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Target Setting Strategy in The Principal's Strategic Plan Influence Academic Performance in Public Secondary Schools in Turkana South Sub-County, Kenya

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ABSTRACT: The management and success of organizations depends on the principal's strategic plans. The purpose of this study was to investigate the target Setting Strategy in the Principal's Strategic Plan influence academic Performance in Public Secondary Schools in Turkana South Sub-County, Kenya.The study was based on the systems theory founded by Ludwig von Bertalanffy (1954). The study adopted the descriptive survey research design. The study targeted all the public day and boarding secondary schools in Turkana South Sub- County with the main focus on school principals, and the Head of Departments (H.O. Ds) of six departments. The study purposively sampled all the subjects in the population making a sample size of 224. Questionnaire and interview schedule were used as research instruments. The content validity index, face and construct validity were considered and established in the study. To establish the reliability of instruments, test-retest method was used. Data collected was analyzed using descriptive statistics which involve the use of frequencies, percentages, standard deviation and mean. Inferential statistics were involved the use of multiple linear regressions. Use of multiple regressions helped the researcher to explain the level of influenced by each independent variable on the dependent variable. The researcher concluded that Target setting strategy in the principal's strategic plan influence academic performance in public secondary schools in Turkana South Sub-County, Kenya. principals incorporated target setting strategies into their strategic plans, it had a positive impact on academic performance. These targets provided clear goals for both teachers and students to work towards, which lead to improved focus and effort in the educational process. A well-structured target setting strategy aligned with the broader educational goals of the school and the curriculum. The researcher recommended **that** target setting strategy in the principal's strategic plan influence academic performance in public secondary schools in Turkana South Sub-County, Kenya should analyze historical academic performance data. This will help to understand the current state of the schools, identify areas that need improvement, and set realistic targets. Use standardized test scores, graduation rates, and other relevant metrics.

Key Words: *Target Setting Strategy, Principal's Strategic &Academic Performance*

1.0 INTRODUCTION

Principals strategic planning is the way of planning for the future by considering the most appropriate strategies and anticipating the changes in a principal's strategic direction (Bryson, 2011). The end result of activity is termed as performance, and the result of achieving it is the strategy of the principals which are the goal of any organization (Knight, 2014). Globally, principals strategic planning influences education sector (Poister, 2010). Positive achievement in education is linked to the standards expected of the principals in schools. In developed countries like Norway, Switzerland, Netherlands and USA principals strategic planning in schools is well advanced (Poister, 2010).

According to Poister (2010) the demand for effective management of schools especially secondary schools are quickly taking Centre stage than before. This effective management is judged by the degree to which schools develop and execute principals' strategic plans which also influence their academic performance. A principal's strategic plan is set up in a school to focus and direct for the future. This is done by continuous academic alignment and adjustment in order to depend on the circumstances. Principals strategic planning is used in education because it stimulates principals strategic thinking, aids to come up with effective strategies, explain future directions, create priorities, improve school's academic performance, form teamwork and expertise and deal effectively with the fast-changing environment (Ward, 2011).

In the US, the history of principals strategic planning in education began in the late 1970s, but mostly at the higher institutional level (Caillods, 1989). In the middle ofl 980s, approximately five hundred districts were practicing some form of principals strategic planning, and distinct handbooks

were printed and distributed by specialized establishments such as the American Association of School Administrators (AASA). Caillods (1989) asserts that principals strategic planning at the level of the school was also made known to many other countries in order to widen their form of devolution in managing institutions in 1980s. According to Poister (2010) principals strategic planning as a reform tool in education became popular in the 1990s in the United States and gained popularity such that in some states like the Rhodes Island, in the USA, principals strategic planning in school districts became protected by the state.

Bogue & Johnson (2010) reports that, in USA, almost all the states and school districts have worked in order to improve their schools. The aim is improving the academic and social-behavioral results of all learners. Studies show that raising student achievement through principals strategic planning leads directly to national economic growth in the USA (Nusche et al, 2012). In order to enhance aid effectiveness in terms of coordination among the donors in the education sector in Pakistan (Ward, 2011).

Principals strategic planning in African schools is faced with a number of challenges (Ono & Ferreira, 2010). While some schools' principals' strategic planning initiatives have succeeded, others have not been successfully implemented. In South Africa, for instance, quite a number of school principals' strategic plans, school effectiveness and school enhancement initiatives were initiated both by the government using donor funding and by non-governmental organizations after transition from apartheid. Ono & Ferreira (2010), asserts that the programs affected different aspects of school life in individual schools, school executives, teacher development in subject content and methods of teaching, learner evaluation, and development of the organization. Though, studies of school development projects in South Africa have revealed that they have not had a noteworthy effect on academic performance due to execution of a solitary change plan or failure to incorporate many plans started in schools and in Ghana, development of principals strategic plans in schools was initiated and implemented successfully with positive results on academic performance (Ono & Ferreira 2010).

In Kenyan schools identification of school needs, relevant action plan, setting targets, human resource manipulation, implementing, monitoring and evaluation of the plans was principals' strategic plan (Sije & Ochieng, 2013). Okwako (2013) noted that the majority of the public secondary schools in the Rarienda District practice formal principals strategic planning which positively correlates to performance. Okwako (2013) also noted that although principals strategic planning is positively correlated to performance, it is not the sole contributor to performance. Other contributors to low performance included, low level stakeholder involvement in the development of principals strategic plans, moderate environmental analysis during the principals strategic planning process and implementation levels that are only moderate. The Principals strategic planning policy has been embraced by many public secondary schools at the county level (Sije & Ochieng 2013). However, some public secondary schools in the counties lack adequate human resource and financial resources to fully implement principals' strategic plans. While schools have tried to do this as a requirement by the Ministry of Education, this process has not been smooth as most of theschool administrators are not knowledgeable in the process of strategy formulation (Okwako,

2013).

Kenyan Secondary Schools have undergone several changes in education which requires continuous planning (Sije & Ochieng 2013). In Kenya, principals strategic planning in public secondary school was introduced in the 2008. Before its introduction, secondary school operated on development plans which were adapted from Ministry of Education. The introduction of principals strategic planning in Kenyan public secondary schools was meant to enable school planners at that level to develop strategies that would impact on principals strategic issues like access to education, equity and efficiency as well as developing institutional capacities in line with the counties and National Principals strategic Plans (Okwako, 2013).

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Generally, educational institutions in Kenya prepare principals strategic plans that run between 3-5 years out of which they identify key strategies that are relevant for their existence.

A study on the funding of USAID named "Kenya Education Management Capacity Assessment (KEMACA)", established that the plans in schools tended to be general and not sufficiently focused on output and outcomes (Okwako, 2013). This was indicative of possible gaps in knowledge and skills in school planning by education managers. Ndegwah (2014) established that several factors hindered the principals to implement their strategic plans and show that quite a good figure of public secondary failed to prove of existence of strategic plans. The study cited that the schools that had principals strategic plans were weak and in systematic continuation to ensure proper implementation of the plans.

In reviewing the performance of the institutions of learning, Bogue & Johnson (2010) notes that those institutions that perform at the maximum levels have some kind of formalprincipals' strategic plans in place and have executed them well. The secrets of top KCSE secondary schools in Kenya

reveal that numerous institutions have good principal's strategic plans that are well implemented through involving all stakeholders (Sije & Ochieng 2013). A principal's strategic plan also supports various work units within an organization to bring themselves in line with the common goals. Without a plan, prospects are established in emptiness and there is little or no configuration with the common goals (Knight, 2014). Ono & Ferreira (2010) argue that principal's strategic plans create awareness of the schools' abilities in sorting the issues in the school and create existing chances and possible dangers. In Kenya, strategic planning was basically introduced to positively influence academic performance (Okwako, 2013).

Despite the findings and recommendations from the studies that investigated how social economic factors, social cultural factors and school based factors influenced academic performance, the problem of low performance still persists in schools of Turkana South Sub County for the last five years. According to records on the academic performance in the sub county in the years 2010 to 2014, the highest mean score attained was 5.27 as shown in table Table 1: K.C.S.E Mea© Scores for Turkana South Sub-County from the year 2010 to 2014.

Year	**2010**	**2011**	**2012**	**2013**	**2014**
Mean Score	**5.27**	**5.007**	**4.49**	**4.81**	**5.01**
Mean Grade	**C-**	**C-**	**D+**	**D+**	**C-**

Source: Turkana South Sub-County Schools Performance Statistical Report (2014)

Schools in Turkana South Sub-County, Turkana County have posted poor results as acknowledged by the Sub-County, Director of education in the analysis of K.C.S.E results for 2014. According to Turkana South Sub-County school's performance statistical report (2014), in 2014 only 142 students out of 1631 who sat for the K.C.S.E scored grade B and above, translating to only 8.7% of the total students. Those students who scored a grade C-and below according to the report were 796 out of 1631 who sat for the exam, translating to 48.8%. The mean grade of schools in Turkana South Sub-County has been an average of C. or D+ from 2010 to 2014 as noted in the table 1. This indicates failure because the graduates of these grades do not qualify to join tertiary and institutions of higher learning for further education and training. The performance of individual schools is also generally not satisfactory. Principals strategic planning in schools is expected to positively influence student's performance in the academic (Okwako, 2013). Principals strategic planning provides the situation on the ground for the school, where it is going (vision) and how it is to get there mission (Okwako, 2013). The study seeks to investigate to what extent strategic plan used by principles

influence academic performance in secondary school in Turkana South Sub-County, Turkana County, Kenya.

11: LITERATURE REVIEW

2.1 Theoretical literature review on strategic plans

The study was based on the systems theory which was advocated by Katz and Kahn (1996) cited in Lilienfeld (2004). A system is defined by Bastendo (2004) as inter —related aspects with the aim of achieving its objectives in any organization of learning. It functions towards achieving set goals and objectives and has many aspects to achieve. In systems theory, an organization can be split into three phases where raw materials are fed into the organizations, where they undergo several processes, after which the results comes out as output. The open and closed systems help the environment accommodate the activities that occur. For the institutions that perform according to their targets and goals are rewarded financially in order for the students to consider joining such schools. The institutions that fail to achieve their targets are not rewarded financially. In Kenyan secondary schools, there is the use of performance targets such as mean scores where they have regular testing during mid-term, end term and end of the year (Galiani & Perez-Truglia, 2011). To complete the cycle students, go out as graduates having acquired knowledge, skills and change of attitude which they use for themselves and the community at large (Kerzner 2013). The school is a social system and the different part in the system can be seen on the different people who form the entire community. All members of the school are assigned different roles and if members play their roles well, harmony in achieved and good performance is realized and the school will be perceived as offering quality education. The systems theory is useful in this study as all the members of a school including the principal, the teachers, the non-teaching staff, the parents, the board of management and the parent teachers association must work together in the planning for the school's success and implementation of the strategies in order to achieve their goals and achieve academic excellence in the school. This is undertaken through various programs such as subject contest, symposium, congress, debate among others within the school and outside the school but within the Sub County, County or outside the County with schools perceived as the best performer. It is the focus of the current study to investigate the influence of these practices on target setting can influence the learners' KCSE performance in Turkana South Sub County in Turkana County, Kenya. Several authors like Bunyi, et al. (2011) revealed that measurement of learners by the instructors focused on their performance at the beginning and end term which was more of confirming the learners capabilities, however, those learners who had diagnostic evaluation performed greatly than the others at the end of the term and year in their examination (Bunyi, et al 2011).

2.2 Targets Setting Strategy on Academic Performance

Set targets enable the schools to achieve their intended goals, objectives and focus on activities that will succeed in attainment in order of promoting development (Keum & Eggers, 2015). Depending on the operation of each state, the goals and the targets may be developed from different sources either local, nationally and globally with the intention of promoting the national focus of the school. Typically, attainment of the targeted goals always fails to focus on learner's achievement, yet they are developed with the intension of focusing on internal and external achievement of the school. Most schools always focus on the past records to base their target in terms of student's success. The set targets and goals often considered as focus on establishing and monitoring teachers performance and other staff, so majority of teachers develop fear factors over the same. Again, the targets and the stated goals if not monitored and achieved by the schools, can lead to informed decisions towards management of the schools (Keum & Eggers, 2015).

Principals strategic planning within a school set up involves an orderly sequence of activities such as, assessing the internal and external environment which offer a true base on which to form future plans,

developing a mission and a vision which identifies the institution's purpose and its desired state in future, developing goals and objectives to reach that future and executing the plan (Okwako, 2013).

Knight (2014) argue that efforts of searching for wide and new knowledge in learning institutions, focus must be on discovering the current planning strategies that will help improve on the performance and improvement in terms of academics. The school leaders should always focus on generating new knowledge and be determined to aim higher. Knight (2014) continues to assert that planning enables the identified targets and goals of the school to be implemented with focus on the strategic plan the school is implementing.

In many countries, schools have developed different approaches on improving the performance and realigning the target and goals of the school to the strategic plan (Swail, 2012). This initiative is based on identification of extra resources in order to promote the program of the school and the intended outcome. In USA, schools use the continuous evaluation system as their set targets in education to gauge on their performance in terms of attainment of the targets and the goals at the end of the year. For the institutions that perform according to their targets and goals are rewarded financially in order for the students 'to consider joining such schools. The institutions that fail to achieve their targets are not rewarded financially. In Kenyan secondary schools, there is the use of performance targets such as mean scores where they have regular testing during mid-term, end term and end of the year (Galiani & Perez-Truglia, 2011). These tests are used to compare whether they have achieved their targets by comparing what they have achieved and their set targets.

According to Ndegwah (2014) successful schools have an obligation to plan what they intend to attain and have a framework for achieving such objectives. A blend of good planning and effective communication guarantees stakeholders in secondary schools that all are determined for a shared goal. If goals are not recognized by schools and well communicated to all the stakeholders, then they run the risk that the people critical to the success in schools may be moving in dissimilar ways hence making learner's education suffer. Ndegwah (2014) further asserts that well-governed schools have common features which include; students' centered governance, board of managements devoted to improving student's education and success, student achievement information used to set genuine targets and reinforce making of decisions. Principals strategic and yearly planning intensely focuses on improvement of students' success. According to Swail (2012) posits that achieving the common goal and targets set by the schools was the major point in promoting good morals, hard and committed members in order to achieve the stated goals. Educating the low learners in order to improve on the performance of the school is a positive ideal of promoting the image of the school (Keum & Eggers, 2015).

In school teacher and learners achievement improves the school focus on attaining there goals and targets comparative to the students' current capabilities. The method of setting goals let students to select where they want to go to school and goals they want to realize. By knowing their goals, they know what they have to concentrate on and improve. Students acquire long-term vision and short-term motivation due to appropriate target setting (Keum & Eggers, 2015).

A study in Kenya conducted by Bunyi, et al. (2011) revealed that measurement of learners by the instructors focused on their performance at the beginning and end term which was more of confirming the learners capabilities, however, those learners who had diagnostic evaluation performed greatly than the others at the end of the term and year in their examination (Bunyi, et al 2011). Development of school targets and linked to education goals, different schools can establish their targets based on learners' capabilities in school in order to cater for all their needs (Polat, 2011).
According to Okode (2013), Kenyan schools use a variety of targets such as syllabus coverage, CA, benchmarking, mission statement as strategies for improving students' academic performance. Okode (2013) further argues that learners, who complete the mathematics syllabus on time, have a higher mean score than

those who fail to complete the syllabus. Okode further adds that, learners who complete their syllabus timely and spend a lot of time on revision, have a better mean score than those who complete their syllabus just before the commencement of KCSE examinations.

Ithili (2014) asserts that schools in Turkana Sub County, set targets internally and use best performing schools as their benchmarks. This is undertaken through various programs such as subject contest, symposium, congress, debate among others within the school and outside the school but within the Sub County, County or outside the County with schools perceived as the best performer. It is the focus of the current study to investigate the influence of these practices on target setting can influence the learners' KCSE performance in Turkana South Sub County in Turkana County, Kenya. Several authors like Bunyi, et al. (2011) revealed that measurement of learners by the instructors focused on their performance at the beginning and end term which was more of confirming the learners capabilities, however, those learners who had diagnostic evaluation performed greatly than the others at the end of the term and

year in their examination (Bunyi, et al 2011). Okode (2013) further argues that learners, who complete the mathematics syllabus on time, have a higher mean score than those who fail to complete the syllabus(Swail 2012). The authors above left gaps for this study to be conducted.

III: RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

Research design is an approach the researcher uses to enable smooth sailing of various research operations during a study to yield maximum information and with minimum expenditure and effort (Geoffrey, David & Festinger, 2005). Descriptive research design was used in the study. Descriptive research design helped to get the opinions from the respondents on how the independent variables contribute to the school performance in Turkana South Sub- County.

3.2 Research Area

According to Descombe (2012) research site is the easiest or simple point or place where the researcher selects in order to follow up ideas prompted by the research data was based on where control problems are acknowledged to the prevalent. The actual study was considered 32 public day and boarding secondary schools in Turkana South Sub-County in Turkana County. Three schools were selected at random were used for pilot tests. The research was conducted in Turkana South Sub-County public secondary schools. The research considered during school days since all the respondents were available and easy to access them.

3.3Target Population

Hayek and Buzas (2010) define target population as a whole set of units for which the study data is to be obtained for conclusions. Turkana South Sub-County has 32 secondary schools registered by the government according to the Turkana South Sub-County director of education. The study targeted 32 principals, 192 HODs of functional departments from the 32 public day and boarding secondary school in Turkana South Sub-County that was included in the actual study as shown in Table 2. The functional departments included mathematics, science, language, humanities, technical and any other one non-academic department.

Table 1: Target population

Category of respondents	Target population
School Principals	32
HODs	192
Total	**224**

Source: South Sub-County Director of Education's office — Turkana County.

The principals targeted because they are key members in principals strategic planning while HODs are in-charge of executing strategies in their departments. This puts them in a situation to identify their supervisory roles and the challenges in carrying out their responsibilities.

3.4 Sample Size

The study adopted purposive sampling technique. The study considered all the subjects in the target population formed a sample size of 224 respondents. The study considered the size that is manageable and gave the correct state of all the public secondary schools in the sub county.

Table 2: Sample Size for the Study

Category	Target population	Percentage
School Principals	32	100
HODs	192	100
Total	**224**	**100**

3.4.1 Sampling Procedure

Rea and Parker (2014) define a sampling procedure as the method the researcher adopted to select items from a sample. The study used purposive sampling method where all the entire population were considered for the study.

3.5 Data Collection Instruments

The study used the questionnaire and interview schedule as the data collection tools. The questionnaire was administered to the HODs.

3.5.1 Questionnaires

A Questionnaire is a set of questions or statements that assesses attitudes, opinions, beliefs, and biographical information (McMillan & Schumacher, 2001). The researcher used the questionnaire on account of its ease, free from predisposition to all respondents to understand it better. The mixed questionnaires were used for the purpose of capturing relevant and important information that were useful. Due to response nature expected from the questionnaire, the study adopted the Likert scale questions.

3.5.2 Interview Schedules

Kothari (2008) defines an interview as a system of gathering information that includes presentation of oral responses and answers regarding oral verbal reactions. The preference of utilizing the interviews in collecting data is that an interviewer is able to encourage respondents and probe them deeply into the problem. Orodho (2009) explains the advantage of interview schedules as being standardized hence same questions are asked in the same manner.

3.5.3 Document Analysis

The relevant information which is used to help in strengthening the data collected from other sources. Document analysis is secondary information used to strengthen the data already collected from the field. This information was used to strengthen the collected information from the field. The data is authentic in nature and helped add more information to the study.

3.6 Pilot Testing

According to Hesse-Bibber & Leavy (2010) piloting of instrument establishes the effectiveness and consistency of the instrument in collecting the valid data as per the statements in the instruments. Pilot testing is was done to ensure the instrument is valid and reliable. Three schools were chosen at random and were used for pilot tests (Kothari 2008).

3.6.1 Validity of Research Instrument

According to Cresswell (2014) explains validity as the accuracy and scientific soundness of the research instruments used in a study to capture data. With help of Mount Kenya University supervisors together with an expert in the field of statistics the instruments were reviewed and their views incorporated before developing the questionnaires (Hesse-Biber & Leavy 2010). Content validity index for the questionnaire will be computed and the value obtained used 0.69 which was greater than 0.6 as advised by Rubin & Babbie, (2008) hence the instruments were deemed valid.

3.6.2 Reliability of the Research Instrument

Reliability in research refers to the consistency in measurement of an instrument (Nyandeje, 2014). To determine reliability of the instrument test-re-test method was used. The questionnaire was administered two times in an interval of one week to the same respondents. The reliability index was computed using the Spearman-Brown formula, Reliability Index = 2p / 1+ p where p is calculated Spearman rank correlation coefficient of the two half's. The Reliability index computed were 0.71 for the questionnaire which lead to the instrument being considered reliable for the study as advised by Rubin & Babbie, (2008) who argued that the index should be at least 0.6 for research tools to be deemed reliable.

3.7 Data Collection Procedure

The researcher got all the legal documents required before engaging in the actual study. The researcher sought permission from Mount Kenya University; a letter seeking permission to collect data from the schools sought from NACOSTI. The researcher takes the obligation from other relevant offices to in school administration to conduct the study in the sampled school and requested the target respondents. The questionnaire was administered to the sampled schools and collected them after they were filled completely.

3.8 Data Processing and Analysis

According to Nyandeje (2014) processing of data involved in sorting, editing, classifying and cross examining the tool to ascertain their accuracy and completeness. Processing and coding of raw data using statistical Package preferably SPSS version 22.0 to enhance accuracy and effectiveness in the analysis was confirmed.

Table 2: Data analysis

SIR	Objectives	Instruments/Tools	Analysis Test
1	Target setting Strategy	Questionnaire Interview Schedules	Descriptive Analysis
2	Financing Strategy	Questionnaire Interview Schedules	Descriptive Analysis
3	Monitoring Strategy	Questionnaire Interview Schedules	Descriptive Analysis
4	Evaluation Strategy	Questionnaire Interview Schedules	Descriptive Analysis

The study adopted descriptive analysis, with descriptive analysis led to the use of descriptive statistics which presented the study findings. Tables was used for presentation of frequencies, percentages, mean and standard deviation.

3.9 Ethical Considerations

Ethics involves deciding about right or wrong behavior (Rea & Parker, 2014). The researcher educated the respondents on knowing that their opinions was highly respected. Respondents was assured by the researcher that the data collected from them was treated confidently. The researcher ensured that the respondents know the purpose of the study as purely academic and propose possible solutions to solve on the emerging issues. Involvement in the research contains and what risks are involved if any was informed. The researcher therefore, seeks for consent from the respondents. The confidentiality of information provided by research subjects and the anonymity of respondents was respected; respondents participated in a voluntary way, free from any coercion and harm, to the respondents was avoided. Reference materials was duly acknowledged or cited.

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IV: RESULTS

4.1 Targets Setting Strategy

Table 4.1 Targets Setting Strategy

STATEMENT	SA	A	U	D	SD	N
During the development of the principal's strategic plans, department do thorough situational academic analysis.	65	30	25	20	50	190
						100%
	34%	16%	13%	11%	26%	
Target set by departments are arrived at during the development of th principal's strategic plan.	68	52	40	17	13	190
						100%
	36%	27%	21%	9%	7%	
Some of the Department set unachievable targets in our school.	50	25	20	25	80	190
						100%
	26%	13%	11%	13%	42%	
Few departments are able to achieve realistic set targets.	43	71	32	33	31	190
						100%
	23%	37%	17%	17%	16%	
My department encounters challenges in ensuring targets are achieved	70	45	30	25	20	190
						100%
	37%	24%	16%	13%	11%	

Table 4.2 shows the Target Strategy The first scenario indicates that during this phase, 65(34%) strongly agreed, 30(16%) agreed,25(13%) ultimately ,20(11%) disagreed,50(26%) strongly disagreed with During the development of the principal's strategic plans, departments do thorough situational academic analysis. However, 68 (36%) strongly agreed,52(27%) agreed,40(21%) ultimately ,17 (9%) disagreed,13(7%) strongly disagreed on Target set by departments are arrived at during the development of the principal's strategic plan. 50 (26%) strongly agreed,25(13%) agreed,20(11%) ultimately ,25 (13%) disagreed,80(42%) strongly disagreed with Some of the Department set unachievable targets in our school. 43 (23%) strongly agreed,71(37%) agreed,33(17%) ultimately ,31(16%) disagreed,31(16%) strongly disagreed with Few departments are able to achieve realistic set targets .Nevertheless 70 (37%) strongly agreed,45(24%) agreed,30(16%) ultimately ,25(13%) disagreed,20(11%) strongly disagreed with My department encounters challenges in ensuring targets are achieved.

The findings agrees with the study done by Jmaes (2018), Targets Setting Strategy on Academic Performance Set targets enable the schools to achieve their intended goals, objectives and focus on activities that will succeed in attainment in order of promoting development (Keum & Eggers, 2015). Depending on the operation of each state, the goals and the targets may be developed from different sources either local, nationally and globally with the intention of promoting the national focus of the school. Typically, attainment of the targeted goals always fails to focus on learner's achievement, yet they are developed with the intension of focusing on internal and external achievement of the school. Most schools always focus on the past records to base their target in terms of student's success. The set targets and goals often considered as focus on establishing and monitoring teachers performance and other staff, so majority of teachers develop fear factors over the same. Again, the targets and the stated goals if not monitored and achieved by the schools, can lead to informed decisions towards management of the schools (Keum & Eggers, 2015).

V: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of Research Findings

From the findings it was indicated that the age bracket of the respondents, the study shows under the bracket of under 30 years are 50(20%),30-45 years 110(60%), Above 30 (7%), majority are of age bracket 30-45 years 110(60%). Relevance in different age brackets is like navigating through distinct chapters of a book—each section with its own narrative and significance. In the exuberance of youth, relevance often hinges on exploration, self-discovery, and laying the foundation for the future. It's a time of forging identity, making mistakes, and absorbing knowledge like a sponge. As one transitions to the middle age bracket, relevance often shifts towards stability, career growth, and nurturing relationships. Responsibilities peak, and the focus broadens beyond the self. In the senior years, relevance takes on a reflective quality, drawing from a rich reservoir of experiences.

5.1 Conclusion

The researcher concluded that Target setting strategy in the principal's strategic plan influence academic performance in public secondary schools in Turkana South Sub-County, Kenya. principals incorporated target setting strategies into their strategic plans, it had a positive impact on academic performance. These targets provided clear goals for both teachers and students to work towards, which lead to improved focus and effort in the educational process. A well-structured target setting strategy aligned with the broader educational goals of the school and the curriculum.

5.2 Recommendation

The researcher recommended that target setting strategy in the principals strategic plan influence academic performance in public secondary schools in Turkana South Sub-County, Kenya should analyze historical academic performance data. This will help to understand the current state of the schools, identify areas that need improvement, and set realistic targets. Use standardized test scores, graduation rates, and other relevant metrics.

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