



Challenges of Implementing the Selected Key Performance Indicators (KPIs) in Promoting Students' Academic Performance in Primary Schools in Mvomero District, Tanzania

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Abstract: *This study examined the Challenges of implementing the selected KPIs in promoting student academic performance, using a mixed research approach with data from 60 participants, including teachers, head teachers, and a district education officer. Simple random and purposive sampling were used to select the sample. For the quantitative component, a descriptive design was employed to analyze the implementation of Key Performance Indicators (KPIs) in enhancing students' academic performance. The qualitative part of the study utilized hermeneutic phenomenology, based on Heidegger's philosophy, to explore participants' lived experiences and perspectives regarding KPI implementation. Data collection involved both structured questionnaires and in-depth interviews. Validity was ensured through a pilot study conducted in five non-study schools, which helped refine the research instruments and address ambiguities. Reliability was assessed using Cronbach's Alpha, with a coefficient of 0.7 deemed acceptable, indicating consistent results across repeated trials. Quantitative data was analyzed using descriptive statistics, including mean and standard deviation, with data managed through the Statistical Package for Social Sciences (SPSS) Version 21.0. Qualitative data was analyzed through thematic analysis. The findings revealed that challenges in KPI implementation included time constraints and issues with lesson preparation and assessment, as identified by both school heads and the district education officer. Despite these challenges, teachers demonstrated a positive attitude towards remedial measures. The study recommends regular professional development for teachers to improve their understanding of KPIs, lesson planning, and assessment practices, thereby addressing implementation challenges and improving academic performance.*

Keywords: *Key Performance Indicators (KPIs), Academic Performance, Lesson Preparation, Primary Schools, Professional Development*

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1. Introduction

Key Performance Indicators (KPIs) have long been utilized in the corporate sector to gauge performance, but their application in education is a more recent development. KPIs in education are designed to assess various elements of the education system, including academic achievement, student attendance, teacher

performance, and resource management (Parmenter, 2010). Tools such as the Teaching Performance Assessment (TPA) and the Open Performance Review and Appraisal System (OPRAS) complement KPIs by evaluating teachers' performance and contributing to a holistic view of educational effectiveness (Matete, 2021). The significance of KPIs in education has grown as institutions seek to enhance performance and meet stakeholder expectations (Burke, 2002). KPIs facilitate

data-driven decision-making by evaluating institutional success and identifying areas for improvement (OECD, 1995). In Tanzania, where the education sector is rapidly expanding, KPIs are crucial for assessing both the effectiveness of educational practices and the efficient use of resources (ESDP, 2017). Accurate KPIs help schools understand their effectiveness and align their practices with their missions (Awang, 2021; Blanco et al., 2020).

Internationally, KPIs are categorized into context, resource distribution, and outcomes, reflecting various aspects of school performance (Blanco et al., 2020). Contextual factors, such as student eligibility for free meals, resource allocation, and student outcomes, including achievement, attendance, and exclusion, are essential in evaluating school performance. In Tanzania, specific KPIs include lesson preparation, mastery of reading, writing, and arithmetic (3Rs), and assessment practices. These indicators are pivotal for improving educational outcomes and addressing foundational issues in student learning (Trudell et al., 2012).

The primary aim of this study was to evaluate the effectiveness of implementing Key Performance Indicators (KPIs) in enhancing students' academic performance in primary schools within Mvomero District Council, Tanzania. To achieve this overarching goal, the study was structured around two specific objectives. First, to identify the challenges associated with the implementation of these KPIs. Lastly, the study aimed to determine the remedial measures necessary to address these challenges and optimize KPI effectiveness. Through this focused inquiry, the study aims to provide answers from the study area on the following research questions; 2) What are the challenges of implementing the selected KPIs in promoting students' academic performance in Mvomero District council? and what are the remedial measures in enhancing the selected KPI to improve students' academic performance in Mvomero District council?

2. Literature Review

This study is guided by Goal-setting Theory (Locke & Latham, 2002), which posits that conscious goals significantly influence actions and performance. Initially developed through extensive empirical research, this theory applies both to individual and organizational contexts. It emphasizes that goal alignment between individuals and groups is crucial for maximizing performance. This theory is particularly relevant for the implementation of Key Performance Indicators (KPIs) in primary schools, where alignment between personal and institutional goals can enhance performance outcomes.

Research on the challenges of using Key Performance Indicators (KPIs) in measuring students' performance highlights several complexities and limitations. The Narrow Focus on Academic Achievement is one common challenge in the tendency for KPIs to narrowly

focus on academic achievement, overlooking other important aspects of student development such as social-emotional skills, creativity, and critical thinking. This narrow focus can lead to a one-dimensional view of student performance (Koretz, 2008). In addition to that, the study by Darling-Hammond (2010) discusses how standardized testing, often used as a KPI for academic achievement, tends to measure a narrow range of skills and knowledge, neglecting other important dimensions of learning such as creativity, problem-solving, and collaboration. This narrow focus can constrain educators' efforts to foster holistic student development.

Secondly, teaching to the test: The use of KPIs tied to standardized testing can incentivize teaching to the test, where educators prioritize content that is likely to be assessed on standardized exams over broader educational goals. This can lead to a reduction in the depth and richness of the curriculum. (Nichols & Berliner, 2007). Also, A study by Popham (2001) investigates the influence of high-stakes testing on classroom instruction. Popham found that teachers often felt compelled to align their instructional practices closely with the content and format of standardized tests, leading to a focus on rote memorization and test-specific strategies rather than deeper conceptual understanding.

Thirdly, overemphasis on quantitative Measures: KPIs often rely heavily on quantitative measures, such as test scores or graduation rates, which may not fully capture the complexity of student learning and growth. This can result in an oversimplification of student performance and an undervaluing of qualitative aspects of education. (Eisner, 2001). Another study concurring with this is the study by Shepard (2000). He discusses the limitations of relying solely on quantitative measures, such as standardized test scores, to assess student learning and achievement. Shepard argues that these measures often fail to capture important dimensions of student performance, such as critical thinking, creativity, and problem-solving skills, which are essential for success in the 21st century.

Fourthly, ignoring contextual factors: the study by Lubienski, (2003) shows that, KPIs may fail to account for contextual factors that influence student performance, such as socioeconomic status, language proficiency, and access to resources. Ignoring these factors can lead to unfair comparisons between schools or students and exacerbate educational inequities. However, the study Reardon (2013) examines the role of socioeconomic status (SES) in shaping educational achievement gaps. Reardon found that SES-related disparities significantly contribute to variations in student performance across schools and districts. Ignoring SES and other contextual factors in educational assessments can lead to distorted interpretations of student achievement and ineffective policy interventions. Another study pinpoints out potential for gaming and manipulation as also a challenge in using of KPIs. The use of KPIs for accountability purposes can create incentives for gaming and manipulation of data, as educators and

administrators may feel pressure to artificially inflate scores or manipulate other performance metrics to meet targets. (Eckert & Steiner-Khamsi, 2018)

One of the primary challenges is the inconsistency in data collection methods across different institutions. This inconsistency can lead to unreliable data, making it difficult to accurately measure and compare performance (Johnson, 2021). Additionally, ensuring the privacy and security of student data is a significant concern. Institutions must navigate complex regulations and ethical considerations when collecting and using data for KPIs (Brown, 2022).

Implementing and maintaining KPI systems can be costly. Many institutions, particularly those in developing regions, struggle with limited financial resources, which hampers their ability to invest in necessary technologies and training (Williams, 2021). There is also often a lack of trained personnel who can effectively manage and analyze KPI data. This shortage of skilled staff can lead to inefficiencies and errors in KPI implementation (Davis, 2020).

Educational institutions may face resistance from staff and faculty who are accustomed to traditional methods of performance evaluation. This resistance can slow down the adoption of KPI systems (Miller, 2021). For KPIs to be effective, there must be buy-in from all stakeholders, including administrators, teachers, and students. Achieving this buy-in can be challenging, particularly if stakeholders do not see the immediate benefits of KPIs (Taylor, 2022). Integrating KPI systems with existing educational technologies and databases can be technically challenging. Compatibility issues and the need for custom solutions can complicate the implementation process. Even when data is collected successfully, analyzing and interpreting this data to make informed decisions can be complex. Institutions may lack the analytical tools and expertise required to derive meaningful insights from KPI data (Anderson, 2021).

A university study highlighted the multifaceted determinants of students' academic performance, including personal, socioeconomic, and psychological factors. The study emphasized the importance of a holistic approach to KPI implementation, considering these diverse influences (Johnson, 2021). Recent developments in educational data mining and machine learning have provided new tools for predicting student performance and identifying at-risk students. These technologies offer potential solutions to some of the challenges associated with KPI implementation, such as data analysis and prediction (Smith, 2020).

Besides these challenges revealed in this literature, this current study aimed to determine if the implementation of key performance indicators in promoting school performance in Tanzanian primary schools face the same or otherwise and how to address them for effective school performance. Implementing KPIs in educational settings presents numerous challenges, ranging from data quality issues to resistance from stakeholders.

Addressing these challenges requires a comprehensive approach that includes adequate training, investment in technology, and efforts to foster a culture of data-driven decision-making. The current research aims to examine the challenges of implementing KPIs in Mvomero district in Morogoro and come up with innovative solutions and best practices for overcoming these obstacles to enhance the effectiveness of KPIs in promoting students' academic performance.

3. Methodology

The study on the implementation of key performance indicators in promoting students' academic performance in primary schools was conducted in Mvomero District Council, Morogoro Region, Tanzania, selected for its relatively poor performance in the Primary School Leaving Examination (PSLE), with a 2023 average score of 63% (NECTA, 2024). The target population for this study comprised primary schools in Mvomero District Council, including teachers, head teachers, and the district education officer. This group was selected to gather comprehensive data on KPI implementation and its impact on academic performance in primary schools within the district. A sample of 60 participants was chosen, including 50 primary school teachers, 9 head teachers, and 1 district education officer. The sample size was designed to allow for an in-depth investigation of the research problem. Simple random sampling was used to select teachers, ensuring a representative sample from various schools. For head teachers and the district education officer, purposive sampling was employed to focus on individuals with specific expertise and experience in education. This study utilized a mixed-methods research approach, integrating both quantitative and qualitative data collection and analysis techniques. The rationale for this choice is that mixed methods offer a comprehensive view of the research problem, allowing for richer insights and more robust generalizations compared to single-method approaches. For the quantitative component, a descriptive design was employed to analyze the implementation of Key Performance Indicators (KPIs) in enhancing students' academic performance. The qualitative part of the study utilized hermeneutic phenomenology, based on Heidegger's philosophy, to explore participants' lived experiences and perspectives regarding KPI implementation.

Data collection involved both structured questionnaires and in-depth interviews. Questionnaires with close-ended questions were used to gather teachers' views on KPI implementation, employing a Likert scale for quantification (Cooper & Schindler, 2006). Interviews provided detailed insights from head teachers and the district education officer, offering a deeper understanding of the experiences and perspectives related to KPI implementation (Showkat & Parveen, 2017). Validity was ensured through a pilot study conducted in five non-study schools, which helped refine

the research instruments and address ambiguities (Drost, 2011). Both face and content validity were considered. Reliability was assessed using Cronbach's Alpha, with a coefficient of 0.7, indicating consistent results across repeated trials (Drost, 2011).

Quantitative data was analyzed using descriptive statistics, including mean and standard deviation, with data managed through the Statistical Package for Social Sciences (SPSS) Version 21.0. Qualitative data was analyzed through thematic analysis, involving data organization, transcription, coding, and theme identification as per Ary, Jacobs, and Sorensen (2010). This approach ensured a thorough examination of qualitative insights alongside quantitative findings.

4. Results and Discussion

The current study was guided by the following research questions; (i) what are the challenges of implementing the selected KPIs in promoting students' academic performance in Mvomero District council? And (ii) what

are the remedial measures in enhancing the selected KPI to improve students' academic performance in Mvomero District council? The focus of this section is to present and discuss the findings based on the two stated research questions. The results were a result of descriptive analysis through which standard deviation and mean values were extracted.

4.1 Challenges in KPI Implementation

Challenges in implementing KPIs were also identified. The study found that teachers faced several barriers, including high costs, time constraints, and insufficient training. By referring to table 1, the mean score for challenges related to KPI implementation was 3.52, indicating general agreement on the existence of these issues. Interviews further revealed that teachers struggle with time management and high workloads, which impede their ability to effectively implement KPIs. The lack of regular professional development and training was also noted as a significant challenge.

Table 1: Primary School Teachers' Responses on Challenges of Implementing the selected KPI in Promoting Student Academic Performance

Variables	Responses N=50		
	M	SD	Interpretation
The cost and time required to implement a comprehensive KPI system can be a significant barrier for schools	3.70	1.18	Agree
The selection and weighting of specific KPIs can be subjective and lead to misrepresentation of student performance	3.28	1.18	Neutral
An overemphasis on KPIs can create pressure on teachers to prioritize specific metrics over fostering a love of learning	3.70	1.06	Agree
KPIs may not adequately capture the unique strengths and needs of all students	3.66	1.14	Agree
There is insufficient training provided on how to effectively use KPIs	4.10	0.91	Agree
Collecting accurate data for KPIs is challenging due to insufficient infrastructure	3.88	1.15	Agree
Teachers are resistant to the implementation of KPIs	2.86	1.41	Neutral
There is a lack of understanding among staff about the importance of KPIs	3.96	1.01	Agree
Engaging staff in the KPI process is difficult due to existing workloads	3.52	1.29	Agree
There is insufficient involvement of parents and the community in the KPI process	4.06	0.94	Agree
The school administration provides inadequate support for KPIs implementation	2.32	1.24	Disagree
There is a lack of external support (e.g., from education authorities) for implementing KPIs	3.18	1.26	Agree

Key: 1: Strongly Disagree 2: Disagree 3: Neutral 4: Agree 5: Strongly Agree M: mean SD: Standard Deviation

Source: Field Data (2024)

4.2 Remedial Measures

To address the challenges, the study identified several remedial measures as shown in table 2. Teachers agreed on the need for various interventions, including increased funding, professional development, and improved teacher involvement in KPI development. The mean

score for these measures was high, with significant agreement on the importance of allocating adequate resources, integrating technology, and providing ongoing professional development. Interviews with school heads and the district education officer supported these measures, emphasizing the need for balanced pupil-teacher ratios and strong administrative support to enhance KPI implementation.

Table 2: Primary School Teachers' Responses on Remedial Measures to Improve the Implementation of Selected KPIs in Promoting Student Academic Performance

Variables	Responses N=50		
	M	SD	Interpretation
Using a variety of assessment methods alongside KPIs can provide a more accurate picture of student progress	4.12	0.82	Agree
Increased collaboration between teachers, parents, and the community can contribute to a more comprehensive understanding of student progress	4.40	0.73	Agree
Regularly reviewing and revising KPIs can ensure they remain relevant and effective in measuring student performance	4.24	0.72	Agree
Providing professional development opportunities for teachers to use KPIs effectively can improve their implementation	4.32	0.62	Agree
Ongoing professional development programs are essential for sustaining KPI implementation	3.96	1.12	Agree
Allocating adequate financial resources is necessary for effective KPI implementation	4.54	0.71	Strongly Agree
Investing in technology (e.g., software, data management tools) facilitates better KPI tracking and reporting	4.38	0.99	Agree
Providing sufficient teaching and learning materials supports the achievement of KPIs	4.40	0.86	Agree
Involving teachers in the development of KPIs increases their commitment to the process	4.46	0.68	Strongly Agree
Strong leadership from school administrators is crucial for successful KPI implementation	4.40	0.78	Agree
Establishing clear roles and responsibilities for KPI implementation enhances coordination and effectiveness	4.04	0.83	Agree

Key: 1: Strongly Disagree 2: Disagree 3: Neutral 4: Agree 5: Strongly Agree M: mean SD: Standard Deviation

Source: Field Data (2024)

The findings collectively underscore the crucial role of lesson preparation, mastery of the 3Rs, and assessment in promoting student academic performance. Teachers, school heads, and district education officers all acknowledged the positive impact of these KPIs on student outcomes. However, the study also highlighted significant challenges in implementing KPIs, including time constraints, high costs, and inadequate training.

On the other hand, the responses from the interview concur with those from the questionnaire whereby the heads of schools and teachers agreed that they face some challenges in implementing the KPIs. When they were asked if there are challenges in implementing the selected KPIs in improving students' performance, they responded;

“In implementing those KPIs, there are some challenges we as teachers face; one is time, lesson preparation, and assessment preparation and procedure consume time. This is because many schools has few teachers compared to the number of students. As a result, teachers” have a high workload (HOS₁)

The primary school teacher argued that;

“Teachers face challenges in implementing KPIs such as lack of training. Teachers don’t get regular the job training to improve and update themselves professionally, and this affects their job performance, including the implementation of KPIs” (PST1)

These findings from the interviewees, especially for respondent one (HOS₁), show significant challenges teachers face in implementing Key Performance Indicators (KPIs). One of the primary issues is time management. Getting ready for lessons and evaluating students' progress are tasks that demand a lot of time and attention to detail. In numerous educational institutions, the number of educators falls short in comparison to the student body, resulting in heavy workloads for the existing staff. This imbalance often leaves teachers struggling to carve out enough time for thorough lesson planning and assessments while also fulfilling their teaching responsibilities. The excessive workload can lead to exhaustion and reduced effectiveness, ultimately affecting the quality of students' education.

Both head teacher and teachers point out significant difficulties in putting Key Performance Indicators (KPIs) into practice in schools. Head teacher mentions time constraints and heavy workloads as major obstacles, making it hard for teachers to allocate sufficient time for lesson planning and assessment preparation. On the other hand, the teachers stress the significance of regular professional development, which is often lacking and impacts teachers' effectiveness in fulfilling their responsibilities. Addressing these issues calls for a comprehensive approach, such as recruiting more teachers to manage workloads and providing continuous training to ensure that teachers are adequately prepared to handle the demands of their positions. By addressing these challenges, schools can establish a more supportive environment for teachers, ultimately leading to improved educational outcomes for students.

The results indicate that addressing these challenges requires comprehensive support strategies. Increasing financial resources, providing targeted professional development, and involving teachers in KPI development are essential steps. Ensuring that teachers have adequate time and resources to implement KPIs effectively will likely lead to improved academic performance.

4.3 Discussion

4.3.1 Challenges of implementing the selected KPIs in promoting student academic performance

In this study, the researcher investigated the challenges teachers face in implementing the selected KPIs in promoting students' academic performance. The researcher intended to know if cost and time, the weight of KPIs, overemphasis on KPIs, insufficient training, and other aspects are the challenges in the effective implementation of the selected KPIs. The findings suggest that teachers recognize the existence of challenges in implementing KPIs. The fact that teachers agree on the challenges suggests awareness and acknowledgment. These challenges may hinder the effective implementation of KPIs. In summary, these findings underscore the importance of addressing challenges related to KPI implementation. By doing so, schools can optimize their efforts to improve students' academic performance.

On the other hand, the responses from interview concur with this from questionnaire whereby the heads of schools and district education officer agreed that teachers face some challenges in implanting the KPIs. The findings from both the questionnaire and the interview responses shed light on the challenges faced by teachers in implementing Key Performance Indicators (KPIs) to improve students' performance. Both the heads of schools (HOS₁) and the district education officer (DEO) agree that challenges exist in KPI implementation. The specific challenges mentioned include time constraints, lesson preparation, and assessment procedures. Teachers face time-related challenges due to the demands of lesson preparation and assessment procedures.

The current findings imply that workload is exacerbated by the student-to-teacher ratio, especially in schools with limited teaching staff. The district education officer highlights the lack of regular on-the-job training for teachers. Insufficient training affects teachers' professional development and, consequently, their ability to effectively implement KPIs. The challenges in KPI implementation directly affect teachers' job performance. Without adequate training and time management, teachers may struggle to fully utilize KPIs to enhance student outcomes. All in all, these findings underscore the importance of addressing time constraints, providing relevant training, and managing workload to optimize KPI implementation. Supporting teachers in overcoming these challenges can lead to better student performance.

Furthermore, the current findings are supported by Popham (2001) when investigated the influence of high-stakes testing on classroom instruction. Popham found that teachers often felt compelled to align their instructional practices closely with the content and format of standardized tests, leading to a focus on rote

memorization and test-specific strategies rather than deeper conceptual understanding. The same findings concur with Shepard (2000). Shepard discussed the limitations of relying solely on quantitative measures, such as standardized test scores, to assess student learning and achievement. Shepard argues that these measures often fail to capture important dimensions of student performance, such as critical thinking, creativity, and problem-solving skills, which are essential for success in the 21st century. The study by Lubienski, (2003) shows that, KPIs may fail to account for contextual factors that influence student performance, such as socioeconomic status, language proficiency, and access to resources. Ignoring these factors can lead to unfair comparisons between schools or students and exacerbate educational inequities.

4.2 Remedial measures to improve the implementation of selected KPIs in promoting student academic performance

In regard to these challenges, the study intended to examine what can be done to improve the implementation of the selected KPIs in promoting students' academic performance. The data was collected through both questionnaire and interview. The findings show that teachers agree to have some remedial measures will improve the implementation of KPIs in improving students' academic performance. Teachers agree in 9 variables among the 11 and the remaining 2, they strongly agree. Teachers' agreement with remedial measures suggests that they recognize the importance of addressing specific issues to enhance KPI implementation. The fact that teachers strongly agree in 9 out of 11 variables indicates a positive attitude toward these measures. The remaining 2 variables where teachers "strongly agree" further emphasize their alignment with these measures. Overall, teachers' agreement and strong endorsement of specific measures indicate a positive climate for KPI implementation. Addressing the identified areas (such as adequate funding and teacher involvement) can lead to more effective KPI utilization and improved academic outcomes.

Furthermore, the findings from both the Head of School (HOS5) and the District Education Officer (DEO) highlight several key measures to enhance the implementation of Key Performance Indicators (KPIs) and improve students' academic performance. These includes; Regular training for teachers; this can help them better understand KPIs and develop effective strategies for implementation. Training sessions can focus on KPI interpretation, data collection, and alignment with teaching practices, using different assessment methods alongside KPIs is crucial. This approach ensures a comprehensive evaluation of student progress. Diversifying assessment techniques (such as formative assessments, project-based assessments, or

peer evaluations) can provide a more holistic view of student learning, balancing the pupil-teacher ratio is essential. When teachers have manageable class sizes, they can allocate sufficient time to implement KPIs effectively. Smaller class sizes allow for personalized attention, better monitoring, and individualized support, adequate funding is necessary for implementing KPIs successfully. Resources like textbooks, technology, and teaching aids should be readily available. Allocating funds specifically for KPI-related initiatives ensures that teachers have the necessary tools to support student achievement.

Furthermore, it was found that; providing professional development opportunities for teachers is crucial. This can include workshops, seminars, and ongoing training. Teachers can learn about best practices, innovative teaching methods, and ways to align KPIs with their teaching goals. Integrating technology can enhance KPI implementation. Tools like learning management systems, data analytics, and digital resources can streamline the process. Technology enables efficient data collection, analysis, and communication among stakeholders. Administrative support plays a vital role, the findings imply that school leaders should actively advocate for KPIs and create an environment conducive to their successful implementation. Clear communication, policy alignment, and leadership commitment are essential. These findings emphasize a holistic approach to KPI implementation, involving teachers, administrators, and adequate resources. By addressing these measures, schools can enhance student outcomes and create a positive learning environment.

These findings concur with the study by Ricondo-García et al. (2021) who discussed the role of involving stakeholders in improving the KPIs. They argued that, engage stakeholders, including educators, administrators, parents, and students, in the development and review of KPIs to ensure alignment with the school's mission, goals, and values. Furthermore, research by Bryson et al. (2018) emphasizes the importance of stakeholder engagement in fostering ownership and commitment to organizational goals and initiatives. Engaging stakeholders in the development and review of KPIs can increase their sense of investment in the process, leading to greater alignment with the school's mission and objectives. Moreover, engaging stakeholders in the development and review of KPIs helps ensure the relevance, validity, and usefulness of the indicators for assessing school performance. Research by Bryson and Crosby (2018) suggests that stakeholder input enhances the alignment of KPIs with the school's mission, goals, and values, making them more meaningful and actionable for educators and administrators.

Another remedial measures in improving KIPs in promoting students' performance is data quality assurance. Furthermore, implementing mechanisms to ensure the accuracy, reliability, and integrity of KPI data

through rigorous data collection, validation, and verification processes are also supported by researchers (Barasa et al., 2017). Also, A study by Venkatesh et al. (2012) found that data quality assurance measures contribute to building trust and confidence in the reliability and accuracy of KPI data among stakeholders. When educators, administrators, and policymakers have confidence in the quality of the data, they are more likely to use it for decision-making and performance monitoring purposes. In addition to that, research by Jiang et al. (2016) highlights the importance of data quality assurance in facilitating effective performance monitoring and evaluation in educational settings. Rigorous data collection, validation, and verification processes ensure that KPI data accurately reflect the performance and progress of schools, enabling timely intervention and improvement efforts.

Regular Monitoring and Review is another remedial measure to improve KPIs in measuring students' performance. Cheng, (2019) suggest the establishment of a systematic process for regularly monitoring, reviewing, and revising KPIs to reflect changes in school priorities, needs, and contexts over time. Research by Smith et al. (2015) support this by highlighting the role of regular monitoring and review of KPIs in enabling timely intervention and support for schools in need of assistance. By promptly identifying performance gaps and areas for improvement, schools can implement targeted interventions to address issues before they escalate.

5. Conclusions and Recommendations

5.1 Conclusions

Both teachers, and heads of schools acknowledge challenges in implementing Key Performance Indicators (KPIs) to improve students' performance. The specific challenges mentioned include: Time Constraints: Teachers face time-related pressures due to lesson preparation and assessment procedures, Lesson Preparation: Developing effective KPI-aligned lessons requires substantial effort and Assessment Procedures: Administering assessments and analysing results can be demanding. Furthermore, Teachers' strong agreement in 9 out of 11 variables indicates a positive attitude toward remedial measures. Providing training sessions for teachers can enhance KPI understanding and implementation. Focus areas for training: KPI interpretation, data collection, and alignment with teaching practices. Addressing challenges and leveraging teachers' positive attitude toward remedial measures can lead to more effective KPI utilization and improved student outcomes.

5.2 Recommendations

1. Addressing Challenges of implementing the selected KPIs in promoting student academic performance

To address the challenges faced by teachers in implementing Key Performance Indicators (KPIs) in Mvomero District Council, it is recommended to streamline administrative tasks to free up more time for lesson preparation and assessment procedures. Providing professional development opportunities focused on efficient lesson planning and assessment techniques can help teachers manage their time better. Additionally, fostering a collaborative environment where teachers can share best practices and support each other in KPI implementation can alleviate some of the workload. Ensuring that teachers have access to adequate resources and support from school leadership and the district education office is also crucial for the successful implementation of KPIs. By addressing these challenges, teachers will be better equipped to improve students' academic performance through effective KPI utilization.

2. Remedial measures to improve the implementation of selected KPIs in promoting student academic performance

To enhance the implementation of Key Performance Indicators (KPIs), it is recommended to provide regular training sessions for teachers, focusing on KPI interpretation, data collection, and alignment with teaching practices. This will help teachers better understand KPIs and develop effective strategies for their implementation. Given the positive attitude of teachers towards remedial measures, as indicated by their strong agreement with 9 out of 11 variables, these training sessions will further empower them to address specific issues and improve overall KPI implementation, ultimately enhancing students' academic performance.

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