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Influence of Target-Setting on the Performance of Public Secondary School Teachers in Kenya

David Makau

Student, Department of Business and Economics, Machakos University, Kenya

Dr. Susan Nzioki

Lecturer, Department of Business and Economics, Machakos University, Kenya

Dr. Ann Kalei

Lecturer, Department of Business and Economics, Machakos University, Kenya

Abstract:

The performance of teachers in Kenya, measured from their learners' performance in KCSE, has remained wanting for a long time. In order to address this challenge, the teachers' employer, the Teachers Service Commission (TSC), adopted initiatives to manage the performance of duties of her employees. However, there seems to be no positive impact of these measures. This study sought to establish the influence of performance management initiatives on the performance of public secondary school teachers in Kenya. It sought to establish the influence of target setting on the performance of public secondary school teachers in the Country.

. The study utilized a mixed-method research design. The study population comprised 122310 public secondary school teachers employed by the Teachers Service Commission and 295 Sub-County TSC Directors, who are the immediate supervisors of the teachers. Multistage sampling was used to cluster the Country into eight geographical regions administered by TSC regional directors as Primary Sampling Units (PSUs). Each region was again clustered into counties as Secondary Sampling Units (SSUs), and then each county was clustered into sub-counties as Ultimate Sampling Units (USUs), where schools were stratified into National, Extra County, County and Sub County schools where teachers were purposefully selected according to how long they had taught students up to form four per subject and a sub-county director from each sub-county selected. Slovin's formula was used to select 399 respondents from teachers and TSC sub-county directors. Self-administered questionnaires were used to collect primary data from teachers, and interview schedules were done for principals and sub-county directors. Collected data was analyzed using SPSS, and descriptive, inferential, and regression statistical techniques were used. Frequencies, Means and Standard Deviations presented the descriptive data, while inferential statistical tests were presented using Pearson Product Moment Correlational Coefficient and regression analyses.

Null hypotheses were tested using the Pearson Product Moment Correlational Coefficient. The hypotheses' results indicated that there was a moderately significant relationship between performance target setting and the performance of public secondary school teachers in Kenya. It was recommended that teachers should involve learners in target setting and set realistic targets in relation to the entry behavior of their learners.

Keywords: Target setting, teacher performance, public secondary schools

1. Introduction

This section presents the background to the study, a problem statement and the objectives and hypotheses of the study.

1.1. Background to the Study

Given the competitive global environment in which organizations operate, the need to develop (and retain) highly skilled employees is paramount for prosperity and survival (Crawshaw, Van Dick and Brodbeck, 2012). Performance management (PM) is widely advocated as a way to develop employees (Aguinis, 2013; Cascio, 2014). Broadly speaking, PM can be defined as "identifying, measuring, and developing the performance of individuals and teams and aligning performance with the strategic goals of the organization" (Aguinis, 2013).

An assortment of mechanisms has been implemented worldwide with the intention of encouraging public administrators to upgrade the performance of public service. Human resource management reforms involve addressing and redressing an organization's concerns about performance, hence catalysing the emergence of performance management (Amir, 2012). Performance management is a unified and premeditated tactic that aims to improve a member of staff and organizational output by enhancing employees' performance by developing persons' and teams' capabilities (Baron & Armstrong, 2007).

1.2. Performance Management Initiatives

As defined by Karen, Jiju, and Susan (2009), a performance management initiative is a human resource intervention that seeks to improve quality and outcomes in organizations. It incorporates the approaches used to improve staff performance and improve service quality. Some of the most common performance management approaches include Quality Assurance, Quality Audits, Total Quality Management, Quality circles, Benchmarking, and performance appraisal, among others. These initiatives, in turn, share some tools to ensure quality, such as use/customer satisfaction surveys and personal development plans, among others (Aquinas, 2009). Many contemporary organizations are placing a greater emphasis on their performance management initiatives as a means of generating higher levels of job performance (Gruman & Saks, 2011).

1.3. Employee Performance

Improvement in efficiency in order to achieve competitive advantage is among the many ways in which organisations make use of their employees (Ataullah & Sahota, 2014). Employee performance is an evaluation of an employee or employees' effectiveness, and it is the actual element which has a direct effect on the company's profits (Hanaysha, 2016). Performance is the state of accomplishing organizational intentions in addition to goals by converting inputs into outputs efficiently for humanity's advantage. The success and image of any institution rely on the workers, who are the most treasured factor in production. They have an impact on the company's quality service delivery, which contributes to customer satisfaction.

Employee performance can be basically understood as the associated undertakings anticipated by a worker and how well these undertakings are being performed. Performance has gained admiration in the business domain. The problem of insufficiency has a deep-rooted influence on the financial prudence of each and every business unit. Almost in all institutions, performance management is an enormous challenge to systems of government, specifically when the item for consumption is in the form of a service. This shows that employee performance is a vital component of organizational profitability and success.

Ferreira and Du Plessis (2009) and Hanaysha (2016) specified that performance can be measured in terms of the time it takes for a person to enthusiastically carry out the activities and responsibilities for which he or she was hired in order to generate the intended outcomes predicted by the job description. Okeke, Onyekwelu, Akpua and Dunkwu (2019) opined that HR, financial, time, physical, technical, and effort spent working in the organization are examples of inputs, whereas output is the result. When a workforce is productive, it does more in a shorter period of time. Proficiency saves time and money for organizations. The end product or service for an internal or external customer is frequently expressed as a product or service. Employee performance is a metric that can be used to evaluate a company's performance. Kibichii et al. (2016) confirmed that employee performance in service industries like banks could be evaluated by the increased number of clients, reduced complaints and improved quality of service.

1.4. Performance Management by the Teachers Service Commission

The Teachers Service Commission (TSC) is one of the public institutions that have embraced performance management for all teachers. TSC has conceptualized performance management as a systematic process of enhancing the position's performance by establishing individual performance targets and those of teams (Jonjo & Jonjo, 2017). The cooperation between the schools' heads and teachers in implementing the PM is needed to improve success in schools. Although PM was introduced in the Public Sector in Kenya back in 2003, it was rolled out in schools by the TSC in January 2016 for the heads of the institutions (Jonjo & Jonjo, 2017).

There are various reasons why TSC introduced PM for its employees. First, TSC employees in public schools, just like other civil servants, were not performing as expected, so the performance of most public schools in Kenya remained poor compared to the private schools. There was a decline in teachers' performance in most public schools. As such, the introduction of PM by TSC was part of the broader reforms in the public sector (Jonjo & Jonjo, 2017), which was meant to improve performance and accountability at all levels. PM was meant to improve the quality of teaching and learning in public schools by building a performance-oriented culture and ensure there is accountability in public schools.

1.5. Performance of Teachers in Kenya

The performance of teachers in Kenya can be measured by several parameters, such as KCSE subject mean scores, students' performance in co-curricular activities, and stakeholders' feedback, among others (Macharia, 2017). In a research done by Otundo (2021) on the causes of school unrest in secondary schools in Kenya, some of the causes discovered were:

- Lack of observance of professional ethics by teachers,
- Strict school rules,
- Forced repetition

Prefects factor (prefects in schools are selected by teachers) and corporal punishment are related to teachers' performance of their duties. One factor mentioned is poor results in national examinations. Though this may not be caused by teachers, it is the major yardstick by which teacher performance is measured by the Employer, TSC. Below are the results of KCSE examinations from 2016 to 2021 in Kenya.

Grade	Points	2022	2021	2020	2019	2018	2017	2016
		No. of Candidates						
A.	12	1146	1138	893	627	315	142	141
A-	11	6407	5973	6420	5796	3417	2714	4645
B+	10	15682	13463	14427	13366	8268	7344	10976
B.	9	31303	25045	25207	24478	16403	12628	17261
B-	8	48719	39683	38194	35340	26156	19386	23645
C+	7	70088	59843	57999	46139	38818	27860	32207
C.	6	95154	81345	85458	63102	49707	40474	44792
C-	5	119061	99406	109454	83358	71047	61040	61026
D+	4	135021	116355	117898	101687	96512	88447	80952
D.	3	155480	145916	121946	137713	96512	13550	112135
D-	2	167758	187264	137361	152339	147918	179381	149929
E	1	30822	46151	28041	29318	165139	35536	33399
Total		881416	821582	743385	693263	30840	610502	571108
Mean Score		4.47	4.24	4.54	4.299	3.967	3.76	3.25

Table 1: KCSE Results Nationally

Source: Kenya National Examinations Council website, 2023

Table 1 shows KCSE results for the whole country since the introduction of performance management by TSC in 2016 up to 2022. The mean score in all the years is D+ except only in 2020, when it was a C-. According to the findings of Kithuka (2010), this was a basic proficiency level, which indicates that the learners were somewhat competent in the academic knowledge and skills tested, which is below-average performance. This indicates a problem of performance in the country; hence, there is a need to assess the effectiveness of the TSC performance management initiatives. According to statistics from the Kenya National Examinations Website, in 2018, 67% of KCSE candidates scored grade D+ (mean score of 4) and below; in 2019, it was 61%, while in 2020, it was 55%. According to Manyasa (2021), between 2015 and 2017, this figure was 70%. The table below shows the pass rates in KCSE from 2016 to 2022, which is a reflection of a serious performance problem.

Year of KCSE Exam	Total Sitting the KCSE Exam	Total Passing with a Grade of C+ and above	Percent Pass Rate (C+ and above)	Out of Every 10, How Many Passed with C+ and above?
2022	881,416	173,345	20%	2 out of 10 passed
2021	826,807	145,145	18%	2 out of 10 passed
2020	747,161	143,140	19%	2 out of 10 passed
2019	697,222	125,746	18%	2 out of 10 passed
2018	660,204	90,377	14%	1 out of 10 passed
2017	611,952	70,073	12%	1 out of 10 passed
2016	574,125	88,929	16%	2 out of 10 passed

Table 2: KCSE National Examination Pass Rates Compiled from the Kenya

National Examination Council (KNEC) Website

Source: KNEC website, 2023

1.6. Statement of the Problem

There is very scant information on any study on the influence of performance management on the performance of teachers in Kenya. The implementation of the PM in public schools created hope and expectations that schools' performance would improve. It has been five years since the introduction of the PM in public schools; hence, the goal of the teacher employer of raising performance has not been realized. So, this is an appropriate time to assess how the PM has influenced the performance of teachers in Public Secondary Schools. Hence, it is the researcher's desire to carry out this study to establish the influence of performance management initiatives on the performance of teachers in public secondary schools in Kenya.

1.7. Objectives of the Study

1.7.1. Specific Objective of the Study

The study was guided by the following specific objective:

- To examine the influence of target-setting on the performance of public secondary school teachers in Kenya.

1.7.2. Research Hypothesis

- H₀1: There is no significant influence of target-setting on the performance of public secondary school teachers in Kenya.

2. Literature Review

2.1. Introduction

This chapter reviews the theoretical and empirical literature suitable to answer the research question of this study. The chapter begins by discussing the main theory the study would rely on to build the framework for the research. The chapter then discusses the specific literature for the study, focusing on the main variable whose relationship was investigated. This covered a literature review on performance management initiatives, target setting,

2.2. Theoretical Review

This study was underpinned by the goal-setting theory.

2.3. Goal-Setting Theory

Goal-setting theory was proposed by Edwin Locke in 1968. This theory suggests that the individual goals established by an employee play an important role in motivating him for superior performance. This is because the employees keep following their goals. If these goals are not achieved, they either improve their performance or modify the goals and make them more realistic. If the performance improves, it will result in the achievement of the performance management system aims (Champerois, Gaubert & Kadri, 2010).

Clear, particular and difficult goals are greater motivating factors than easy, general and vague goals. Specific and clear goals lead to greater output and better performance. Unambiguous, measurable and clear goals accompanied by a deadline for completion avoid misunderstanding. Goals should be realistic and challenging (Lunenborg, 2011). This gives an employee a feeling of pride and triumph. This further motivates the employee for the attainment of the next goal. The more challenging the goal, the greater the reward generally, and the more the passion for achieving it. Furthermore, appropriate feedback on results directs the employee's behaviour and contributes to higher performance than the absence of feedback. Feedback is a means of gaining a reputation, making clarifications and regulating goal difficulties. It helps employees to work more actively and leads to greater job satisfaction.

With challenging but precise and quantifiable goals, supervisors and their employees have no choice but to be focused and determined to achieve the aimed results, and this simplifies the relationship observed between the results of an individual employee and formulated goals. The perception of goal-setting theory is that employees who have goals which are specific, measurable, attainable, realistic and time-bound (SMART) attain superior performance as compared to those who develop ambiguous goals or none (Kihama & Wainaina, 2019). The prominence of performance management in formulating and implementing SMART goals, which can be managed with ease, is reinforced by goal-setting theory.

Goal setting in this study has been explored in terms of its motivational impact towards improving the quality of teaching and its ability to assist teachers to remain efficient when teaching (TPAD, 2020). According to TSC (2020), the first step in performance management is target setting. Teachers and their supervisor (head of the department or deputy principal) are therefore required to have a target-setting meeting where they share an understanding of what they aim at, discuss the competency areas, and set deadlines as per the school calendar of activities. The underlying assumptions of the theory are that goals and intentions are cognitive and volitional and that they serve as the immediate regulators of human action.

Goal clarity helps individuals to know what is expected of them and what behavior is effective for attaining the goals (Davis & Stazyk, 2014). Thus, by setting clear, concise goals, the head teacher is able to assist teachers in focusing their attention and efforts on activities that enhance school performance. Robinson (2011) concurs that goals provide a sense of purpose and priority in a school environment where a multitude of tasks can seem equally important and overwhelming. The relevance of the goal-setting theory to the present study is in line with the works of Locke and Latham (2002), which suggest there are four features that link goals to performance. The first feature is that goals ought to be specific. This is because specific goals enable teachers to know what to aim for and facilitate them to monitor and evaluate their individual progress. Secondly, goals ought to be difficult but achievable. Bandura (1997) asserts that a major factor in goal accomplishment is self-efficacy, which refers to an individual's internal belief in their level of competency and capability.

Thus, it is important for head teachers to encourage teachers' self-efficacy. Thirdly, goals ought to be acknowledged by the teachers. Lezotte (2010) states that one way of ensuring goal acceptance in schools is by allowing teachers to participate in the goal-setting process. The author further asserts that participation in the goal-setting process makes teachers own the process and be a commitment to the set goals. Lastly, head teachers ought to provide feedback on goal attainment (Robinson, 2011). The author asserts that feedback allows teachers to rate their teaching capability and to make the necessary changes required for improved performance.

This theory has been criticized in that goal-setting has often been brought out as being time-consuming and expensive in application. This is because there are various factors that need to be addressed to achieve the goals of business. This includes:

- Selecting the right people with skills and knowledge.
- Making training for career development and organizational productivity a necessity,
- Involving time and incurring expenses (Sotoudeh, 2023).

Furthermore, it also brings in internal competition risk, where employees often compete with each other. In such a scenario, the interests and objectives of the business are to ignore and focus on individual achievements. Favouritism by leaders of those individuals who perform better also becomes a limitation of the goal-setting theory. Goal setting is applicable, and more importantly, many organizations prefer it over other management tools (Giri & Shaiza, 2016).

2.4. Theoretical Review of Performance Management Initiatives and Teacher Performance

2.4.1. Teacher Performance

Teaching performance, being a human aspect, is key to achieving a professional practice that meets society's requirements. It is responsible for promoting the necessary responsibility for good training and learning that serve the professional stage and personal development (Escribano, 2018). In this regard, teacher performance standards become a valuable reference for the work carried out in the classroom. They determine their activities and how to do them while transmitting knowledge to students, which becomes a reference for reflection and continuous improvement of their work. The lack of adequate pedagogical support will prevent evidence of the achievements and progress of learning in the students, as well as analyzing and identifying the origin of the learning that was not achieved to make relevant changes (Pérez, Andrews, Huang, Isella, Dullemond Kurtovic & Ricci, 2018).

The word perform means to carry through, to achieve, to bring to completion, to execute, to accomplish, and performance is the act of doing an action or task. The concept of teachers' performance refers to teacher behavior, which is how he behaves in the process of teaching-learning environment in such a way that teachers successfully carry out assigned actions or complete their tasks (Duze, 2012). The teachers' performances are the most significant contribution to the educational process. Whatever policies may be laid down, eventually, the teacher has to interpret and implement these policies through the teaching-learning process.

In higher education, teachers usually receive feedback from their superiors, peers or colleagues to a lesser extent and students as an evaluation of their performance. Teachers consider students' feedback as a valuable indicator of the quality of their teaching performance and the curriculum (Surujlal, 2014). In the majority of the research, the degree of the effectiveness of teacher performance has been evaluated from different perspectives in higher education, such as course content (Hsu, 2014), examining teacher effectiveness using observations in the classroom (Garrett & Steinberg, 2015), effectiveness in novice teachers' performance (Darling-Hammond & Lieberman, 2013), in-classroom behaviors of teachers, and psychological characteristics of the teachers and evaluating teaching effectiveness (Klassen & Tze, 2014).

Teacher effectiveness is the outcome of the following:

- Classroom practices (Wenglinsky, 2000),
- Self-regulation (Toussi et.al, 2011),
- Emotional intelligence (Hwang, 2006; Singh & Jha, 2012; Kauts, Chechi, 2014; Malik & Kapoor, 2014),
- Work experience (Day et al., 2006; Irvine, 2018; Pachaiyappan & Raj, 2014),
- Personality traits (Cruickshank, 1990; Anyalewechi, 1994; Renaud & Murray, 1996),
- Job satisfaction (Aggarwal, 2012; Halder & Roy, 2018) and
- Self-efficacy (Barnes, 2000)

Professional skills and attributes, such as teachers possessing good subject knowledge, good pedagogical knowledge and skills, good communication, and being able to use a range of assessment techniques, all feature in the dominant teacher effectiveness.

The term covers not only the effect or conduct of instruction, like student achievement or personal growth but also does not cover teacher characteristics. Rather, teachers' performance is apprehensive, with progress variables rather than product variables (Taylor, 2012). According to Gibbs (2002), "Teachers need to be able to survive the demands, threats and challenges within the diverse circumstances of teaching." He stated that an effective teacher needs the capacity to be persistent, flexible, and innovative on new teaching approaches and be prepared in the case of failure.

Attempts are there to shift the emphasis of inspections from its previous focus on formal examination results and student attainment as a measure of effective teaching and effective schools to encompass a broader range of aspects of school life (Ofsted, 2019). The new framework includes a 'quality of education' judgement, with a keener focus on the curriculum and the specialist knowledge, understanding and skills necessary to teach. Inspections are required to consider the wider curriculum offering in schools in a bid to reduce the reliance on examination results as a measure of school quality (Ofsted, 2019). The framework also aims to take into account students' personal development, including their overall well-being.

Ofsted's current interpretation of an effective school is no longer limited to student academic outcomes but also takes into consideration a broader view of a student's educational experience. Teachers' subject knowledge, pedagogical skills and knowledge, and their ability to create a positive learning environment are among the key aspects of teachers' practice on which they are measured and judged. Thus, examination scores still remain a key feature of how a school is judged in the UK, and schools are ranked according to their examination outcomes in nationally published league tables. In other words, despite a shift in emphasis in Ofsted's terms, 'effectiveness' in relation to student outcomes remains a high-stakes game in educational systems such as those in the UK (Goodley, 2018).

There are valid reasons for wanting to assess how well schools are doing – not least in terms of which students are well served or not by their educational experiences. The new inspection framework (Ofsted, 2019) goes some way to addressing the wider educational experience for all students; however, the neoliberal logics that have positioned educational success in narrow, instrumental and economic ways (Grek, 2009; Verger et al., 2019) remain powerful in educational discourse. The 'successful' student is one who achieves well academically in high-stakes tests. The 'successful' teacher is one who can produce 'good' students like this. However, outcomes that stress academic credentialing and school performance can lead to some unintended consequences. Teachers can become caught up in tactics like revision, teaching to the test, booster classes and targeting those students most likely to score well (Ball, 2021).

2.4.2. Performance Targets and Teacher Performance

According to Mayse (2016), goals are defined as the end toward which effort is directed. They are the outcome of having a vision, planning what one wants to achieve, and then following that plan to success. Goal-setting is a very popular concept in work planning and assessment, and it is useful as a fundamental component of organizational management in general (Ogbeiw, 2018; Tech & Low, 2016). Several authors (Draft, 2016; Locke & Latham, 2006; Obasan & Sotunde, 2011; Ogbeiw, 2018; Openstax, 2019; Sides & Cuevas, 2020; Williams, 2016) have attempted to define the concept of goal setting. These authors see goal setting as a process by which goals are achieved, a process of identifying specific accomplishments to be made in a specific area with measurable outcomes, such as actions and timelines for achievement. Further, goal-setting is defined as a formal program of setting numerical or quantitative performance goals for individuals, groups and organizations, and all formal goal-setting programs share the common objectives of increasing employee motivation and performance.

Goal-setting attributes discussed by several authors include content and intensity (Ogbeiw, 2018). The content of a goal pertains to the objects or results that are being sought; hence, goal content is the specific, quantifiable performance result that is to be achieved (Ogbeiw, 2018). Goal intensity, on the other hand, pertains to the process of setting a goal or the process of determining how to reach it. It is measured by such factors as the scope of the cognitive process, the degree of effort required, the importance of the goal, the context in which it is set, and so on.

The acronym SMART has been used to describe the basic features of goal setting, such that goals should be specific, measurable, attainable, relevant and time-bound (TeamFME, 2013; George, 2015; Hoek, Groeneveld & Kuipers, 2018). Goal specificity implies that a well-defined goal should be in a unit form of measure that can be easily and clearly related to values such as the quantity of output, weight, colour, size, and so on for quality, as opposed to a simple do-your-best rule.

Measurable refers to the ability to observe progress so that an individual or observer knows how close goal attainment is. A goal should be attainable, which means that an individual has a realistic chance of achieving the goal. In addition, a goal needs to be relevant, which means it should be meaningful and worth achieving for the individual or the organization, while timed goals imply that there should be some time limit or timeframe for reaching or completing the goal. Further studies on goal setting reveal that goal-setting has four outcomes (Obasan & Sotunde, 2011), which include choice, effort, persistence and cognition.

Therefore, targets can induce or prevent motivation among employees, which is a major element of management control. Bloom, Propper, Seiler, and Van Reenen (2015) indicated that target setting as a tool for evaluation and rewarding performance will likely continue and that the complexities which come from it in terms of management control, motivating workers and the financial impact it has on the organization will require further research. Khan and Fasih (2014) published an impact analysis on the success of teachers by creating goals and established that setting goals raises the efficiency of teachers. Target-setting impacts job efficiency favorably. The purpose of setting targets is to increase teachers' job efficiency so they cannot work to their full capacity without a target.

Creating a school vision is a necessary basis on which the particular educational operations are built (Sergiovanni, 2002). According to Glickman (2010), developing and expressing a clear mission, priorities, and goals for the school is a vital part of practically all individuals dealing with classroom supervision. An instructional supervisor for performance should design or define goals and clearly convey them to partners. All parties' appreciation for the schools' objectives and aims resulted in a well-structured culture (Glickman, 2010). Learning is a lifelong endeavor, and we must stay informed to enhance education quality. Targets direct the actions of both educators and pupils. The academic supervision may set academic achievement and syllabus completion targets. Setting school goals pushes teachers to focus even more, which may lead to instructors altering their teaching tactics to fit the diverse learning needs of students (Blase & Blase, 2000).

According to Steller (2011), the key goal of an effective headteacher is academic accomplishment; the headteacher should build a school climate through procedures and guidelines that give instructors the necessary support to concentrate on the objective. A vision is the driving force underlying the immediate goals and motivations that guide our everyday actions (Damon, 2012). Self-efficacy influences a person's goals since it reflects the leadership's confidence. They contend that setting difficult goals increases a person's effectiveness. According to Girvin (2014), setting goals and objectives by a school improves students' achievement.

Creating a coherent and cooperative achievement highlights the significance of the school leader's ability to establish clear goals and urge all players to collaborate toward a common goal (Louis et al., 2010). Having such aims allows individuals to make the purpose of their work and find a social identity within their work situation (Jantzi, 2011). In our everyday lives in classrooms, goal setting still has not turned out to be personal, meaningful and motivating for us (Onyango, 2012).

Educational management is an approach that has a significant impact on people's attitudes regarding meeting their goals. The primary impact of school administration is usually discovered to be on learner learning (Hallinger & Heck, 2013). The headteacher has specific goals, such as developing individuals while also holding them more accountable for the completion of particular responsibilities. Thus, school administrators motivate students and discuss their goals with workers to improve their performance.

2.5. Empirical Literature

This section presents a review of relevant studies that have previously been done on performance management and employee productivity.

2.6. Target-Setting and Performance

Muaya (2015) studied the importance of setting performance targets in service delivery in the Ministry of Tourism in Kenya. He used a descriptive survey design using questionnaires for a target population of 164. He observed that targets have a positive impact on enhancing performance. Moeller, Theiler and Wu (2012), in a five-year longitudinal study, examined the effect of goal setting on student academic achievement in a high school Spanish language class. By using a hierarchical linear model, the researchers were able to investigate the relationship between goal setting and student achievement over time at both student and teacher levels. The study findings revealed a significantly positive relationship between the goal-setting process and language achievement. The study affirmed that goal setting was an important intervention for promoting pupil academic achievement.

Similarly, Cao and Nietfeld (2007) conducted a study that assessed the correlation between achievement goals, learning strategies and student academic performance in education psychology. Using a mixed research design, the study findings indicated that students who set goals had significantly superior student achievement compared to students who did not set goals. The study concluded that, for schools to attain higher academic performance, it is important that pupils are encouraged to set their own performance goals, which they can regularly monitor in order to improve their academic performance.

Morisano et al. (2010) investigated the effect of an online written goal-setting program on academically challenged students' academic achievement. After a 4-month period, students who completed the goal-setting intervention displayed significant improvements in their performance compared to those in the control group. The study concluded that a goal-setting program is not only effective but also an affordable strategy that can be used in schools to enhance students' academic performance.

Research by Goebel and Weißenberger (2016) investigated the effects of tight financial controls (target setting) on dysfunctional employee behavior. The researchers found that even when there is emphasis on financial performance, it is essential to focus on targets (Goebel & Weißenberger, 2016). Furthermore, as the body of literature related to target setting and budgeting affecting the target setting and its effectiveness in improving firm performance matures and becomes more detailed, more emphasis is placed on the characteristics of targets and how they are set.

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Gichuru, Muema and Moguche (2017) conducted a study to establish the influence of target setting on the performance of Technical Training Institutes in Meru County. This study was carried out in the four technical training institutes in Meru County. These are Meru National Polytechnic, Nkabune TTI, Kiirua TTI and Mukiria TTI. All the management employees of the technical training institutes were used as the respondents. There were 74 respondents 'all management staff from the 4 technical training institutes in Meru County. It was found that employees are involved in setting targets by their supervisors, while a few are not involved in target setting by their supervisors. It is also evident that targets set are not always achievable, which affects employees' performance. It is also evident that employees are never given allowance to negotiate targets with their supervisors, which negatively affects their performance.

Choon (2017) conducted a research project at XYZ (Singapore) Pte Ltd, which is a hi-tech semiconductor test systems and equipment company in Singapore. The research question was: "Does goal setting have an impact on employee effectiveness and ultimately improve organization effectiveness?" The researcher developed a conceptual model on goal setting and its relationship with employee effectiveness and organizational effectiveness. The findings of this empirical research suggested that the three hypotheses tested are valid and reliable and are evident in their organization. There was unanimous concurrence amongst the research interview participants that goal setting has a role to play in the relationship depicted in the conceptual model and that it has an impact on employee effectiveness and ultimately improves organization effectiveness.

Odindo, Oginga, Onditi and Monari (2020) did a study aimed at establishing the effect of goal-setting on the performance of public secondary school teachers in Kisumu Central Sub-County. The study was guided by goal-setting theory and adopted a descriptive survey design. The study also used both primary and secondary data. The primary data was collected through close-ended questionnaires and interviews, while the secondary data was collected through document analysis. The data collected was used to analyze both descriptive and inferential statistics. The study found out that there is a positive correlation between goal setting and the performance of public secondary school teachers. The study also established that there is a significant positive relationship between goal-setting and teachers' performance. The study, therefore, concluded that there is a positive relationship between goal setting and the performance of public secondary school teachers in Kisumu Central Sub-County.

Camp (2017) explored goal-setting as a teacher development practice in higher education in Minnesota, USA. He reported on a study of college teacher goal-setting informed by goal-setting theory. Analysis of the study showed that participants' goal-setting practices and their experiences with goal pursuit offer a framework for thinking about the kinds of goals teachers might set in university settings. This analysis also sheds light on potential factors that help and hinder goal achievement, especially goal commitment and self-efficacy. The article concludes with recommendations related to these areas. The overall aim of this article is to assist teachers and teaching supervisors who may be interested in using goal setting to foster growth in teaching.

Asmus, Karl, Mohen and Reinhart (2015) examined the influence of goal-setting on worker performance in an industrial production process. For empirical examination, they conducted a real-effort experiment at the Training Factory for Energy Productivity at the Technische Universität München. The participant's performance was measured by checking for the quantity and quality of the assembled products and, furthermore, by recording the consumed compressed air per finished good. In total, four groups were defined, each group in a different experimental setting. This experiment is the first one ever conducted related to goal-setting in an industrial production setting and thus adds valuable results to academia and practitioners in the field of sustainable manufacturing. The major results are that even without financial incentives, goal-setting improves worker performance by 12 to 15% compared to the situation where no goals were defined. This holds true for the groups that had to maximize either output quantity or output quality and for the group that was obliged to be as energy efficient as possible.

Yitzhaky and Bahli (2021) did a literature review on target setting and firm performance in Canada. They identified two impactors of firm management: transparency in targets and length of management experience. They found out that targets are important elements in every organization.

3. Research Methodology

3.1. Data Collection Instruments

A structured questionnaire and interview schedule were used to collect information from the respondents. Questionnaires were economical to administer in terms of time and cost to a large number of respondents. They ensured anonymity; hence, respondents were able to respond genuinely without fear of identification. The questions on paper were standardized, hence no opportunity for the researcher to be biased (Dźwigoł & DźwigołBarosz, 2018).

The open-ended questionnaire gave the respondents a leeway to give their honest views, while closed-ended questionnaires were used to generate statistics for ease of tabulation and analysis (Daniel & Harland, 2017). The questionnaire consisted of a section on demographic information of the respondents and a set of items to measure the influence of performance management initiatives on the performance of teachers in public secondary schools in Kenya. The Likert Scale was used for the closed-ended questionnaires because it was relatively easy to construct. It facilitated quantification of the responses and ranking of items; thus, tendencies could be identified as the respondents were more likely to respond to all the statements in the instrument and the best helped to capture people's opinions (Snyder, 2019). An oral interview schedule was used to gather qualitative data from the principals and TSC sub-county directors. Interviews helped collect in-depth explanations that would not have been possible to get from the questionnaire. Interviews allowed the interviewer to probe the respondents and get clarification and more details in the area of study (Kivunja & Kuyini, 2017).

4. Data Analysis, Results, Interpretation and Discussion of Findings

4.1. Introduction

This chapter comprises general and demographic information, the study findings, interpretation and discussions. The chapter is organized based on the specific objectives of the study. Content analysis was done for the qualitative data, while descriptive analysis, inferential and regression analysis were conducted to analyze quantitative data. The findings were presented in tables, charts, narratives and direct quotes.

4.2. Response Rate

A total of 399 questionnaires were administered to teachers drawn from public secondary schools in Kitui, Garissa, Kwale, Migori, Uasin Gishu, Nairobi, Kiambu and Busia Counties. Out of 399 questionnaires, 366 were adequately completed and returned. This yielded a 91.72% response rate. For the interviews, a 100.00% response rate was attained as all the 40-key informants were interviewed. According to the National Science Foundation, a return rate above 60 percent is appropriate for a social science research (Richardson, 2005).

4.3. Demographic Information of the Respondents

This segment describes the demographic facts of the respondents in relation to age, gender, education level, length of stay in current school and teaching subject. The researcher needed demographic data to comprehend the characteristics of the respondents and to appreciate the roles played by confounding factors connected to demographic data other than the major aspects under examination.

4.3.1. Gender of the Respondents

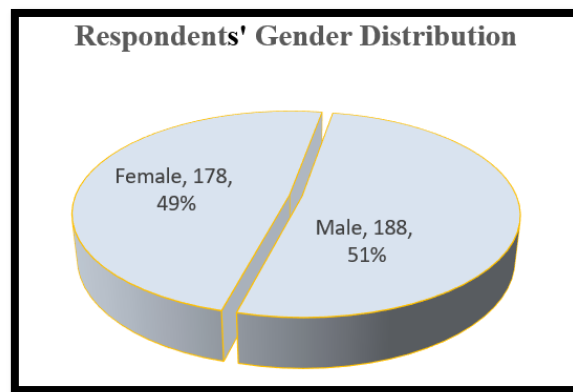


Figure 1: Gender of the Respondents

The gender representation shows that 49% were female and 51% were male. This showed that there were more male than female teachers. This distribution is in line with the requirements of the Kenya Constitution (2010) that no one gender should take up more than two-thirds of employment positions in public and private institutions. Gender was likely to impact the effectiveness of the teachers in their work. Female teachers provide feedback differently to girls and boys, which alters girls' beliefs about commonly held gender stereotypes, thus increasing their motivation to learn (Gong, Lu & Song, 2016).

4.3.2. Age of the Respondents

The study found that 4 (1%) of the teachers were aged 25 years and below, 57 (18%) were between 25 and 35 years, 143 (39%) were in the age bracket of 35 to 45, and 152 (42%) were above 45 (See Figure 2).

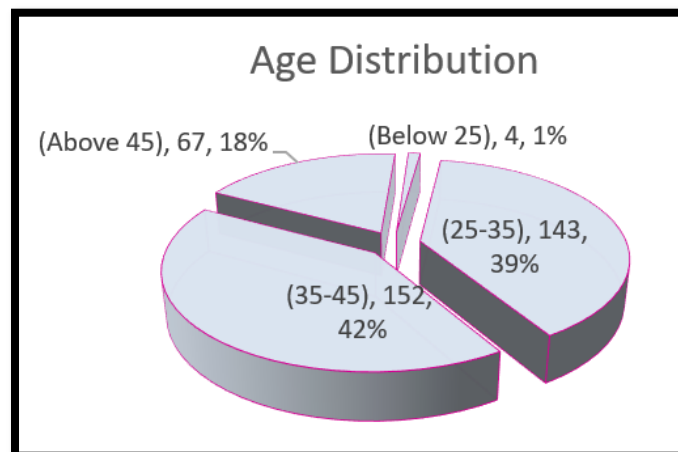


Figure 2: Age of the Respondents

The findings in figure 2 imply that the majority of respondents were mature and, hence, were experienced in the teaching profession, which had an impact on the performance of candidates in the KCSE exam.

4.3.3. Academic Qualification

The findings presented in figure 3 show that 10 (2.73%) of the teachers had obtained a diploma, 315 (86.06%) had bachelor's degrees, 36 (9.8%) of the teachers had master's degrees, while the rest, 5 (1.37%) had earned PhDs.

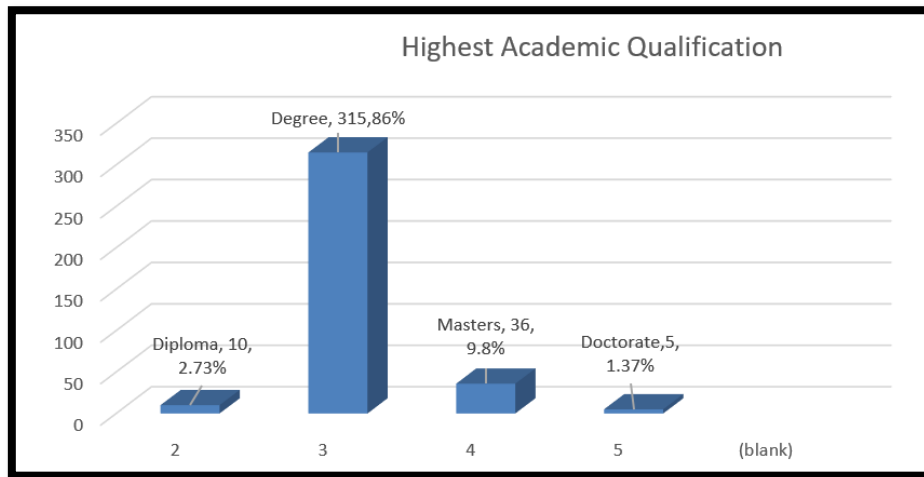


Figure 3: Highest Academic Qualifications

The findings in figure 3 showed that the majority of respondents obtained a Bachelor's Degree; hence, they had the necessary qualifications, as it is a major requirement in Kenya at the secondary level. Educational qualifications were considered a fundamental characteristic that enabled them to perform their duties effectively and take the schools to high-performance levels (Mugambi, 2015). It can, therefore, be inferred that all the teachers had the required professional qualifications that enabled them to teach effectively and efficiently for better performance.

4.4. Respondents' Duration in Current School

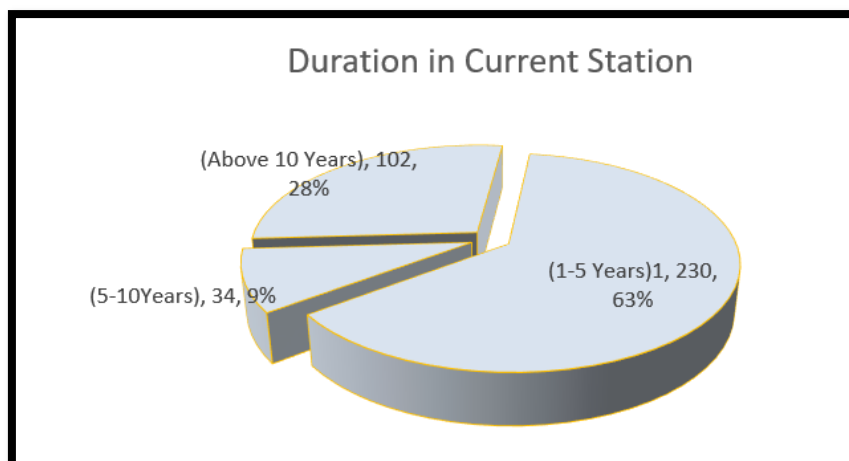


Figure 4: Duration in Current School

The majority of the respondents, 63%, had been in their current schools between 1 and 5 years, while the least (9%) had stayed between 5 and 10 years. Only 28% had been in their stations for ten years and above. Teachers who have served more than 10 years achieve better results than teachers with less than 10 years of experience (Oluwakemi & Olukayode, 2015).

4.4.1. School Category

The findings showed that 93 (25.4%) of the teachers were teaching in national schools, 91 (24.86%) were in extra county schools, and 95 (25.95%) were from county schools, as presented in figure 5.

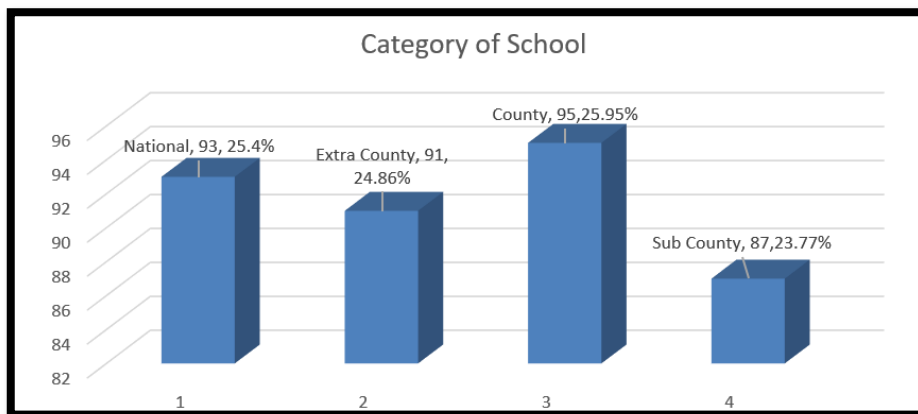


Figure 5: Category of School

The category of schools was necessary since the performance management initiatives were likely to vary significantly across the categories, triggering variation in performance as supported by Kumwenda et al. (2018), who assert that the school category a child attends affects academic outcomes, which the researcher agrees with.

4.4.2. Summary of Characteristics of Interviewees

Interviewees were principals from selected public secondary schools and TSC sub-county offices, with eight sub-county directors and 32 principals. The majority of interviewees, 25 (62.5%), had stayed in the sub-counties/schools for four years and above, 10(24.6%) had stayed between 2 to 4 years, and 5(12.8%) were less than a year. Teachers who have served for more than 10 years achieve better results than those with less than 10 years of experience (Oluwakemi & Olukayode, 2015).

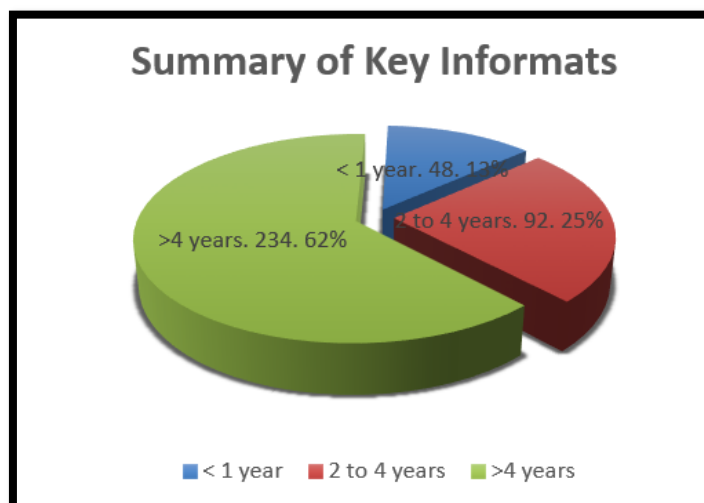


Figure 6: Summary of Key Informants

4.5. Descriptive Analysis

This section presents the descriptive statistics of the independent and the dependent variables. The mean responses for the different statements (items) in all the constructs were interpreted using a scale interval where a mean value of (1.0 – 2.4) indicated respondents were not in agreement, (2.5 – 3.4) were neutral, and (3.5 – 5.0) were in agreement.

4.5.1. Performance Target-Setting and Performance of Public Secondary Schools

The first objective of the study was to examine the influence of Target Setting on the performance of public secondary school teachers in Kenya.

4.5.2. Performance Target-Setting and Performance of Secondary School Teachers

The construct for performance target setting had four items. Teachers were requested to respond to various statements based on a Likert scale ranging from 5 (strongly agree) to 1 (strongly disagree). The findings were outlined in table 1.

The findings in table 3 showed that the teachers, on average, agreed that they do set their targets in the form of their subject mean score in reference to the previous KCSE mean score of the school and their subjects, which gave a mean of 4.05 and an SD of .914. The study results also revealed that, on average, teachers always set SMART targets, which made them give quality teaching as supported by a mean of 4.105 and a standard deviation of .7121 and that teachers set clear targets which they could easily understand, as shown by a Mean of 4.172 and a standard deviation of 0.737.

Further, the study results showed that, on average, teachers' targets were termly, yearly and, of the whole, four-year course as implied by the mean of 3.951 and standard deviation of 0.818. The composite mean of responses of 4.073 implied that teachers, on average, agreed with most of the statements presented to them on target setting. Given that the overall standard deviation (0.579) for the construct was less than the mean, this meant that, on average, the responses of the teachers were closely clustered around the mean, though they varied.

Statement	SD	D	NS	A	SA	n	μ	σ
	F (%)	F (%)	F (%)	F (%)	F (%)	F (%)		
Performance Target-Setting								
1) I set my targets in the form of my subject mean score in reference to the previous KCSE mean score of the school and my subject	2 0.5	38 10.4	18 4.9	190 51.9	118 32.2	366 100	4.05	.914
2) I always set SMART targets, which makes me give quality teaching	5 1.4	3 0.8	36 9.8	227 62.0	95 26.0	366 100	4.10	.710
3) I set clear targets which I can easily understand	3 0.8	6 1.6	37 10.1	199 54.4	121 33.1	366 100	4.17	.737
4) My targets are termly, yearly and for the whole four-year course	3 0.8	21 5.7	50 13.7	208 56.8	84 23.0	366 100	3.95	.818
Compound Mean							4.07	.579
SD = Strongly Disagree; D = Disagree; NS = Not Sure; A = Agree; SA = Strongly Agree n = Sample Size; μ = Mean; σ = Standard Deviation								

Table 3: Descriptive Summary of Target-Setting

The findings shown in table 3 imply that teachers from various secondary schools had SMART targets, which made them offer quality teaching. The performance targets were in the form of their subject mean score, guided by the previous KCSE mean score of the school. It can, therefore, be inferred that teachers set clear targets that they can easily understand termly, yearly, and over the whole four-year course.

The findings of this study were in line with the assertions of Odindo, Oginga, Onditi, and Monari (2020), who found a positive correlation between goal setting and the performance of public secondary school teachers. Blase and Blase (2000) echoed this finding, stating that setting school goals pushes teachers to focus even more, which may lead to the alteration of teaching tactics to fit the diverse learning needs of students.

4.5.3. Influence of Target-Setting and Performance Secondary School Teachers

In regard to target setting and performance of teacher's duties, it was established that a majority of the teachers, 311 (84.97%), indicated that target setting influenced their performance. Only 55 (15.03%) asserted that target setting did not influence their performance. The findings showed that the majority of teachers 193 (52.73%) indicated that target setting helps them to work hard towards achieving the set target and also enabled them to cover the syllabus on time. The findings are detailed in table 4.

Highlighted Ways	Frequency	Percent
Helps a teacher to work towards achieving the set targets and enabling them to have timely syllabus coverage.	193	52.73
Enables practice in the profession	93	25.40
Prepare schemes of work, lesson plans and note	38	10.38
Driving force	15	4.09
Teachers concentrate on learners' work	10	2.73
Teachers are committed to their work	8	2.16
Makes teachers to be actively involved in the implementation	4	1.09
Improving teacher efficiency	5	1.37

Table 4: Influence of Target-Setting and Performance of Secondary Schools

The findings implied that target setting had an impact on learners and, hence, school performance. Therefore, teachers who practice and adhere to target setting acquire the benefits of excellent teaching and timely syllabus coverage, leading to excellent academic results. Hence, it is evident that target setting should be a policy for remarkable academic results in schools.

These findings were supported by Muaya (2015), who observed that targets have a positive impact on enhancing performance. Moeller, Theiler and Wu (2012) also revealed that goal-setting was an important intervention for promoting pupil academic achievement.

4.5.4. Possible Ways of Improving Target-Setting in Schools to Enhance Performance of Secondary School Teachers

Regarding possible ways of improving target setting to enhance performance, the study revealed that the majority of teachers, 189(51.63%), ensured that set targets were met within the given timeframe as a way of improving target setting. 97(23.50%) of teachers asserted that involving learners in setting targets in their respective schools enhanced teacher performance. Adequate staffing by subject reduced the student-teacher ratio, and teachers were able to execute their duties effectively, thus improving performance in the school. Further, 15(4.09%) of teachers mentioned setting realistic targets as one of the possible ways of improving target setting in the selected public secondary schools, as this ensured teachers were working towards achieving them. Having adequate revision and setting targets based on learners' ability helped in target setting in the selected schools, where 15(4.09% for adequate revision) and 10(2.73% for target setting) were recorded, respectively.

	Frequency	Percent
Ensure set targets are met	189	51.63
Involve learners in setting targets	97	23.50
Adequate staffing of teachers per subject	27	7.37
Setting realistic targets	15	4.09
Adequate revision	15	4.09
Setting targets based on learners' ability	10	2.73
Focus in results	8	2.18
Goal setting	6	1.63
Motivating teachers who have achieved the targets	6	1.63
Formulate achievable targets	6	1.37

Table 5: Other Possible Ways of Improving Target-Setting in School

Based on the findings, it was noted that ensuring teachers met all the set targets, involving learners in setting targets per subject and instituting adequate staffing of teachers per subject are the possible ways of improving target setting in selected public secondary schools that enhanced the performance of teachers. The findings were backed by those of Cao and Nietfeld (2007), who concluded that, for schools to attain higher academic performance, it is important that learners are encouraged to set their own performance goals, which they can regularly monitor to improve their academic performance.

4.6. Model Assumptions Tests

Various diagnostic tests were conducted prior to estimating the different models in this study. Such tests were essential in testing whether the assumptions of the ordinary linear regression model were met or not. This assisted in reducing the risks of obtaining biased, inefficient, and inconsistent parameter estimates. Normality tests, multicollinearity tests, and linearity tests were conducted.

4.6.1. Test for Normality

Data normality was tested to examine whether it was normally distributed to ensure the right statistical analysis technique was applied. Shapiro-Wilk (W) applies whenever $n \geq 3$ and $n \leq 2000$. Therefore, this research adapted the Shapiro-Wilk test to determine the normality distribution of the variables since $n=399$. Table 6 displays the statistics based on Shapiro-Wilk.

The statistics showed that the test (W) ranged between .886 and .947, implying that none of the variables had W statistics =1, though the scores were closer to 1, which was satisfactory, as achieving a perfectly normal distribution is not always easy.

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Performance-Target-Setting	.159	353	.000	.915	353	.000
IPAD	.232	353	.000	.886	353	.000
Quality Assurance	.173	353	.000	.947	353	.000
Training	.136	353	.000	.922	353	.000
Work environment	.141	353	.000	.943	353	.000

Table 6: Normality Test of Data

This implies that performance target setting, teacher performance appraisal and development, quality assurance, training and work environment were distributed normally.

4.6.2. Test for Multicollinearity

Multicollinearity is a condition where correlation among predictors is strongly achieved. The regression analysis technique postulates that multicollinearity does not exist among independent variables. This postulation was then tested by tolerance and Variance Inflation factor (VIF). To determine multicollinearity, all mean values for items by indicator of the independent variable were added together to form a compound mean. Correlation among independent variables indicates that there is a problem, as independent should remain independent. According to Cooper and Schindler (2011), detections of tolerance and the VIF method were used to test for multicollinearity. O'Brien (2007) argued that a VIF of above 5 and a tolerance of below 0.20 indicate a multicollinearity problem. Values of tolerance and VIF for independent variables are shown in table 7.

This research indicated that all independent variables had VIF values between 1.321 and 1.744, which is less than 5, while the tolerance of all independent variables is greater than 0.20. This meant that multicollinearity was no problem, so the researcher decided to use regression analysis.

Variable	VIF	1/VIF (Tolerance)
Performance target setting	1.399	0.715
Teacher performance appraisal and development	1.323	0.756
Quality Assurance	1.610	0.621
Training	1.321	0.757
Work environment	1.744	573

Table 7: Multicollinearity Test Results

4.6.3. Tests of Linearity

Regression analysis was adopted in this research to test linearity among independent and dependent variables. This was important as it assessed the presence of outliers. The linear association between independent and dependent variables was investigated using scatter plots. The performance of public secondary school teachers was used as the dependent variable to examine its association with the independent variables, which included performance target setting, teachers' performance appraisal and development, quality assurance and teaching staff training. The tests showed that all variables had linear relationships. Therefore, inferential analysis was possible.

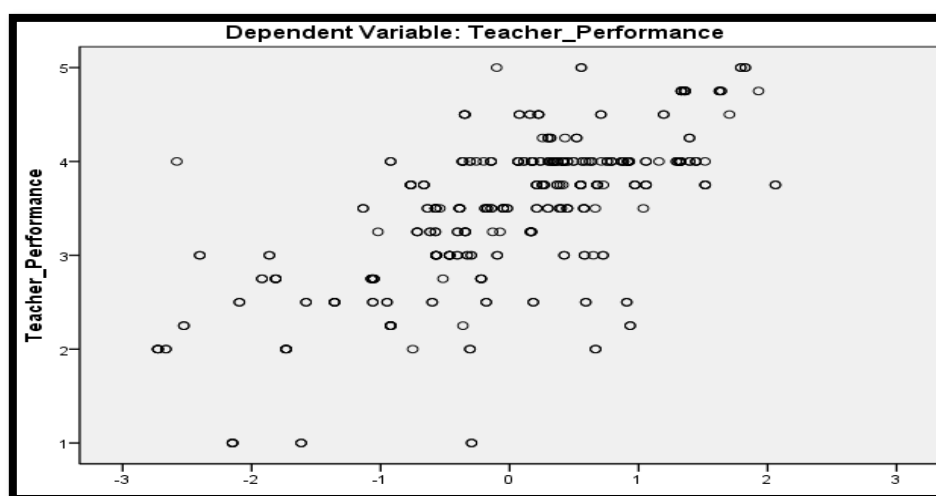


Figure 7: Performance Target-Setting

4.7. Correlation Analysis

The nature of the association between independent and dependent variables was determined by the Pearson correlation coefficients, which range from -1 to 1. The strength, direction and significance of the association between the variables were assessed. The strength of Pearson's correlation coefficients is interpreted using the criteria provided by Sedgwick (2012) as follows: +/-0.00 to +/-0.19 is very weak, +/-0.20 to +/-0.39 is weak, +/-0.40 to +/-0.59 is moderate, +/-0.60 to +/-0.79 is strong while +/-0.80 to +/-1.0 is very strong. The significance of the correlation was assessed at the 95% confidence level or the 0.05 significance level. The rule of thumb was that a calculated p-value less than the critical p-value of 0.05 for this study implied that the correlation between the variables was significant and vice versa. The results are given in table 8.

The findings, as presented in table 8, show that there was a moderate, positive and significant correlation between the teacher performance in public secondary schools in the selected schools and the performance target setting ($r=0.467$, $p=0.000$). Likewise, teacher performance appraisal and development, and teacher performance in public secondary schools in the selected schools were also moderately and significantly correlated ($r=0.421$, $p=0.000$). The study also found that teaching staff training and teacher performance in public secondary schools in the selected schools were positively and significantly correlated and that their association was moderate ($r=0.422$, $p=0.000$).

A moderate positive and significant correlation also existed between quality assurance and teacher performance in public secondary schools in the selected schools ($r=0.572, p=0.000$). The results further demonstrated that work environment and teacher performance in public secondary schools in the selected schools were moderate, positive and significantly correlated, as supported by ($r=0.523, p=0.000$). It can, therefore, be inferred that the performance target setting, teacher performance appraisal and development, Teaching staff training, quality assurance and work environment and the teacher performance in public secondary schools in the selected schools changed in the same direction.

		Correlations					
		Teacher Performance	Performance Target Setting	TPAD	Quality Assurance	Teaching Staff Training	Work Environment
Teacher_Performance	Pearson Correlation	1					
	Sig. (2-tailed)						
	N	353					
Performance Target Setting	Pearson Correlation	.467	1				
	Sig. (2-tailed)	.000					
	N	353	366				
TPAD	Pearson Correlation	.421	.253	1			
	Sig. (2-tailed)	.000	.000				
	N	353	366	366			
Quality Assurance	Pearson Correlation	.572	.445	.425	1		
	Sig. (2-tailed)	.000	.000	.000			
	N	353	366	366	366		
Teaching Staff Training	Pearson Correlation	.422	.270	.314	.255	1	
	Sig. (2-tailed)	.000	.000	.000	.000		
	N	353	366	366	366	366	
Work Environment	Pearson Correlation	.523	.463	.345	.506	.466	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	353	366	366	366	366	353

** . Correlation is significant at the 0.01 level (2-tailed).

Table 8: Correlation Matrix

4.7.1. Regression Analysis and Hypothesis Testing

Regression analysis was conducted to measure the influence of performance management initiatives under study (performance target setting, teacher performance appraisal and development, Teaching staff training, and quality assurance) on teacher performance in public secondary schools. The individual effect of each was assessed by conducting bivariate regression analyses. A multiple regression analysis, on the other hand, was conducted to show the combined effect of the four initiatives on teacher performance. All tests were conducted at a 0.05 level of significance.

4.7.2. Influence of Performance Target-Setting on Teachers’ Performance

Regression analysis was done to determine the nature of the relationship between the performance target setting and the teacher performance in public secondary schools.

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
	.467	.218	.216	.717	.218	98.021	1	351	.000

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	50.447	1	50.447	98.021	.000 ^a
	Residual	180.644	351	.515		
	Total	231.091	352			

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	.843	.269		3.135	0.000
	Combined Project Initiation processes (X ₁)	.648	.065	.467	9.901	.000

a. Predictors: (Constant), Performance Target Setting
b. Dependent Variable: Teacher Performance in Public Secondary Schools.

Table 9: Performance Target-Setting and Teacher Performance

4.8. Model Summary

The regression model summary results presented in table 9 showed that the coefficient of determination associated with performance target setting in the sampled schools was 0.218. These results indicated that performance target setting explained 21.8% of the changes in Teacher Performance in Public Secondary Schools in Kenya. The rest of the variation in the performance of these schools, 78.2%, was attributable to other variables.

4.8.1. Goodness of Fit

The findings outlined in table 9 also indicated that the model used in showing the link between performance target setting and Teacher Performance in Public Secondary Schools in Kenya was statistically significant. That is, the model fits the data used well. This was supported by $F(1, 352) = 98.021, p = .000$. It can also be inferred from these findings that performance target-setting was an adequate predictor of the teachers' performance in public secondary schools in Kenya.

4.8.2. Regression Coefficient

The results in the third output in table 9 validated that the teacher performance in public secondary schools in Kenya was positively and significantly affected by performance target setting as illustrated by ($\beta = 0.648, t = 9.901, p = .000$). The implication of the findings was that an increase in performance target setting would lead to increased teacher performance in public secondary schools in Kenya by 0.648 units holding all other factors constant.

Hence, the computed p-value was 0.000, which was less than 0.05. Therefore, the first null hypothesis that performance target setting has no significant influence on teacher performance in public secondary schools was rejected, and an inference was made that performance target setting significantly influences teacher performance in public secondary schools in Kenya.

$$Y = 0.843 + 0.467 X_1 + 0.269$$

Where: Y= Teacher Performance in Public Secondary Schools in Kenya and X₁= performance target setting

4.9. Content Analysis

4.9.1. Influence of Target-Setting on the Performance of Secondary School Teachers

The responses of the key informants as to whether target setting influenced the performance of secondary schools were also provided. 35(87.5%) of the KIs noted that target setting influenced the performance of public secondary school teachers. According to them, teachers were committed to setting targets in their respective subjects by class on a termly basis. Teachers were keen on working tirelessly towards achieving their set targets to deliver quality results. In his words, KI 13 quoted: "We are very strict on teachers to set their targets at the beginning of every term; as administrators in the school, it is our responsibility to follow up and ensure each and every teacher has adhered and not only setting the targets but also ensuring they are achieved at the right time and effectively for better results."

On the other hand, 7 (17.5%) of key informants argued that target setting may or may not influence performance in the school, where they observed that some teachers are generally lazy and teaching is not their call; they are just there for formality. Such teachers require close supervision and occasional observation of their lessons to instill results. *"Some teachers have no passion for teaching; they just do it as a formality and, hence, lack commitment. They do not commit over time to teaching students. Close supervision is required on them so that they can produce results."*

Noting that all teachers are required to set targets as per TSC policy and prepare mandatory documents which help them deliver or assist in achieving their targets set, some of them never prepare the mandatory documents, and therefore, they are required to be pushed to deliver the said document. 3(7.5%) argued: *"All teachers are required to adhere and follow TSC policy on setting targets as a requirement in TPAD and also prepare and produce mandatory documents such as schemes of work, lesson notes and others and forward them to their respective supervisors for approval. Some of the teachers are lazy, and they require a lot of push."*

The findings are supported by Gichuru, Muema, and Moguche (2017), who noted that targets set are not always achievable, which affects employees' performance. Also, employees are never given a chance to negotiate targets with their supervisors, which negatively affects their performance.

5. Summary, Conclusions and Recommendations

5.1. Introduction

This chapter summarizes the study's main findings, inferences, and recommendations for future practice and policy. It also offers different suggestions for further research, as per the study's specific objective.

5.2. Summary of Findings

The main objective of this study was to investigate the influence of performance management initiatives and work environments on the performance of public secondary school teachers in Kenya. To realize this objective, six specific objectives were examined, one of which was to examine the influence of performance target setting on the performance of public secondary school teachers in Kenya.

5.3. Performance Target Setting and Performance of Public Secondary School Teachers

The study found that public secondary school teachers largely agreed that performance target setting as a performance management initiative had influenced their performance in their respective schools. This was evidenced by the findings that the majority of teachers set their targets based on their subject mean for their previous KCSE mean score, which was always higher as their main motive was to improve their mean score. Setting SMART, clear and achievable targets made teachers provide quality teaching as it enabled them to work hard towards achieving them. It was also noted that involving learners in setting the targets in their respective schools enhanced the performance of public secondary school teachers as learners would also work hard to realize their grade targets.

The study also established that performance target setting had majorly helped teachers to work towards achieving the set targets and enabled them to have timely syllabus coverage. Syllabus, in reality, serves as an agreement between the students and the teachers, and it contains functions and ideas that are used to assess students' performance. Therefore, covering the syllabus enables students to perform well in their respective subjects. Performance target setting enabled teachers to practice their professionalism by making them prepare the required professional documents such as schemes of work, lesson plans and notes, preparation of required teaching aids, and also concentrating on the student's class work.

The correlation analysis results showed that performance target setting was positively and significantly associated with the performance of secondary school teachers in Kenya. This association was established as moderate, as confirmed by $r=.467$ $p=0.000$. The regression analysis results ($\beta = 0.648$, $p = .000$), on the other hand, confirmed that the performance of secondary school teachers in Kenya was positively and significantly influenced by the performance target setting. These findings implied that enhanced performance target setting would translate to improved performance of secondary school teachers in Kenya and vice versa. A calculated p-value of 0.000 associated with the beta coefficient of performance target setting was a confirmation that this performance management initiative significantly influenced the performance of secondary school teachers. Based on these findings, the null hypothesis was rejected, and a conclusion was made that performance target setting had a significant influence on the performance of secondary school teachers in Kenya.

5.4. Conclusions

The study concluded that public secondary school teachers set clear and SMART targets based on their previous KCSE subject mean score to ensure they had work aiming to improve. That target setting influenced secondary school teachers' performance in their duties as it helped them work towards achieving the set targets, enabling them to cover their syllabus in the expected time frame. The study also concluded that the performance target setting contributed 21.8% to the performance of public secondary school teachers in Kenya. Therefore, an increase in it would lead to an increase in the performance of public secondary school teachers in Kenya.

The role of performance management initiatives is generally seen in ensuring that teachers are able to set performance targets in their respective teaching subjects, implement teacher performance appraisal and development to ensure their set targets were achieved effectively, with the close follow-up of internal quality assurance and teaching staff training to ensure the teaching profession was undertaken.

In the investigation of performance, management initiatives' influence on the performance of public secondary school teachers in Kenya, from the findings, it was concluded that internal quality assurance had the strongest influence

while teacher performance appraisal and development had the least influence on the performance of public secondary school teachers in Kenya. The other performance management initiatives also play a significant role in the performance of public secondary school teachers, as evidenced by the positive beta coefficients from the regression analysis conducted.

5.5. Recommendations

The study explored the influence of performance management initiatives and the work environment on the performance of public secondary school teachers in Kenya. Based on the findings, the following recommendations were made to the Teachers Service Commission, Ministry of Education, School Management, and other key stakeholders to improve the performance of public secondary school teachers.

The study recommends that teachers in public secondary schools in the Country should strictly follow the teacher performance appraisal and development policy when setting their performance targets. The performance targets set should be SMART and that teachers should strictly work towards achieving the set targets to achieve their main goal.

5.6. Suggestions for Further Research

This study only focused on four performance management initiatives, and since there are many other performance management initiatives that are likely to affect the performance of public secondary schools, a similar study can be undertaken to capture their effect.

Similar studies can be replicated in public primary school teachers in Kenya for comparative purposes. The study further recommends more in-depth studies that explore the various performance management initiatives and policies that are particular to the education sector and any emerging differences in their application in the private and public sectors. Studies that compare the application of performance management initiatives across different sectors can also be conducted to enhance different sectorial policies in this regard.

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