

IMPACT OF GOAL SETTING ON JOB PERFORMANCE OF SECONDARY SCHOOL TEACHERS IN IKORODU LOCAL GOVERNMENT AREA, LAGOS STATE, NIGERIA.

¹ Alabi, Mutiu Ayofe (PhD), and ²Bashir Abdullahi (PhD).

^{1,2}Department of Education Foundations,
Federal University of Kashere, Gombe State

Abstract

This study examined the impact of goal setting on job performance of secondary school teachers in Ikorodu Local government area, Lagos State, Nigeria. It was a descriptive research work and applied ex-post facto survey method. The population of study comprised male and female teachers of junior and senior secondary schools. A sample of 100 teachers was randomly selected from five randomly selected secondary schools. 20 teachers were selected per school. Data was collected using goal setting behavior scale and job performance scale as research instruments to test the hypotheses raised. Data was analyzed with Pearson product moment statistics at 0.05 level of significance. The result revealed a significant relationship between goal setting and teachers' job performance. Through this it was concluded that setting achievable goals will enhance job performance of secondary school teachers. Based on the findings it was recommended among others that teachers should imbibe goal setting skills to improve their job performance so as to have positive impact on the teaching ability of the teachers.

Key words: Goal setting, Job Performance, Teachers, Secondary school.

Introduction

Issues on enhancement of workers' job performance are paramount in human resources activities. This explains why human resource researchers constantly seek new ways to enhance job performance of employees. Enhancing employees' job performance is important to improving general performance of the organization. It also helps in the attainment of organizational goals.

To enhance job performance of workers, variables influencing job performance need to be examined in researches. One of the variables suggested by researchers that can influence and help to enhance the job performance of workers is goal setting. It has been observed by Alabi (2015) that employees without set goals may find themselves working without direction and knowledge as to how they are performing or what value they are adding to the organization. Goal setting is a process for controlling the attitude and behavior of workers and should focus on the specific target to achieve. Researchers have found that setting goals can help employees feel a greater connection to their

organization. Not only does this contribute to increased optimism in the office, but it also encourages better employee performance

Goal setting has been defined by researchers as promising human resources input that influence job performance. Goal setting is seen as how employees can participate in management and create an atmosphere of trust and respect (Sabeeh &Guoha, 2021). Rizwan (2014) asserted that the goal is very important to enhance job performance of the employee because without goal, employee will not work with full potential. Rowe, Mazzotti, Ingram and Lee (2017), described goal setting as identification of a specific accomplishment to be made in a specific area with measurable outcomes such as timelines and actions for achievement. However, the goal performance relationship is strongest when people are committed to their goals. And to prove ultimately that there is commitment with goals set, there must be action. According to Camp,(2016), findings indicate that teachers' goals may impact their professional growth and instructional effectiveness. Teacher goal setting is considered an important area in research because of expected impact of teachers' goals on the experience of students (Camp, 2016). Job performance assesses whether a person performs a job well. Job performance is part of industrial organizational psychology which is a branch of psychology that deals with the workplace. Job performance also forms a part of human resources management performance which is an important criterion for organizational outcomes.

Bolarinwa (2016) noted that job performance of teachers is indicated when measuring teachers' deliberate efforts in enhancing students' academic performance, possession and display of indept knowledge of subject matter, lesson preparation, effective classroom organization and control and participation in the school curriculum activities. Bolarinwa stress further that job performance of a teacher include, regularity and punctuality in the school , maintenance of good interpersonal relationship with superiors, colleagues and subordinates, discipline and counselling of students as well as compliance to teachers professional code of conducts among others. This differentiates it from more encompassing constructs such as organizational performance or national performance, which are higher-level variables. There is a relationship between performance and outcome. It means to get positive performance, the outcome of employee's performance must be good.

Among factors observed to enhance performance and positive outcome is goal setting. Without achievable goals, performance will not be rationalized and so outcome might not be okay. It means there is a strong connection between goal setting and job performance.

For efficient and effective teaching- learning process and positive educational outcomes, the job performance of teachers must be enhanced. One variable that can influence teachers' job performance is goal setting. Teachers should be able to set

achievable, specific and focused goals for their services to produce good outcomes. Goal setting guarantees employees success and helps in the attainment of set target. Locke and Latham (2013) observed that this is so because goal setting strongly influences employees' behavior that positively contributes to changes in his or her performance. Goal setting is important to this study because it has been observed to have motivational impact towards improving the quality of teaching and its ability to help teachers remain efficient when teaching. (Calisto et al 2020). Setting target is very germane to performance especially in teaching and that is why there used to be set objectives in teachers' lesson plan. This assertion is buttressed by Calisto, Jaramogi, Arvinlucy and Fronica (2020) that teachers and their supervisors(Head of department or vice principals) should hold meetings where they will set target, share understanding of what they aim at; discuss the competency areas and set deadline as per school calendar of activities. Scholars have advocated for goals that are specific and achievable, which means teachers should set goals to be achieved by them not for the sake of appraisal but to improve their job performance. Again, when goals are set, there should be commitment to the goals and the goals should be able to give progress feedback.

Job performance includes setting goals, objectives, preparing review so as to improve performance which is one of the most important factors that most organization consider to focus on. Smith and Segal (2012) revealed that job performance is the most important dependent variable and the most important construct in industrial-organizational psychology research and practice. Otto et al (2012) opined that job performance is divided into various factors that are important which involves something that people do and can be reflected on what action the individual takes. According to Hwang, Bartlett, Greben, and Hand (2017), teachers' job performance is the actions teachers take in schools in order to achieve educational goals.

Empirical Bases on Goal Setting

Empirical literature confirms relationship between goal setting and job performance of workers. For example, Dobson (2016) carried out a study which established that improved learning and teaching is experienced when it becomes the habit of the organization to use goals as the performance appraisal. The study is qualitative in design; it used interview and document analysis to collect data. Dobson (2016) used goal setting theory to guide their research. The study established that teachers' performance is enhanced by performance goals only when teachers, policy makers and school leaders work together as a team. Sabeeh and Guoha (2021) found that goal setting participation positively influence employees' proactive behavior and employees' active behavior positively influence organizational performance. Similarly, Devrajan, Maheshwari and Vohra (2018) researched the impact of goal setting on work meaningfulness and discovered a positive relationship between goal rationale and work meaningfulness. Hoek, Groeneveld and Kuipers (2018) carried out a study on the

extent and utility of goal setting on the performance of public sector workers at team level and found that goal setting increased their work performance.

Camp (2016) carried out a study on goal setting as teacher development practice in higher institutions. The researcher anchored the study on goal setting theory and the study used qualitative research design where data was collected through full group discussion involving 12 volunteers. The study established that the teachers favored teaching strategy goals as compared to content and course management goals. The conclusion of the study was that the realization of significant progress by the teachers requires commitment on the set goals because commitment to goals enhances motivation.

Choon and Cheng (2016) studied the impact of goal setting on employees' effectiveness to enhance organizational effectiveness, the study found that goal setting positively influence employees' performance and eventually improves organizational effectiveness. Camp (2017) conducted a research on impact of teachers' goals on professional development and instructional effectiveness and discovered that teachers' goals may enhance their professional development and instructional effectiveness. The research carried out by Dobson (2016) on nature and practice of goal setting for appraising teachers' performance concluded that teachers can only achieve their goals if they believe that goals are essential and that they have the ability to achieve the goals they set.

The study of Amponsah (2015) on goal setting as a motivation to teachers in Eastern Region in Ghana was undertaken to establish how senior high school teachers were motivated by goal setting practices. The study was guided by Maslow's hierarchy of needs and goal setting theories and employed quantitative and survey research designs. The study discovered that intrinsic and extrinsic factors of motivation influence goal setting and that goal setting directed the teachers' attention to the achievement of goal set. Amponsah also found in the study that if the goals set by the teachers were not achieved, they reset the goals and put in extra efforts. The conclusion of the study was that goal setting enabled the teachers to teach effectively and efficiently.

Mukonambi (2016), conducted a study on the effect of participative goal setting on employees' performance and discovered that goal setting improves employee performance. The study adopted goal setting theory to guide the study and used descriptive research design. Questionnaire and interview were instruments used to collect data for the study. The sample size of the study was 216 selected through stratified sampling for middle level workers, simple random sampling for low cadre officers while purposive sampling was used to select top management workers. The conclusion of the study was that participative goal setting led to improved employee performance but joint goal setting was not provided for in performance management.

Calisto et al (2020) carried out a study on goal setting as an antecedent of teachers' performance in public schools in Kisumu central sub-country. The study was guided by goal setting theory and adopted descriptive survey design. The study made use of primary and secondary data. The primary data was gathered through questionnaires and interview while the secondary data was collected through document analysis. The study discovered a positive correlation between goal setting and the performance among public secondary school teachers. It was also revealed in the study that there is positive significant relationship between goal setting and teachers' performance. The conclusion of the study was that there is positive significant relationship between goal setting and performance of secondary school teachers in Kisumu central subcountry. Sven, Florian, Alwine and Gurther (2015) found in their study on the impact of goal setting on worker job performance a significant relationship between goal setting and worker job performance among industrial workers. Krishnasree and Papor (2021) carried out a study on goal and its impact on employee outcome and discovered a moderate significant relationship between goal setting and employee outcome. Rowe et al (2017) sought to discover impact of goal setting on academic engagement and the result of their study showed positive significant impact on academic engagement.

Camp (2017) observed that goal setting is broadly accepted construct in an organization and a profoundly acknowledge subject in literature in the work environment. In the study carried out by Camp (2017), it was revealed that teachers' goals may impact their professional growth and development and can enhance teachers' instructional effectiveness. Mazzoti and Lowe (2016), showed in their study that though teachers are not prepared to set goals, training on goal setting is a way of improving academic participation. The study concluded that goal setting is effective in improving teacher performance which in turn enhance academic performance of the students.

Richard, Williter, and Raymond (2023) conducted a research on goal setting practice and service delivery. The study concluded that teachers set achievable goals at the begging of every appraisal period and that they set equal number of goals for every subject they teach. Also they always achieve the set goals within the given time; goal setting have helped the teachers to improve their teaching methodology; provides clarity as well as sense of direction and ownership which enhance their service delivery. Richard et al (2023), also discovered a positive significant relationship between goal setting practice and service delivery . (R= 0.260). Martin and Elliot (2015) carried out a yearlong study on goal setting and academic achievement among higher education students and the study showed that those participating in setting goals obtained higher achievement gains in mathematics with a positive correlation between achievement gains and pursuing alternative goals.

Statement of the problem

To identify why, what, when, where and how to teach effectively and efficiently, teachers must be focused and set good and achievable objectives. This will enable the teachers to identify the pathways in teaching service and get good outcome from educational activities. Inability to set achievable goals will make teaching not to be focused and not attaining the set instructional objectives. It means without setting specific, attainable goals, the job performance and teaching outcome of teachers will not be positive. The effect will definitely be on poor performance by the students which means we can hinge goal setting and job performance of teachers to academic performance of the students. To achieve good academic performance among the students, teachers should be able to set achievable goal to improve their job performance which will result to good academic performance. However, the opposite is always the case and this has led to poor academic performance of the students. From the foregoing, it is a worthwhile adventure to engage in this type of study. Therefore this study is to examine the influence of goal setting on the job performance of primary school teachers.

Purpose of the study

The study aimed to achieve the following objectives:

- 1 Examine the relationship between goal setting and job performance of secondary school teachers in Ikorodu local government areas.
- 2 Find the relationship between goal setting and job performance of junior secondary school teachers in Ikorodu local government areas.
- 3 Establish if there is a significant relationship between goal setting and job performance of senior secondary school teachers in Ikorodu local government areas.

Hypotheses

The following hypotheses were tested at 0.05 level of significance.

- 1 There is no significant relationship between goal setting and job performance of secondary school teachers in Ikorodu local government areas.
- 2 There is no significant relationship between goal setting and job performance of junior secondary school teachers in Ikorodu local government areas.
- 3 There is no significant relationship between goal setting and job performance of senior secondary school teachers in Ikorodu local government areas.

Methodology

The study adopted survey research method of ex-post facto type as the research design. Survey method is relevant in this study in order to measure the opinion of the participants on the issue relating to goal setting and job performance. A five-point likert scale was adopted for the questionnaires which was used to measure participants' opinion on issues relating to goal setting and job performance. The population for the study consisted of secondary school teachers in Ikorodu Local Government Area of

Lagos State. Random sampling method was used to select five secondary schools while 20 teachers were randomly selected from each school totaling one hundred secondary school teachers. Among the participants there were 59 junior secondary school teachers, while the senior secondary school teachers were 41 in number.

The data for the study was collected with the use of questionnaire administration. The questionnaire was structured into three parts. The first part focused on the demographic features of the participants. The second part comprised of items on goal setting issues while the third part comprised items on job performance. Goal setting questionnaire was designed by Hammed (2002) while job performance questionnaire was designed by Peterson (1990) which was validated by three experts in personnel counseling. The reliability of the instruments was measured through pilot testing and Cronbach statistical tool was employed to check the consistency and accuracy of the measurement scales. A reliability coefficient of 0.73 was obtained for goal setting scale while reliability coefficient of 0.76 was obtained for job performance scale which indicates that the items in the instruments measured goal setting and job performance. The questionnaire was administered personally by the researchers to the participants in the selected schools, with the permission of the school management. 120 questionnaires were administered while 100 copies were completed and returned. The completed questionnaires were collected and collated for data analysis. Pearson’s product moment statistics was used to analyze the data at 0.05 level of significance.

Results

This section of the report presents the results obtained from the analysis of the generated data.

Hypothesis One

There is no significant relationship between goal setting and job performance among secondary school teachers.

Table 1: Table Showing the Mean, Standard Deviation and P.P.M.C. Scores of Teachers on Goal Setting and Job Performance

Variable	No	Mean	S.D	Df	r. calc.	r. critical	Probability
Goal Setting	100	43.00	9.53	198	0.39	0.2	0.05**
Job Performance	100	49.76	9.5				

** (Significant at 0.05 critical region)

Table 1 shows the result obtained from testing hypothesis one. From the table, it is shown that r . calculated = 0.39, degree of freedom = 198 and r . critical = 0.2. Since r . calculated (0.39) is greater than r . critical (0.2), the hypothesis is rejected. Thus, there is significant relationship between goal setting and job performance among primary school teachers.

Hypothesis Two

There is no significant relationship between goal setting and job performance of junior secondary school teachers.

Table 2: Table Showing the Mean, Standard Deviation and P.P.M.C. Scores of junior secondary school teachers on goal setting and job performance

Variable	No	Mean	S.D	Df	r. calc.	r. critical	Probability
Goal Setting	59	42.46	9.87	116	0.41	0.2	0.05**
Job Performance	59	49.53	9.49				

** (Significant at 0.05 critical region)

Table 2 shows the result obtained from testing hypothesis four. From the table, it is shown that r . calculated = 0.41, degree of freedom = 116 and r . critical = 0.2. Since r . calculated (0.41) is greater than r . critical (0.2), the hypothesis is rejected. Thus, there is significant relationship between goal setting and job performance of junior secondary school teachers.

Hypothesis Three

There is no significant relationship between goal setting and job performance of senior secondary school teachers.

Table 3: Table Showing the Mean, Standard Deviation and P.P.M.C. Scores of Goal Setting and Job performance of senior secondary school teachers

Variable	No	Mean	S.D	Df	r. calc.	r. critical	Probability
Goal Setting	41	43.78	9.1	80	0.35	0.2	0.05**
Job Performance	41	50.10	9.63				

** (Significant at 0.05 critical region)

Table 3 shows the result obtained from testing hypothesis five. From the table, it is shown that r . calculated = 0.35, degree of freedom = 80 and r . critical = 0.2. Since r . calculated (0.35) is greater than r . critical (0.2), the hypothesis is rejected. Thus, there is significant relationship between goal setting and job performance of senior secondary school teachers.

Discussion

The result of this research revealed significant relationship between goal setting and job performance of secondary school teachers. This means that goal setting will enhance job performance of secondary school teachers and will go a long way to help the development of education because teachers are strong stakeholders in the development of education. This result is a confirmation of the finding of Dobson (2016) which established that teachers' performance is enhanced by performance goals only when teachers, policy makers and school leaders work together as a team. This result of this study also corroborates the finding of Calisto et al (2020) which revealed a positive significant relationship between goal setting and teachers' performance.

It was also discovered in the study that there is significant relationship between goal setting and job performance of junior secondary school teachers. This is an indication that be it junior secondary school teachers or senior ones, goal setting is germane to the improvement of teaching. This result corroborate the findings of Richard, Williter and Raymond (2023) which indicated that teachers always achieve the set goals within the given time; goal setting have helped the teachers to improve their teaching methodology; provides clarity as well as sense of direction and ownership which enhance their service delivery. This finding is in line with the finding of Amponsah (2015) which concluded that goal setting enabled teachers to teach effectively efficiently. The assertion by Rizwan (2014) that the goal is very important to enhance job performance of the employee because without goal employee will not work with full potential is also in connection with this finding.

Another finding of this study is that there is significant relationship between goal setting and job performance of senior secondary school teachers. This also shows that goal setting has strong linkage with job performance of senior secondary school teachers just like the junior secondary school teachers. It also means that for effective job performance, teachers need to acquire goal setting skills. . The result of study done by Krishnasree and Papor (2021) carried out a study on goal and its impact on employee outcome and discovered a moderate significant relationship between goal setting and employee outcome is related to this finding. The finding has connection with the observation of Lock &Latham (2013) that goal setting strongly influences employees' behavior that positively contributes to changes in his or her performance.

The finding of this study also supports Mukonambi (2016), which concluded that participative goal setting led to improved employee performance but joint goal setting was not provided for in performance management.

Conclusion

This study examined the relationship between goal setting and job performance of secondary school teachers and the result of findings indicate that goal setting has significant relationship with job performance of secondary school teachers which implies that for effective job performance of teachers, the teachers should set achievable goals. The findings of the study showed corroboration with past studies which is an indication that research of this type is a worthwhile engagement. This study has also shown that before teachers engage in any job activity, it is essential for them to set goals and that the goals to set should be achievable ones.

This will go a long way in enhancing their job performance and help in the development of education.

Recommendations

Based on the findings of this study, the following recommendations are made.

- 1) All secondary school teachers should set achievable goals that are important to the teaching job so as to enhance their job performance.
- 2) The junior secondary school teachers should set their goals in accordance with their roles at the junior secondary school level.
- 3) The senior secondary school teachers should also focus on the curriculum of the senior secondary schools in setting achievable goals that will help to improve their job performance.

References.

- Alabi, M. A. (2015). Path analytical study of some psychosocial factors influencing quality of work life of Non-Teaching staff of University, South West, Nigeria. (Unpublished PhD thesis, University of Ibadan, Ibadan, Nigeria.)
- Amponsah,A.(2015). *Goal setting as a motivation to teachers: A Study of Teachers of Second Cycle Schools in the NewJuaben and Yilo Krobo District of the Eastern Region (Doctoral dissertation, University of Ghana).*
- Bolarinwa, U.T. (2016). Motivation and Teacher’s Job Performance in Secondary Schools in Lokoja Local Government Area of Kogi State. *An Unpublished M.Ed Thesis, University of Ado-Ekiti*
- Calisto, O.O, Jaramogi, O.O, Arvinlucy, O & Fronica, M. (2020). Goal setting as antecedent of Teachers’ Performance in Public Schools. *International journal of Business and Social Science, 11(9).* 47-53.

- Camp, H. (2017). Goal Setting as Teachers' Development Practice. *International journal of teaching and learning in higher education*, 29(1). 61-72.
- Dobson, C.J. (2016). *The nature and practice of goal setting in teachers' appraisal*. Unpublished MBA Dissertation, Unitec Institute of Technology.
- Devrajan, R, Maheshwari, S, & Vohra, V. (2018). Managing Performance: Role of goal setting in creating work meaningfulness. *The business and management review*, 9(4), 261-274
- Hammed, T.A. (2002). *Workers' Behavior Inventory*, Sterling Publishers.
- Hoek, M, Groeneveld, S, & Kuipers, B (2018). Goal setting in Teams: Goal Clarity and Team Performance in the Public Sector. *Review of Public Personnel Administration*, 38(4). 472-493
- Hwang, Y.S, Barlett, B., Greben, M, & Hand, K. (2017). Asystematic review of mindfulness interventions for in-service teachers: a tool to enhance teacher wellbeing and performance. *Teach. Teach. Educ.* 6(4), 26-42. doi: 10.106j.tate.2017.01.015
- Krishnasree, G, & Papori, B. (2021). Goal Setting: It's Impact on Employee Outcome. *SCMS Journal of India Management. A quarterly journal.* 75-86
- Locke, E.A., & Latham, G.P. (2013). 'New developments in goal setting and task performance' Wals worth Publishing Company, USA.
- Matin, A.J & Elliot, A.J. (2015). The Role Personal Best (PB) and dichotomous achievement goals in Students achievement motivation and engagement: A Longitudinal Investigation. *Educational Psychology*, 36(7), 1285-1302.
- Mukonambi, D. W. (2016). Participative goal setting effects on employee performance at the Ke nya seed company, Kitale (Doctoral dissertation, Moi University).
- Otto, S.C., Wahl, K.R., Lefort, C.C., Wyalt, H.P. (2012). Exploring the impact of multitasking in the workplace. *Journal of business studies quarterly, Saint Mary's' college of California*, 3(4), 154-162.

- Richard C, Williter, R, & Raymond, K. (2023). Goal Setting Practices by Teachers and Service Delivery in Secondary Schools in Sotik Sub County, Kenya. *Journal of Economics, Commerce and Management. Vol.11, Issue 5. 160-176*
- Rizwan, K. (2014). The impact of Goal Setting and Curiosity on the Employee Job Performance: A perspective from NGO Sector of Pakistan. *Management Studies and Economics Systems (MSES). 1(1), 33-40*
- Rowe, D.A, Mazzotti, V.L, Ingram, A & Lee, S. (2017). Effect of Goal Setting Instruction on academic engagement for students at risk. *Career Development and Transition for Exceptional Individuals. 40(1). 25-35. doi: 10.1177/2165143416678175*
- Sabeeh, P, & Guoha, L. (2021).The Mechanism of Goal Setting Participation's impact on employees' pro-active behavior moderated mediation role of power distance. *PLOS ONE I <https://doi.org/10.1371/journal.pone>*.
- Smith, M., Segal R., & Segal J., (2012). Understanding stress: symptoms, signs, causes and effects. *Psychonomic bulletin & Review*.
- Sven, A, Florian, K., Alwine, M., and Gunther, R. (2015). Impact of Goal Setting on Worker Performance- empirical evidence from a real-effort production experiment.12th Global Conference on Sustainable Manufacturing.127-132. www.sceincedirect.com