



GOAL- SETTING PRACTICES BY TEACHERS AND SERVICE DELIVERY IN PUBLIC SECONDARY SCHOOLS IN SOTIK SUB COUNTY, KENYA

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Abstract

Goal setting is one of the practices used in performance appraisal of human resource. It is used by managers in organizations to evaluate employees' performance in relation to certain pre-set criteria and objectives of the organization. The study sought to; determine the effect of goal-setting practices by teachers on service delivery in public secondary schools in Sotik Sub County. The study was guided by Goal setting Theory. The study adopted descriptive and cross-sectional research design. The target population for the study was 252 teachers in public secondary schools in Sotik Sub-County. The study employed purposive and stratified random sampling technique to sample 122 teachers. The study used primary data which was collected using a structured questionnaire. The research instrument was pre-tested for validity in a pilot study undertaken in Konoin Sub- County and that experts in HR were used to check on the

research instruments. Cronbach's Alpha shall was applied to test reliability where a Coefficient of 0.87 showed that the research instrument was reliable. The findings revealed that there exists a significant negative effect between goal setting practices on service delivery ($\beta = -0.194$, $p=0.000$). The study concludes that goal setting practices has a significant effect on service delivery. The study concludes that teachers set achievable goals for every subject they teach at the beginning of every appraisal period. The study recommends that supervisors should acknowledge the effort teachers put in achieving set targets since they get motivated hence offer better service to customer.

Keywords: Goal-setting practices, Service delivery, Public secondary schools, Sotik Sub County, Kenya

INTRODUCTION

Performance appraisal (PA) as a performance management practice can be defined as the formal and periodical assessment and rating or ranking of individuals by their managers or immediate supervisors. Performance appraisal is a systematic periodic and impartial rating of employee's excellence in matters pertaining to their present job and to his potentialities for a better job (Flippo). It is used as a basis of employee reward allocation such as salary increments, promotion and other rewards; to point out the weaknesses of employees and spot the areas where development efforts are needed as well as for the selection and development programme among employees.

Teachers are the bedrock and foundation of quality education in the society (Clarke, 2006). In line with this opinion, teachers should be able to monitor students' progress, provide guidance services, and manage both knowledge and students. Ojokuku (2015) studied the influence of performance appraisal (PA) on the performance and motivation of academic Staff in Nigerian Universities. Findings of the study showed that the performance appraisal exert a strong influence on overall performance and motivation among the academics.

Over time, there has been a number of changes in teacher management and governance in Kenya. The Teachers Service Commission developed TPAD system to support teachers improve in their teaching competencies. The system allowed teachers in both primary and secondary schools in Kenya to participate in goal setting and evaluating their own performance and initiate their professional development.

PA system is an important constituent of the whole human resource management function in the civil service (The Republic of Kenya, 2008). The appraisal stands on the principle of setting performance targets, work planning, reporting, and feedback. The general objective is

to improve and manage employee performance and advance the level of staff involvement and participation in delivery, evaluation, and planning of work performance. Teachers play a critical role in the teaching and learning process. They are responsible for implementing the curriculum in and outside classroom. The successful progression of learners largely depends on the teacher skills, expertise, and strategies employed in curriculum implementation.

Republic of Kenya (2008) observes that Performance Appraisal System (PAS) as a programme should consist of the following aspects: setting of performance targets, work planning, values, monitoring, competency assessment, evaluation, and end of year appraisal. It confirms that low level of teacher commitment to curriculum implementation in schools results in poor performance in secondary education among others (The Republic of Kenya, 2008).

The Teachers Service Commission, (2003) notes that a public officer shall improve the level of professionalism and standards of performance in the organization to the extent appropriate for his office. The TSC Code of Regulations for Teachers, 52 (1) provides for the Commission to develop an open performance appraisal system for teachers in its employment. This is aimed at strengthening supervision and continuous monitoring of the performance of teachers in the maintenance of the teaching standards in learning institutions.

Performance Appraisal in Teachers Service Commission

As the need for greater accountability and quality service delivery is gaining roots in all sectors, attempts to evaluate the performance of teachers have been made in many countries. Teachers in Kenya have not been left behind in performance appraisal process (Jonyo & Owuor, 2017). Kanisa and Makokha (2017) revealed that, teacher performance appraisal in Kenya has only become a considerable issue recently. Although in developed countries such as USA, Australia and New Zealand, it is already well established. According to Jonyo and Owuor (2017), traditionally Kenya and other developing countries used inconsistent evaluation method based on impulse and incorrect data to evaluate teachers. Over the years, Kenya has made several endeavours to enhance the way teachers are assessed in public schools however with little achievement. After independence Kenya acquired an inspectorial approach from colonial government on teacher evaluation which was then integrated in the first Education Act Cap 211(Republic of Kenya, 1969). The inspectors of schools and later Quality Assurance and Standards officers were mandated to inspect schools and evaluate teachers, which they did once in a while (Gichuki 2015).

Yator (2003) revealed that the schools that perform better in examinations are those that the heads of institution organize and monitor the learning process their student while others leave it to a chance. According to Jonyo & Owuor (2017) ineffective supervision and evaluation

system in public schools have led to teachers' dissatisfaction, besides the low levels of numeracy and literacy among students and even teachers' failure to understand the curriculum.

Statement of the Problem

TPAD was introduced by TSC so as to aid in the appraisal of all teachers but there has been varied attitude and reactions among education stakeholders towards the appraisal system. Over time, teachers have expressed concern over the TPAD monitoring tool to evaluate teaching in schools. The Kenya National Union of Teachers opposed it saying that it may be used to victimize teachers when seeking promotion and unfairly blame them for poor results among students. Teachers' performance is perceived to be dropping because a lot of time is used in filing the TPAD evaluation tool. It is observed that teachers have been converted into clerks and clerical officers dealing with TPAD documents instead of teaching and that time spent on TPAD should have been used to prepare for lessons and teaching. The current TPAD tool challenges teachers when filing since some of them are computer illiterate. Teachers spend much time struggling to navigate around its poorly designed sections thus affecting on their core mandate which is teaching. Complaints have been reported on the efficiency of performance evaluation since some non - performing teachers have been promoted with no regard to their performance appraisal while performing teachers have been left out in merit promotions. Most important conditions of performance appraisal such as performance gap identification and feedback on appraisals are not available for teachers to gauge its performance. Currently there is limited knowledge on the contribution on TPAD particularly its effect on service delivery owing to limited studies. It is against this background that this study was conducted to determine the effect of goal setting on service delivery in public secondary schools in Sotik Sub- County.

LITERATURE REVIEW

Goal-Setting Theory

Goal setting theory was brought forth by Edwin Locke in 1968 in order to explain human behaviour in specific work situations. This theory expresses that goal setting is basically connected to work fulfillment. It indicates that goals which are specific, challenging and accepted by workers alongside proper feedback will prompt to higher level of performance (Locke and Latham, 1979; Locke and Latham, 2006). This can be related to employee participation in coming up with performance appraisal because performance appraisal involves setting goals to be achieved by employees at the end of appraisal period. It also identify performance gap and help employee to improve their weak areas.

According to this theory, goals make employees to discover new and better approaches to do work effectively. It also concurs that obligation on goals is probably going to be high when goals are made open and they are not forced on people. According to this theory when goals are specific and workers are engaged in setting them performance increases. As indicated by Locke and Latham (2002, 2006) there are five goal setting rules that can enhance chances of accomplishment. These are: Clarity, challenge, commitment, feedback and task complexity. (Newstrom, 2011) ascertained that setting of goals motivates in light of the fact that there is a shortfall to be met between the present and future performance. This creates tension and workers diminish it by achieving the goals. This thus raises employees drive, gives competence in work and raises self-esteem which additionally energizes the need for self-improvement. Goal setting theory is critical in this study since it supports the use of performance appraisal as a strategy to raise performance of workers. The goals identify and provide guidance to a worker about what should be done and how much efforts are required to be put in. The theory will be used to determine the effect of goal- setting practices on service delivery in public secondary schools in Sotik Sub County.

Goal Setting Practices and Service Delivery

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, then following that plan to success. Goals are set in all area of life from organizations schools to military engagement. Goal gives organization and individual direction to follow and help them to turn their plans to a reality. The study states that every successful organization or entity should have clear and defined goals that are designed to bring the best out of people as well as a group. It also indicates that goals help a person achieve success and motivate those who always set them. The key requirement for goals achievement is commitment. Goals enable people to strive for and reach what it is they want to accomplish in their life.

Njeru (2015) conducted a descriptive research study on the role of performance appraisal on performance of job in the public sector at Kirinyaga Central District. The study indicates that effective individual performance goals ought to be Specific, Measurable, Achievable, Realistic and Timely. In addition the study expressed that they ought to reflect key performance indicator of the job. Goal setting is seen as fundamental for organization trying to enhance the likelihood that people and groups will behave in ways that lead the achievement of organization objectives. The study indicates that goals give one direction and something to aim for. In additional they consolidate unique standards of measure of performance which are

understood by everybody involved. According to the GOK (2009), all types of occupation even the one that is most dull or repetitive their outcomes can be measured.

Sahai and Srivastava (2012) conducted a case study of a conglomerate in India to determine the role of goal setting and performance assessment as a tool for talent management. The study found out that goal setting process creates a more attractive and objective strategy for defining expectations and performance assessment. In conclusion the study demonstrated that goal setting gives particular and quantifiable objectives thus giving clearness to the workers on what is expected from them. Choon and Cheng (2016) conducted an empirical study of a High-Tech Company in Singapore on the impact of goal setting on employee effectiveness to improve organisation effectiveness. The study discovered that goal setting positively affects employee performance and eventually enhances organization effectiveness. In addition the study demonstrated that goal is a common idea that incorporates different concepts like aim, undertaking, deadline, reason, intentions and objective and is deemed as a controller of activity. The study demonstrated that organizations are always looking for methods for accomplishing their goals. The study also revealed that goal setting is viewed as a method for helping all employees to pull in a similar way with a view of increasing performance.

Khan (2014) carried out a descriptive study on the effect of goal setting on teachers' performance; the study was restricted to secondary school teachers working in Karachi. The data was collected through a questionnaire from a sample size of 200 teachers the study discovered that goal setting improves teachers' efficiency and effectiveness. In addition the study discovered that the goal setting has positive effect on work performance. Finally the study concluded that the goal is imperative to improve the work performance of the teachers because without goal worker will not work to full potential. Goal setting theory contends that there are assorted sorts of goals like specific and difficult goals that yield in a higher performance than easily achievable goals, unclear goals or without goals at all (Locke & Latham, 1990).

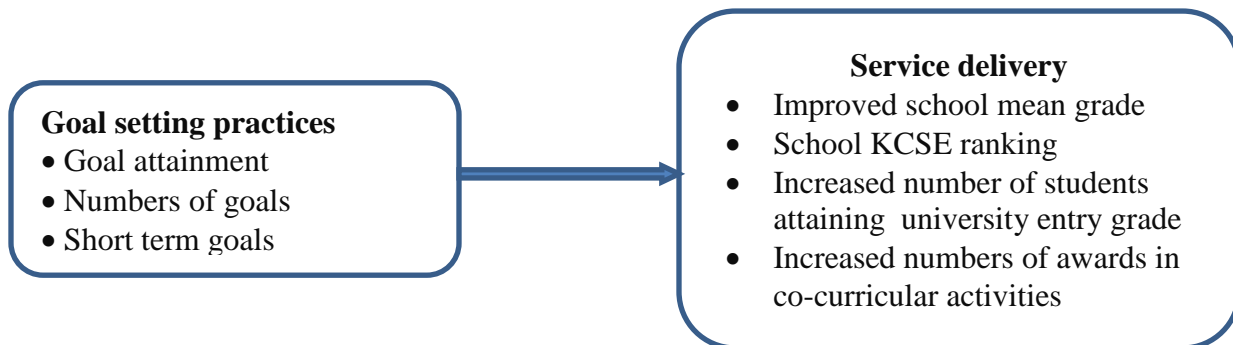
According to Heather (2017), Goal setting is a broadly embraced practice in organization settings and a profoundly respected subject in literature on the working environment. Nonetheless, its essence is weaker in advanced education on teaching. The findings of the study indicate that teachers' goals may impact their professional growth and instructional effectiveness. In conclusion the study stated without commitment to one's goals there will be no significant progress. Dobson (2016) carried out a study on the nature and practice of goal setting in teachers' appraisal. The study argued that for teacher to achieve their goals first they should believe that goals are important and that they have the capacity to achieve them. Ingram, lee, Mazzotti and Lowe (2016) Revealed that training on goal setting is away to improve

academic participation. Though teachers feel they are not prepared to set goals. In conclusion the study indicates that goal setting is effective in improving teacher performance which in turn improves student academic achievement.

Conceptual Framework

The figure 1 below shows the inter-relationship between independent and dependent variables of the study.

Figure 1 Conceptual Framework



RESEARCH METHODOLOGY

This study adopted descriptive and correlation research design. Correlation research is concerned with collecting data that is quantifiable to determine to what extent relationship exists between two or more quantifiable variables. The degree of relationship is expressed as a correlation coefficient (r) According to Mugenda and Mugenda (2003) descriptive studies determine and report things the way they are. This was appropriate in obtaining information concerning the status of the phenomenon, to describe what the current situation is with respect to the variables of the study. According to Orodho (2003), the choice of this research design was appropriate for the study that adopted questionnaires as the data collection tool.

The study was done in Sotik sub-county. This is one of the five sub-counties of Bomet County, Kenya. It is located to the west of the County bordering Kericho, Nyamira and Narok counties. The sub- County is largely rural in settlement setup. It has all categories of public secondary schools: national, Extra- County, County and Sub-County schools.

The target population of study was Principals and head of Departments of 63 public secondary schools in Sotik Sub County (TSC Sotik sub county 2020). Principals as heads of institutions and teachers were targeted because they gave information on how performance appraisal affects their performance.

Table 1 Target Population

Schools Target	Number	Target Population	Percentage
Nation Schools	1	4	1.6
Extra-County School	3	12	4.8
County School	12	48	19.0
Special School	1	4	1.6
Sub County Schools	46	184	73.0
Total	63	252	100

Source: TSC office Sotik Sub-County, Kenya (2021)

Respondents who was the Principals and Heads of Departments were purposely been selected from all the schools Sotik Sub County. National school, Special school and 3 Extra-County schools were purposively selected while County schools and Sub-county schools were sampled through systematic random sampling. The schools were arranged alphabetically and all those schools falling on odd numbers was selected.

According Dempsey (2003) stratified sampling is considered appropriate since it ensures inclusion, in the sample, of sub groups, which otherwise would be omitted entirely by other sampling methods because of their small number of population. The study used Yamane (1967) formula in determining the sample size from target population:

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{252}{1 + 252(0.05)^2}$$

$$n = 155 \text{ Respondents}$$

Where, n = sample size, N = population size and, e = is the margin error.

Table 2 Sample Size

Schools Target	Number of schools	Sample Population	Percentage
Nation Schools	1	3	1.6
Extra-County School	3	7	4.8
County School	12	29	19.0
Special School	1	3	1.6
Sub County Schools	46	113	73.0
Total	63	155	100

The study used self-designed structured questionnaire to collect primary data from respondents. The questionnaire contained close ended questions based on study objectives. The questionnaire employed five –point Likert scale for standardization of respondents where 1 represents Strongly Disagree, 2 represents Disagree, 3 represents Neutral, 4 represent Agree and 5 represents Strongly Agreed. The study adopted drop and pick technique for data collection.

This ensured the method and measurement technique are high quality and targeted to measure exactly what the study want to measure. Content validity was used to measure the validity of the instrument, (Goldberg *et al.*, 2016). To ascertain the criteria related validity, the outcomes of the pilot test which was done in Konoin Sub County was compared to the predictive responses. Content validity was measured by discussing with the research supervisors who are expert in the field of research to counter check of the content of questionnaire.

To test reliability the study used Cronbach's Alpha which test the consistency of the research instrument. The bench mark of this is 0.7 and anything less than 0.7 was amended or removed. The reliability of coefficient (alpha= α) range from 0-1, with 0 representing items full of errors and 1 representing total absence of error. A pilot study was undertaken in Konoin Sub County using 20 schools through a test –retest method where reliability coefficient (alpha) of 0.87 was achieved hence considered acceptable.

The collected data was analyzed using descriptive and inferential statistics with the help of statistical package for social sciences (SPSS). Descriptive statistics include percentages, frequency distribution and measure of central tendencies (mean). The data was presented in the form of tables, graphs and charts. The multiple regression model which was used was as below.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

Where, Y is the dependent variable (Service Delivery), β_0 is the regression coefficient/constant/Y-intercept, and β_1 , β_2 and β_3 are the coefficients of the linear regression equation. Y=Service Delivery; X_1 = goal setting; X_2 = feedback practices; X_3 = reward system and ε = random error term. Coefficient constants of above 0.5 will show better service delivery.

All through this study, ethical issues was maintained to guarantee that respect of participants is kept up. The study took precautions to guarantee non-revelation of research information to parties that are not intended to consume the information. Every single conceivable measure was taken to guarantee that respondent's names and particulars never show up in the questionnaire. Participation in research was voluntary.

RESULTS AND DISCUSSIONS

The study sampled 155 respondents who were distributed in the 63 secondary schools of Sotik Sub-county. Out of 155 questionnaires administered, 149 were adequately filled and returned contributing to a response rate of 96.1%.

The study sought to establish the demographic profile of the respondents which were; gender, age, academic qualification, work experience, school category and position held; and their responses are discussed below.

Profile of the Respondents

The study sought to establish the gender of the respondents and the responses of the respondents are as per Table 3.

Table 3 Gender distribution of respondents

Gender	Frequency	Percentage
Male	98	65.8
Female	51	34.2
Total	149	100.0

Table 3 reveals that the majority of the respondents were males, representing 65.8% while female respondents were 51 representing 34.2%. This implies that both gender participated in the study and also implied that Teachers Service Commission adheres to two third gender rule as stipulated in the Constitution of Kenya 2010.

The study sought to establish the age of respondents by asking them to indicate their age range and the findings are as shown on Table 4.

Table 4 Age distribution of respondents

Age range	Frequency	Percentage
Less than 30	33	22.1
31-40	68	45.6
41-50	40	26.9
Above 51	8	5.4
Total	149	100.0

The findings in table 4 reveals that majority of the respondents who were 33 representing 22.1% were aged below 30 years, respondents who were aged between 31 and 40

years were 68 representing 45.6%, respondents who were aged between 41 and 50 were 40 representing 26.9%, while the respondents who were aged above 51 years of age were 8 representing 5.4%. This implies that all the respondents were mature enough to respond to the study and that all age group participated in the study hence the response can be generalized to all ages.

Respondents were asked to indicate their highest education qualification in the teaching profession and the response are presented in Table 5.

Table 5 Education Qualification of respondents

Education qualification	Frequency	Percentage
Master Degree	15	10.1
Bachelor's degree	103	69.1
Diploma	31	20.8
Total	149	100.0

Majority of the respondents who were 15 representing 10.1% had Master's degree, respondents with diploma qualifications were 31 representing 20.8% while respondents who had Bachelor's degree were 103 representing 69.1%. This imply that all the respondents were educated enough to respond to the study.

Respondents were asked to indicate their school category and their responses are presented in Table 6.

Table 6 Respondents School Category

School Category	Frequency	Percentage
National school	3	2.0
Extra county	8	5.5
County	20	13.4
Special School	4	2.6
Sub County	114	76.5
Total	149	100.0

According to Table 6, majority of the respondents who were 114 representing 76.5% were working in Sub-county schools, 20 respondents representing 113.4% were working in County schools, respondents who were working in Extra County schools were 8 representing 5.5% while respondents who were working in National school and those working in Special school were 3 and 4 respondents representing 2.0% and 2.6% respectively. This implies that all

categories of schools were involved in the study hence the finding of the study can be generalized to all schools in the Sotik Sub- County and in Kenya as a whole.

Descriptive Statistics

Respondents were requested to state their level of agreement to each of the statements concerning goal-setting and performance on a 5-point scale where (1) Strongly disagreed, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly Agree. The findings are presented in Table 7.

Table 7 Goal- Setting Practices on Service Delivery

Goal Setting	1	2	3	4	5
Teachers set achievable goals at the beginning of every appraisal period	16 (10.7%)	27 (18.1%)	6 (4.0%)	74 (49.7%)	26 (17.5%)
All teachers are required to set equal number of goals for every subject they teach	22 (14.7%)	41 (27.5%)	8 (5.5%)	50 (33.6%)	28 (18.7%)
Teachers always achieve the set goals within the stipulated time	16 (10.7%)	33 (22.1%)	16 (10.7%)	76 (51.0%)	8 (5.5%)
Goals setting have helped teachers improve my teaching methodologies hence better service delivery	8 (5.4%)	6 (4.0%)	2 (1.3%)	91 (61.2%)	42 (28.1%)
Goal setting provides clarity to the teachers on how to better their service delivery	16 (10.7%)	8 (5.4%)	8 (5.4%)	66 (44.3%)	51 (34.2%)
Goals setting gives teachers a sense of direction and ownership in service delivery through teaching	8 (5.4%)	2 (1.3%)	6 (4.0%)	107 (72.0%)	26 (17.4%)
My supervisor regularly discuss my goals with me and how best to achieve them for better service delivery	16 (10.7%)	26 (17.4%)	8 (5.4%)	82 (55.0%)	17 (11.5%)
Clear target setting by teachers enables quality service delivery	16 (10.7%)	9 (6.0%)	8 (5.4%)	83 (55.7%)	33 (22.2%)

According to Table 7, majority of the respondents who were 74 representing 49.7% agreed as well as 26 respondents representing 17.4% who strongly agreed that teachers set achievable goals at the beginning of every appraisal period. The respondents who were 27 representing 18.1% disagreed as well as 16 respondents representing 10.7% strongly disagreed that that teachers set achievable goals at the beginning of every appraisal period. The respondents who were 6 representing 4.0% were undecided.

All teachers are required to set equal number of goals for every subject they teach, this was true since majority of the respondents who were 50 representing 33.6% agreed as well as

28 respondents representing 18.8% who strongly agreed. The respondents who were 41 representing 27.5% disagreed as well as 22 respondents representing 14.8% who strongly disagreed that all teachers are required to set equal number of goals for every subject they teach while 8 respondents representing 5.4% were undecided.

Majority of the respondents who were 76 representing 51.0% agreed as well as 8 respondents representing 5.4% strongly agreed that teachers always achieve the set goals within the stipulated time. The respondents who were 33 representing 22.1% disagreed as well as 16 respondents representing 10.7% strongly disagreed that teachers always achieve the set goals within the stipulated time. 16 respondents representing 10.7% were undecided.

Goals setting have helped teachers improve my teaching methodologies hence better service delivery. This was true according to the majority of the respondents who were 91 representing 61.1% who agreed together with 42 respondents representing 28.2% who strongly agreed. The respondents who were 8 representing 5.4% strongly disagreed as well as 6 respondents representing 4.0% who disagreed that goals setting have helped teachers improve my teaching methodologies hence better service delivery while 2 respondents representing 1.4% were undecided.

Majority of the respondents who were 66 representing 44.3% agreed together with 51 respondents representing 34.2% strongly agreed that goal setting provides clarity to the teachers on how to better their service delivery. The respondents who were 16 representing 10.7% strongly disagreed as well as 8 representing 5.4% who disagreed that goal setting provides clarity to the teachers on how to better their service delivery while 8 respondents representing 5.4% were undecided.

Majority of the respondents who were 107 representing 71.8% agreed together with 26 respondents representing 17.4% who strongly agreed that goals setting give teachers a sense of direction and ownership in service delivery through teaching. The respondents who were 8 representing 5.4% strongly disagree together with 2 respondents representing 1.5% who disagreed those goals setting give teachers a sense of direction and ownership in service delivery through teaching. The respondents who were 6 representing 4.0% were undecided.

Supervisor regularly discuss goals with respondents and how best to achieve them for better service delivery. This was according to the majority of the respondents who were 83 representing 55.7% who agreed as well as 33 respondents representing 22.1% who strongly agreed. The respondents who were 16 representing 10.7% strongly disagreed as well as 9 respondents representing 6.0% who disagreed that supervisor regularly discuss goals with respondents and how best to achieve them for better service delivery. The respondents who were 8 representing 5.4% were undecided.

Majority of the respondents who were 83 representing 55.7% agreed as well as 33 respondents representing 22.1% strongly agreed that clear target setting by teachers enables quality service delivery. The respondents who were 16 representing 10.7% strongly disagreed as well as 9 respondents representing 6.0% disagreed that clear target setting by teacher's enables quality service delivery while 8 respondents representing 5.4% were undecided.

From the findings, it implies that teachers set achievable goals at the beginning of every appraisal period and that they set equal number of goals for every subject they teach; they always achieve the set goals within the stipulated time; goals setting have helped them improve their teaching methodologies, provides clarity as well as gives a sense of direction and ownership hence better service delivery; supervisor regularly discuss goals with teachers and how best to achieve them by setting clear targets for better service delivery.

Test of Hypotheses

The study tested the following hypotheses using correlation coefficient (r), coefficient of determination (r square), f-ration significance value and coefficient t-test significance value.

The hypothesis which was sought was H_01 : There is no significant effect of goal-setting practices by teachers on service delivery in public secondary schools in Sotik Sub County. Multiple regression model was used to assess the effect of goal setting practices on service delivery in public secondary schools in Sotik Sub County. The findings are presented in 8.

Table 8 Model Summary for goal setting practices on service delivery

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.260 ^a	.068	.061	.59385	2.236

a. Predictors: (Constant), Goal Setting

b. Dependent Variable: Service Delivery

Table 8 revealed that goal setting practices had positive significant relationship with service delivery (R=0.260). The results showed that 6.8% of variation in service delivery is related with goal setting practices (R Square = 0.061) while other factors not in the study attributed to 93.2% variation of service delivery.

ANOVA analysis was used to test goal setting practices on service delivery. The hypotheses were tested using the 5% significance level and the findings are presented in Table 9.

Table 9 ANOVA^a for Goal Setting Practices on Service Delivery

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.758	1	3.758	10.656	.001 ^b
	Residual	51.841	147	.353		
	Total	55.599	148			

a. Dependent Variable: Service Delivery

b. Predictors: (Constant), Goal Setting

Table 9 reveals that there existed significant relationship between goal setting practices on service delivery ($F_{(1,147)} = 10.656, P < 0.05$). The findings showed that the significance value is 0.001 which is below 0.05 implying that there is a statistically significant difference between goal setting practices on service delivery.

Table 10 Coefficients^a for goal setting practices on service delivery

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
		1	(Constant)	3.628			.220	
	Goal Setting	-.194	.059	-.260	-3.264	.001	1.000	1.000

a. Dependent Variable: Service Delivery

As presented on Table 10, it was established that there exists a significant negative effect between goal setting practices on service delivery $\beta = -0.194$. The results were statistically significant since p was 0.000 which was less than 0.05. The findings imply that goal setting practices increases by an additional unit, service delivery decrease by 0.194. From the coefficient of determination findings, the regression model now becomes:

$$Y = 3.628 - 0.194 X_1$$

Where Y = Service delivery, X_1 = Goal setting

The study therefore concludes that the hypothesis **H₀1**: There is no significant effect of goal-setting practices by teachers on service delivery in public secondary schools in Sotik Sub County is rejected since the findings showed that there exists a significant negative relationship between goal-setting practices by teachers and service delivery $\beta = -0.194$ and that results were statistically significant since p was 0.000 which was less than 0.05.

SUMMARY

The findings revealed that teachers set achievable goals at the beginning of every appraisal period and that they set equal number of goals for every subject they teach; they always achieve the set goals within the stipulated time; goals setting have helped them improve their teaching methodologies, provides clarity as well as gives a sense of direction and ownership hence better service delivery; supervisor regularly discuss goals with teachers and how best to achieve them by setting clear targets for better service delivery.

Model findings revealed that goal setting practices had positive significant relationship with service delivery ($R=0.260$). The results showed that 6.8% of variation in service delivery is related with goal setting practices ($R\text{ Square} = 0.068$) while other factors not in the study attributed to 93.2% variation of service delivery. The results of ANOVA reveals that there existed significant relationship between goal setting practices on service delivery ($F(1,147) = 10.656, P < 0.05$). The findings showed that the significance value is 0.001 which is below 0.05 implying that there is a statistically significant difference between goal setting practices on service delivery.

The findings of coefficient established that there exists a significant negative relationship between goal setting practices on service delivery $\beta = -0.194$. The results were statistically significant since p was 0.000 which was less than 0.05. The findings imply that goal setting practices increases by an additional unit, service delivery decrease by 0.194. The study findings of the first hypothesis "Ho1: There is no significant effect of goal-setting practices by teachers on service delivery in public secondary schools in Sotik Sub County" is rejected since the findings showed that there exists a significant negative relationship between goal-setting practices by teachers and service delivery $\beta = -0.194$ and that results were statistically significant since p was 0.000 which was less than 0.05.

CONCLUSION & RECOMMENDATIONS

The study concludes that teachers set achievable goals for every subject they teach at the beginning of every appraisal period; teachers achieve the set goals within the stipulated time; goals setting have helped teachers improve their teaching methodologies, provides clarity as well as gives a sense of direction and ownership which have led to better service delivery; supervisor regularly discuss goals with teachers and how best to achieve them by setting clear targets for and this has led to service delivery. The study concludes that there exists a relationship between goal setting practices and service delivery. The study was limited to goal setting practices and there could also be other practices that could affect service delivery.

The study recommends that teachers set goals which are specific, measurable, achievable, realistic and timely for every subject they teach at the beginning of every appraisal period and this should be reviewed on quarterly basis.

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