

**EFFECT OF PERFORMANCE TARGET SETTING ON PERFORMANCE OF
TEACHERS IN LONDIANI SUB-COUNTY PUBLIC SECONDARY
SCHOOLS, KERICHO COUNTY, KENYA**

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ABSTRACT: *Performance target setting was introduced as a result of performance contracting which emanated from France in 1960's. Escalation in environmental hurly-burly in the 1970's, forced top managers to embrace performance target setting. Institution of performance target setting in Kenya lie beneath belief that output and cost decrease can lead to enhancement in service provision to Kenyans. The focus was on effect of performance target setting on performance of teachers in Londiani Sub-County public secondary schools, Kericho County, Kenya. The theory applied in this research was Goal Setting theory. Ex-post Facto Design was adopted, data collected through a questionnaire, analysis, interpretation and reporting of information done by SPSS. The study targeted 300 teachers and a sample of 171 teachers were nominated using Stratified random sampling technique. Data was summarized descriptively through the use of mean and percentages. Inferential statistics used were correlation and analysis of Variance (ANOVA). It was concluded that target setting positively influenced performance of teachers; hence should be embraced.*

KEYWORDS: performance target setting, public secondary schools and performance of teachers.

INTRODUCTION

The process of identifying performance targets is carried out after the budget process has been completed and institutions informed about their resource allocation which ensures that targets are realistic and achievable within the available resources and that the targets emanate from the institutions and are freely negotiated and not imposed arbitrarily by the government but negotiated in two phases (Obong'o, 2009).

Performance targets are agreed on beforehand and standards set in a participatory and democratic way between the appraisee and the appraiser (Kagama & Irungu, 2018). Targets are set and areas of concern are the outcomes rather than the processes (Kago,

2014). The targets to be attained are reached after taking into account the broad teaching and learning context for example availability of resources, learner's entry behavior, facilities existing and the general learning/teaching environment (Kagama & Irungu, 2018). A good target should be clear and precise on what is being measured and how this is calculated without any ambiguity (Cheche & Muathe, 2014).

Statement of the problem

Kenya Certificate of Secondary Education (KCSE) results analysis between 2014 to 2018 shows that there is a down ward trend of overall mean score of all secondary schools in the Sub-County as follows; 2014 =4.598, 2015=4.865, 2016=3.528, 2017=3.257 and 2018=3.540 (Ministry of Education Londiani Sub County, Kericho County, Kenya). This is the period the Ministry rolled out performance target setting to all teachers country wide and there is need to ascertain if it affected their performance as reflected in student results within the Sub-County.

Most teachers during this period refused to take part in performance targets setting in Kenya citing lack of level ground for target setting (Kipkenei et al., 2016). Public uproar on service standards is common in civil service more so in government departments and that regardless of introduction of performance contracts, performance of public sector in Kenya on service delivery is far below par (Odongo & Wang, 2017). A gap subsists concerning the effect of performance target setting on performance of workers, that is, if performance target setting upsurges the worker's performance (Nguthuri, Maringa, & George, 2013). A detailed research is necessary to find out the effect of performance target setting on teacher's performance since teachers contribute a lot in education and learning where the Government invests nearly 73 percent of the Government's social spending annually.

Research Hypothesis

The following hypothesis was adopted:

H₀₁: Performance target setting has no substantial effect on performance of teachers in Londiani sub-county public secondary schools.

Significance of the study

Ministry of Education which will use the findings of this study to come up with better methods of improving performance in the education sector as a whole.

Teachers Service Commission will improve on the way targets are set in Teacher Performance Appraisal and Development (TPAD).

Teachers will use the findings to improve on their performance and also look at the performance target setting in a good way.

Finally, other scholars will be able to access this study as a guide for their research.

Scope of the Study

The research was carried out in Londiani Sub County public secondary schools and focused on the extent, to which performance target setting affected performance of teachers between July, 2019 and August, 2020.

LITERATURE REVIEW

This chapter explores the related literature on performance target setting and teacher's job performance.

Review of Theories

The theory embraced in this research was Goals setting theory devised by Edwin Locke and colleagues in 1968 (Neubert & Dyck, 2016). Goal setting theory suggested goal difficulty and goal specificity as the main concepts underlying this theory (Vigoda-Gadot & Angert, 2007). The fundamental principle is that a person's cognizant intentions govern his or her actions, and a goal is basically what the individual is attempting to achieve consciously (Vigoda-Gadot & Angert, 2007). Performance target setting is best explained by goal setting theory which states that employees are motivated by clear goals and appropriate feedback (Nganyi, Shigogodi, & Owano, 2014). According to the theory, humans are more motivated to act when a reward is offered at the end of a task or behavior (Wanyama Wanjala & Kimutai, 2015).

Teachers' Performance

Teacher performance target setting introduced recently in Kenya has been criticized for being skewed and biased and that teachers feel that the system lacks objectivity hindering the achievement of performance (Kagama & Irungu, 2018). Institutions require people who perform exceedingly well so as to meet their objectives and gain competitive edge (Sonnetag & Frese, 2002). Performance of employees can be as a result of their level of work fulfillment, apparent fairness and attitude on the job which leads to institutional growth (Inuwa, 2015). Measurement of employee performance is an important activity because it can be used in measuring of the success of the organization's employees (Gunawan & Amalia, 2015).

Setting Performance expectations and teachers' performance

Setting performance expectations includes setting of anticipations for yields foreseen and putting in place reporting structures to determine how well the yields have been achieved (Mayne, 2004). It is expected that supervisors share a vision and provide way forward and also craft a reward scheme so as to ensure the achievement of the set expectations (Jacobsen, 2019). Performance objectives set by an individual enhances assignment performance more so when the objectives are precise, inspiring and are connected with greater exertion and task perseverance (Barbier, 2013). When goals are fixed, the areas of concern are the results rather than the procedures, yet these procedures determine the results (Kago, 2014).

Pre-negotiation Consultations and teachers' performance

Pre-negotiation consultation takes effect where a SWOT analysis is carried out to determine the performance capacity of the institution, which helps to determine whether the objectives being developed are realistic, achievable, measurable, growth-oriented and benchmarked and this stage is stormy due to lengthy meetings and disagreements but finally come to a consensus (Obong'o, 2009). To succeed in negotiating targets, the team should prepare and plan to handle issues that may arise and interfere the quest for

objectives to be set and it must go outside the expectations of team before the actual negotiation (Balliu, 2020).

Negotiation Process and teachers' performance

Negotiation process is the stage in which issues agreed upon are taken into account and presented for vetting to the secretariat and ensured that the targets set comply with the guidelines and are linked to the institutions' strategic goals (Obong'o, 2009). Negotiation take place when objectives cannot be attained without the support of other people and also when it is anticipated that an enhanced transaction can be gotten by negotiation (Balliu, 2020). Setting of performance targets helps in harmonization of activities among staff and divisions by guiding their attention towards accomplishing a goal and ensuring that they concentrate on the activity and avoid issues that may cause distraction (Feichter, 2016).

Content formulation and teachers' performance

During content formulation, departmental plans and implementation schedule should be taken into consideration and the plan must take into account important activities to be done so as to achieve the targets set and also method of evaluation at the end of the agreed period (Mutinda, 2017). Targets can enhance performance when the number is low since limited clear-cut organizational objectives can offer an organization perfect concentration and also assists in mobilizing strength and funds in the anticipated course because a bigger number of targets breed mix-up and demoralization (Boyne, 2007) When designing appropriate target levels for staff, supervisors gets information from various sources for example previous work performance records, group performance figures, marketplace studies on impending growths and additional information bases (Feichter, 2016).

METHODOLOGY

This research adopted Ex post facto design. Respondents were 41 Heads teachers, 34 Deputy Head teachers and 225 ordinary teachers. Two sets of questionnaires were used; one for Heads teachers and Deputy Heads teachers and another ordinary teachers. A sample of 171 was selected using miller and brewer (2003) mathematical formula. Each category was proportionally selected using Stratified random sampling technique. The sampling frame was teacher's population data Sheet held by the Director Teachers Service Commission (TSC) Londiani sub-county.

Permit was obtained from University and National Commission for Science, Technology and Innovations (NACOSTI) so as to gather data. Content validity was determined by giving the questionnaires to my supervisors and scholars in the field of Human Resource Management. Cronbach alpha was utilized to check reliability of the instrument and normality was tested using Shapiro wilks. Data was analyzed descriptively using percentages, frequency tables, means, and standard deviations and inferentially by conducting correlation, ANOVA and linear regression analysis.

FINDINGS

Response Rate

The response rate was 86.0% and was adequate for analysis since (Babbie, 2015) pointed out that 50% rates of return is accepted, while 60% and 70% are good and very good respectively.

Gender of ordinary teachers

Of the 111 respondents, sixty seven (67) representing (60.4%) were male and the remaining forty four (44) being female accounting for (39.6%).

Table 1: Gender of ordinary teachers

Gender	Frequency	Percentage
Male	67	60.4
Female	44	39.6
Total	111	100

Gender of heads of schools and deputy heads of schools

Out of the 36 head teachers and deputy head teachers 24 were male respondents representing (66.7%) and 12 were female representing (33.3%).

Table 2: Gender of head and deputy head teachers

Gender	Frequency	Percentage
Male	24	66.7
Female	12	33.3
Total	36	100.0

Designation of head and deputy head teachers

36 respondents among the heads of schools and heads of schools, (52.8%) were deputy head teachers representing and (47.2%) were head teachers.

Table 3: Designation of head teachers and deputy head teachers

Designation	Frequency	Percentage
Heads of schools	17	47.2
Deputy Heads of schools	19	52.8
Total	36	100.0

Effect of target setting on performance of teachers in Londiani sub-county public secondary schools

The finding on setting of targets indicates that, a majority of forty nine percent (49%) agreed while twenty point seven percent (20.7%) strongly agreed that teachers take part in pre-negotiation of targets. This finding relates to the findings of Awino and Saoli in

2014 who found that 84.8% concurred that they took part in setting of performance targets (Awino & Saoli, 2014) and also the finding of Omboi and Kariuki in 2011 who established 41% of those sampled agreed that they took part in performance targets setting (Omboi & Kariuki, 2011). Findings on teacher's satisfaction on setting of performance expectations showed that, thirty nine point six percent (39.6%) agreed that teachers are satisfied on setting of performance expectations. According to the findings, fifty six point four percent (56.4%) and nineteen point one percent (19.1%) agreed and strongly agreed respectively, that they sign performance targets annually. This means that teachers sign performance targets annually. This finding corresponds to that of Waithaka and Ngugi in 2012 who found that 56% of their respondents signed performance contracts annually and it is legally binding so as to improve performance of the workers (Waithaka & Ngugi, 2012). Engaging students in content formulation was agreed upon by forty seven point seven percent (47.7%). Overall findings on setting of targets is in agreement with the findings of Waithaka and Ngugi in 2012 who found out that targets are set and mutually agreed upon at Kenya Civil Aviation Authority (Waithaka & Ngugi, 2012).

Correlation Analysis

To define the association between the study variables of Performance target setting, a Pearson product-moment correlation was run. A moderate positive correlation was found between Teachers taking part in pre-negotiation and Teachers satisfaction on setting of performance targets ($r=0.445$, $n=111$, $p \leq 0.001$). A moderate positive correlation exist between Teachers taking part in pre-negotiation and Signing of performance targets annually ($r=0.500$, $n=110$, $p \leq 0.001$). The study found a weak positive correlation between Teachers taking part in pre-negotiation and Engaging students in content formulation ($r=0.131$, $n=109$, $p=0.175$). There is a moderate positive correlation between Teachers satisfaction on setting of performance expectation and the Signing of performance targets annually ($r=0.410$, $n=110$, $p \leq 0.001$). A weak positive correlation was found between Teachers satisfaction on setting of performance expectation and Engaging students in content formulation ($r=0.222$, $n=109$, $p=0.020$). A weak positive correlation was established between Signing of performance targets annually and Engaging students in content formulation ($r=0.266$, $n=109$, $p=0.005$).

Regression

The researcher conducted regression analysis to discover the effect of the independent variables (setting of performance targets, performance monitoring and evaluation, performance appraisal and intervention measures) on the performance of teachers in Londiani Sub-County public secondary schools Kericho County, Kenya. The linear regression model showed $R^2= 0.286$ which means that 28.6% of change in performance of teachers in Londiani Sub-County public secondary schools, can be explained by the model.

Table 4: Model Summary for effect of performance target setting on performance of teachers in Londiani Sub-County public secondary schools

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.534 ^a	.286	.279	.8427	2.176
a. Predictors: (Constant), Target setting					
b. Dependent Variable: Performance of teachers					

ANOVA indicates F statistic as 42.765 and the P value is ≤ 0.001 hence it is significant statistics wise since the value of P is less than $\alpha = 0.05$. The model is a good fit and can successfully predict the dependent variable.

Table 5: Results of goodness of fit of performance targets model

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	30.370	1	30.370	42.765	.000 ^b
	Residual	75.987	107	.710		
	Total	106.357	108			
a. Dependent Variable: Performance of Teachers						
b. Predictors: (Constant), Target setting						

The following model was derived expanding the relationship between the factors identified in the study as shown below.

$$Y = \beta_0 + B_1 X_1$$

$$Y = 1.174 + 0.697X_1$$

Where:-

Y Denotes performance of teachers in Londiani Sub-County public secondary schools.
 β_0 Denotes Constant, showing performance of teachers in Londiani sub-county Public secondary schools

B1 Denotes Regression Coefficients

X_1 Denotes setting of performance targets

The results indicate that for every unit of performance of teachers in Londiani Sub-County public secondary schools, setting of performance targets contributes to 0.697. This is significant because the P value is ≤ 0.001 which is less than $\alpha = 0.05$.

Table 6: Coefficients for effect of target setting on performance of teachers in Londiani Sub-County public secondary schools

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.174	.273		4.296	.000
1 Performance target setting	.697	.107	.534	6.539	.000

a. Dependent Variable: Performance of Teachers

Test of Hypothesis

H₀₁: Performance target setting has no significant effect on performance of teachers in Londiani sub-county public secondary schools. The anova results of Performance target setting against teachers performance shows that significance of (p=0.00) and Chi-square test was X= (0.01, n=90). Therefore reject H₀₁ and conclude that Performance target setting has a significant effect on the performance of teachers in Londiani sub-county public secondary schools.

CONCLUSIONS

The study concludes that setting of expectations influenced performance of teachers in Londiani sub-county public secondary schools positively; hence increase in setting of expectations improves performance of teachers. Pre-negotiation consultations as a factor had a significant effect on the performance of teacher's in Londiani Sub-county public secondary schools. The effect was moderately positive. Negotiation process significantly influenced teachers' performance in Londiani sub-county public secondary schools. The influence was moderate. The study concludes that content formulation strongly positively influenced teacher's performance in Londiani sub-county public secondary schools. Finally the study concludes that implementation of performance target setting had an influence on performance of public secondary school teachers in Londiani sub-county. It was an indication that teachers' should embrace setting of expectations, pre-negotiation, negotiation process and content formulation in the execution of their duties.

Recommendation

The study proposes the following recommendations:-

Teachers and other stakeholders in the education sector should set of performance expectations because this will hold them responsible for the results achieved.

Ensure that all secondary school teachers are involved in pre-negotiation stage so as to bring on board the tools necessary for them to perform effectively so as to be factored in and also iron out any issue that may bring interference during the negotiation process. The negotiation process should be timely and all teachers should take part since it will help improve on the targets set and also their overall their performance.

Performance target setting needs provision of necessary resources by providing both man power and financial support among other assistance necessary to enhance quality targets and also effective implementation.

Future Research

Further research should be carried on ministry of education officials to ascertain effect of performance contracting procedures on performance of schools heads and their deputies since this study did not interview supervisors of schools heads.

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