
A Correlational Study on Teachers' Goal-Setting Practices and Teaching Performance

RODNEY C. DALIRE

Pamplona National School of Fisheries, Division of Cagayan, Philippines

www.rod.finger@gmail.com

Abstract — This study examined the relationship between teachers' goal-setting practices and their teaching performance at a selected secondary school in the Division of Cagayan, Philippines. Specifically, it determined the extent of teachers' goal-setting practices in terms of clarity, specificity, measurability, and frequency of goal monitoring, as well as their level of teaching performance based on Individual Performance Commitment and Review Form (IPCRF) ratings. A descriptive–correlational research design was employed, with 33 Junior High School and Senior High School teachers serving as respondents. Data were collected using a researcher-made questionnaire and were analyzed using descriptive statistics and Pearson Product-Moment Correlation Coefficient (r). The findings revealed that teachers demonstrated a high level of goal-setting practices, with an overall mean of 3.18, indicating that they consistently apply goal-setting strategies in their instructional practices. In terms of teaching performance, the results showed an outstanding level, with an overall mean of 4.56, where all teachers were rated as outstanding based on IPCRF results. Furthermore, the study found a moderate positive and statistically significant relationship between teachers' goal-setting practices and their teaching performance ($r = 0.463$, $p < 0.05$), suggesting that improved goal-setting practices are associated with better teaching performance. The study concludes that effective goal-setting practices contribute to enhanced teaching performance and highlights the importance of strengthening teachers' skills in developing clear, specific, and measurable goals. It is recommended that schools provide continuous professional development programs focusing on goal-setting strategies to further improve instructional effectiveness and sustain high levels of teacher performance.

Keywords: *goal-setting practices, teaching performance, IPCRF, teachers*

I. INTRODUCTION

Teaching performance continues to be a central concern in educational systems, as it directly influences students' academic achievement, motivation, and overall learning experiences. In recent years, educational reforms have emphasized teacher accountability and professional effectiveness, requiring educators to adopt practices that enhance instructional quality. One such practice is goal setting, which has gained attention as a powerful strategy for improving performance in various professional contexts, including education. Goal setting enables teachers to establish clear objectives, align instructional strategies, and monitor their progress toward achieving desired learning outcomes. As emphasized by Criss et al. (2024), goal-setting mechanisms significantly influence teachers' instructional behavior and effectiveness, as well as their professional development.

Despite its recognized importance, the application of goal-setting practices among teachers remains inconsistent. Some educators actively engage in structured goal setting, developing specific, measurable, and achievable targets, while others rely on routine teaching practices without systematically planning for improvement. This inconsistency raises concerns regarding variations in teaching performance, particularly in relation to the clarity and intentionality of educators' professional goals. Daumiller et al. (2022) found that teachers' personal achievement goals significantly shape their instructional practices and classroom environments, suggesting that goal orientation plays a critical role in how teachers deliver instruction. However, there is still a lack of empirical focus on how these goal-setting practices relate directly to measurable teaching performance outcomes.

The problem addressed in this study lies in the limited understanding of how teachers' goal-setting practices influence their teaching performance in real classroom contexts. While schools often require teachers to prepare lesson plans and meet curriculum standards, these requirements do not necessarily guarantee that teachers engage in intentional goal setting for professional growth. Without clear goals, teachers may struggle to identify areas for improvement, monitor their effectiveness, and adapt teaching strategies to meet diverse learner needs. Furthermore, the increasing demand for performance-based evaluation systems calls for a deeper understanding of factors that contribute to effective teaching. Identifying whether goal-setting

practices correlate with teaching performance can provide valuable insights for strengthening teacher evaluation and development programs.

This study is needed to bridge the gap between theory and practice by examining the relationship between teachers' goal-setting behaviors and their instructional performance. Recent research indicates that goal setting plays a crucial role in enhancing both teacher and student performance by promoting motivation, self-regulation, and accountability. Criss et al. (2024) demonstrated that the integration of goal setting with performance feedback significantly improves teachers' instructional practices, particularly when goals are clearly defined and progress is consistently monitored. Similarly, Rodriguez-Gomez et al. (2024) cited that goal setting serves as a self-regulated learning strategy that empowers teachers to improve their professional practice and adapt to diverse classroom needs. These findings highlight the relevance of goal-setting practices in promoting effective teaching and continuous professional growth.

Moreover, contemporary educational research has shown that goal setting is closely linked to psychological factors such as motivation, self-efficacy, and professional identity, all of which influence teaching performance. Saks (2024) emphasized that self-set goals and self-efficacy have predictive effects on learning and performance outcomes, suggesting that individuals who set clear goals are more likely to achieve higher levels of effectiveness. In the teaching context, this implies that educators who engage in goal-setting practices may be better equipped to manage classroom challenges, implement effective instructional strategies, and achieve desired learning outcomes.

In addition, goal setting has been identified as a key component of professional development in education. Luangrangsee and Ratsameemonthon (2024) highlighted that clearly defined educational goals enable teachers to evaluate the effectiveness of their instructional methods and ensure alignment with expected outcomes. This reinforces the notion that goal setting is not only a planning tool but also a critical mechanism for improving teaching quality and student learning.

Given these considerations, this study aimed to examine the correlation between teachers' goal-setting practices and their teaching performance in a selected school in the Division of Cagayan, Philippines. By focusing on this relationship, the research sought to contribute to the growing body of literature on teacher effectiveness and provide empirical evidence that may

inform educational policies and professional development initiatives. Ultimately, understanding how goal-setting practices influence teaching performance can support the development of more effective, goal-oriented educators who are capable of meeting the demands of modern education.

Literature Review

Recent educational research emphasizes that teachers' goal-setting practices are integral to improving teaching performance, motivation, and instructional effectiveness. Goal-setting theory, widely applied across disciplines, suggests that clearly defined, specific, and challenging goals positively influence individual performance by guiding effort and persistence. In the context of education, this theory has gained increasing attention as schools seek strategies to enhance teacher quality and student outcomes.

Criss et al. (2024) conducted a systematic review examining the combined effects of goal setting and performance feedback on teacher practice. Their findings revealed that goal setting significantly enhances teachers' instructional performance when paired with consistent feedback mechanisms, particularly when goals are teacher-generated, measurable, and regularly monitored. This supports the argument that structured goal-setting practices contribute to more effective classroom implementation and professional growth.

Similarly, Patrick (2022) explored goal specificity and commitment among teachers engaged in collaborative partnerships. The study found that teachers who established clear and specific goals demonstrated higher levels of engagement and reported greater improvements in their teaching practices. This suggests that goal clarity and teacher commitment are crucial factors influencing instructional success, reinforcing the need for intentional goal-setting practices within professional learning communities.

In a more recent study, Sun et al. (2025) examined goal-setting mechanisms in educational management and found that they significantly influence both teacher behavior and instructional effectiveness. Their research highlighted that goal setting affects teaching performance indirectly

through psychological factors such as professional identity, motivation, and self-efficacy. These findings underscore the multidimensional impact of goal-setting practices on teaching quality.

Further supporting this, Çolakoglu (2023) investigated the relationship between teachers' goal orientation and motivation using a correlational design. The study revealed significant associations between goal orientation and teacher motivation, indicating that teachers who adopt mastery-oriented goals tend to exhibit higher levels of motivation and commitment to teaching. Since motivation is a key determinant of teaching performance, this relationship highlights the importance of goal-setting practices in enhancing educators' professional effectiveness.

Dekker et al. (2024) also demonstrated the positive effects of reflective goal-setting interventions on academic performance within teacher education contexts. Their large-scale experimental study showed that individuals who engaged in structured goal-setting activities performed better academically and demonstrated increased persistence. Although focused on students and pre-service teachers, the findings provide valuable insights into how goal-setting practices can influence performance outcomes in educational settings.

In addition to goal-setting practices, self-regulation has been identified as a crucial factor linked to teaching effectiveness. Sáez-Delgado et al. (2023) found that teachers' self-regulation, which includes goal-setting, self-monitoring, and reflection, is positively correlated with both teaching effectiveness and student learning performance. This indicates that goal setting is not an isolated practice but part of a broader system of self-regulated teaching behaviors.

Moreover, Greenquist-Marlett et al. (2025) examined teachers' implementation of self-regulated learning strategies and found that goal-setting behaviors help teachers adapt instruction based on student needs and monitor learning progress effectively. This adaptability is a key characteristic of high teaching performance, linking goal setting to responsive and student-centered instruction.

Finally, Fatariska et al. (2026) examined teacher performance through the lens of goal-setting theory and found that psychological and environmental factors, such as job satisfaction and work environment, significantly influence performance. Their study reinforces the idea that while

goal setting is essential, it must be supported by conducive environments and organizational practices to maximize its effectiveness.

In summary, the reviewed literature demonstrates that teachers' goal-setting practices are closely linked to teaching performance through various mechanisms, including motivation, self-efficacy, and self-regulation. Contemporary studies consistently highlight that clear, specific, and well-monitored goals enhance instructional effectiveness and professional growth. However, despite these findings, there remains a need for further research focusing specifically on the direct correlation between teachers' goal-setting practices and teaching performance, particularly in diverse educational contexts.

This study examined the relationship between teachers' goal-setting practices and their teaching performance in a selected secondary school in the Division of Cagayan, Philippines. Specifically, this study sought to answer the following questions:

1. What is the extent of teachers' goal-setting practices in terms of:
 - a. clarity of goals;
 - b. specificity of goals;
 - c. measurability of goals; and
 - d. frequency of goal monitoring?
2. What is the level of teaching performance of teachers as reflected in their Individual Performance Commitment and Review Form (IPCRF) ratings?
3. Is there a significant relationship between teachers' goal-setting practices and their teaching performance?

II. METHODOLOGY

Research Design

This study employed a descriptive–correlational research design to determine the relationship between teachers’ goal-setting practices and their teaching performance. The descriptive component was used to assess the extent to which teachers practice goal setting in terms of clarity, specificity, measurability, and frequency of monitoring, as well as to describe their level of teaching performance based on their Individual Performance Commitment and Review Form (IPCRF) ratings. Meanwhile, the correlational aspect of the design was utilized to examine whether a significant relationship exists between the identified variables without manipulating or controlling them. This design is appropriate for the study as it allows the researcher to analyze naturally occurring conditions and determine associations between variables in a real educational setting. Through this approach, the study was able to generate quantitative data that describe current practices and establish the degree of relationship between goal-setting behaviors and teaching performance, thereby providing evidence-based insights for improving teacher effectiveness.

Participants of the Study

The participants of this study were teachers from a selected secondary school in the Division of Cagayan, Philippines, for the School Year 2025–2026, comprising both Junior High School (JHS) and Senior High School (SHS) levels. A total of 33 teachers took part in the study, using total enumeration, wherein all members of the population were included as respondents. Of the 24 JHS teachers, 7 were male, and 17 were female, while among the 9 SHS teachers, 4 were male and 5 were female. The use of total enumeration ensured that all teaching personnel in the school were represented, thereby providing complete and accurate data to examine the relationship between teachers’ goal-setting practices and their teaching performance. The inclusion of teachers from both JHS and SHS further allowed for a comprehensive analysis of the variables, capturing diverse instructional practices across secondary education levels.

Instrumentation

This study utilized a researcher-made questionnaire as the primary data-gathering instrument to assess teachers' goal-setting practices and their teaching performance, wherein the first part measured the extent of goal-setting practices in terms of clarity, specificity, measurability, and frequency of monitoring using a Likert scale, while the second part gathered data on teaching performance based on the teachers' Individual Performance Commitment and Review Form (IPCRF) ratings; the instrument was subjected to expert validation to ensure content validity and clarity, and pilot testing was conducted to establish reliability, making it an appropriate tool for collecting accurate and relevant data for the study.

Analysis of Data

The data collected in this study were analyzed using both descriptive and inferential statistical techniques. Descriptive statistics, particularly the mean, were used to determine the extent of teachers' goal-setting practices in terms of clarity, specificity, measurability, and frequency of monitoring. In addition, the teaching performance of the respondents was described based on their Individual Performance Commitment and Review Form (IPCRF) ratings. For the interpretation of the computed mean values, the following scale was applied:

Range	Teachers' Goal-Setting Practices	Range	Teaching Performance
1.00 – 1.74	Very Low	Below 1.500	Poor
1.75 – 2.49	Low	2.499 – 1.500	Unsatisfactory
2.50 – 3.24	High	3.499 – 2.500	Satisfactory
3.25 – 4.00	Very High	4.499 – 3.500	Very Satisfactory
		5.000 – 4.500	Outstanding

Furthermore, the Pearson Product-Moment Correlation Coefficient (Pearson r) was employed as an inferential statistical tool to determine the presence, strength, and direction of the relationship between teachers' goal-setting practices and their teaching performance.

III. RESULTS AND DISCUSSION

The extent of teachers' goal-setting practices in terms of the following dimensions:

The findings reveal that teachers demonstrate a great extent of goal-setting practices, as reflected in the overall mean of 3.18, indicating that they generally engage in purposeful and structured instructional planning. Among the dimensions, frequency of goal monitoring (3.24) and clarity of goals (3.22) obtained slightly higher mean scores, suggesting that teachers are consistent in reviewing their goals and have a clear understanding of their instructional objectives. Meanwhile, specificity (3.15) and measurability (3.10), although still rated high, obtained relatively lower means, implying that some teachers may experience challenges in formulating highly detailed and measurable goals. These results suggest that while teachers possess strong foundational goal-setting skills, there remains room for improvement in ensuring that goals are precise and quantifiable. The implications of these findings highlight the need for professional development programs focused on enhancing teachers' competencies in developing specific and measurable goals, which can further strengthen instructional effectiveness and student learning outcomes. Overall, the high level of goal-setting practices indicates that teachers are actively engaged in reflective and goal-oriented teaching, which is essential in achieving improved teaching performance.

The findings of the study are supported by several related studies emphasizing the importance of goal-setting practices in improving instructional effectiveness. Criss et al. (2024) found that teachers who engage in structured goal setting and regularly monitor their progress demonstrate higher levels of instructional performance and professional growth. Similarly, Patrick (2022) reported that teachers who establish clear and specific goals show greater commitment to teaching improvement and are more likely to implement effective instructional practices. The high ratings obtained in the areas of goal clarity and goal monitoring in the present study are consistent

with the findings of Greenquist-Marlett et al. (2025), who noted that goal-setting behaviors and self-regulated learning practices enable teachers to monitor their instructional progress and adjust strategies according to learners' needs. Furthermore, Sáez-Delgado et al. (2023) emphasized that goal setting, self-monitoring, and reflection are essential components of self-regulation that contribute to teaching effectiveness and improved learning outcomes. These studies support the present finding that teachers maintain a high level of goal-setting practices, indicating their commitment to reflective, organized, and performance-oriented teaching.

Dimensions	Mean	Interpretation
Clarity of Goals	3.22	High
Specificity of Goals	3.15	High
Measurability of Goals	3.10	High
Frequency of Goal Monitoring	3.24	High
Overall Mean	3.18	High

The level of teaching performance of teachers as reflected in their Individual Performance Commitment and Review Form (IPCRF) ratings

The findings reveal that teachers demonstrate an exceptionally high level of teaching performance, as evidenced by the mean of 4.56 based on their IPCRF ratings, with 100 percent of the respondents (33 teachers) achieving an Outstanding rating. This result indicates that all teachers consistently meet and exceed the performance standards set by the Department of Education, reflecting strong competencies in instructional planning, classroom management, delivery of instruction, and assessment of learning. The uniformity of outstanding ratings suggests that effective teaching strategies are widely practiced, contributing to positive student learning outcomes and academic achievement.

The finding of an outstanding level of teaching performance is supported by the study of Fatariska et al. (2026), who found that teacher performance is positively influenced by factors such as competence, motivation, job satisfaction, and a supportive work environment. Their study emphasized that teachers who possess strong professional competencies and are motivated to achieve their goals tend to demonstrate higher levels of effectiveness in carrying out their instructional responsibilities. This supports the present finding that all respondents achieved outstanding performance ratings, suggesting that they possess the necessary competencies and professional commitment required to meet and exceed established performance standards. Consequently, the high teaching performance observed in this study reflects teachers' dedication to delivering quality instruction and fostering positive learning outcomes among students.

Teaching Performance	Frequency	Percent
5.000 – 4.500 (Outstanding)	33	100.00
Mean	4.56	

Correlational results between teachers' goal-setting practices and their teaching performance

The findings reveal a positive and statistically significant relationship between teachers' goal-setting practices and their teaching performance ($r = 0.463$, $p = 0.007$). This indicates that as teachers' goal-setting practices improve, particularly in terms of clarity, specificity, measurability, and monitoring, their teaching performance tends to increase as well. The significant probability value confirms that the relationship is not due to chance, thus supporting the assumption that goal-setting plays an important role in enhancing instructional effectiveness. The moderate strength of the correlation suggests that while goal-setting practices contribute to teaching performance, other factors such as teaching experience, motivation, and school support systems may also influence performance outcomes. This finding implies that strengthening teachers' goal-setting skills through professional development and capacity-building programs can lead to improved teaching performance. It also highlights the importance of incorporating structured goal-setting strategies

into teacher evaluation and development frameworks to sustain high levels of effectiveness in the classroom.

This finding is supported by several related studies presented in the literature. Criss, Konrad et al. (2024) found that goal setting combined with performance feedback significantly improves teachers' instructional practices, emphasizing that clear and monitored goals enhance teaching effectiveness. Similarly, Sun et al. (2025) concluded that goal-setting mechanisms positively influence teaching performance through motivation and self-efficacy, reinforcing the idea that teachers who set structured goals perform better in their instructional roles. In addition, Çolakoglu (2023) reported that teachers' goal orientation is significantly related to their motivation, which in turn affects their teaching performance. These studies collectively support the present findings, confirming that goal-setting practices are an essential factor in improving teacher effectiveness and overall educational outcomes.

Variable	Coefficient (r)	Probability	Statistical Inference	Remarks
Teachers' Goal-Setting Practices and Their Teaching Performance	0.463	0.007	Significant	Positive relationship

IV. CONCLUSION

Based on the findings of the study, it can be concluded that teachers demonstrate a high level of goal-setting practices and an outstanding level of teaching performance, and that there exists a moderate positive and statistically significant relationship between these two variables. This indicates that effective goal-setting practices, characterized by clear, specific, measurable, and regularly monitored goals, contribute to improved teaching performance. While the correlation is not strong, it affirms that goal setting plays an important role in enhancing instructional effectiveness alongside other influencing factors. Therefore, strengthening teachers' competencies

in goal-setting through targeted professional development and support mechanisms is essential in sustaining and further improving their performance. Overall, the study highlights the importance of fostering goal-oriented teaching practices as a means to promote continuous professional growth and achieve better educational outcomes.

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