



Assessment of the Influence of Performance Contracting on Teachers' Professional Productivity in Primary Schools in Kilifi County

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Authors' contributions

This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.

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ABSTRACT

The drive of this study was to assess the influence of performance contracting on teachers' professional productivity in primary schools in Kilifi North Sub-County. The study was guided by four theories, goal setting, management, expectancy and Two-factor. The goal-setting theory was proposed by John Locke [1]. The study used a mixed-methods approach to research in order to produce both quantitative and qualitative data while also reducing bias. A triangulation design was used to permit the complementarity of both descriptive and numerical data. Using the Krejcie and Morgan Table, a sample size of 181 was achieved out of the intended population of 346. After descriptive and inferential statistics were used to analyse the data, frequency tables, percentages, charts, and graphs were used to illustrate the results. The study adhered rigorously to research ethics. The findings showed that PC settings had a substantial impact on instructors' professional output. The study suggested making digital gadgets available and accessible to support learning and improve instructors' professional readiness in lesson planning, strategizing, and record

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keeping, hence enhancing professional productivity toward vision 2030. Similar to this, ICT should be incorporated and adopted from the start of creating goals, implementing changes, and monitoring data; doing so would increase production efficiency and effectiveness and improve school monitoring. The study suggested that there should be one CSO for every ten schools, and that CSO offices should be capitated to promote movements.

Keywords: Teacher performance; ICT; primary school.

ABBREVIATIONS AND ACRONYMS

CSO	: Curriculum Support Officer
G.O.K	: Government of Kenya
HOI	: Head of Institution
ICT	: Information Communication Technology
IMF	: International Monetary Funds
M.O.E	: Ministry of Education
NACOSTI	: National Council for Science Technology and Innovation
O.E.D	: Organization of Economic Development
PC	: Performance Contracting
REB	: Rwanda Education Board
SAPs	: Structural Adjustment Programs
SCD	: Sub-County Director
SPSS	: Statistical Package for Social Sciences
TPAD	: Teacher Performance Appraisal and Development
TSC	: Teacher Service Commission
UNDP	: United Nations Development Programme

1. INTRODUCTION

1.1 Introduction

The background of the study, the statement of the problem, the purpose of the study, the objectives of the research, the research questions, assumption and limitation and delimitation of the study, and the operational definition of terms are highlighted in this chapter as relevant information.

1.2 Background of the Study

Performance contracts are agreements between the government and a public official that specify the aims and objectives and encourage the achievement of outcomes by offering incentives. In other words, a performance contract is a tool used by both the public and private sectors to effectively provide and attain quality service production considering the allocation of

resources (Muriuki, 2016). This idea of performance contract (PC) was introduced in France in 1967 when the famous Nora Report was published- it targeted the improvement of performance in public sectors. The PC contained management indicators used to rate efficiency, production, quality and lastly the mission [2].

In the US the PC was introduced in 1993. The government intended to improve performance and results in all states. Himansu & Neha [2] stated that in 2010, the US department of education provided merit pay for teacher's PC in a total of thirty-six states. The initiative attracted public attention and was influenced by the US Office of Economic Opportunities. In the beginning, professional groups and teachers unions objected to the implementation.

However, these objections were later dealt with successfully. It was important to note that school boards serve as the PC managers in the USA, where the PC is thoroughly integrated into every state's educational system. In the 1990s IMF and WB started to put pressure on African countries to effective utilization of resources through structural adjustment programs (Mutahaba, 2011). This effort made most African countries comply with demand so that they could qualify to receive financial support from these institutions. In these African countries, the PC was used in a few enterprises such as Cape Verde, Ghana, Madagascar, Congo, Tunisia, Cote d'Ivoire, Gambia, Mali, Gabon, Morocco, Cameroon, Guinea, Mauritania, Zaire, Senegal Togo, Rwanda, Niger and Kenya (GOK, 2010). The majority of these nations were encouraged to implement PC since they were faced with many issues that constrained the improvement of service delivery. The change was on whether the salary of public employees corresponded to their productivity. The Private sector was offering employment in contract form to its employees and giving extensions and pay rise after a successful performance to secure permanent jobs and promotions, the staff performance had to be continuously appraised [3].

In Kenya, the implementation process of PC began in 2004. This was due to the deteriorating performance of education in Kenya since it depended on compliance rather than results. According to KESSP (2005), the government expected effectiveness in the providence of quality results at all educational institutional levels. The TSC requested teachers to have a positive attitude towards the changes and thus embrace the reforms in the education sector and more so agree to enter into PC with Teacher Service Commission (TSC) by July 1, 2005.

A detailed TSC Yearly Report 2015 and 2016, on PC, forms part of the large changes in Sectors which focuses on increasing productivity and which can result in the achievement of the school-set targets. The teacher management in performance was addressed in the report; where the teacher employer was mandated to close check teachers' performance and their behaviourism in the teaching fraternity.

The 2015 teachers' code of regulation stated that the TSC was to come up with an open appraisal system to enhance continuous supervision and monitoring of the teacher's performance in the implementation of the curriculum. The report of TSC of 2015/2016 introduced the PC and TPAD in schools to boost professional productivity per provisions of the Kenyan Constitution 2010. Performance contracting in public organizations has enhanced the restoration of public confidence in that government revenues are effectively utilized [4]. According to TSC Annual Report 2015/2016, the purpose of PC was to initiate the basis by following up on the proper utilization of resources to benefit the learners and other customers in need of primary institutions to embrace the systems that enhance creativity, integrity, responsibility and reforms in curriculum delivery. Makokha [5] education contracting first involves the establishment of well discussed, discussed and achievable performance targets, the implementation process follows next. The teacher is expected to integrate ICT into learning; this practice makes lesson delivery and comprehension more effective and efficient. Lastly, the student progress /organizational goals (targets) are done; this showed the teacher's achievement towards the planned targets monthly, termly and yearly.

Teachers are mainly held accountable for their management of learning organization as a plant and the learner's attainment; the results are proof

of quality productivity [6]. Public primary schools in Kilifi County receives fund from the exchequer and as a result, there was a need to monitor the utilization of the resources. According to Letangule and Letting [7], the output was shown in the improvement of resource utilization and increased accountability of results. The output due to PC exercise could be measured in service quality, efficiency, consistency and creativity of teachers. In Kilifi, the Headteachers filled the PC on behalf of the school and teachers play key roles in the implementation. The primary schools have been under PC since 2016, so far there was no empirical evidence that teachers were adhering to the stipulated measures and standards and it was therefore important to assess how it had influenced the teacher professional productivity.

1.3 Statement of the Problem

The primary school teachers' productivity could be said to be effective and efficient when there is quality teaching, when the available resources are appropriately used for better results and when the teacher instills and maintain a culture of good performance. The teacher also needs to be active in co-curricular activities such as athletics, ball games, music and gymnastics. Teamwork spirit and collaboration with other colleagues are important since teachers share ideas hence sharpening their professional skills. The teacher's output can further be seen in his/her improvisation, creativity and innovativeness, especially in the use of ICT in lesson delivery. Ndungu [6] stated that the learner's success in their achievement is determined by the quality of input from their teachers.

To make sure the teachers' productivity continues improving PC was introduced [3]. The PC is for HOI and TPAD for all teachers-the HOI fills the PC yearly on behalf of all teachers though he/she is expected to involve them in setting targets and in the implementation, integrating the learning with ICT as well as monitoring their performance.

The most crucial requirements of performance reviews, such detecting performance gaps to boost instructors' output, are disregarded regularly. Onyaro, [8] PC requires the teacher to portray the teamwork spirit by collaborating with other members of the professional in seminars and workshops to be inducted and for in-service courses to sharpen teaching skills hence high productivity.

Despite the introduction of performance contracting of teachers in Kilifi North sub-County, teacher professional productivity continues to be wanting such as in quality of teaching and learning materials, activeness in co-curricular activities and teamwork collaboration in delivering the curriculum. For instance, the PC further advocates for schools to promote innovativeness through ICT integration by encouraging teachers to prepare ICT-integrated lessons; ICT integration is still wanting in Kilifi County [9].

Additionally, the HOI and TSC consistently disregard the Monitoring reports submitted on a monthly, termly, and annual basis (Alubbe, 2016). This has a negative impact on teachers' ability to produce high-quality materials for teaching and learning and reduces their participation in professional development activities. Kilifi County continues to lag behind other counties, coming in at number 34 out of 47 counties and having an average educational level of 47.1 and 41.6 nationwide [9]. These raise questions regarding the TSC's oversight of PC installations and the contribution of PCs to increasing teachers' professional productivity. The efficacy of performance contracts among secondary school teachers in Nairobi County was the topic of Kwedho's (2015) study on previous research on teacher productivity and performance contracts. At Kenya's Nyeri County, Muraguri (2015) assessed the relationship between performance contracts and instructors' job performance in public tertiary institutions. However, none of these studies examined the impact of performance contracting on teachers' professional productivity in primary schools in Kilifi North Sub-County, a gap that this study aims to fill. Jony'o [10] assessed the performance management in Kenyan public schools: implications and challenges.

1.4 Purpose of the Study

The purpose of this study was to assess the influence of performance contracting on teachers' professional productivity in public primary schools in the central zone, Kilifi North Sub-County in Kilifi County.

1.5 Objectives of the Study

The following objectives guided the research;

- i) To determine the influence of target setting on teacher professional productivity in primary schools.

- ii) To assess the influence of target implementation systems on teacher professional productivity in primary schools
- iii) To establish the influence of ICT integration on teacher professional productivity in primary schools.
- iv) To establish the influence of the target monitoring progress system on teacher professional productivity in primary schools.

1.6 Research Questions

- i) What is the influence of target setting on teacher professional productivity in primary school?
- ii) What is the influence of the target implementation system on teacher professional productivity in primary school?
- iii) How does ICT integration influence teacher professional productivity in primary school?
- iv) How does the target monitoring progress system influence teacher professional productivity in primary school?

1.7 Justification of the Study

The study was of importance in Kenya since the education sector takes about 5.3% of the 2018 GDP-this is a big investment which needed close monitoring. The government, the donors and parents demanded quality services from the teachers though some teachers had always taken Performance Contracting as a punitive measure from the TSC. The study would enable the teacher to embrace the performance contract and contribute towards setting realistic goals and more so integrate the ICT in quality lesson planning and delivery to enable learners to acquire 21st-century skills. The research significance was as listed:-

The researcher's findings would potentially offer insights that could support teachers to embrace performance contracting and identify themselves with the practice for higher and quality professional productivity.

As the Kenyan government was transforming curriculum to competence-based; teachers needed to integrate ICT into teaching as well as developing learning materials.

The research findings would potentially offer insights that could support the ministry of education while coming up with intervention

measures on the challenges the teachers face in target implementation in Kilifi County. The TSC could as well improve on the monitoring and evaluation for teachers to find it friendly and not punitive. Lastly, the curriculum support officer could find more insights into methods of monitoring including digital ways to complement their school visits.

The study findings would potentially offer insights that could support the education development partners in identifying the areas which needed short and long-term investment in public primary schools in Kilifi County.

The findings would potentially offer insights that could support and greatly offer new information to scholars and be a source of guidance to researchers.

1.8 Scope of the Study

The study focused on the assessment of the influence of performance contracting on teacher professional productivity in public primary schools found in Central Zone, Kilifi North Sub County in Kilifi County, Kenya. Kilifi is one of 47 counties in Kenya. The county is located north coast and northeast of Mombasa. Tourism and fishing are the main economic activities due to the county's proximity to the Indian Ocean.

Kilifi County is made up of seven constituencies and nine Sub County. Kilifi North sub-county/constituency has seven wards namely: Tezo, Sokoni, Kibarani, Dabaso, Matsangoni, Watamu and Mnarani. From amongst these, the Central Zone is made up of Tezo, Sokoni, Kibarani, Matsangoni and Mnarani wards. To enable the collection of the study data the researcher focused on schools in the Sokoni and Kibarani wards in the Central zone. The study adopted the goal and expectancy theory to direct and guide the research. The researcher further employed mixed methods approach and triangulation design to enhance collection and analysis of quantitative and qualitative data.

The choice and justification of the Central Zone happened since not much had been researched on the topic. The researcher interviewed the headteachers, SCD, and CSO and administered questionnaires to teachers to enhance the data collection.

1.9 Limitation of the Study

The study encountered several limitations which in one way or the other impeded the results of

the research. Some of these limitations included the followings.

Some respondents were uncooperative in offering information thus failing to answer some questions or give accurate data. The researcher administered the questionnaire personally and gave them more time to fill it out as well as clear explanations to participants.

Some respondents might have failed to return the research tools. The researcher administered the tools personally and made a follow-up in collecting all the given questionnaires.

Most respondents might have been unwilling to give correct information about their institution. The researcher explained fully the purpose of the study to build trust.

Some of the interviewees were shy in giving the required information, for this case the researcher made rapport with them and ascertained the information was confidential.

1.10 Delimitations

This study was guided by the four variables which included target setting, target implementation system, ICT integration and target monitoring progress system- as the factors that influenced teacher professional productivity in primary schools of the central zone in Kilifi County.

The four variables offered the focus point to be able to comprehend to what length it contributed to teacher professional development. However other factors can be incorporated to direct future research.

1.11 Assumptions of the Study

The study was carried out considering the listed assumptions below;

- i) That all public schools in Kilifi county had implemented a performance contract
- ii) The performance contracting would lead to adoption of modern technology (ICT) in teaching and learning.
- iii) The performance contracting would lead to high teacher professional productivity which in turn would improve the school and learner progress.

1.12 Operational Definition of Key Terms

1.12.1 Assessment

It referred to progressive checking on the implementation of the PC aiming to realise its merits, worthiness and importance based on set standards. It is that process where the PC is implemented in public primary schools and how it relates to teacher professional productivity.

1.12.2 Performance contracting

For purpose of the study it referred to the agreement made between the Head of Institution -on behalf of teachers with their employer (TSC). It is a tool to keep the teachers in check against the resources set aside to get the best results.

1.12.3 Teacher's professional productivity

This study referred to quality services the well-trained teachers bring up to learners - may it be in teaching and learning, his/her attitudes towards delivering teaching and learning, production of quality learning materials, posting good grades, producing all-round student in co-curricular activities and proper utilization of resources.

1.12.4 Target setting

Any organization has pre-set goals to achieve. They should be achieved monthly, termly and yearly by especially teachers.

1.12.5 Target Implementation

This is the effort put by education actors to participate in activating the set targets of the organization.

1.12.6 ICT integration

For the purpose of implementing and increasing teachers' productivity the use modern technology should be in place.

1.12.7 Monitoring progress system

This means that the quality should be tracked and measured monthly, termly and yearly for decision making and professional improvement.

2. LITERATURE REVIEW

2.1 Introduction

The discussion in the literature review included the empirical literature, the theoretical review, the

conceptual framework of the study and a concise summary of all literature.

2.2 Empirical Literature

The section reviewed the related literatures which were earlier and relates to the influence of PC on teachers' professional productivity. The presentation followed systematically the objectives of this study.

2.2.1 Target setting

A target is a quantifiable level of performance that should be achieved within a given specific time. The target setting helps to achieve the formulated vision and missions. Target is formulated within a timeframe and commitment to achieve the set levels or standards. It measures the desired levels of attainment against the identified performance indicators (Sinneme, 2012). When the aim is established in public schools, they act as the crucial weaponry to reassure the public that public resources are being used wisely, this is to say that using the targets which are linked to the strategic aims of the school and the individual activities can be a powerful instrument, which has the following benefits: - the members of staff are actively involved and they participate in making decisions affecting their organization as well as solving arising problems, lastly, the self-esteem of the members is boosted when they accomplish a task [11].

When a teacher has a school goals orientation there is the likelihood to request assistance when he/she faces challenges in teaching and they also become motivated in achieving as well as devise better means to perform expected tasks [3]. While setting up targets the following should be considered: - The goal must be clear, quantifiable, doable, pertinent, and time-bound (SMART). The target should be set according to quantitative and qualitative evidence on what is workable and what needs attention. They should sound easy in theory but it difficult in practice and many targets do not result in enhanced performance. They should not be viewed as a compliance process carried out to satisfy statutory bodies (TSC) requirements but it should be an important way to manage self in the appraisal process. For effectiveness, targets should be realistic but offer a challenge to achieve them. Too difficult goals sometimes discourage rather than motivate teachers. Targets should not be imposed on teachers but rather negotiated and agreed upon [3].

In case the targets are not realized a focus on what has been done should be done to come up with a rich assessment. (Retrieved from <https://assessment.tki.org.nz/>) Mazzotti [12], stated that workers do well when the targets that direct the job are clearly stated, and specified and offer challenges and hence are free from vagueness, unchallenging and ambiguity. When there is an absence of targets ambiguity and goals present are clearly stated, the various performance outcomes are found to be positive. Khan [13], concurred with the above statement by stating that higher performance is realized when there is less ambiguity and there is a strong belief in one capacity. A study carried out by Dobson [11] argument was that for teachers to practice their set goals, they should have the capacity to meet them as well as have believed that these goals are important.

According to Himanshu [2], they argued that goals being SMART is not enough and they recommended a system called POWER, supplying actors with a clearly defined assignment with a start and conclusion and a description of the resources available, where objectives are to be positive striving to attain a target rather than avoiding it, assessed on the players' actions. According to Khan [13], a clear goals description minimizes goals conflicts at different levels since it gains the support of actors who have evidence that they are moving towards the goals. Clear goal setting identifies with the teacher's needs thus enhancing the teacher's professional productivity [3].

2.2.2 Target implementation

Rotich et al. (2014), referred to implementation as specific activities which are set and designed from known dimensions to practice the identified tasks. Strong target implementation requires strength in several dimensions. These are fidelity, adaptation and dosage. Fidelity occurs when all elements that the institution targets are reproduced faithfully, while adaptation is said to happen when the organization adapt to change, lastly dosage means the extent to which the organization's goals are delivered. Serebwa [3] affirms that implementation is very important for the organization to realize its set target.

In most cases; when programs were effectively implemented the impact was much higher and consequently the programs failed due to implementation. The implementation varies over time, it can sometimes increase or flop and other

times increases. These changes have implications. If there is a flop in implementation after there was a good beginning a quick intervention in the professional development of the teacher should be promptly done. When there is a drop it may indicate the loss of support, commitment and enthusiasm towards the program thus the need to re-examine it and rebuild the initial interest from teachers in support of that program. According to Light [14], to manage an organization's performance and make its operations effective, there must be various ways to allow an institution to make use of its resources in a better way. The pressure need for productivity has made speed and quality affect production.

This entire management may emphasize the wrong places when they pursue it from a strategic angle. The schools that have headteachers who have several and often conflicting interests pursue the wrong goals and fail to have clarity. A major resource in the target implementation is finance, it should be given the attention it deserves for school programs to thrive since without it the organization cannot operate well (Cheruiyot, 2016) for this reason, the program's performance is guaranteed the managers should have to practice the strategy management in finance [15].

Kindiki et al. [16] claim that a teacher's attitude and PC implementation demonstrate that attitude is crucial when working as a teacher. It may alter your student's educational experience and has a variety of impacts on them. Teachers must be committed, devoted, and passionate about their subject areas in order to provide high-quality instruction. Any learning program's and teaching's quality are only as good as their teachers. It has an impact on everyone in the school, not just the students. The pressure exerted on students to achieve academically and unrealistic goals lead to a rise in lower grade point averages, absenteeism, and education aspirations are lowered which affects target implementation and realisation of set targets.

A study on the implementation of school strategic plans conducted by Letangule et al. [7], found that the stakeholders (BOM, PA, Headteacher, Teachers and Education officers) affect the implementation process. The relationship between these entities affects the smooth running of all school strategic implementation. Therefore the school managers require proper training in the school strategic

planning process so that they can add competencies in academic purposes, planning and infrastructure development [16].

2.2.3 ICT integration

According to Odhiambo (2015), the Kenyan government has a vision in education to facilitate ICT as a universal tool. To achieve the vision all schools teachers and learners need to be equipped with 21st century skills, modern ICT infrastructure and policies for progress and practice. This called for the shifting of learning and teaching to relate to the new technologies. Kindiki [16] stated that the teacher's role in the Kenyan education system would have to be redefined by the introduction of ICT. The role in teaching would change from a transmitter of knowledge to a facilitator in the learning process. The teachers would need to have to trust technologies to improve teaching productivity. Therefore, there is a need for teachers to prove competence and confidence.

To build teachers' trust in technologies he /she need competence and confidence in using ICT tools, failure to which the ICT could not be put into practice in the delivery of instruction. The competencies include various communication skills; using web pages, chat rooms, and word processing. Oko and Uwatt (2015) claimed that ICT integration changes the classrooms and the institution when it brings new approaches into in curriculum focusing on problems in the real world, it provides scaffolds and the seventeen tools which enhance learning, and lastly, it gives teachers and learners chances reflections and as well as builds communities of parents, students and teachers both locally and globally. Past studies proved that integrating ICT in lessons enhances the process of delivery and maximizes the learners' participation in teaching [17].

ICT at schools can be utilized in different means; it assists the student and the teachers to learn more about their specialized subject area. Teaching and learning which involves technology present an interesting way such as in music, brainstorming, the World Wide Web, mind-mapping, educational videos, storage of data, stimulation, the usage of databases and guided discovery, which makes the learning process meaningful and more fulfilling. Several researchers (Hoyles, 2018; Wang & Chai, 2019; Rana, Greenwood, Fox-Turnbull & Wise, 2018) focused on ICT and learning and informed us on the importance of training on ICTs, the way it can

be effectively used and the new technologies enhance teaching and learning in classes when appropriately used. Kozma & Vota (2014) gave an insight that the ICT policies and plans implementation in institutions of higher education are influenced by inadequate ICT infrastructure, financing of the resources and the labour force that has little skills.

This study proves that the effective use of ICT as a teaching-learning resource has been associated with a significant increase in learners' achievement and promotion of their critical thinking skills which are vital in learning today. The teacher's progress in the use of ICT in lesson delivery is one of the targets of TSC under 'professional knowledge and practice'. Where the teachers are expected to develop ability to access, retrieve and integrate ICT in teaching and learning (TSC, 2012).

2.2.4 Target monitoring

Monitoring of targets refers to the on-going process of gathering information concerning a project which is then used to assess whether that project is achieving the intended objectives. In other words, monitoring is a logical and routine gathering of information from established programs. The project's objectives should be linked to yearly school improvement programs (SIP) and school development plans in order to give instructors access to direct feedback, monitoring, and results sharing [18]. The results obtained are adopted to improve the targets as well as influence future initiative decisions. The main aims of monitoring are to help teachers and learners to learn from experiences, expand future practice and activities, promote accountability of the resources, take the decision for future initiatives and promote empowerment of beneficiaries' initiatives [19]. Monitoring plays a crucial function based on the programs, the policies and the projects as established on PC to assess how it is efficient and effective and how to sustain the institutional strategies plans as in education programs. To track progress on the action plan implementation, the changes in performance should be compared with baseline targets. That PC progress is monitored monthly, termly and on yearly bases in what is known as M&E.

The main aim of monitoring and evaluation in education is to encourage learning and self-improvement. Both monitoring and assessment offer chances at set intervals to verify the

reasoning behind a program, its activities, and its execution and to make changes as necessary. Good results cannot be guaranteed by good planning and design alone. Monitoring the advancement of outcomes is necessary [18]. In the same way, no amount of effective monitoring will be able to fix improperly designed designs, plans, and outcomes. The evaluation supports the process of monitoring as it provides a reliable and deep assessment of the achievement, failures of what was planned and why a case of that situation. The feedback from monitoring is necessary for the correction of educational actions and improvement. Serebwa [3] found that the PC is faced with a problem in the monitoring and evaluation system which include being biased and evaluation criteria which are subjective. The Performance Contract is also threatened by immeasurable targets which are subjected to the supervisor's views. The lack of effectiveness in monitoring makes it difficult to conclude whether the targeted results are being realised and what remedies are to be taken in the implementation of the envisioned picture and if the ideas identified enhance the teacher's professional growth [5].

Serebwa [3] argued on teachers' exposure to work that was of good quality enhances the timely completion of their tasks; teachers also value intrinsic motivation more than external stimuli. However, Serebwa's argument served as factors to be researched to prove their influence on teachers' productivity. Nzuve, [20] stated that progress tracking is one of the main factors influencing management performance. The TPAD complements the implementation and monitoring of PC, it was initiated by TSC Act 2012. The TPAD has 5 teaching standards and each standard has several targets which are meant to improve the teacher's professional productivity.

2.3 Theoretical Framework

This study was steered by management theory and goal setting theory (independent variable) and expectancy and two-factor theory (dependent variable).

2.3.1 Goal setting theory

Goal setting theory by John Locke served as the foundation for this study. A primary source of motivation for greater performance, according to Locke [1], is working toward a goal. Additionally, difficult, precise goals that are followed by

feedback boost both individual and collective performance. According to this hypothesis, individuals with individually tailored objectives outperform others due to variations in their levels of direct motivation. The Theory of Goal Setting & Task Performance authored by Locke and Latham in the 1990s, built on the Goal Setting Theory of 1968 and became a fundamental guide for employee engagement.

The idea emphasized the significance of taking into account the entire process of achieving a goal rather than simply the final result. The notion helps the employees (teachers) come up with fresh, more effective methods for carrying out their duties. It also agreed that when goals are not imposed on staff, there would be a high level of duty. According to Gomes and Ramao (2014), performance management is a goal-oriented approach that aims to make sure that organizational procedures are in place to optimize instructors' output.

Finally, productivity rises when objectives are precise and teachers are involved in setting them. As a result, the instructors become more motivated, competent at their jobs, and have higher self-esteem, all of which stimulate the desire for self-improvement.

2.3.2 Drucker management theory (1991)

The theory put emphasis on why the organizations should have a policy such the performance contracting for the improved service, transparency and accountability. Where the managers are knowledgeable in the management skills and the expectation from those they lead, there is a better output. Drucker asserted that for an employee to be committed and creative they should be respected and allowed freedom in the organization. The PC should not be imposed on the teachers but rather there should be mutual consent among all players. This action drives the stakeholders in owning the targets, process thus improved performance. The theory further helps the employees to reduce stress and cope with challenges hence remain committed and focused to the task. The teachers as employees of TSC should not view PC as a threat but of benefit to them, the students towards improvement of work.

2.3.3 Expectancy theory

Vroom (1964) came to the conclusion that an employee's motivation to work is dependent on

their unique personality, skills, knowledge, experience, and talents. According to the idea, even if people may have diverse sets of goals, they can be motivated if they think that doing well would lead to a desired reward, the reward will satisfy a crucial need, and the need itself is strong enough to justify the effort. The theoretical study, according to Mitchell & Biglan (1971), supports the notion that people can decide to change inputs based on preferences for desired production outcomes and the likelihood of achieving those results at a level that is personally agreeable. According to studies, expectation, instrumentality, and valence; the three elements of the expectancy theory all have a significant role in deciding how motivated someone is to boost or lower their professional output. Employees should have faith in the monitoring process because if they meet the goals stated, they will get valuable benefits like bonuses, promotions, and pay raises. Vroom overlooked this. Vroom concluded by saying that the working atmosphere, resources, awards, and performance of employees are all related to motivation.

The conceptual framework, the goal and expectancy theories are interrelated in that the target setting, implementation, ICT integration and monitoring (which forms IV)- are goals that drive the teacher to bring out more acceptable results expected by society such as quality of teaching and learning materials.

2.3.4 Herzberg's two-factor theory

Herzberg (1959) placed emphasis on the pleasure or unhappiness with the outcome (motivation and hygiene factors). Employees are inspired to apply their skills for improvement while working in an atmosphere with defined objectives, attainable goals, and owned solutions. Employees should feel that the work they are doing is essential and that their efforts are making a difference, and feedback on their progress should be given in a sufficient manner. According to the notion, the head teachers, CSO, and SDE should treat the teachers equally and provide them with constructive criticism when overseeing them.

2.4 Conceptual Framework

The diagrammatic depiction of the interaction of variables was shown in the above figure. Performance contracting in elementary schools as derived from vision, purpose, strategic goals, and service charter is the subject of research IV.

The instructors' professional productivity, which is shown in their high levels of extracurricular involvement, collaboration spirit, and collaborative engagement, is the study's dependent variable.

The two theories-goal and expectancy theories explained the chosen variables. The goal theory was conceptualized to study PC as a management tool concerning the practices in target setting; implementation, ICT integration and monitoring progress towards ensuring the organization utilize the teacher's potential resulting in high production. This resulted in what was expected from the teachers, thus the expectancy theory. The chosen variables directed and linked the teacher to his/her expectations.

2.5 Recap of Literature Review

According to the empirical research mentioned above, performance contracting clearly benefited from target setting, target execution, ICT integration, and target monitoring. This in turn affected the teacher's professional productivity. The examined literature made clear the critical need of involving instructors in goal-setting in order to demonstrate commitment and, consequently, foster goal ownership.

2.6 Research Gaps

In her research, Muraguri (2015) assessed the PC of how instructors carry out their duties in tertiary institutions located in Nyeri County. The methods, systems, and policies were the main factors that the study focused on in order to promote PC. Kareithi [18] concentrated on how the evaluation system affects the performance of teachers in secondary schools in Kirinyaga County.

The practices of goal-setting, providing performance evaluation and the usage of rewards were the main topics of this study. In Kenya, secondary school teachers' performance was examined by Kagema and Irungu (2018) in relation to their performance evaluations.

The objectives researched were on policies in government, the organization administration, and the environment of the school, the curriculum offered and lastly the remuneration of teachers. Serebwa [3] focused on relations between the service delivered by the employees and PC at the University of Kirinyaga in Kenya.

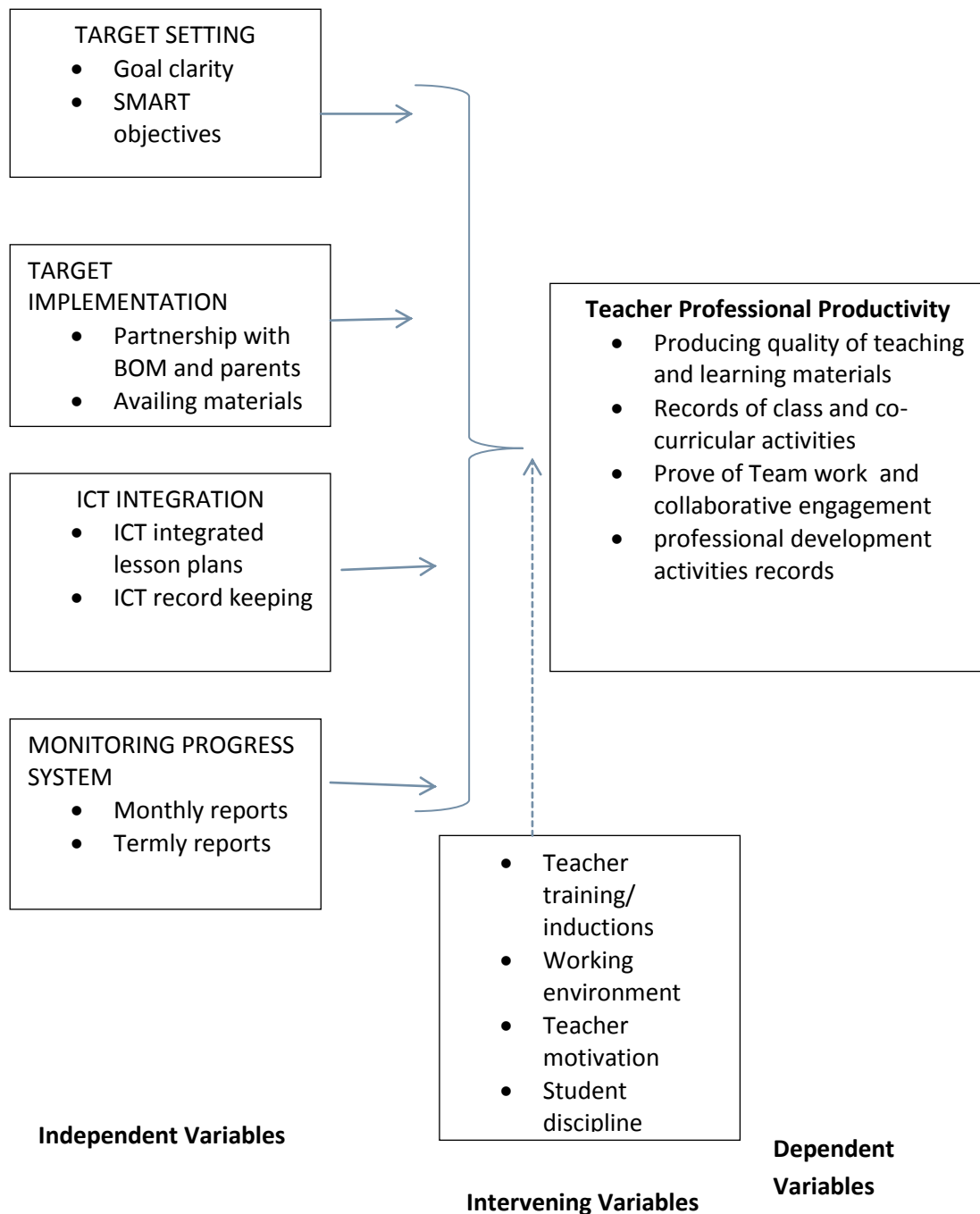


Fig. 1. Conceptual framework

The main variables studied were to bring knowledge on how setting targets, implementing the targets and monitoring and evaluation positively influenced service delivery. The literature reviews above showed that the topic in the relation to the performance contracting on teacher productivity had been carried out. Mostly these researches focused on tertiary and secondary institutions thus failing to incorporate primary schools.

All the previous studies overlooked the influence of ICT integration in implementing the PC in primary institutions, for this reason, the researcher related the PC implementation with ICT integration. Evaluation is conducted when the project cycle ends; Most of these researchers gave more attention to evaluation than to the monthly and termly monitoring progress. None of the research mentioned above compared the link between goal planning, goal implementation, ICT

integration, and progress monitoring as a single element of a teacher's professional productivity. Therefore, our study aimed to close this information gap by identifying the influence of PC on teacher professional productivity in primary schools in the central zone, Kilifi North Sub County.

3. RESEARCH METHODOLOGY

3.1 Introduction

The chapter provided an explanation of the methods used in the study to respond to the research questions. The research methodology, research design, study location, target population, sampling procedures and techniques, sample population, research instruments, validity and reliability, data collection methods and procedures, and finally data analysis techniques and procedures, were all described in this order.

3.2 Research Methodology

This study employed mixed methods research to enable the researcher to analyse the quantitative data in frequency tables, graphs as well as charts and give an explanation of the qualitative data. The rationale for mixed methods was that they helped the researcher to obtain data that complement each other thus increasing the understanding of the research problem [21]. The mixed methods provided rich insight into the research phenomena which could not be fully understood by using only the quantitative or qualitative method.

3.3 Research Design

This study employed a triangulation design which had a great deal of complexity in the data collection methods. The design enabled the researcher to directly compare and contrast quantitative statistical results with qualitative results enhancing the analysis of quantitative data in frequency tables, graphs as well as charts [21].

The triangulation helped in explaining study results on the qualitative data to ensure an in-depth and more unbiased set of findings [22].

3.4 Location of the Study

This research was studied in government-sponsored primary schools in Kilifi County mapped northeast of Mombasa at approximate 72 km. The area has nine Sub County and seven constituencies. The sub-county includes Kaloleni,

Ganze, Kilifi South, Kilifi North, Kauma, Magarini, Rabai, Malindi, and Chonyi. The performance contracting has been going on in primary schools in this area for the past 15 calendars. The researcher selected Kilifi North Sub County since it has both urban and rural schools which would enable the collection of vast reliable data for the study. Due to the length of PC practice, the government-sponsored primary schools in Kilifi County were selected for study to generate new knowledge on the influence of performance contracting on primary school teachers' professional productivity in the Kilifi North Sub-county.

3.5 Target Population

A targeted population, according to Mugenda & Mugenda [23], is a complete group of people who share some observable traits. The investigation concentrated on public school teaching staff and the headteachers in Sokoni and Kibarani wards of the central zone-Kilifi North Sub County. The study's accessible population was 321 teachers, 23 headteachers, 1 SCD and 1 CSO. All the teachers employed by TSC needed to participate in PC activities. The focus was on headteachers and teachers since the information they would give related to performance contracting and how it influenced their professional productivity.

3.6 Sampling Procedures and Techniques

Sampling techniques avail many methods to enable the researcher to choose the needed data for collection from the subgroup. Kilifi North Sub County has 23 head teachers and 321 teachers at Kibarani and Sokoni wards in the central zone. We used a straightforward random sample to choose teachers and head teachers. Each person was picked at random and solely by chance, with each having an equal chance of getting chosen (Gregoire and Valentine (2008).

The use of random numbers started by numbering all the public schools from 1 to 23 then a sample size was determined by selecting numbers randomly. The head teachers of the sampled schools served as a representative of the entire population of other head teachers.

Due to their expertise, the SCD and CSO were purposively sampled. The study's sample size from the targeted demographic was determined using the Krejcie and Morgan Table. From the table, the sample of 344 respondents was 181.

3.7 Sample Population

The sample of 181 respondents was distributed as captured in the table below. The population was categorized as head teachers SCD, CSO and class teachers.

3.8 Construction of Research Instruments

Two sets of tools were used to collect the data: a head teacher interview schedule, CSO, and SCD and a self-scoring questionnaire for teachers.

3.8.1 The interview schedule

These inquiries serve as guidance for the researcher when they speak with the responder [23]. The questions enabled the researcher to probe for in-depth data since they do not restrict the respondents. For this study, the researcher employed semi-structured interview questions. The interview schedule consisted of 4 sections according to the research variables that enabled the researcher to find out the views of head teachers, CSO and SCD on the influence of PC on teacher's professional productivity

3.8.2 The questionnaires

The questionnaires, in accordance with Kothari [24], provide clearer findings and take less time for both the researcher and the participants. A standardized, closed-ended questionnaire was created and self-administered by the researcher in order to gather enough data. The organized closed-ended questionnaire, according to Amin (2004), can reduce inconsistency while also saving time. For simpler quantity findings for statistical results, the Likert scale measurement of Strongly-agree (representing 5), Agree (representing 4), Neutral (representing 3), Disagree (representing 2), and Strongly-disagree (representing 1) was utilized.

The questionnaire was developed into five parts: A to E. Part A captured the demographic data of

respondents. Section B covered target-setting practices. Section C covered target implementation practices. Then section D covered the ICT integration and lastly section E covered the monitoring progress activities.

3.9 Testing for Validity and Reliability

Prior to the main investigation, a pilot study was carried out. The pre-goal test's was to evaluate the instruments' applicability and clarity in order to make changes. According to Kothari [24], the purpose of the piloting instrument was to ascertain whether the data-collection tools had any possible flaws with regard to the questions' clarity in relation to the study's objectives. The researcher pre-tested the instruments at Mtomondoni and Kikambala primary schools in Kilifi south- with similar PC activities.

3.9.1 Validity test

The validity of the study equipment' relevance and precision in measuring the anticipated phenomenon (Zohrabi, 2013).

3.9.1.1 Questionnaires

First, the researcher asked the supervisor, instructors, and colleagues for professional help in order to assess the validity of the research instrument study. The researcher also focused on content validity which ensured the tools would be formulated relating to the study objectives and measuring indicators.

3.9.1.2 Interview schedule

The researcher used a semi-structured interview which was considered flexible in changing the order of questions and allowing the follow-up of participants' responses. The researcher ensured a setting that was conducive to providing a comfortable location and surrounding to the participant (Jacob, 2012).

Table 1. Sample size

Target group	Population 100%	Rate	Sample size
Public school class teachers	321	92.77	167
Public school Head teachers	23	6.65	12
TSC -Sub-county Director	1	0.29	1
Curriculum Support Officer	1	0.29	1
Total	346	100	181

Source: TSC CSO office central zone (2020)

3.9.2 Reliability

Reliability, according to Brink (2000), is the possibility that the same findings will be obtained when the same variable is measured more than once. According to Polite and Beck (2004), an instrument is considered to be trustworthy if it measures the attribute under investigation's genuine scores.

3.9.2.1 Questionnaires

The same questionnaire would be used in a test-and-retest procedure to ensure dependability through the pilot method where a set of questionnaire distribution would be conducted on a few respondents from the Mtomondoni and Kikambala primary schools (these schools were not included in the sample) and data were analysed using frequencies and percentages. The questions were harmonized to be understood easily by respondents for reliable results.

3.9.2.2 Interview schedule

To help the researcher identify unclear and ambiguous statements, he sought assistance from the supervisor and other scholars. To ensure reliability the researcher used similar questions for all sampled head teachers and a similar one for CSO and SCD.

3.10 Data Collection Methods and Procedures

This study obtained primary data from the sampled head teachers, 1 CSO and 1 SCD using an open-ended interview schedule and self-administered semi-structured questionnaires to teachers. To collect data, the researcher started by seeking permission from the ministry of education by presenting an authority letter from the university. The letters to the sampled schools were dispatched in time before the field day. In preparation, the researcher produced enough copies of the interview schedule and questionnaires.

On an actual day, the researcher introduced himself and made clear the intention of the researcher as well as built rapport with respondents. The researcher self-administered the questionnaires and respondents were given clear instructions and oral explanations on the parts that they did not understand. A researcher such as Kareithi [18] used a pick-and-drop

method in questionnaire distribution. After filling out the questionnaires the researcher collected the tools and thanked the respondents. The researcher had one on one interviews with the head teachers, CSO and SCD seeking clarification on variables under research.

3.11 Proposed Data Analysis Techniques and Procedures

The researcher checked the completed questionnaires for accuracy and consistency before analysing the raw data that had been gathered. The replies might subsequently be divided into several groups thanks to the data's subsequent coding. Then, for analysis, quantitative data was input into a computer. Because of its adaptability, speed, and accuracy in communicating study findings to enable the researcher to analyse the data, this was done using the Statistical Package for Social Sciences (SPSS V.26.0) (Bell, 2007). Based on the goals of the research, the qualitative data was divided into primary topics and categories.

4. RESULTS AND DISCUSSION

4.1 Introduction

The chapter included the study's data analysis and interpretation. The study assessed performance contracting on the influence of teachers' professional productivity in the Kilifi North sub-county. The presentation and discussions were guided by the study objectives to assess whether Performance contracting had brought significant improvement in teacher's professional productivity in primary schools.

4.2 Response Rate

The study targeted 167 primary school teachers, 12 headteachers, 1TSC sub-county director and 1 curriculum support officer in Kilifi North Sub-County. All the questionnaires were duly filled.

4.3 Demographic Characteristics of the Participants

The following demographic profile of respondents was established by this study:

4.3.1 Gender distribution of the participants

The data below show how the survey determined the respondents' gender;

Table 1. Response rate

	Frequency	Per cent	Valid %	Cumulative %
Teachers' questionnaire	167	91.8	92.3	92.3
Headteacher Interview Schedule	12	6.6	6.6	98.9
CSO/TSC interview schedule	2	1.1	1.1	100.0
Total	181	99.5	100.0	

Source: Author (2022)

Table 2. Gender distribution

		Frequency	Per cent	Valid %	Cumulative %
Valid	Male	79	47.3	47.3	47.3
	Female	88	52.7	52.7	100
	Total	167	100	100	

Source: Author (2022)

Table 3. Education levels

		Frequency	Per cent	Valid %	Cumulative %
Valid	Certificate	44	26.3	26.3	26.3
	Diploma	91	54.5	54.5	80.8
	Bachelor	32	19.2	19.2	100.0
	Total	167	100	100	

Source: Author (2022)

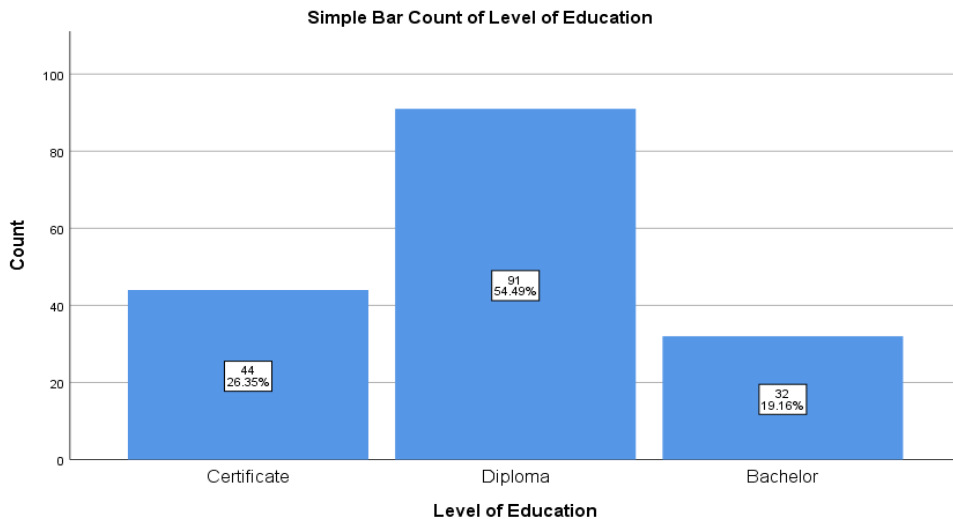


Fig. 2. Level of education

Source: Author (2022)

Table 4. Age distribution

		Freq	Per cent	Valid %	Cumulative %
Valid	22-32	24	13.2	14.4	14.4
	33-43	102	56.0	61.1	75.4
	44-59	41	22.5	24.6	100.0
	Total	167	91.8	100	

Source: Author (2022)

Based on Table 3 females made a larger contribution at 52.7% while males' response rate was at 47.3%. This showed that both females and males participated in the study to realise the

data on PC influence on teachers' professional productivity.

4.3.2 Education of participants

The study established the education levels of participants as shown Table 4.

Table 4 and Fig. 2 indicate 54.5% of the respondents were diploma holders, 26.3% were certificate holders and 19.2% were bachelor's degree scholars. This showed that participants had good education background to internalize the influence of performance contracts on teacher's professional productivity and thus give considerable information.

4.3.3 Age distribution of the participants

The study established the age of participants as indicated.

Focusing on Table 4, 61.1 % of respondents were aged 33-43 years, 24.6% were aged 44-59 years and 14.4 were aged 22-32 years. This portrayed that majority of primary school teachers in Kilifi North Sub County were aged over 33 years and therefore had experience on the influence of PC on teachers' professional productivity.

4.3.4 Years in service

The researcher established the years' participants had served with TSC.

Table 6 and Fig. 3 shows that 59.1% of the respondents had worked with TSC for 12-21 years, 34.8 % had worked for 2-11 years and 6.1% had worked for TSC for 21 years and above. The findings indicated that the majority of the participants had served with TSC since the establishment of performance contracts for public school teachers and therefore they had fundamental information on how performance contracts influence the teacher's professional productivity.

4.4 Study Variables

The individual objective results are discussed as follows

4.4.1 Influence of target setting on teachers' professional productivity

The findings shown in Fig. 4 indicated that respondents at 50.9% agreed that if they participated in target setting it enhanced commitment to work; 49.1% of respondents

strongly agreed that SMART objectives would increase the teacher's output however 12% of respondents who were not sure need to be considered; 68.3% of respondents strongly agreed that clear role description would help the teacher plan well leading to increased output; the respondent at 52.7% differed with a statement whether their output was influenced by performance contracting; moreover at 53.3% they accepted on setting targets on the start new performance contract and 12% differed;

Respondent at 50.3% strongly agreed that target setting would enhance teachers teaching methodologies; 38.9% of respondents agreed that supervisors discuss the school targets regularly but there were 29.9% of them who differed from this statement and lastly at 68.9%, respondents agreed that if teachers participated in setting yearly targets. It would make them more acceptable leading to increased professional productivity. The information from the interviews conducted agreed with the above statements that target settings influenced teachers' performance by making them remain focused throughout the year and also agreed that clear roles reduce conflicts thus increasing productivity. The findings correspond to Mazzotti (2016), who stated workers perform well when the targets are clearly stated and SMART. However, the majority of the headteacher at 86 % differed with the statement that CSO discusses with them the PC before signing and raised many questions on the role of the CSO who is supposed to sign the PC tool and monitor its implementation.

4.4.2 Influence of target implementation system on teacher professional productivity

In the first statement as indicated in Fig. 5, participants at 50.3% strongly agreed that training and induction of teachers would improve their professional productivity; the respondents at 52.7% agreed that parents, teachers and BOM enhanced productivity but 12% differed with the statement. Accordingly, the majority of teachers strongly agreed 68.3% that the availability of learning resources would increase their implementation of the target showing that the teachers strongly agreed that the availability of learning resources was necessary. The response from the fourth statement with 73.1% agreed that a clear process of performance contracting enhances the teamwork spirit of all the education stakeholders.

Table 5. Years of service

		Frequency	Per cent	Valid Per cent	Cumulative Per cent
Valid	2-11	63	34.6	34.8	34.8
	12-21	107	58.8	59.1	93.9
	21 and Above	11	6.0	6.1	100.0
	Total	181	99.5	100	

Source: Author (2022)

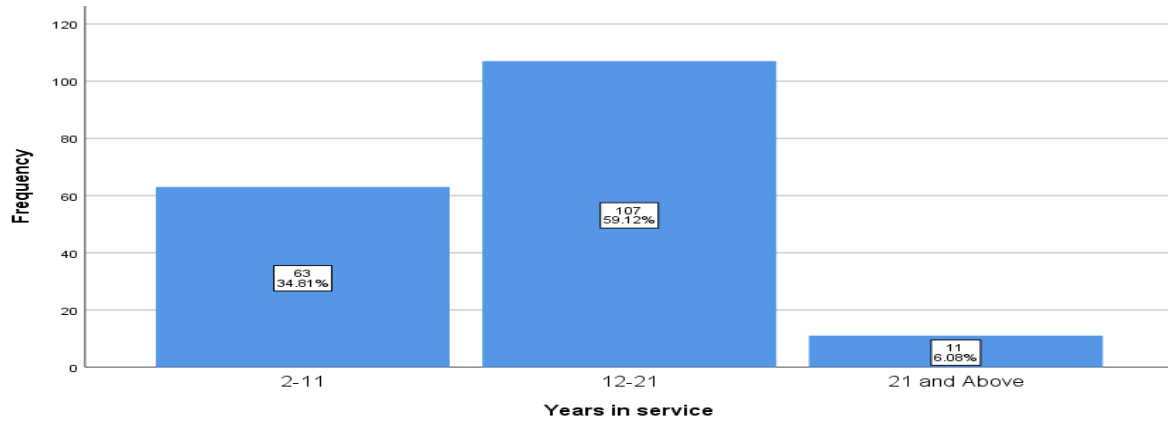


Fig. 3. Years of service

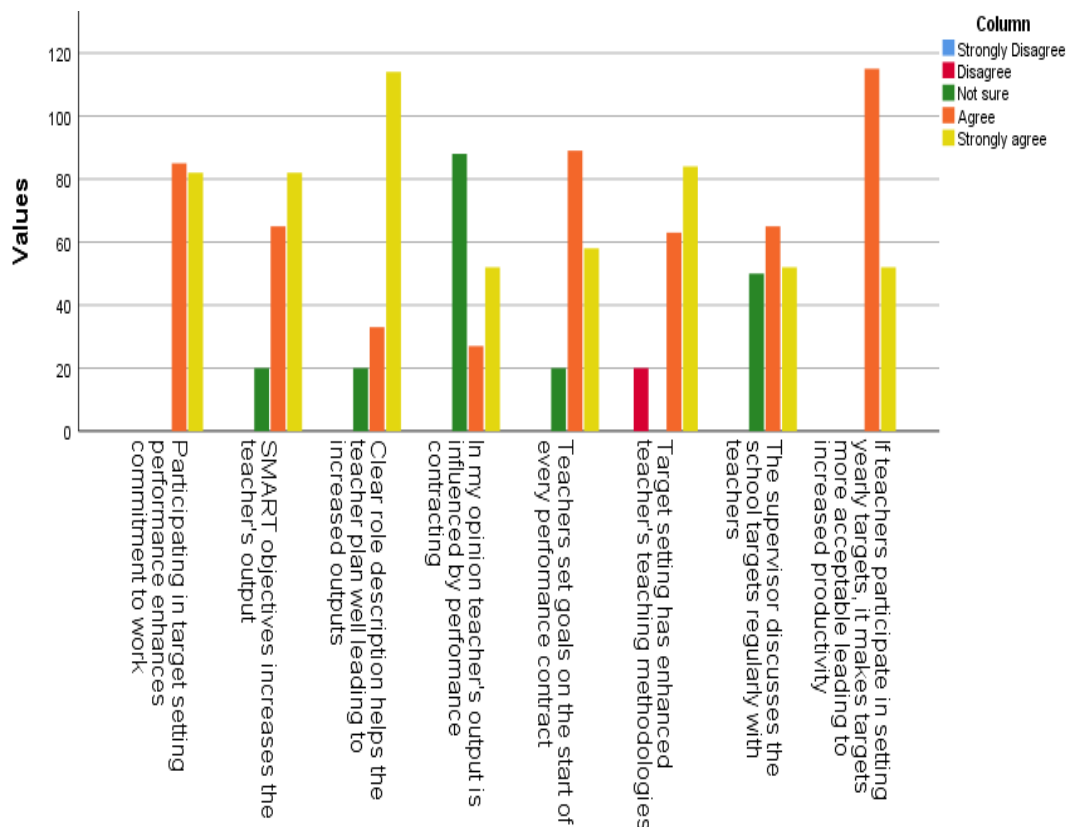


Fig. 4. Influence of target setting on teachers' professional productivity

Source: Author (2022)

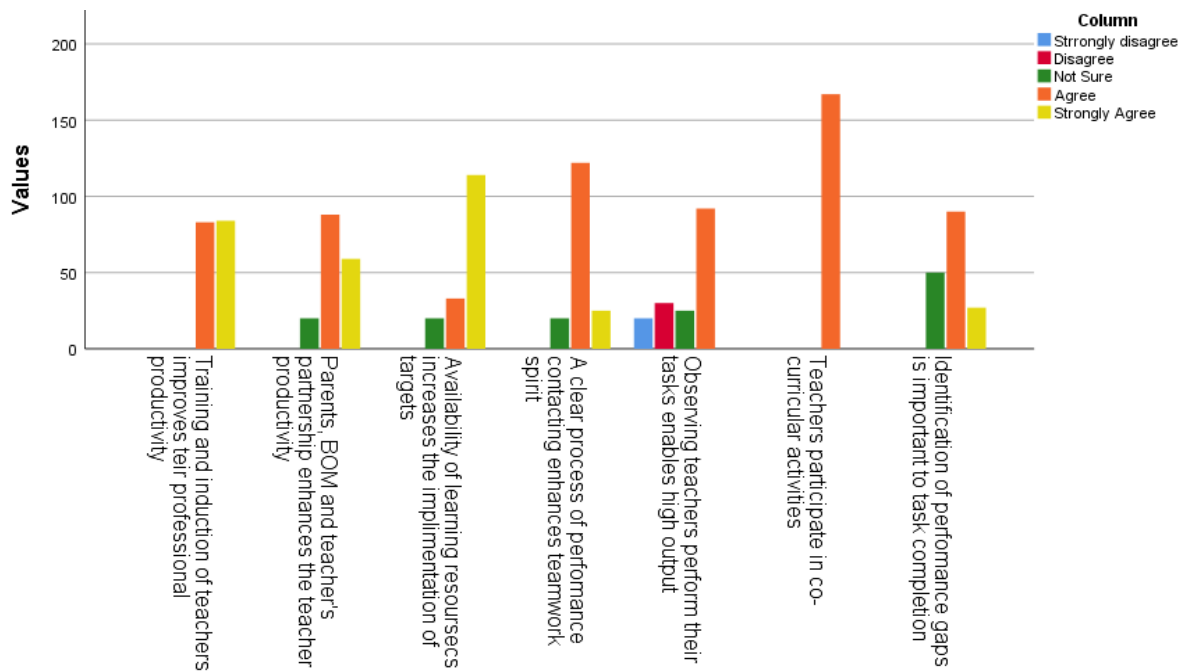


Fig. 5. Influence of target implementation system on teacher professional productivity
Source: Author (2022)

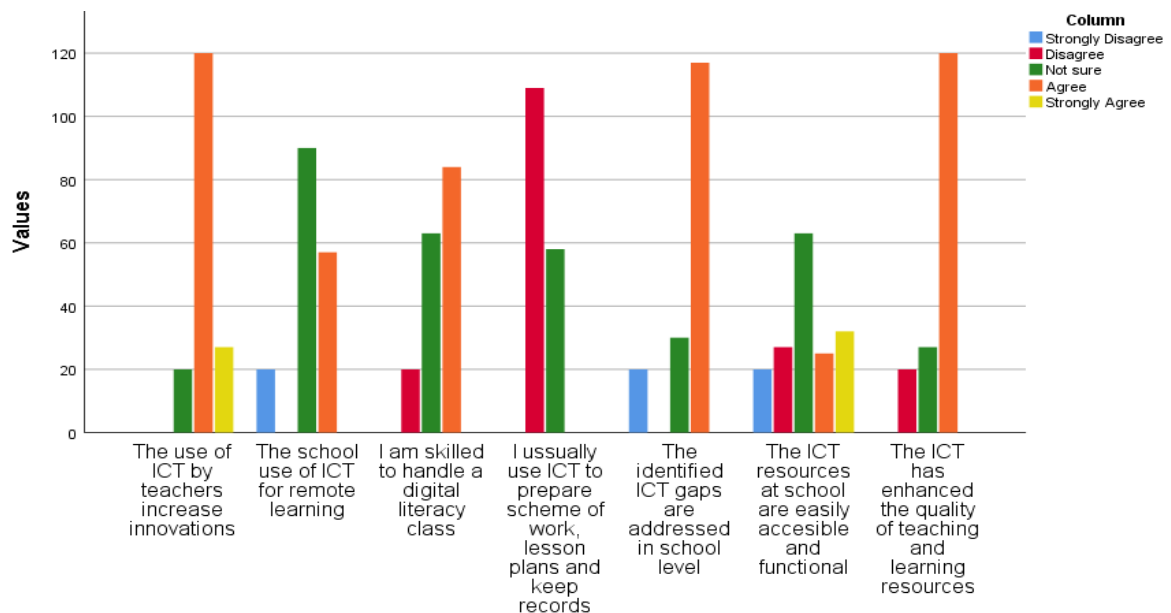


Fig. 6. Influence of ICT integration on teacher professional productivity
Source: Author (2022)

The analysis for the sixth statement showed that all teachers agreed that they participated in co-curricular activities at school levels and beyond the bar in Fig. 7 is notably highest. From the analysis of the fifth statement, 18% disagreed that observing them as they perform tasks would result in high output and 15% of the respondents were not sure of it; they also differed at 29.9% that identifying performance gaps were important

to complete tasks hence increasing professional productivity. The interviews conducted revealed that professional gaps are identified termly and are addressed through organized inductions, workshops and seminars this was in alignment with the first statement which inquired whether training and induction of teachers would improve their professional productivity. The finding also indicated that observing teachers performing task

would improve their professional productivity this differed from the above fifth statement where teachers disagreed at 18% that observing them as they perform tasks would result into high output.

4.4.3 Influence of ICT integration on teacher professional productivity

As can be seen in Fig. 6 and Table 7, in the first statement, the mean was 4.04. Hence, it meant that a high number of teachers agreed that the use of ICT by teachers increased their innovations. The mean of the second statement was 3.10. Accordingly, the majority of the teachers were neutral on the use of ICT for remote learning. The third item, asking if the instructor possessed the requisite abilities to manage a digital literacy class, had a mean of 3.38, indicating that the majority of teachers agreed that they did. The majority of instructors did not use ICT to create lesson plans, schemes

of work, or records, according to the response to the fourth statement, which had a mean of 2.35. The examination of the fifth item revealed that most instructors believed that the ICT deficits were recognized at the school level, with a mean of 3.46. The sixth statement's analysis revealed that the majority of instructors had doubts about how accessible and useful ICT resources were.

The findings were in agreement that ICT influence the teacher's professional productivity though the majority were not using ICT in preparing schemes of work, lesson plans and keeping records. The interview data concurred with the statement that ICT enhances quality teaching and learning resources but in most schools, digital devices were inaccessible and non-functional. It was also a concern that the majority of the teachers at 80%, did not use ICT to prepare schemes of work, lesson plans and keeping records; the information from the interview coincide with that indicated in Fig. 8.

Table 7. Descriptive statistics on the influence of ICT integration on teacher professional productivity

	N	Min	Max	Mean	Std. Dev.
The use of ICT by teachers increases innovations	167	3	5	4.04	.530
The school use ICT for remote learning	167	1	4	3.10	.903
I am skilled to handle a digital literacy class	167	2	4	3.38	.692
I usually use ICT to prepare a scheme of work, and lesson plans and keep records	167	2	3	2.35	.478
The identified ICT gaps are addressed at the school level	167	1	4	3.46	.986
The ICT resources at school are easily accessible and functional	167	1	5	3.13	1.245
The use of ICT has enhanced the quality of teaching and learning resources	167	2	4	3.60	.695
Valid N (list wise)	167				

Source: Author (2022)

Table 8. Influence of target monitoring progress system on teacher professional productivity

	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
Appropriate and timely feedback on monitoring contributes to higher productivity	0 0.0%	0 0.0%	53 31.7%	32 19.2%	82 49.1%
A fair and transparent rating by my supervisor drives me to be more productive	0 0.0%	0 0.0%	0 0.0%	110 65.9%	57 34.1%
Lack of immediate feedback on the ratings of evaluation drives poor performance	20 12.0%	0 0.0%	33 19.8%	25 15.0%	89 53.3%
Appreciation and rewards increase the commitment towards attaining the targets	0 0.0%	0 0.0%	20 12.0%	58 34.7%	89 53.3%
The teacher's appraisal is at 100% termly for the last 2 years	0 0.0%	0 0.0%	33 19.8%	75 44.9%	59 35.3%
A clear and transparent process of	0	20	0	90	57

	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
performance contracting process increases productivity	0.0%	12.0%	0.0%	53.9%	34.1%
Teachers always achieve the goals set in co-curricular activities	0 0.0%	0 0.0%	110 65.9%	30 18.0%	27 16.2%
A good quality work environment enables teachers to complete their tasks on time	0 0.0%	0 0.0%	0 0.0%	65 38.9%	102 61.1%

Source: Author (2022)

Table 9. Descriptive statistics on the effect of target monitoring progress system on teacher professional productivity

	N	Min	Max	Mean	Std. Dev.
Appropriate and timely feedback on monitoring contributes to higher productivity	167	3	5	4.17	.885
A fair and transparent rating by my supervisor drives me to be more productive	167	4	5	4.34	.476
Lack of immediate feedback on the ratings of evaluation drives poor performance	167	1	5	3.98	1.349
Appreciation and rewards increase the commitment towards attaining the targets	167	3	5	4.41	.696
The teacher's appraisal is at 100% termly for the last 2 years	167	3	5	4.16	.728
A clear and transparent process of performance contracting process increases productivity	167	2	5	4.10	.903
Teachers always achieve the goals set in co-curricular activities	167	3	5	3.50	.759
A good quality work environment enables teachers to complete their tasks on time	167	4	5	4.61	.489
Valid N (listwise)	167				

Source: Author (2022)

The findings on Tables 8 and 9, the primary school teachers agreed that appropriate and timely feedback on monitoring contributed to higher productivity at 49.1% and the mean response was 4.17. The teacher teachers strongly agreed at 65.9% (mean 4.34) that when the rating by the supervisor was fair and transparent they were driven to be more productive. Accordingly, they agreed at 53.3% and a mean of 3.98 that when they lack immediate feedback on ratings on evaluation, they perform poorly hence the need for immediate feedback on any supervision carried out. At 53.3% and a mean of 4.41, teachers strongly agreed that when they are appreciated and rewarded it increased their commitment to attaining the set targets. The teachers differed with the statement that they always achieve the goals set in co-curricular activities at 65.5%. In the last statement teachers strongly agreed at 61.1% (mean 4.61) that good quality working environment would enable them to complete their

tasks in time, which was the highest in this variable. The interviews carried out found that the primary school teachers agreed that appropriate and timely feedback on monitoring contributed to higher productivity the difference was realised when the interviewers were for close supervision while teachers stated they could achieve the target set without supervision. The response also from the interviewee differed with that of the teachers at 76% in the statement that they always achieve the goals set in co-curricular activities. The findings realised that the zones for monitoring field officers are still large and inaccessible and this made it difficult for close and regular monitoring for support.

4.5 Test of Normality

The study used graphical normality test methods to test the normality of sample data. This was presented in Table 10 and Figs. 7 and 8.

Table 10. Test of normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Statement of Target setting	.192	167	.000	.875	167	.000
Target monitoring progress	.188	167	.000	.894	167	.000
ICT Integration indicators	.195	167	.000	.857	167	.000
Target Implementation Indicators	.177	167	.000	.891	167	.000

Source: Author (2022)

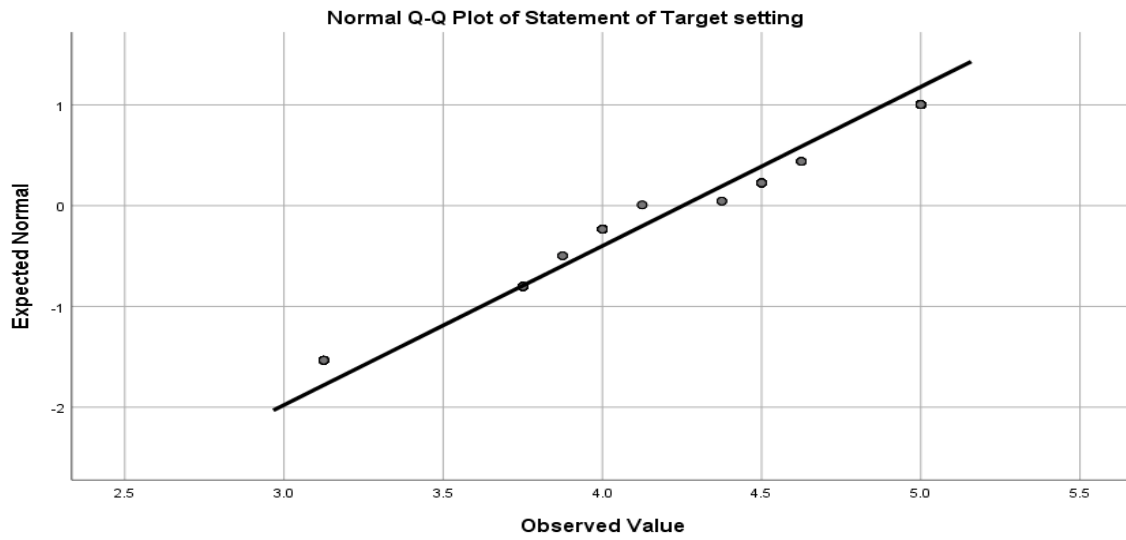


Fig. 7. Normal Q-Q plot of a statement of target setting

Source: Author (2022)

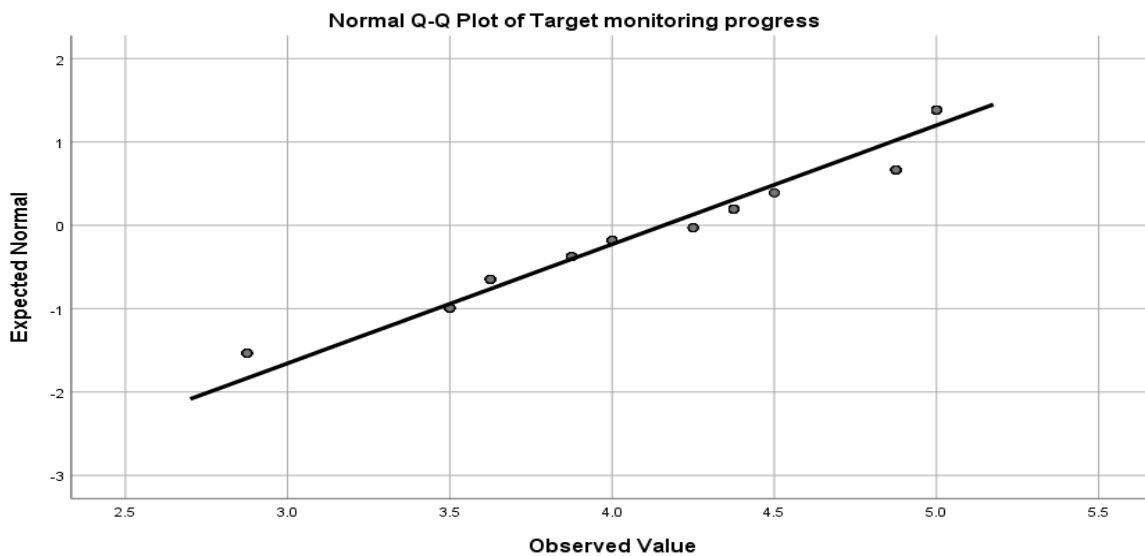


Fig. 8. Normal Q-Q Plot of a statement of Target monitoring progress

A Kolmogorov-Smirnov and visual inspection of the histogram, box plots and normal Q-Q plots showed that the plotted point fell approximately

on a straight line. This implied that the data set was normally distributed and hence has a strong positive correlation.

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The findings, conclusions, and suggestions of the study based on the study goals were summarized and discussed in the chapter. It also provided areas for more investigation. The study sought to assess the influence of performance contracting on teachers' professional productivity of primary school teachers in Kilifi north Sub County.

5.2 Summary of the Result Findings

In this part, the major research findings were summarized and discussed in relation to the study's goals.

5.2.1 Target setting practices and teacher's professional productivity

The research findings revealed that primary school teachers of Kilifi north sub-county agreed at 50.9% that they participated in setting goals at the beginning of the year which enhanced commitment to work; SMART objectives increased their output and noticeable 12% differed from the statement; clear role description helped teachers to plan well hence increased output; target setting enhanced teaching methodologies and a noticeable 12% respondent differed; their supervisors discussed the school targets regularly with them and teachers participated in setting a yearly target which is more acceptable leading to increased productivity. However, the respondents differed with the statement that their output was influenced by the performance contract at 52.7%. The findings concurred with Kareithi (2018) and Mazzotti et al (2016) who realised the effectiveness of target setting in enhancing teachers' professional productivity.

The results supported those of Choon and Cheng (2016), who claimed that goal-setting improved employee performance and ultimately increased organizational effectiveness.

5.2.2 Target implementation system on teacher's professional productivity

The study findings showed that primary school teachers in Kilifi North Sub County agreed at 50.3% that when they are trained and inducted it

improves their professional productivity; availability of learning resources increased the implementation of targets at 68.3%; a clear process of performance contracting enhances team spirit at 73.1%; identification of performance gaps was important to task completion. However, they disagreed at 18% whether observing them while performing their task enabled high output hence the need to follow the supervisory procedures so that the teacher would not feel threatened. The findings agreed with Serebwa (2017) who stated that clear performance target setting and implementation identified with needs of the employees hence improving productivity. It further concurred with Serebwa (2017) who stated that institution managers should engage all workers in target implementation thereby building a sense of ownership and association among workers.

5.2.3 ICT integration and teacher professional productivity

The study findings showed that the primary school teacher of Kilifi North Sub County did agree that the use of ICT by teachers increases innovation; teachers are trained to handle digital literacy classes; the ICT gaps are addressed at the school level. However, teachers were not sure whether the school use ICT remote learning and whether ICT resources at school were easily accessible and functional.

The findings further realized that the teachers do not leverage ICT to prepare their schemes of work, lesson plans or record keeping as well as develop teaching and learning materials.

This implied that the teacher had the required ICT skills but resources were not readily available for remote learning and preparation of professional documents which would increase their productivity. These findings concurred with those of Arnseth & Hatlevik (2012) that there was a need for ICT in learners' daily classrooms to enhance teaching and learning.

5.2.4 Target monitoring progress and teacher's professional productivity

The research finds indicated that primary school teachers in Kilifi North Sub-county did agree that they got appropriate and timely feedback on monitoring and this practice contributed to higher productivity; fair and transparent rating by their supervisor drove them to be more productive;

they also agreed that when they lack immediate feedback on ratings of evaluation it drove to poor performance; when they are appreciated and rewarded it increased their commitment towards attaining the targets; the appraisals were at 100% for the last two years; a clear and transparent process of performance contracting process increased productivity. The majority agreed that they always achieved goals set in co-curricular activities.

More significantly, a healthy working atmosphere allowed teachers to finish their assignments on schedule. This meant that the performance contracting method known as goal monitoring progress was crucial to the endeavour to raise teacher productivity in elementary schools in Kilifi North Sub County.

The findings concurred with those of Allude (2015), who stated that providing employees with genuine monitoring report boost their performance. Odhiambo (2013) asserted that effective feedback on performance monitoring and evaluation translates to improved employee performance.

5.3 Conclusions

The researcher concluded that practices in target setting and target implementation, ICT integration and monitoring processes played significant roles in enhancing primary school teachers' professional productivity. The findings indicated that primary school teachers have made moderate achievements in the entire performance contracting; indicators which negatively affect productivity.

5.4 Recommendations

The study made the following recommendations concerning the findings of the study.

5.4.1 Target setting practices and teacher's professional productivity

The study recommended that for teachers to own the targets, they should be clear, realistic and participatory by all stakeholders and never in isolation and a major concern should be on the incorporation of teachers' opinions while strategizing yearly.

5.4.2 Target implementation system on teacher's professional productivity

The parents, BOM and teacher partnership should be strengthened so that it can influence

teachers' productivity. The teachers feel comfortable when there is a clear process of performance contracting. This should be developed involving all the stakeholders and signed in presence of all. This would enhance the ownership of the document unlike where teachers and BOM are informed by the head of the institution on the implementation of the target. The head teacher should work cordially with teachers and always support them to improve in their productivity.

5.4.3 ICT integration and teacher professional productivity

Given that ICT integration practices positively relate to teachers' professional productivity, the study recommends the availability and accessibility of digital devices to promote remote learning and enhance teachers' professional preparedness in scheming, lesson planning and record keeping hence improving professional productivity towards vision 2030.

Similarly, ICT should be integrated and embraced from the beginning of setting targets, and implementing and monitoring data; the practice will enhance efficiency and effectiveness in production. The Donor in conjunction with MOE should come in, to support the ICT infrastructure.

5.4.4 Target monitoring progress and teacher's professional productivity

The monthly, termly and yearly monitoring challenges which are forwarded to TSC offices should be effectively addressed so that the Head of the Institution will feel supported. For effective and efficient monitoring of schools, the researcher recommends to MOE and TSC and to allocate one CSO for every 10 schools and the CSO office should have capitation to enhance movements.

5.5 Further Research

From the study findings, further research is recommended to assess the influence of PC on learners' performance.

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CONSENT AND ETHICAL APPROVAL

Mugenda (2008) recommended that the parties involved in the research study must prove commitment to ethics by ensuring the welfare and the rights of the respondent are upheld. The researcher observed the following :-The researcher acknowledged all the work cited and further reduced the similarity index; To collect data, the researcher sought ERC from MKU; obtained a research license from NACOSTI, and had consent from the education offices as well as the sampled schools; The researcher informed the respondents of the intention and the nature of the study -The respondents were accorded the freedom to participate voluntarily as well have the right to withdraw from the process; The researcher provided consent form for participating in research that allowed participants to read and understand provided information then append their signatures; The study took precautions to guarantee the non-revelation of information to the third party- The researcher ensured that data collection methods and tools were fairly free of anxiety and the respondents' names and particulars remained anonymous, this enhanced confidentiality and lastly Covid-19 was a pandemic which was a concern to all and therefore the researcher observed all the laid down WHO/MOH guidelines so that participants felt at ease in interacting.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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APPENDIX

Appendix A. Teachers' Questionnaire

I do appreciate your acceptance to answer the questions listed below. Kindly fill in all questions accurately as possible and seek clarifications if need be, (tick in the box ((√)). Information obtained will serve for academic study only and confidentiality will be observed. The opinion and views you give are considered important. Please avoid indicating your number and name or initials.

Section A: Demographic Information

1. The Sex: Female [] Male []
2. Range Of Your Age: 22-32years [] 33-43years [] 44-59years []
3. Top Level Of Education: Cert [] Dip [] Bachelor []
Others (Specify) _____
4. Years In Service
1styear [] 2-11 Years [] 12-21 Years [] Above 21 Years []
- 5 Administrative Responsibilities
Class Teacher [] Senior Teacher [] Dep Headteacher []

Section B: Influence Of Target Setting On Teacher's Professional Productivity.

Give your views on the listed statements on performance target setting concerning teacher professional productivity in Kilifi North Sub-County. (Indicate by putting a tick (√) on the scale of the responses below) 5-strongly agree 4-Agree 3-not sure 2-disagree 1-strongly disagree. The same applies to sections C, D and E.

Statements of target setting	5	4	3	2	1
Participating in target-setting performance enhances commitment to work					
SMART objectives increase the teacher's output					
A clear role description helps the teacher plan well leading to increased outputs					
In my opinion teacher's output is influenced by performance contracting					
Teachers set goals at the start of every performance contract					
targets setting has enhanced teacher's teaching methodologies					
The supervisor discusses the school targets regularly with teachers					
If teachers participate in setting yearly targets, it makes targets more acceptable leading to increased productivity					

Section C: influence of target implementation system on teacher professional productivity

What is your view on the listed statements on the target implementation system concerning teacher professional productivity in Kilifi North Sub-County? (Indicate by putting a tick (√) on the scale of the responses below).

Target implementation indicators	5	4	3	2	1
Training and induction of teachers improve their professional productivity					
Parents, BOM and teachers partnership enhances the teacher productivity					
The availability of learning resources increases the implementation of targets					
A clear process of performance contracting enhances teamwork spirit					
Observing teachers perform their task enables high output					
Teachers participate in co-curricular activities					
Identification of performance gaps is important to task completion					

Section D: Influence of ICT Integration on Teacher Professional Productivity

What is your view on the listed statements on ICT integration concerning teacher professional productivity in Kilifi North Sub-County? (Indicate by putting a tick (√) on the scale of the responses below).

ICT integration indicators	5	4	3	2	1
The use of ICT by teachers increases innovations					
The school use ICT for remote learning					
I am skilled to handle a digital literacy class					
I usually use ICT to prepare a scheme of work, and lesson plans and keep records					
The identified ICT gaps are addressed at the school level					
The ICT resources at school are easily accessible and functional					
ICT has enhanced the quality of teaching and learning resources					

Section E: Influence of Target Monitoring Progress System on Teacher Professional Productivity

What is your view on the listed statements on target monitoring progress with teacher professional productivity in Kilifi North Sub-County? (Indicate by putting a tick (√) on the scale of the responses below).

Target monitoring progress	5	4	3	2	1
Appropriate and timely feedback on monitoring contributes to higher productivity					
A fair and transparent rating by my supervisor drives me to be more productive					
Lack of immediate feedback on the ratings of evaluation drives poor performance					
Appreciation and rewards increase the commitment towards attaining the targets					
The teachers' appraisal is at 100% termly for the last 2 years					
A clear and transparent process of performance contracting process increases productivity					
Teachers always achieve the goals set in co-curricular activities					
Quality and a good working environment enable the timely completion of the task.					

How do you integrate ICT learning and teaching materials to impact knowledge and stimulate learning in the classroom?

.....

.....

Kindly write suggestions on how to improve performance contracting on its influence on professional productivity in Kilifi North Sub-County.

.....

.....

.....

Appendix B. Interview Schedule for the Headteacher

1. TARGET SETTING ON TEACHER'S PROFESSIONAL PRODUCTIVITY

- a) How many years have you been a headteacher?.....
- b) Are teachers and BOM involved in target setting?.....
- c) Does PC influence teacher performance, If yes explain
-
- d) Does the CSO discuss the PC goals with you.....
- e) In your opinion does participate in setting yearly target increases productivity, if yes explain.....
-
- f) In your opinion does the clear role clarity of teachers increase their productivity.....

2. TARGET IMPLEMENTATION OF TEACHER PROFESSIONAL PRODUCTIVITY

- a) Does observing teachers performing their tasks enable high professional output?
- b) To what percentage do you rate TPAD completion in the last 2 years?.....
- c) What do you suggest to be done on PC to improve teacher's professional productivity in Kilifi North Sub County?
-
- d) Do your school organize co-curricular activities, if yes, to which level did they reach?
-

3. ICT INTEGRATION ON TEACHER PROFESSIONAL PRODUCTIVITY

- a) Do your school have digital devices?.....
- b) How do you use digital devices in lesson delivery
-
- c) Does your school use ICT to prepare schemes of work and lesson plans?
-
- d) Do you use ICT in record keeping, if yes how has it influenced productivity?.....
- e) Has the ICT enhanced the quality of teaching and learning resources? Explain
-
- f) Does your school conduct remote learning?.....
-

4. TARGET MONITORING PROGRESS SYSTEM ON TEACHER PROFESSIONAL PRODUCTIVITY

- a) Does the appropriate and timely feedback on monitoring contribute to high productivity?....
- b) How does a fair and transparent rating by an appraiser influence teacher productivity.....
-
- c) How do appreciation and rewards influence the attaining of set goals?.....
-
- d) How does the monitoring process influence the teacher's commitment to PC implementation?.....
-
- e) Does the PC influence the completion of the task by the teacher?If yes, explains.....
-
- f) How do you address the identified professional Gaps by teachers?
-
- g) What do you suggest to be done to improve teacher's professional productivity in Kilifi NorthSubcounty.....
-

Appendix C. Interview Schedule for the TSC-SCD and CSO

1. TARGET SETTING ON TEACHER'S PROFESSIONAL PRODUCTIVITY

- a) How many years have you served in this capacity?.....
- b) Are the head teachers involved in PC target setting?.....
- c) Does PC influence teacher performance, if yes explain
-
- d) Do you discuss the PC targets with the head teachers.....
- e) In your opinion does involve head teachers in setting yearly target increases productivity, if yes explain
-
- f) In your opinion does the clear role clarity of teachers increase their output.....

2. TARGET IMPLEMENTATION OF TEACHER PROFESSIONAL PRODUCTIVITY

- a) How do you address identified professional Gaps by teachers?
-
- b) What do you suggest to be done to improve teacher's professional productivity in Kilifi North Sub County?
-
- c) What difficulties do you face while enforcing PC at school in Kilifi North Sub County?
-
-

3. ICT INTEGRATION ON TEACHER PROFESSIONAL PRODUCTIVITY

- a) Do teachers use digital devices in lesson delivery
-
- b) Do teachers use ICT to prepare schemes of work and lesson plans?.....
- c) Has the ICT enhanced the quality of teaching and learning resources? Explain
-
- f) How do teachers integrate ICT learning and teaching materials to impact knowledge and stimulate learning in the classroom?
-

4. TARGET MONITORING PROGRESS SYSTEM ON TEACHER PROFESSIONAL PRODUCTIVITY

- a) Does the appropriate and timely feedback on monitoring contribute to high productivity?....
- b) How does a fair and transparent rating by an appraiser influence teacher productivity?.....
-
- c) How do appreciation and rewards influence the attaining of set goals?.....
-
- d) How does the monitoring process influence teacher commitment to PC implementation?
-
- e) Does the PC influence the completion of the task by teachers?If yes, explains.....
-
- f) What do you suggest to be done to improve on monitoring of teacher's professional productivity in Kilifi North Subcounty?.....
-

Appendix D. Work Plan

Activities	Apr/Jun 2020	Jul/Sep 2020	Oct/ Dec 2020	Jan/May 2021	Jun 20- Apr2021	Apr 2022-May 2022	June- Aug 2022
Examining literature							
Developing the concept paper/proposal							
Improvement of proposal							
Writing a research proposal							
Research proposal amendment and corrections							
Piloting research tools							
Collecting data							
Data analysis and processing and report writing							
Project Submission							

Source: Author, 2020

Appendix E. Budget

Item/ activity	Estimated cost in KSH
Stationary	15000
Typesetting and editing	10000
Printing and photocopying	15000
Binding	6000
Travelling and airtime	10000
Incentives	5000
Internet and library access	10000
Data analysis	15000
Miscellaneous	20000
Totals	106,000

Source: Author, 2020

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