, or learning and growth.

On the other hand, the exclusion criteria eliminated the articles that did not match the selected search keywords, articles on elementary or primary schools, and articles that dealt with public schools.

Article Selection Procedure

Initially, 220 articles were selected for scrutiny. Of these, 24.09 percent (53) were finally selected and analysed. Figure 2 shows the six steps to filter the articles.

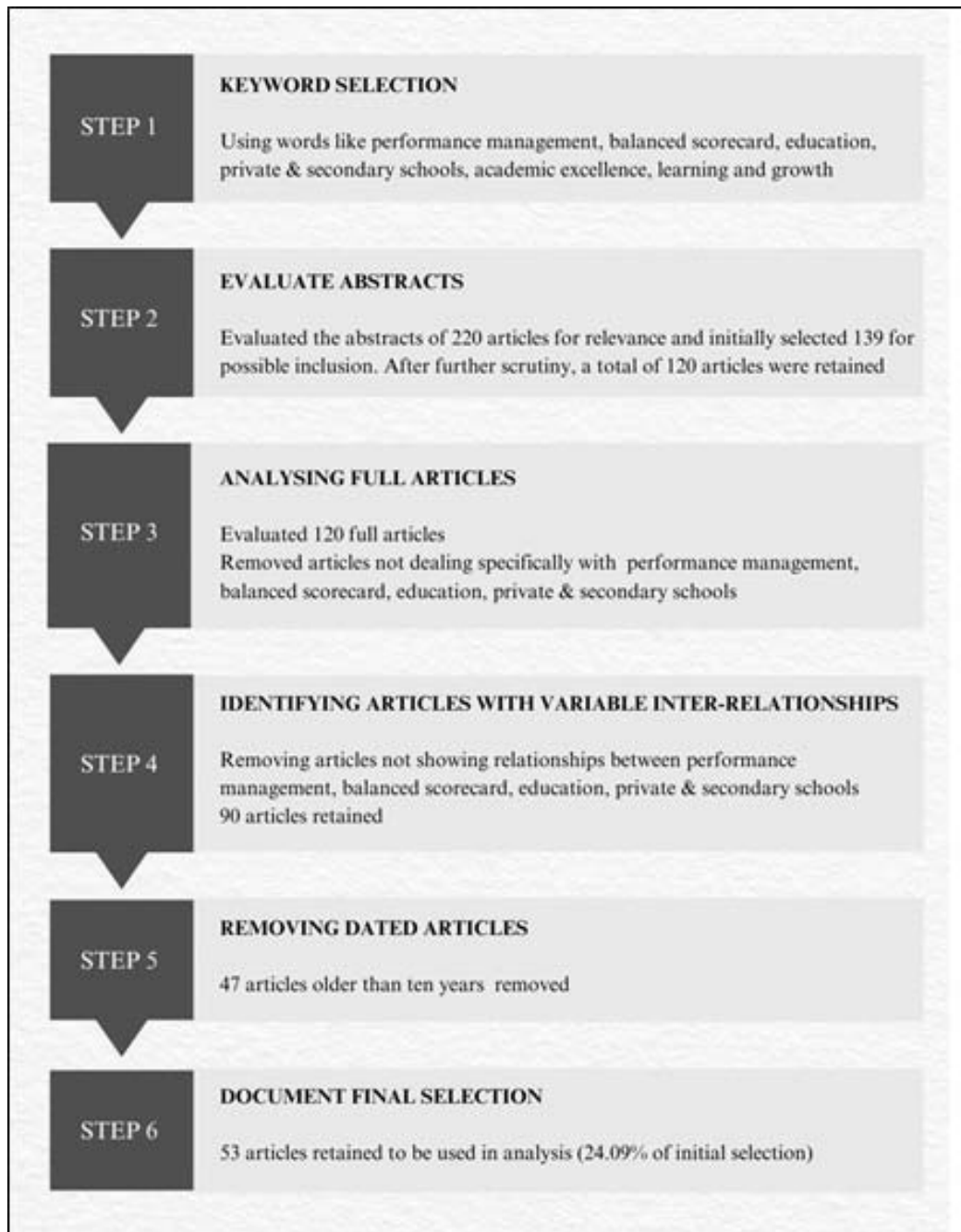


Fig. 2. Flowchart explaining the selection process of articles

Source: Researchers' own creation

RESULTS

The results, firstly, show that, as indicated in Figure 2, four antecedents could be identified to measure the performance of private higher secondary schools. They are the Student Perspective (comprising two sub-antecedents Student's Academic Excellence and Good Behaviour of Students), the Internal Perspective for Academic Excellence (comprising two sub-antecedents Processes for Academic Excellence and Perspectives of Good Behaviour), the Learning and growth perspective (comprising two sub-antecedents Adequate infrastructure and Excellent teacher quality, and Resources (also comprising two sub-antecedents Management and leadership Competencies and Financial Perspectives). These results have been tabulated in Table 1.

The results, secondly, identified measuring criteria for each antecedent and sub-antecedent from the systematic literature review of the selected 53 studies. Table 1 shows each antecedent and sub-antecedent and their respective measuring criteria. It also shows the respective studies about each antecedent's measuring criterion.

Thirdly, the results also culminated in a questionnaire that can be used to measure the antecedents and sub-antecedents of private secondary school performance. The detailed questions are shown in Appendix A. This theoretically grounded questionnaire needs to be empirically validated before it can be operationalised on a wider scale.

DISCUSSION

This study presents a tailor-made scorecard to measure the performance of secondary private schools. Although Rompho's (2020) study found strong evidence for using scorecards in education, a balanced scorecard for schools is not ideally suited to the Balanced Scorecard by Kaplan and Norton (1992), but the principle is sound. According to the National Library of Medicine (NLM), schools that consistently achieve high academic achievement indicators are likely to be perceived as delivering high-quality education to its students (NLM 2024; Rahayu et al. 2023). In addition, this enhances stakeholder satisfaction and impacts school performance regarding growth, healthy finances, reputation, and enrolment numbers (Hivo 2024; Rompho 2020).

Regarding good student behaviour, Saksono and Bernardus (2023) suggest that students should develop good character and spirituality (well-being education) to reflect these qualities in their daily attitudes at school. Likewise, good academic performance increases parental satisfaction (NLM 2024; Wei and Ni 2023). As a result, parents will be more involved and engaged, thus increasing their satisfaction (Hivo 2024; Wei and Ni 2023), thereby improving the school's reputation and growing its revenue. Several school attributes were important in determining parents' satisfaction with their public primary school. It is common for parents to become dissatisfied with the quality of services their children receive and may react by withdrawing their children from their current school in search of greener pastures in another school. However, more involved parents are more satisfied, more willing to contribute financially, or in kind, to the school's improvement and less likely to withdraw their children from a school (New Jersey Education Society 2024). Their children also perform better academically (Utami 2022).

If parents continue to be dissatisfied with services, future enrolment numbers in public primary schools will decrease (Chuktu et al. 2024). Kristanti et al. (2024) highlight the importance of synergy between schools and parents in influencing students' academic achievement and character development. In another study, Dariyo et al. (2022) found that innovations in teaching schoolteachers lead to greater stakeholder satisfaction and a positive impact on academic performance. In another study, Sengendo and Eduan (2024) identified transformational leadership as a significant predictor of academic influence through idealised influence, intellectual stimulation, and individual attention.

Regarding school leadership practices, Tan and Walker (2024) showed a significant relationship between leadership and students' academic performance. In this regard, Aninsingh et al. (2022) add that character education significantly predicts academic success, emphasising the importance of the antecedent *internal process for good behaviour*. Managers and leaders could significantly enhance the learners' outcomes by using other leadership practices, such as distributed leadership and diverse leadership styles (Maqbool et al. 2023; Jambo and Hongde 2020). In support, Gningue et al. (2022) demonstrate that teacher leadership significantly impacts school climate.

Table 1: Antecedents, measuring criteria and their theoretical origins

Antecedent	Key measurement criteria	Theoretical origin
1. Student Perspective 1.1 Students' Academic Excellence	1. Results in National Examination (Grade 12/Matric) 2. School Completion Rate 3. Knowledge Seeking Skills and Outcomes 4. Capability to Integrate Knowledge 5. Information and Communication Technology including English Proficiency of Students 6. Child-centric teaching and learning 7. Leadership Styles (Strategic, Cultural and Instructional) 8. Headteacher's Transformational Leadership 9. Strategy-based Instruction 1. Attendance 2. Discipline 3. School 4. Value, Characteristics and Behaviour 5. Number of students who exhibited undesired behaviours 6. School expulsion Rates 7. Parent-teacher Communication (Student Well Being)	Bergdahl et al. (2020); Chinpakdee and Gu (2024); Dariyo et al. (2022); Gningue et al. (2022); Gusnardi (2019); Madbool et al. (2023); Mubonenwa (2019); Rompho\ (2020); Sengendo and Eduan (2024); Siburian and Pangaribuan Skills;(2020); Tan and Walker (2024); Yuliansingsih et al. (2024)
1.2. Good Behaviour of Students		Aninsingh (2022); Fomba et al. (2022) ; Kaldes et al. (2024); Onyinye and Tyough (2018) ; Rompho (2020); Wei and Ni (2023)
2. Internal Perspective For Academic Excellence 2.1 Processes for Academic Excellence	1. Science, technology, engineering, and mathematics (STEM) teaching capability 2. Number of activities that the community provided knowledge of 3. Innovation in Content 4. Standards of assessment 5. Standard of Educators 6. Networking or Post Sales Service (Alumni Relations, Website, Alumni Data) 7. Innovation in Teaching Process 8. Extracurricular with Math Activities 9. Student-teacher ratio 10. Literacy 11. Achievement 12. School Failure 13. Institutional Quality 14. School Reputation (Accreditation Score) 15. Audit Performance 16. Parent Council 17. Principal's Supervision of Teacher's Performance 18. Principals plan and develop innovations and information technology development	Amin (2021); Aninsingh (2022) Fernandez-Rio and Iglesias (2024); Fomba et al. (2022); Gningue et al. (2022); Hanushek et al. (2023); Kardianto et al. (2022); Maloney et al. (2023); Kohler Company (2025) Nugraha et al. (2020); Ogunbayo and Mhlanga (2022); Rahayu et al. (2023) Rompho (2020); Saksono and Bernardus (2023); Uy et al. (2024); Wei and Ni (2023); Wilson et al. (2024).

Table 1: Contd...

Antecedent	Key measurement criteria	Theoretical origin	
2.2 Perspective for Good Behaviour	19. Teachers develop creative pedagogies	Amin (2021); Aningsih et al. (2022) ; Fomba et al. (2022) ; Gningue et al. (2022); Rompho (2020); Wei and Ni (2023).	
	20. Teachers get paid on time		
	21. Teachers get discounts on school fees for their children		
	1. Ethics Teaching		
	2. Number of activities that the community participates in		
	3. Percentage of participants from the public who participate in the budget preparation process		
	4. Reliability, Responsiveness, Empathy		
	5. School Climate (How much direct influence do school teams have on school decisions? How many teachers in the school feel responsible for helping each other improve their instruction?)		
	6. School expulsion rates		
	7. Income Inequality		
3. Learning And Growth Perspective	8. Character education (religion, discipline, responsibility, leadership, cleanliness, neatness, politeness, and others)	Adeniran et al. (2023); Fomba et al. (2022) ; Nwile and Taminodiepreye (2022); Ojuok et al. (2020); Pantic and Hamilton (2024) Rompho (2020); Siburian and Panganibuan (2020).	
	9. School-based parent involvement		
	1. Functional classrooms		
	2. Sanitation facilities		
	3. Playgrounds		
	4. Internet connectivity		
	5. Water supply		
	6. Internet coverage for the whole school		
	7. Computer accessibility		
	8. Good library		
3.2. Excellent Teacher Quality	9. Good science laboratories	Adeniran et al. (2023); Amin et al. (2021); Rompho (2020); Saksono and Bernardus (2023); Uy et al. (2024).	
	1. Excellent teachers for STEM		
	2. Teacher development programmes (CPD)		
	3. ICT skills		
	4. English proficiency of teachers		
	5. Job satisfaction for teachers		
	6. Influence of non-physical environment on teachers' performance		
	7. Urbanisation		
	1. Leadership styles (Strategic, Cultural and Instructional)		
	2. Transformational leadership of headmaster (Idealised Influence/Motivation/Stimulation/Individual consideration)		
4. Resources	3. Leadership practices (Instructional Leadership/Enhancing Teacher's Capacity/Engaging external stakeholders)	Enache et al. (2021); Maqbool et al. (2023); Nxumalo et al. (2018); Sengendo and Eduan (2024); Tan and Walker (2024); Uy et al. (2024).	
	4. Principal's supervision and its effect on teachers		
	4.1 Management and Leadership Competencies		

Table 1: Contd...

Antecedent	Key measurement criteria	Theoretical origin
4.2 Financial Perspectives	1. Financial Sustainability: Net Operating Cash Flow/Revenue Enhancement: Revenue Realisation, Account Receivables, Collectability 2. Cost Efficiency: Cost realisation, Cost per Student, Budgeting for facilities and infrastructure that support improving the quality of education 3. Economical: Spend the funds received according to the planned expenditures. 4. Efficiency: Income budget allocation. 5. Effectiveness: Reporting on funds received from the Department of Basic Education (only for government schools)	Adeniran et al. (2023); Dariyo et al. (2022); Saksono and Bernardus (2023) Sukma and Nasution (2022) ; Yuliansingsih et al. (2024)

The antecedent *internal perspective for academic excellence* can be improved by measuring and managing its performance (Saksono and Bernardus 2023). These authors stated that schools must use a scorecard to increase employee satisfaction (teachers and staff) as a strategic framework to evaluate a school holistically. An integral component of the internal perspective for academic excellence is the number of qualified pass-outs in national-level certification examinations (for example, Grade 12) expressed as a percentage of the total number of students who excelled in matric. According to Dariyo et al. (2022), innovations in facilities and infrastructure lead to greater stakeholder satisfaction. Furthermore, the percentage of public members involved in the budget preparation and the number of community activities significantly impacted the *internal perspective for good behaviour* (Rompho 2020).

Regarding the antecedent *Learning and Growth*, excellent teacher quality and adequate infrastructure are critical parameters. Studies (Saksono and Bernardus 2023; Ogunbayo and Mhlanga 2022; Rompho 2020) have shown that teacher training, particularly technical training, is significantly associated with improved job performance and academic excellence, thus creating value for stakeholders. The primary determinant of learning and growth is the quality of teachers. An adequate infrastructure should include functional classrooms and bathrooms, constant electricity and water supply, internet connectivity, and computers. Besides learning and growth, internal processes are driven by a resource perspective. The theoretical scorecard recognises the existence of internal relationships between the antecedents. However, in an empirical evaluation of the scorecard, these relationships can be measured using structural equation modelling (see the section on future research).

CONCLUSION

This strategic performance scorecard is contextually appropriate for the Southern African context. The study concluded that schools consistently performing well academically are more likely to be perceived as providing high-quality education. As such, these schools are in higher demand and can charge higher fees. This positively impacts finances, reputational capital, and enrolment numbers.

It is also concluded that satisfactory academic performance also positively impacts parental satisfaction. As a result, parents are more willing to become involved in school improvement projects. Parents are also more optimistic about paying their children's school fees because they feel that they are getting value for money and that their money is applied to improve the school experience.

An interesting conclusion is that positive parents assist with their children's discipline. As a result, parents reinforce and support teachers' actions to instil good and healthy student behaviour at school. This conclusion supports the first two. Parent involvement in good behaviour creates a conducive learning environment, and students excel academically.

In examining the focus on the internal perspective for academic excellence, it is concluded that the school's reputation and adequate infrastructure (such as internet connections, computers, electricity supplies, well-designed sanitation systems, and others) are prerequisites to school growth in terms of learning and growth because they contribute to the conducive learning environment.

It is finally concluded that internal relationships exist among the antecedents. Although the nature of these relationships will be established through empirical studies and validated accordingly, no antecedent can be viewed in isolation. As indicated, academic performance influences parent attitudes, positively impacting finances, the learning environment and others. This means that this school scorecard, in totality, could become a strategic tool to enhance performance for South African private secondary schools, thereby contributing to the United Nations' Sustainable Development Goal 4 towards Provision of Basic Education (UN 2024).

RECOMMENDATIONS

The following recommendations flow from the conclusions:

1. School management should focus on academic performance as a critical success factor.
2. School managers should use the inter-relationships between academic performance and other success factors to improve the school's performance.

3. This means that mainstream funding should involve creating better academic performance.
4. Involve parents and the community to improve student behaviour and create a positive image.
5. Positively apply this school's performance scorecard to start measuring and actively improving the various performance criteria at the school.

MANAGERIAL IMPLICATIONS

There are several implications for managers because no freely available scorecard could be located that can be used to measure the performance of private secondary schools in South Africa. As such, managers should note that South African educational conditions differ vastly from international private schools. This means that managers should note that international performance models are only a partial solution and may not yield the required performance measurement results. For the same reason, managers must be careful not to adopt a generic performance measuring system or tool. Generalised instruments will not yield an accurate reflection of the school's performance. Private secondary schools are dissimilar to most other business enterprises, and hence, a generic approach is undesirable. This study's theoretical scorecard and questionnaire are not yet validated. If private secondary schools decide to use it, they should interpret the results with validity in mind. Similarly, the regression weights of the antecedents and sub-antecedents have not been calculated yet. This means that the relative importance of the different variables cannot be used to score the school's performance.

FUTURE RESEARCH

Based on a systematic literature review, this article identified measuring criteria for each antecedent and sub-antecedent to measuring private secondary school performance. Consequently, developing a theoretical framework that can be used as a scorecard in secondary schools. However, albeit thoroughly founded in theory, the scorecard is untested. Future research should empirically validate the antecedents, sub-antecedents and their respective measuring criteria. In addition, the in-

ter-relationships between the four antecedents and the strength of the relationships between the antecedents and sub-antecedents must be determined. This can only be done in an empirical study after data are collected with the newly developed questionnaire.

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Appendix A- Survey Questionnaire

<i>Academic Excellence</i>	<i>Disagree</i>			<i>Agree</i>	
1.1 Teachers support the principal in enforcing school rules	1	2	3	4	5
1.2 In our school, we have well-defined learning expectations for all students	1	2	3	4	5
1.3 Our student assessment practices reflect our curriculum standards	1	2	3	4	5
1.4. A teacher leader's influence is exerted primarily in the classroom	1	2	3	4	5
1.5 Teachers exchange suggestions with colleagues regarding new curriculum development	1	2	3	4	5
1.6 Teachers often have colleagues observing their classroom practices	1	2	3	4	5
1.7 Teachers have conversations with their colleagues about what helps students to learn best	1	2	3	4	5
1.8 Teachers get meaningful feedback from their colleagues on their performance	1	2	3	4	5
1.9 Teachers help each other to deal with classroom management	1	2	3	4	5
<i>Student Perspective: Good Behaviour</i>	<i>Disagree</i>			<i>Agree</i>	
2.1 The teacher gives praise to students who behave well	1	2	3	4	5
2.2 The teacher applauds when students succeed in doing or achieving something	1	2	3	4	5
2.3 The teacher displays the best work of students on the school wallboard	1	2	3	4	5
2.4 The teacher enforces school rules for all students	1	2	3	4	5
2.5 The teacher sets an example for all students	1	2	3	4	5
2.6 The school accepts children with special needs and places them with other students according to their grade level;	1	2	3	4	5
2.7 The school teaches children to respect and love each other despite their differences (religion, physical condition etc.)	1	2	3	4	5
2.8 Students work in groups to complete study assignments	1	2	3	4	5
2.9. Students work in groups to clean classrooms	1	2	3	4	5
2.10 Students learn the habit of speaking properly	1	2	3	4	5
2.11 When passing by others, students learn to excuse themselves	1	2	3	4	5
2.12 Students who refer to their peers by their parents' names should be reprimanded and punished.	1	2	3	4	5
2.13 When entering the school or teacher's room, it is customary for them to learn to welcome and shake hands with the teacher	1	2	3	4	5
<i>Learning and Growth Perspective: Adequate Infrastructure</i>	<i>Disagree</i>			<i>Agree</i>	
3.1 Schools have adequate Land Area according to provisions	1	2	3	4	5
3.2 The school meets safety and health requirements	1	2	3	4	5
3.3 The school has complete and well-equipped classrooms, chemistry laboratories, physics, biology, language, and information technology.	1	2	3	4	5
3.4 The school has a playground, canteen, circulation space and parking	1	2	3	4	5
3.5 The school has a principal's room, a teacher's room, an administrative staff room, a prayer room, a counselling room, a student council room, latrines, and warehouses that meet standards	1	2	3	4	5
<i>Resources: Financial Perspective</i>	<i>Disagree</i>			<i>Agree</i>	
4.1 The school budget has been utilised effectively and efficiently	1	2	3	4	5
4.2. The school has and follows appropriate mechanism for raising funds	1	2	3	4	5
4.3. The school provides discounts to students who pay fees for a year	1	2	3	4	5