

The Participative Goal-Setting Practices as a Catalyst for Organizational Change in Public Secondary School Development Planning in Morogoro Municipality, Tanzania

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Abstract: The study aims to provide information on Participative Goal-Setting Practices (PGSPs) by focusing on organizational change in public secondary school development planning in Morogoro Municipality, Tanzania. Convergent design was employed under a mixed approach to carry out the research. The study stemmed from Total Quality Management (TQM) theory, which was propounded by important gurus such as W. Edwards Deming and Juran after World War II. The study also involved 183 as a sample, whereby 01 Educational officer, 09 heads of schools, 82 secondary school teachers, and 91 students. Semi-structured interview guides and self-administered questionnaires were utilized effectively in gathering the information from the selected participants. Assurance on validity and reliability was established by consulting experts, member checking, the Cronbach Alpha technique, and a successful pilot study was conducted. Hypothesis testing was done through inferential statistics by the use of a simple linear regression. The study demonstrated that PGSPs are a catalyst for positive organizational change in school development planning. In addition, the study indicated that Participative goal-setting practices lead to the encouragement of sharing of responsibilities, improvement of the school's environment, advancement in transparency and accountability, better discipline, and efficient optimization of resources. The tested hypothesis indicated no significant relationship between participative goal-setting practices and organizational change in school development plans in public secondary schools in Morogoro Municipality. Moreover, the study concluded that positive organizational change is highly driven by effective PGSPs, whereby the school administration monitors regular success of goal-setting, increasing sense of ownership among stakeholders, and enhancing commitment to implementing organizational changes. Additionally, the study recommended creating a conducive environment for attracting and encouraging various educational stakeholders to be involved in school development plans and conducting various projects specifically for raising awareness concerning participative goal-setting practices for the best achievement of the desired organizational goals and objectives.

Keywords: Participative Goal-Setting, Organizational Change, School Development Planning. Public Secondary School.

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I. INTRODUCTION

This study scrutinized the Participative Goal-Setting Practices (PGSPs) as the main source of organizational change through the proper implementation of the school development plans. PGSPs are very crucial for the sustainability of any organization, including schools. Thus, A

school is an organization that provides knowledge to an individual and society in general. According to Syafriani and Yuliani (2025), schools are fundamental to societal development, functioning as institutions that cultivate knowledge and skills necessary for individual and community growth. School leaders and owners need to adopt various mechanisms purposely for attracting stakeholders to be

highly involved in educational activities by creating a conducive environment in the school, such as the availability of basic resources like capital, materials, and human resources. Villafane (2025). Suggested that the success of any organization largely depends on its leaders' ability to guide members toward shared goals. Meaning that any positive change within an organization depends much on effective leadership. Organizational change is a strategy that consists of reforming the organization, enhancing organizational processes and practices, establishing new concepts, developing new strategies, and restructuring the company (Beycioglu & Kondakci, 2021). On the other hand, Trefalt (2020) referred to organizational change as "an action or set of actions resulting in a shift in the way an organization functions (p. 54)." For achieving the set goal of the organization, various processes and practices should be established, like well-defined strategies, full engagement of the stakeholders, and adequate resources. Thus, positive organizational change can be attained via the appropriate execution of School Development Plans (SDP). SDP emerged internationally in the 20th century to achieve change and innovation in school improvement (Cheng, 2023). It focuses on eliminating the challenges that hinder the attainment of quality education within the organization. SDP is a strategic plan that outlines a school's priorities, goals, and actions to achieve them (Mohzana et al., 2024). SDP is a framework that summarizes all the activities to be performed in a certain organization. George (2021) suggests that once the institution defines what it is, what it does, and why it does it, the strategic plan can be realized to improve public value. So, SDP describes what is supposed to be done so that the goals and objectives set can be achieved successfully. Additionally, School development planning is essential in effective mobilization of resources, enhancing capacity building, data-driven decision making, building a strong culture, increasing performance by fostering transparency and accountability, and creating an inclusive environment for the organization. Many schools have benefited from school development plans as an essential tool to promote school development (Cao et al., 2022). The suitable exercise of PGSPs leads to proper SDP execution, which facilitates positive organizational change.

Positive organizational change can be successfully met through the effective and efficient implementation of SDP by focusing mostly on the stakeholders' participation, students, employees, parents, school leaders, school committees, the government, non-governmental organizations, and society in general. School heads recognize that involving teachers, parents, students, and the community strengthens relationships, transforms weaknesses into strengths, and enhances overall school management (Goods, 2014; Bangayan-Manera, 2020). This confirms the power of engaging stakeholders in performing different activities for the best performance of the organization. Furthermore, the active participation in an organization leads to building trust, improved risk management, innovation, and creating sustainable change. promote teamwork and enhance effective decision-making. Thus, the organization gains sustainability and reputation due to stakeholders' active involvement in carrying out different activities.

Goal setting is a fundamental dimension of performance appraisal that involves establishing measurable, achievable, relevant objectives for employees (Locke & Latham, 2019). Likewise, Urgo and Arguello (2023) reported that goal setting is establishing clear and usable targets or objectives for learning. The establishment of a relevant organizational goal with active stakeholders' involvement is necessary for the excellent acquisition of the expected outcome. Donovan et al. (2020) postulated that goal-setting is effective for improving productivity and performance as it encourages the articulation of smaller sub-goals in pursuit of a main-term goal. This signifies how suitable goal-setting is in increasing the chances of attaining the intended organizational results. Moreover, participative goal-setting practices enhance commitment, collaboration, effective communication, excellent academic performance, creativity and innovation, and teamwork among staff members, hence leading to positive organizational change. Culdaz (2024) stated that leaders who foster a collaborative culture and involve stakeholders in decision-making processes create an environment that promotes ownership and commitment. Meaning that leaders have a great role in fostering effective participation for the benefit of organizational success. Similarly, Jones (2023) asserted that when teachers feel valued and included in decision-making, their motivation and satisfaction increase, leading to better educational outcomes. Additionally, Carvalho et al. (2022) postulate that parental and community involvement can add a valuable dimension, recognizing the collaborative effort needed for success. Stakeholders' participation in goal-setting brings about rapid changes in the organization, making it sustainable. Most head teachers reported that the participation of stakeholders in development planning created a sense of unity; ownership of school programs, property, and assets, and collaboration in implementing school activities (Khanam et al., 2023). Thus, Stakeholders' participation in goal-setting needs to be given more priority as it enables the organization to prosper efficiently.

Tanzania has established several policies for influencing educational stakeholders to participate fully in goal-setting activities for enhancing the proper implementation of SDP, leading organizational change. For instance, the introduction of the Secondary Education Development Programme (SEDP), was intended to improve secondary education delivery. Alex and Manang (2022) posed that in 2004, Tanzania introduced the Secondary Education Development Program (SEDP), aimed to achieve the national goals of secondary education provision and bring about national and international reforms in the education sector in Tanzania. The main focus was on attaining quality education in secondary school.

Despite the benefits of participative goal-setting practices in organizational development in public secondary schools in Morogoro municipality, they still face some difficulties in executing school development plans effectively, which is due to inadequate stakeholders' participation in tackling school activities, a Shortage of training on management skills, inadequate resources, and funds. According to Mtitu (2025) suggests that the active

involvement of all stakeholders (students, faculty, employers, and government bodies) is essential. Thus, this study sought to examine the participative goal-setting practices as a catalyst for organizational change in public secondary school development planning in Morogoro Municipality, Tanzania. The study's findings illustrated in detail how participative goal-setting practices act as a catalyst for positive organizational change.

II. STATEMENT OF THE PROBLEM

Organizational changes depend much on effective planning, which is the key factor in bringing sustainable development; hence, planning is essential. School development planning is an important vehicle of school improvement, crucial for school improvement and communicating a coherent, shared vision for the development work of a school with all members of its community (UK Department of Education, 2023, P.1). Thus, effective participation is crucial in ensuring that SDP is well implemented for meeting pre-established organizational goals. According to Gonjo et al. (2025), studies have shown that when communities actively engage in school projects, there is better resource management, improved learning outcomes, and increased project sustainability. Thus, effective stakeholders' participation promotes organizational success through planned activities. Despite the ongoing efforts to implement PGSPs in Tanzanian secondary schools, particularly in Morogoro municipality, many schools continue to face challenges in effectively engaging stakeholders in the goal-setting process, which hinders the successful execution of school development plans. Likewise, there is a challenge in stakeholders' partnership, the weak commitment of stakeholders to participate, and financial and material deficiency (Murillo, 2024). This indicates that school heads in Morogoro municipality face difficulties in implementing SDP effectively due to the inadequate involvement of stakeholders in the goal-setting process, which often fails to achieve the desired goals and objectives. Ineffective implementation of SDP hampers the provision of quality education as well as positive organizational changes at large. Tumpale (2025) underscores that many initiatives fail to achieve their objectives because they do not adequately involve local communities and other key stakeholders in the planning, implementation, and evaluation processes. A successful implementation of SDP plays a vital role in enhancing educational outcomes; therefore, it is important to address the challenges that hinder the process. Nevertheless, the existing literature on this topic is limited; much of the literature focuses on the way SDP contributes to students' academic performance and quality education. For instance, Nihuka (2024) researched the Influence of SDP Implementation on Students' Academic Performance in Dodoma City Secondary Schools, Tanzania, and Mujinga et al. (2020) studied the effectiveness of implemented SDP in enhancing quality education in public secondary schools in Ulanga District, Tanzania. Therefore, the current study aimed to examine participative goal-setting as a catalyst for organizational change in public secondary school development planning in Morogoro municipality, Tanzania.

III. RESEARCH OBJECTIVE

To describe how participative goal-setting practices reinforce organizational change for school development plans in public secondary schools.

➤ *Research Question*

How do participative goal-setting practices reinforce organizational change for school development plans in public secondary schools?

➤ *Research Hypothesis*

H₁: Participative goal-setting practices have a significant influence on organizational change in school development plans in public secondary schools in Morogoro Municipality, Tanzania.

IV. LITERATURE REVIEW

➤ *Theoretical Framework*

Total Quality Management theory (TQM) has been utilized in this study to support the analysis of the participative goal-setting practices as a catalyst for organizational change in public secondary school development planning in Morogoro Municipality. According to Neyestani (2017), historically, TQM first emerged through the contributions of quality gurus, such as Deming and Juran, in Japan after the Second World War. Deming was taken as the most influential proponent of this theory. TQM is a management system for a customer-focused organization that engages all employees in continual improvement of the organization. According to Wei and Yin (2024) posed that TQM alludes to a successful management theory that states that an organization should put quality first, use full participation as the cornerstone, conduct various tasks related to quality management, and achieve long-term success through satisfying customers and maximizing benefits for both the organization and society as a whole. Furthermore, TQM can be described as "a combination of participatory management and teamwork, producing defect-free products or customer satisfaction" (Bisho & Sam 2022). On the other hand, Juran and Gryna (2023) posed that TQM provides a structured framework for enhancing operational efficiency and aligning organizational processes with customer expectations. The main aim is to meet the quality standard of the products as well as customer satisfaction. TQM puts more emphasis on the various principles that guide an organization, including customer focus, employee involvement, leadership commitment, and continuous improvement. The core tenets of TQM, including customer focus, process-centered approach, continuous improvement, and data-driven decision-making, offer a robust framework for transformation (Ren, 2024). Effective application of these principles leads to achieving the anticipated organizational outcomes. Practice has proved that TQM plays a great role in promoting the improvement of educational management levels (Sciarelli et al., 2020). This indicates that TQM brings positive change, including proper teaching quality management, teamwork, and effective monitoring. Some of the key strengths of TQM include: focus on customer satisfaction, employee involvement, process improvement,

data-driven decision making, cost reduction, enhanced reputation, adaptability to change, and strategic alignment (Eliamini & Otieno, 2024). This implies that TQM is of great benefit for organizational performance due to its insistence on effective practicability. On the contrary, the theory also has some weaknesses, such as high implementation costs and resistance to change. The theory is very relevant to this study as it provides some important ideas that assist in the best management of the organization and hence bring positive change in all areas.

➤ *Review of Empirical Studies*

This section analyzed the empirical studies regarding the research question, signifying how different researchers have described the participative goal-setting practices as a Catalyst for Organizational Change in Public Secondary School Development Planning for the successful accomplishment of the set goals and objectives.

The study conducted by Balan and Jamaluddin (2024) focuses on Leadership Practices and Teacher Satisfaction: The Critical Role of Trust and Professional Development in Mid-Career Stages. The study intends to explore the impact of different dimensions of collaborative leadership on teacher satisfaction in Malaysia. A quantitative approach using a survey method was adopted. A sample size of 331 teachers from a population of 2,157 was selected from 38 primary and secondary schools. The results indicate that collaborative leadership significantly impacts teacher satisfaction. These results suggest that principals who foster a collaborative environment, build trust, share power, and articulate a clear vision can substantially improve teacher satisfaction. Furthermore, the results suggest that principals, who foster a collaborative environment, build trust, share power, and articulate a clear vision, can substantially improve teacher satisfaction. It is an attractive work that makes a reader grasp more knowledge and skills on leadership practices and teacher satisfaction; however, the approach and research philosophy adopted are not well-stated.

Hastrup (2024) presented the work on parents' participation in school management for the effective academic performance of students in public senior secondary schools in Rivers State, Nigeria. The study aimed to investigate parents' participation in school management for the effective academic performance of students. The stratified sample technique was used to sample 1,200 teachers (respondents) in 60 public senior secondary schools in Rivers State. A questionnaire instrument was used in data collection for the study. The findings denote that parents' involvement in school management ensures, helps to maintain, acquire, and improve school infrastructures for students' academic performances. In addition, the study also indicated that parents' involvement in school management is indispensable for effective school administration. The wonderful work presented, however, other instruments, including an interview guide, were necessary to be employed in the study for gathering more information.

The study prepared by Odette and Andala (2022) offered the Relationship between School Strategic Planning

and Students' Academic Performance of Secondary Schools in Rwanda. The target population was 988, and 91 as a sample sampled in the study. Questionnaires were utilized in data collection, and a correlational research design was employed. Results revealed that strategic planning practices like stakeholders' involvement and communication have a positive and significant relationship with academic performance. A well-presented study, however involvement of various research instruments would be more useful in gathering various kinds of data rather than relying on questionnaires.

According to Kiwia and Kavishe (2024), they contend on the Implications of Employee Participation in Decision-Making on Employee Productivity at the Mwalimu Nyerere Memorial Academy - Karume Campus, Zanzibar. Probability and non-probability sampling were used to select a sample of 60 participants from a population of 70 academic and non-academic employees. The study adopted a case study design; questionnaires and interviews were employed as instruments for collecting data. The findings portray that participation in decision-making creates a sense of belongingness, honesty, and commitment among employees in the organization. Not only that, but employee participation in decision-making also allows employees to share their opinions, ideas, and skills, which enhances team cooperation and collaboration, leading to more successful decision implementation. The work provides a clear understanding of the implications of employee participation in decision-making on employee productivity; however, the use of observation methods could add more knowledge to the study.

Mwanache (2019) researched the factors influencing low participation of female teachers in public primary school leadership in Tanzania: a case of Mtwara district council. A case study design was employed with a sample of 45 respondents and questionnaires; interviews and documentary review were adopted in data collection. Findings of the study indicated that, appointment of a teacher to head a primary school was considered ethical, qualifications. Also, the appointment of teachers to head primary schools did not have elements of favoritism. Appointments of female teachers to head primary schools were given priority, and gender balance in leadership positions in Tanzania acted as a blessing to female teachers to be appointed to head primary schools in Mtwara, based on personal factors. The work is of great importance by encouraging effective participation of women; however, the actual approach (mixed-approach) needs clarity in its presentation.

V. METHODOLOGY

The study employed a mixed approach with the use of pragmatist philosophy, making sure that the detailed information is collected during the research activity. According to Kasirye (2024). Research philosophy shapes researchers' perspectives on the nature of knowledge, truth, and the research process. In addition, the convergent research design under the mixed approach was also adopted. The researcher converges or merges quantitative and qualitative data to provide a comprehensive analysis of the research

problem (Creswell & Creswell, 2023). This study selected 09 public secondary schools out of 31, which are found within Morogoro Municipality. A sample of 183 participants, which consisted of 01 Education Officer (EO), 09 Heads of Schools (HoSs), 82 teachers, and 91 students. The study used both probability and non-probability sampling techniques, whereby simple random, stratified, and purposive sampling techniques were applied effectively in selecting the specific respondents, respectively. A simple random sampling technique was used as it ensures that every member of the population has an equal chance of being selected (Balan & Jamaluddin, 2024). Using this technique reduces bias and leads to obtaining the actual information from the participants; hence, the researcher employed this technique to choose the actual sample of teachers. The stratified sampling technique was used to select a sample of students from the population by dividing them into subgroups or strata, and the simple random sampling was applied. By dividing the population into these subgroups and sampling from each one, researchers ensure that each subgroup is represented in the final sample. (Abubakar et al., 2024). On the other hand, EO and HoSs were obtained using the Purposive sampling technique; thus, Purposive sampling (PS) is a deliberate process of selecting context, materials, or participants who share specific qualities that are relevant and have the potential to answer the inquiry about the phenomenon of interest (Creswell and Poth 2017). Consequently, purposive sampling is a technique in which the researcher intentionally selects participants with special characteristics relevant to the study's objectives. Semi-structured interview guides were supplied to EO and HoSs, while Questionnaires were supplied to teachers and students. Quantitative data were analyzed by Statistical Packages of Social Science (SPSS) version 20 into frequency percentage, mean, and standard deviation. The reliability of the quantitative data was tested using Cronbach's Alpha technique, and the outputs were 0.886 for teachers and students 0.701 which is statistically accepted. Cronbach's

alpha value of more than 0.7 is considered acceptable (Shrestha 2021), and according to George and Malley (2023), the instruments were found to be fairly reliable for the study.

Furthermore, Thematic analysis was utilized in analyzing the qualitative data based on the themes and subthemes; thus, description, decoding, and transcription were considered for accuracy. Thematic analysis was employed to identify key themes and sub-themes (Zolfaghari et al., 2025). All principles of conducting semi-structured interview guides were adhered including the provision of informed consent to all 09 HoSs, for approval to participate in the study. During the progression of the interview guides, some probing questions were asked for the purpose of collecting detailed information. Naz et al. (2022) reported that probing assures the reliability of data by getting the interviewee to clarify and elaborate on some pertinent issues that they raised. Ethical issues such as the introduction letter, privacy, informed consent, anonymity, and confidentiality were also observed. Adhering to ethical considerations in research demonstrates that the research investigation meets the standard of ensuring reliability and validity of findings (Nii Laryeafio & Ogbewe, 2023).

VI. FINDINGS AND DISCUSSION

This study intends to provide wide knowledge on the participative goal-setting practices as a catalyst for organizational change in public secondary school development planning in Morogoro Municipality, Tanzania. The researcher utilized Five-Point Likert Scale Questionnaires to gather data from students and teachers, and a semi-structured interview guide to Heads of Schools (HoSs) and Education Officers (EO). The collected data are presented in Tables 1 and 2.

Table 1: Teachers' Responses on PGSPs Reinforce Organizational Change for School Development Plans in Public Secondary Schools (n=82)

S/N	STATEMENTS	% Frequency					MEAN	SDV
		SD	D	U	A	SA		
1	Goal-setting practices contribute to the overall effectiveness of school improvement initiatives	1.2	1.2	1.2	69.5	26.8	4.20	0.637
2	The school administration regularly monitors the success of goal-setting practices	0	3,7	1.2	63.4	31.7	4.23	0.654
3	Goal-setting practices help students focus on areas that need more improvement	1.2	1.2	1.2	63.4	32.9	4.26	0.663
4	Participative goal-setting practices increase the sense of ownership among stakeholders in the school development process	1.2	3,7	4,9	68.3	22.0	4.06	0.726
5	Teachers feel more appreciated when participating in goal-setting	1.2	0	1.2	57.3	40.2	4.35	0.636
6	Participative goal-setting improves communication among teachers	1.2	0	0	62.2	36.6	4.33	0.610
7	Participative goal-setting has led to improved professional relationships among staff members	1.2	0	2,4	58.5	37.8	4.32	0.646
8	The inclusion of teachers in goal-setting enhances the effectiveness of school development plans.	0	1.2	1.2	57.3	40.2	4.37	0.578

9	Teachers who are involved in goal-setting are more committed to implementing changes	2.4	2.4	1.2	54.9	39.0	4.26	0.814
10	Participative goal-setting practices encourage a sense of shared responsibility for school development.	2.4	0	2.4	61.0	34.1	4.24	0.730

Key: 1. SD=Strongly Disagree 2. D=Disagree 3. U Undecided 4. A=Agree

5. SA= Strongly Agree; SDV=Standard Deviation

Source: Field Data (2025)

Statistical data in Table 1 illustrate that 69.5% of the respondents agreed and 26.8% strongly agreed that goal-setting practices contribute to the overall effectiveness of school improvement initiatives, with a mean score of 4.20. This means that any successful organization sets goals that align with its vision and mission to be accomplished by establishing effective mechanisms for execution. HOS A supported the finding by conversing that *“the school development plans have been very successful in organizational change because of goal setting”*. This implies that organizational change has been brought about by a successful addressing of the goal-setting, including the stakeholders' contribution to the real strategies to adopt. Similarly, Nkonge and Mudulia (2024) insist that, “Goals motivate teachers, enhance competition, and increase responsibility. Meaning that, setting effective goals encourages workers to work hard in attaining the expected performance. Likewise, TQM theory, Tonjang and Thawesaengskulthai (2020), proposed that Total Quality Management is the approach that aims to maintain continuous improvement in an organization or company to meet customer satisfaction.

The Table also shows that mainstream 63.4% of the respondents agreed and 31.7% strongly agreed that the school administration regularly monitors the success of goal-setting practices, with a mean score of 4.23. This means that school management monitors and evaluates the effectiveness of goal setting in the ongoing process of its execution. This finding is congruent with HOS G, who claimed that, *“We conduct assessment for efficient learning, monitoring for the set goals to simplify the attainment of the plans”*. This signifies that the efficiency of teaching and learning depends on the nature of the school leader who runs all the activities connected to school development; thus, a leader should supervise people effectively to ensure active participation in working on the agreement. Emmanuel and Onesmo (2025), reported that the school administration's responsibility in encouraging teachers to be committed to their jobs becomes more crucial. This means that achieving a good outcome depends on the leader's effectiveness in supervising subordinates for intensive monitoring and evaluation of the established goals.

Data in Table 1 indicate that 63.4% of the respondents agreed and 32.9 % strongly agreed that goal-setting practices help students focus on areas that need more improvement, with a mean score of 4.26. The finding confirms that participative goal-setting reduces poor performance in students by creating a conducive environment for learning, with a focus on students' learning difficulties. This finding is in line with HOS G, who said that, *“to a large extent, availability of teaching and learning materials helped students in their studies. We have received computers from*

donors for performing school duties”. This means that participative goal setting addresses all the challenges in teaching and learning materials with the aid of the stakeholders. Similarly, Donovan et al. (2020) posed that goal-setting has been used effectively to boost intrinsic motivation, academic performance, and reduce dropout rates. This quotation means that the application of goal setting has led to an enhancement in students' and workers' accountability in educational institutions.

Data in Table 1 prove that 68.3% of the respondents agreed and 22.0% strongly agreed that participative goal-setting practices increase the sense of ownership among stakeholders in the school development process, with a mean score of 4.06. This means that the involvement of stakeholders in educational activities produces commitment and accountability for promoting school growth. The finding correlates with HOS G, who claimed that, *“involving stakeholders helped the school's property to be more secure because everyone is accountable for the institution”*. This means that stakeholders' engagement in school activities has improved the efficiency of planning school activities. Garduque (2025) pointed out that school heads prioritize communication and collaborative decision-making, engaging in strategy development to increase accountability and ownership. Practicing participation in a particular plan raises stakeholders' ambition to feel as if they possess the institutions.

The presented data in Table 1 demonstrates that 57.3% agreed and 40.2% strongly agreed that teachers feel more appreciated when participating in goal-setting, with a mean score of 4.35. This means that teachers feel respected and valued when they are part of the decision-making for school progress. Likewise, HOS D commented that *“I can notice their gratitude through their conversation, such that I am comfortable being involved in duties including academic and extracurricular activities”*. This theme represents the way subordinates like to be involved in setting and implementing specific goals for both academic and extracurricular activities. Consequently, practice expresses teachers' recognition in participation. These views align with Abad Robles et al. (2020), indicating that teachers expressed satisfaction due to the consideration given to their perspectives and contributions in the decision-making processes at their respective schools. Emphasizing that, teachers praise the opportunities offered for making important decisions in building the school's reputation.

The data in Table 1 shows greatest 62.2% of the participants agreed and 36.6% strongly agreed that Participative goal-setting improves communication among teachers, with a mean score of 4.33. This implies that

wherever there is effective participation, communication acts as the connector of maintaining the relationship within the organization. HOS F claimed that *“In this school, people work in harmony due to enhanced communication, we have a parents-teachers association useful several activities such as students' examinations and disciplinary matters”*. This corroborates that strong participation mushrooms when there is a positive culture of active communication that binds people together. This is comparable to Patrick (2022), who reported that clear goals lead to deeper participation from goal setters. Meaning clarity in goal setting develops reliable communication, leading to effective engagement of responsible personnel.

Data in Table 1 reveal that 58.5% of the respondents agreed and 37.8% strongly agreed that participative goal-setting has led to improved professional relationships among staff members, with a mean score of 4.32. This postulates that institutional goal setting fosters the sharing of skills, knowledge, attitude, and encourages in-service training for staff members. HOS I *“There is a participative working environment where teachers are encouraged to share the content acquired or learnt from a particular training attended”*. This underscores that workers work as a team in achieving established goals, regardless of different perceptions and attitudes held by each one. Similarly, Otieno et al. (2020) explained that involving employees in decision-making processes, ensuring clear career progression paths, and creating a culture of trust and respect are crucial components. Workers' involvement in decision-making decreases or eliminates all unnecessary issues that affect institutions' progress. That is why the participation of stakeholders in the whole journey of institutional positive change must be emphasized.

Data point in Table 1 emphasizes that 57.3% of the respondents agreed and 40.2% strongly agreed that the inclusion of teachers in goal-setting enhances the effectiveness of school development plans, with a mean score of 4.37. This means that teachers are key implementers of activities suggested in and outside the school curriculum, so their contributions have a big effect on the whole school's development plans. This aligns with EO 2, who commented that *“teachers' participation in decision-making has proved that various plans are fulfilled on time and strengthening the overall performance of the institutions”*. This signifies that participative goal-setting with effective involvement of teachers influences time management and consolidation of the institution's reliable results. In line with Smith (2021), including teachers in the decision-making process in schools

is seen as a reciprocal arrangement that yields advantages for the overall advancement of the institution. This means that collaborating with teachers improves the overall performance due to the mutual relationship that exists in the institution. This aligns with TQM theory, in which it is noted that job performance gives an indication of the organization's success in achieving its objectives and mission (Alqarni et al., 2023).

Data in Table 1 shows that 54.9% of the respondents agreed and 39.0% strongly agreed that teachers who are involved in goal-setting are more committed to implementing changes, with a mean score of 4.26. This highlights that goal-setting practices develop a sense of dedication to work, creativity, and self-engagement in dealing with activities. This finding is congruent with HOS F, *“teachers' involvement in various fields of education contributed to the easy implementation of the responsibilities accurately”*. This means that teachers perform their roles as stipulated in their profession by conforming to ethics and cooperating with the local community for the attainment of new knowledge. Musengamana et al. (2024) propose that including employees in decision-making symbolizes their integration within the organization, catalyzing their commitment and dedication to their jobs. Workers' involvement speeds up the hardworking spirit.

The statistical data reveal that 61.0% of the respondents agreed and 34.1% strongly agreed that participative goal-setting practices encourage a sense of shared responsibility for school development, with a mean score of 4.24. This means that goal-setting practices emphasize communal participation of students, teachers, leaders, and the community in school progress. This finding aligns with HOS H, who said that *“effective collaboration is crucial in sharing different skills that every person possesses within the school for investing high creativity; therefore, in this school, collaboration is the major aspect for executing school plans”*. This indicates that cooperation among stakeholders is crucial as it facilitates the better implementation of goal-setting activity to meet school plans. The finding correlates with Bauyot and Lopez (2025), who stated that the active participation of stakeholders cultivates a sense of collective ownership and shared responsibility, thereby ensuring that the programs remain responsive to the evolving needs of the school and its learners.

Moreover, the data were collected from the secondary school students who were supposed to attempt the statement in Table 2 by providing the required information appropriately.

Table 2: Students' Responses on PGSPs Reinforce Organizational Change for School Development Plans in Public Secondary Schools (n=91)

S/N	STATEMENTS	% Frequency					MEAN	SDV
		SD	D	U	A	SA		
1	Regular updates are provided regarding the progress of development projects	1.1	18.7	2.2	50.5	27.5	3.85	1.064
2	The school has improved its learning environment due to participative planning	2.2	7.7	0	45.1	45.1	4.23	0.955
3	Student participation in goal-setting has improved positive academic relationships	1.1	1.1	0	44.0	53.8	4.48	0.673

4	There is more improvement in transparency due to participative goal-setting practices	1.1	6.6	2.2	54.9	35.2	4.16	0.847
5	Participative goal-setting promotes accountability among students	1.1	6.6	2.2	54.9	35.2	4.16	0.847
6	Student involvement in goal-setting has led to better discipline	1.1	3.3	1.1	40.7	53.8	4.43	0.777
7	The school is more organized due to goal-setting practices	1.1	5.5	1.1	60.4	31.9	4.16	0.793
8	Participative goal-setting enhances effective communication	1.1	5.5	2.2	42.9	48.4	4.32	0.855
9	Resources are used efficiently for planned improvements	1.1	5.5	1.1	52.7	39.6	4.24	0.821
10	I feel valued when engaged in school activities for school development	1.1	3.3	1.1	27.5	67.0	4.56	0.778

Key: 1. SD=Strongly Disagree 2. D=Disagree 3. U Undecided 4. A=Agree

5. SA= Strongly Agree; SDV=Standard Deviation

Source: Field Data (2025)

Data in Table 2 illustrates that 50.5% of the respondents agreed and 27.5% strongly agreed that regular updates are provided regarding the progress of development projects, with a mean score of 3.85. This means that school leaders inform educational stakeholders about the project's status, helping to recognize the project's weaknesses so that effective approaches can be adopted to solve the problem in the sport. HOS D views were, *“Those people who are involved in a certain project as part of school development get informed how far project development is; For instance, reporting the project progress to parents”*. This means that effective stakeholders need to be informed how the project is being implemented throughout the process, and if there is a need to provide more resources, then action can be taken immediately. Nkonge and Mudulia (2024) suggested that as a leader, the principal should communicate and explain school goals, curriculum programs, and expectations to the school community. Meaning that, all school stakeholders need to be informed at every step in the implementation of the agreement reached.

The study further indicated 45.1% of the respondents agreed and 45.1% strongly agreed that the school has improved its learning environment due to participative planning, with a mean score of 4.23. This means that effective planning fosters conducive teaching and learning environments by providing adequate resources, so the power of participative goal-setting practices brings benefits which was not expected. EO2 supported the finding by commenting that schools have benefited from *“stakeholders' participation in various areas, such that infrastructure construction and rehabilitation like classrooms, offices, and water wells”*. This signifies that stakeholders' participation has a great contribution to school development plans, so they need to be encouraged. Similarly, Osagie and Osalumese (2025) reported that a collaborative approach not only enhances stakeholder engagement but also fosters a positive and productive school climate. This means that the presence of a suitable school environment that favors learning to happen will be accommodated. For example, improvement in infrastructure, good health services, and the availability of teaching and learning materials for classroom interaction.

Likewise, Ren (2024) suggested that TQM's emphasis on continuous improvement propels institutions towards an ongoing journey of self-assessment and refinement. Meaning that Total Quality Management has a great impact in bringing positive change to an organization.

Table 2 indicates that 44.0% of the participants agreed and 53.8% strongly agreed that student participation in goal-setting has improved positive academic relationships, with a mean score of 4.48. This means students involved in goal-setting practices, especially academic goals, boost their performance rate as compared to those who are not involved. Likewise, HOS C supported the finding by saying that, *“students are helping each other, conducting discussions on the areas of difficulty for a certain topic or subject”*. Meaning that, goal-setting has enabled students to collaborate and assist each other in various planning activities by developing self-direction in their studies. Similarly, Langat et al. (2024) postulated that goal setting positively influences students' academic achievement. Emphasizing participation in goal-setting activity facilitates competence in academic attainment.

The presented data, Table 3, shows that the majority of respondents, 54.9%, agreed and 35.2% strongly agreed that there is more improvement in transparency due to participative goal-setting practices, with a mean score of 4.16. This finding suggests that participative goal setting leads to disclosure of issues within the institution because people trust each other, hence, no conflicts of interest. This aligns with HOS B, who said that, *“freedom of expression in goal-setting discussion increases openness to all members”*. This symbolizes that wherever there is participation, facts in formation are attained, and people will obey the leader's instructions for the assigned work. Similarly, Cheruiyot et al. (2023) state that every successful organization should have a clear and defined goal that is designed to bring the best out of people as well as a group. Meaning that, a well-set goal would improve various aspects in an organization, including transparency.

Further, the study indicates that 54.9% of the respondents agreed and 35.2% strongly agreed that participative goal-setting promotes accountability among students, with a mean score of 4.16. This signifies that students develop the habit of being responsible for their responsibilities without being forced. This concurs with what HOS A said: *“recently, students have been aware of what is expected to be achieved; the way they behave can tell everything”*. This means that a notable change in students' behaviors describes how participative goal-setting practices can have influential benefits. These views align with Cheruiyot et al. (2023), who specified that goals enable people to strive for and reach what it is they want to accomplish in their lives. This means that people put all their efforts into guaranteeing that the intended goal is achieved.

The statistical data in the same Table presents majority, 40.7% of the respondents, agreed and 53.8% strongly agreed that student involvement in goal-setting has led to better discipline, with a mean score of 4.43. This presages that participation in goal-setting molds students' behavior that directs other disciplines to be conducted with the highest degree of performance. The finding aligns with HOS D, who said that, *“with the help of schoolboard members, students exercised good conduct by practicing acceptable discipline in a society”*. This means that stakeholders' participation in school helps to shape students' discipline for better attainment of the prepared goals. Kunni (2021) proposed that students with strong connections to their school communities experience better academic performance, enhanced motivation, and improved social behavior. Emphasizing that interaction with numerous people accelerates planners in achieving the preferred outcome.

Data in Table 2 proves that 60.4% of the respondents agreed and 31.9% strongly agreed that the school is more organized due to goal-setting practices, with a mean score of 4.16. This signifies that schools have better planning through the involvement of the stakeholders, who provide direction to adopt changes. Likewise, EO 2's argument described that, *“our schools adhere to a systematic way of doing things in compliance with the rules and regulations, hence institutions get a reputation”*. This means that complying with the principles, rules, regulations, and systematically doing things results in an organization's good character; the views still stress the importance of goal-setting for conducting activities in a proper arrangement. Gyekye (2022) emphasized the importance of creating clear school rules and regulations that align with students' development. Considering this alignment, institutions' performance will rise in advance.

Table 2 data further expose that the majority, 42.9% of the participants, agreed and 48.4% strongly agreed that participative goal-setting enhances effective communication with a mean score of 4.32. This means that powerful communication among people within the society is strengthened due to the participation practiced. This finding concurs with HOS G, who said that, *“we have seen the benefit of goal-setting through real practice, including provision of*

timely feedback from school stakeholders”. Meaning that, proper goal-setting enhances effective communication by sending messages through channels that are accessible and affordable to all people for the purposes of sustaining peace and harmony in an organization; hence, two-way communication allows participative goal-setting to be practiced. According to Khadija (2022), reported that the benefits of stakeholders, power relations between them, and school participation in management and decision-making foster open communication. This insists that collaboration influences honest communication.

The study indicates that 52.7% of the respondents agreed and 39.6% strongly agreed that resources are used efficiently for planned improvements, with a mean score of 4.24. This symbolizes that planned activities are implemented as per the agreement of stakeholders who made decisions on implementing the agenda, obeying the protocol. This finding correlates with EO2, who claimed that, *“actually, resources are distributed and utilized in accordance with available guidelines”*. Meaning that, there is transparency and honesty in the effective utilization of the resources allocated in schools. In line with Murugi and Mugwe (2023), who claimed that stakeholder involvement means working with people and using the resources as they are, and helping them to work together to realize agreed ends and goals. Meaning that, embracing unity in the effective allocation and utilization of resources, as approved by all members, should be put into consideration.

Furthermore, the study demonstrated that 27.5% of the participants agreed and 67.0% strongly agreed that I feel valued when engaged in school activities for school development, with a mean score of 4.56. This connotes that students like to be actively involved in making decisions about school plans because they learn the skills in tackling the obstacles that arise throughout their lives. This finding aligns with HOS A, who said that, *“students like to be involved in performing several activities in school”*. Emphasizing that, students express appreciation when involved in school development plans as they get to be creative in this world of globalization. Nkonge & Mudulia (2024) pointed out that Inclusion in setting school goals motivates learners to set targets. This implies that students desire to be part of the school decision-making in activities conducted at school; performing these tasks felt cherished.

To illustrate how the participative goal-setting practices influence organizational change in school development plans, a researcher applied a simple linear regression statistical technique to test the null Hypothesis (Ho), which indicated that there is no significant relationship between participative goal-setting practices and organizational change in school development plans in public secondary schools in Morogoro Municipality, Tanzania. The decision rule was established at the significant level of 0.05(2-tailed), no significant outliers were present in the data, which conformed to a normal distribution. Table 3 presents the output of the test:

Table 3: Hypothesis Test ANOVA^a

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.025	1	.025	.583	.467 ^b
	Residual	.345	8	.043		
	Total	.370	9			

a. Dependent Variable: Students' Organizational Change

b. Predictors: (Constant), Teachers' Organizational Change

Source: Field Data (2024)

Data in Table 3 shows that the p-value of this test was 0.467 at the significant level of 0.05.

This implies that the p-value is greater than the significance level of 0.05. Thus, the stated hypothesis was accepted as there is no significant relationship between participative goal setting practices and organizational change in school development plans in public secondary schools in Morogoro Municipality. The results indicate that more effort is needed in participative goal-setting practices for enhancing organizational change for the aim of bringing rapid development in all sectors of the organization, hence low participation in goal setting was found. The study done by Pangilinan (2025). revealed that a significant moderate negative correlation ($r = -0.45$, $p < .001$), indicating that higher perceived challenges are associated with lower commitment to teaching.

VII. SUMMARY, CONCLUSION, AND RECOMMENDATIONS

This part focuses on giving the summary, conclusions, and recommendations of the study findings on participative goal-setting practices as a catalyst for organizational change in public secondary school development planning in Morogoro Municipality, Tanzania.

➤ Summary of the Findings

The findings illustrated that PGSPs bring positive organizational change by emphasizing monitoring, developing school stakeholders' sense of ownership of school programs as well as shared responsibilities, motivation among teaching and non-teaching staff, improving communication, embracing accountability, inclusivity, and enhancing professional relationships among staff members. Therefore, effective participative goal-setting fosters positive changes in the organization's outcomes.

➤ Conclusion

The study further revealed that positive organizational change is highly brought by effective PGSPs whereby the school administration monitors regular success of goal-setting, increasing sense of ownership among stakeholders, development in communication, enhancing commitment in implementing changes, encouraging sharing of responsibilities, improvement of school's environment, advancement in transparency and accountability, better discipline and efficient optimization of the resources were some of the benefit from PGSPs in the organization. When implemented effectively, goal-setting facilitates tremendous success across all areas of the organization.

➤ Recommendations

The study recommended the following:

- Creating a conducive environment for attracting and encouraging various educational stakeholders to be involved in school development plans for the best attainment of the expected goals.
- Clear communication should be emphasized, as well as the provision of effective feedback, so that participative goal-setting can be exercised properly for the purpose of achieving positive organizational change
- Conducting various projects specifically for raising awareness concerning participative goal-setting practices, hence the achievement of the desired organizational goals and objectives
- Funds from the government should be increased so that the challenges facing heads of schools in the facilitation of PGSPs can be easily reduced or eliminated, making participative goal-setting practice facilitated efficiently.
- Establishing numerous operative policies that still insist more on the benefit of participating effectively in school activities for the excellent execution of school development plans, for the achievement of positive organizational changes.

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