

Strategic Performance Management Plan in Guimba East District: Advancing School Efficiency Through Balanced Scorecard Practices

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ABSTRACT

This study examined the implementation of performance management strategies and balanced scorecard practices and their relationship with school performance and effectiveness in Guimba East District, Schools Division of Nueva Ecija. Specifically, it assessed the level of implementation of performance management strategies, evaluated the extent of balanced scorecard practices, identified the challenges encountered during implementation, determined the relationship between performance management strategies and school performance and effectiveness, and developed a strategic performance management plan based on the findings.

The study employed a descriptive-correlational research design using a quantitative approach. A total of 100 respondents, comprising school heads and teachers from public elementary schools in Guimba East District, participated in the study through purposive sampling. Data were collected using a validated researcher-made questionnaire and analyzed using frequency counts, weighted mean, standard deviation, Pearson product-moment correlation coefficient, and other appropriate descriptive and inferential statistical techniques.

The findings revealed that the implementation of performance management strategies was **high** (composite mean = 4.11), indicating that strategic planning, performance monitoring, leadership support, and continuous evaluation were generally practiced across schools. Respondents likewise agreed that balanced scorecard practices were effectively implemented (composite mean = 4.11), particularly in aligning organizational goals with strategic objectives and monitoring learner outcomes. However, several operational challenges were frequently encountered, including limited time for monitoring and evaluation (mean = 4.12), insufficient resources (mean = 4.03), and inadequate data management systems (mean = 3.86). Correlation analysis revealed a **significant strong positive relationship** between performance management strategies and school performance and effectiveness ($r = 0.734$, $p < .001$), indicating that stronger implementation of performance management strategies was associated with higher levels of school performance.

The study concludes that effective implementation of performance management strategies and balanced scorecard practices contributes significantly to improving school performance and organizational effectiveness. Nevertheless, sustaining these gains requires addressing operational constraints through enhanced resource support, strengthened data management systems, continuous professional development, and more efficient monitoring mechanisms. A strategic performance management plan was consequently developed to support continuous school improvement and strengthen institutional performance within the district.

Keywords: Performance Management Strategies, Balanced Scorecard Practices, School Performance and Effectiveness, School Efficiency.

INTRODUCTION

The pursuit of quality education has increasingly emphasized the importance of effective school leadership, strategic planning, and evidence-based decision-making in improving organizational performance. As educational institutions operate within an environment characterized by increasing accountability, limited resources, and rising stakeholder expectations, school leaders are expected to implement management systems that promote efficiency, transparency, and continuous improvement. Consequently, performance management has become an essential component of educational governance, enabling schools to align institutional goals with measurable outcomes while fostering a culture of accountability and excellence.

Performance management is a systematic process through which organizations establish strategic objectives, monitor progress, evaluate outcomes, and implement continuous improvement initiatives. Within educational institutions, it provides school leaders with a structured framework for assessing organizational performance, monitoring instructional effectiveness, and ensuring that school improvement initiatives are aligned with institutional goals. Effective performance management supports evidence-based decision-making, strengthens organizational accountability, and facilitates the efficient use of financial, human, and material resources.

Among the strategic management frameworks adopted across various sectors, the Balanced Scorecard (BSC) has emerged as one of the most comprehensive approaches to organizational performance measurement. Developed by Kaplan and Norton, the Balanced Scorecard extends traditional performance measurement by integrating financial and non-financial indicators into a multidimensional framework. In education, the Balanced Scorecard enables school leaders to evaluate performance across multiple perspectives, including learner outcomes, internal

processes, organizational learning and growth, stakeholder satisfaction, and resource management. Rather than serving solely as a measurement tool, the Balanced Scorecard functions as a strategic management system that aligns organizational objectives with operational activities and continuous performance improvement.

A growing body of literature suggests that schools with effective performance management systems demonstrate stronger organizational performance, improved instructional leadership, greater employee engagement, and enhanced learner outcomes. Strategic planning, regular performance monitoring, constructive feedback, and systematic evaluation have been identified as essential mechanisms for improving institutional effectiveness and sustaining organizational excellence. Likewise, the implementation of Balanced Scorecard practices has been associated with improved strategic alignment, more effective resource allocation, enhanced organizational learning, and better-informed decision-making. Collectively, these studies highlight the value of integrating performance management principles into school governance to achieve sustainable educational improvement.

Despite these documented benefits, implementing strategic performance management within public schools remains challenging. Educational institutions frequently encounter operational constraints, including limited financial and technological resources, inadequate data management systems, insufficient professional development opportunities, competing administrative responsibilities, and difficulties in monitoring and evaluating organizational performance. These challenges may reduce the effectiveness of performance management systems and limit schools' ability to translate strategic objectives into measurable improvements in organizational performance.

Although previous studies have examined performance management and Balanced Scorecard implementation in educational

settings, relatively few have explored their combined application within Philippine public elementary schools at the district level. Moreover, limited empirical evidence exists regarding the relationship between performance management strategies, Balanced Scorecard practices, and school performance while simultaneously identifying the operational challenges encountered by school leaders during implementation. Addressing this gap is important for strengthening school governance and informing future policy and administrative interventions.

Against this backdrop, the present study investigated the implementation of performance management strategies and Balanced Scorecard practices among public elementary schools in Guimba East District, Schools Division of Nueva Ecija. Specifically, it determined the level of implementation of performance management strategies, assessed the extent of Balanced Scorecard practices, identified the challenges encountered during implementation, examined the relationship between performance management strategies and school performance and effectiveness, and developed a Strategic Performance Management Plan based on the study findings.

The findings of this study contribute to the growing body of knowledge on educational leadership and strategic management by providing empirical evidence on the role of performance management in enhancing school effectiveness. The results are expected to assist school administrators, district supervisors, educational policymakers, and other stakeholders in strengthening performance management systems, improving organizational performance, and supporting evidence-based decision-making. Ultimately, the study seeks to contribute to the continuous improvement of public elementary schools through more effective strategic management and institutional governance.

METHODS

Research Design

This study employed a **quantitative descriptive-correlational research design** to examine the implementation of performance management strategies and balanced scorecard practices and their relationship with school performance and effectiveness in Guimba East District, Schools Division of Nueva Ecija. The descriptive component was used to determine the extent to which performance management strategies and balanced scorecard practices were implemented and to identify the challenges encountered during implementation. The correlational component determined the relationship between performance management strategies and school performance and effectiveness without manipulating the study variables.

Research Setting

The study was conducted in the public elementary schools of **Guimba East District**, Schools Division of Nueva Ecija, Philippines. The district comprises public elementary schools that implement the Department of Education's performance management system as part of school governance and continuous improvement initiatives. The setting was considered appropriate because school administrators and teachers actively participate in planning, implementing, monitoring, and evaluating school performance programs.

Participants of the Study

The respondents consisted of **100 participants**, including school heads and teachers from the public elementary schools of Guimba East District. School heads were selected because they are directly responsible for strategic planning, organizational leadership, and performance

monitoring, while teachers were included because they actively participate in implementing performance management initiatives and school improvement programs.

Participants were selected using **purposive sampling**, ensuring that only personnel directly involved in school performance management processes were included in the study.

Research Instrument

Data were gathered using a **researcher-developed questionnaire** based on the concepts of Strategic Performance Management and the Balanced Scorecard framework. The instrument consisted of four major sections:

1. implementation of performance management strategies,
2. balanced scorecard practices,
3. challenges encountered in performance management, and
4. school performance and effectiveness.

Items were constructed after an extensive review of relevant literature and were subjected to expert validation to establish content validity. Prior to the conduct of the study, the questionnaire underwent pilot testing to determine its reliability and ensure the clarity and appropriateness of the items.

Responses were measured using a five-point Likert scale, with higher scores indicating greater implementation or stronger agreement with the statements.

Data Collection Procedure

After obtaining the necessary approvals from the appropriate educational authorities, the researcher coordinated with school heads regarding the administration of the survey instrument. The purpose of the study was explained to all participants, and informed consent was obtained before data collection.

Questionnaires were personally distributed to the respondents and retrieved after completion. The collected questionnaires were reviewed for completeness, encoded, organized, and prepared for statistical analysis.

Data Analysis

The collected data were analyzed using appropriate descriptive and inferential statistical techniques. Frequency counts and percentages were used to summarize respondents' demographic characteristics, where applicable. Weighted mean and standard deviation were computed to determine the level of implementation of performance management strategies, balanced scorecard practices, challenges encountered, and school performance and effectiveness.

To determine the relationship between performance management strategies and school performance and effectiveness, the **Pearson Product-Moment Correlation Coefficient (Pearson's r)** was employed. Statistical significance was tested at the **0.05 level of significance**.

Ethical Considerations

The study adhered to established ethical principles governing educational research. Participation was entirely voluntary, and respondents were informed of the purpose, procedures, and expected outcomes of the study before providing their consent.

Participants were assured that their identities would remain confidential and that all responses would be treated with strict confidentiality and used solely for academic and research purposes. Respondents were informed of their right to decline participation or withdraw from the study at any stage without penalty.

The researcher likewise ensured the integrity of the data by accurately recording, analyzing, and reporting the findings without fabrication, falsification, or misrepresentation. All information obtained from the respondents was securely maintained and used exclusively for the objectives of the study.

RESULTS

Implementation of Performance Management Strategies

The implementation of performance management strategies among public elementary schools in Guimba East District was generally **high**, with a composite mean of **4.11** (SD = 0.72). The findings indicate that school leaders consistently implemented strategic planning, performance monitoring, performance evaluation, feedback mechanisms, and continuous improvement initiatives.

Among the indicators, **organizational goals aligned with the school's vision and mission** obtained the highest rating, followed by **leadership support for performance management initiatives** and **regular monitoring of organizational performance**. These findings suggest that strategic alignment and leadership commitment constitute the strongest dimensions of performance management within the district. Conversely, indicators related to the implementation of improvement plans and regular performance reviews received comparatively lower ratings,

although they remained within the **High** level of implementation, indicating opportunities for further strengthening.

Balanced Scorecard Practices

School leaders generally agreed that Balanced Scorecard practices were effectively implemented, as reflected by a composite mean of **4.11** (SD = 0.71). The highest-rated indicators included **alignment of organizational goals with strategic objectives** (M = 4.29) and **monitoring of learner outcomes** (M = 4.27), demonstrating that strategic planning and performance monitoring were well integrated into school management practices.

Other indicators, including the effective use of monitoring tools, staff development, and balanced scorecard-guided decision-making, likewise received favorable ratings. However, relatively lower mean scores were observed for **evaluation of internal processes** (M = 4.03), **sharing of performance data with stakeholders** (M = 3.94), and the perception that the Balanced Scorecard directly improves school performance (M = 3.89), indicating areas requiring further enhancement despite the overall positive assessment.

Challenges Encountered in Performance Management

Respondents reported that challenges in implementing performance management strategies were **frequently encountered**, yielding a composite mean of **3.63** (SD = 0.82). The most significant challenge was **limited time for monitoring and evaluation** (M = 4.12), followed by **insufficient resources** (M = 4.03) and **inadequate data management systems** (M = 3.86). These findings suggest that operational constraints continue to affect the implementation of strategic performance management despite the generally high level of implementation.

Other commonly encountered challenges included lack of training in performance management, inconsistent implementation of strategies, difficulty analyzing performance data, limited stakeholder involvement, and limited administrative support. In contrast, **unclear performance indicators** ($M = 3.22$) and **resistance to change among staff** ($M = 3.28$) received the lowest ratings, indicating that these issues were experienced less frequently by respondents.

Relationship Between Performance Management Strategies and School Performance

Correlation analysis revealed a **statistically significant and strong positive relationship** between performance management strategies and school performance and effectiveness ($r = 0.734$, $p < .001$). The null hypothesis was therefore rejected. Schools demonstrating stronger implementation of performance management strategies likewise reported higher levels of organizational performance and effectiveness.

The findings indicate that effective strategic planning, performance monitoring, evaluation, and continuous improvement initiatives are positively associated with enhanced school performance. The magnitude of the correlation further suggests that performance management constitutes an important determinant of organizational effectiveness among public elementary schools in Guimba East District.

Proposed Strategic Performance Management Plan

Drawing on the empirical findings, a Strategic Performance Management Plan was developed to address the identified implementation challenges while sustaining existing strengths. The proposed plan emphasizes strengthening monitoring and evaluation systems, enhancing data management capabilities, providing continuous professional development, increasing stakeholder engagement, improving resource

allocation, and institutionalizing evidence-based decision-making to support continuous school improvement.

DISCUSSION

The findings of this study demonstrate that public elementary schools in Guimba East District have established a strong foundation for implementing performance management strategies. The high level of implementation indicates that school leaders have successfully institutionalized strategic planning, performance monitoring, goal setting, and evaluation as integral components of school governance. These practices reflect the Department of Education's continuing efforts to strengthen accountability, promote evidence-based decision-making, and foster continuous school improvement.

The consistently favorable assessment of Balanced Scorecard practices further suggests that school leaders recognize the value of multidimensional performance measurement in improving organizational effectiveness. Rather than relying solely on traditional indicators of school performance, respondents acknowledged the importance of aligning organizational goals with strategic priorities, monitoring learner outcomes, strengthening internal processes, and supporting professional development. These findings reinforce the proposition of the Balanced Scorecard that organizational performance is enhanced when multiple dimensions of institutional effectiveness are systematically monitored and managed.

The study likewise revealed that strategic performance management is not without challenges. Although schools demonstrated high levels of implementation, respondents frequently identified limited time for monitoring and evaluation, insufficient resources, and inadequate data management systems as major barriers to effective implementation. These

operational constraints suggest that successful performance management depends not only on leadership commitment but also on the availability of organizational resources, technological infrastructure, and administrative support. Addressing these constraints is therefore essential to sustaining performance improvement initiatives and strengthening institutional capacity.

A particularly important finding is the statistically significant and strong positive relationship between performance management strategies and school performance and effectiveness. This relationship indicates that schools with stronger performance management systems also tend to demonstrate higher levels of organizational effectiveness. Strategic planning, systematic monitoring, continuous feedback, and performance evaluation appear to contribute substantially to improved school management and educational outcomes. Although the study employed a correlational design and does not establish causation, the strength of the observed relationship highlights the important role of strategic performance management in supporting school effectiveness.

The findings are consistent with the theoretical foundations underpinning this study. Strategic Performance Management Theory emphasizes that organizational success is achieved through the alignment of strategic objectives, performance measurement, continuous monitoring, and organizational learning. Similarly, the Balanced Scorecard framework advocates the integration of financial and non-financial performance indicators to support evidence-based decision-making and long-term organizational improvement. The favorable ratings for goal alignment, learner outcome monitoring, and strategic planning provide empirical support for these theoretical perspectives.

The results also corroborate previous studies reporting that effective leadership, strategic planning, performance monitoring, and professional development contribute to organizational effectiveness within educational

institutions. However, the operational challenges identified in this study indicate that schools continue to experience practical difficulties in translating strategic management frameworks into sustained organizational performance. This finding underscores the importance of complementing strategic planning with adequate resources, robust information systems, continuous capacity-building programs, and institutional support.

From a practical standpoint, the findings suggest that educational leaders should prioritize strengthening monitoring and evaluation systems, modernizing data management processes, expanding professional development opportunities, and enhancing stakeholder participation in school governance. Investment in digital performance management systems, data analytics capabilities, and leadership development programs may further improve organizational efficiency and facilitate more informed decision-making.

Overall, this study provides empirical evidence that performance management strategies and Balanced Scorecard practices constitute valuable management tools for improving school performance and organizational effectiveness. Sustaining these gains, however, requires continuous institutional commitment, adequate resource support, and a culture of evidence-based management that promotes continuous learning, accountability, and innovation within public elementary schools.

CONCLUSION

Performance management strategies are highly institutionalized in Guimba East District, with leadership support and strategic alignment serving as essential foundations of effective school management.

Balanced scorecard practices function as effective management

tools that facilitate strategic planning, performance monitoring, and evidence-based decision-making in schools.

Operational constraints, particularly time limitations, resource inadequacies, and weaknesses in data management systems, continue to impede the optimal implementation of performance management initiatives.

Effective implementation of performance management strategies significantly contributes to improved school performance and organizational effectiveness.

A comprehensive and strategic performance management plan is necessary to sustain existing strengths, address implementation barriers, and enhance school efficiency and organizational performance.

RECOMMENDATIONS

School leaders should sustain and strengthen performance management practices by continuously promoting leadership support, strategic alignment, and regular performance reviews across all schools.

The district should further institutionalize balanced scorecard practices by enhancing multidimensional performance measurement systems, stakeholder communication, and data-sharing mechanisms.

The Schools District Office should allocate sufficient resources, streamline monitoring processes, and strengthen data management systems to address operational barriers in performance management implementation.

School administrators should intensify the implementation of

performance management strategies and balanced scorecard practices because these significantly contribute to school performance and effectiveness.

The proposed Strategic Performance Management Plan should be adopted and implemented to improve strategic alignment, monitoring systems, data utilization, stakeholder participation, and resource management for sustained school efficiency.