

ASSESSMENT OF THE INFLUENCE OF PERFORMANCE CONTRACTING ON TEACHERS' PROFESSIONAL PRODUCTIVITY IN PRIMARY SCHOOLS IN KILIFI COUNTY

ABBREVIATIONS AND ACRONYMS

CSO: Curriculum Support Officer
G.O.K: Government of Kenya
HOI: The Head of Institution
ICT: The Information Communication Technology
IMF: International Monetary Funds
M.O.E: The ministry of education
NACOSTI: The national council for science technology and innovation
O.E.D: The Organization of Economic Development
PC: Performance contracting
REB: Rwanda education board
SAPs: Structural Adjustment Programs
SCD: Sub-county Director
SPSS: The statistical package for social sciences
TPAD: The Teacher Performance Appraisal and Development
TSC: Teacher Service Commission
UNDP: United Nations Development Programme

ABSTRACT

The purpose of this study was to assess the influence of performance contracting on teachers' professional productivity in primary schools in Kilifi North Sub-County. This was achieved by realizing the research objectives; to determine the influence of target setting on teacher professional productivity, to assess the influence of target implementation system on teacher's professional productivity, to establish the influence of ICT integration on teacher's professional productivity and lastly to establish the influence of target monitoring progress system on the teacher's professional productivity. The study was guided by two theories, goal setting and expectancy. The goal-setting theory was proposed by John Locke (1968). The theory makes the teachers discover new and better approaches to teaching effectively and efficiently. The obligation to goal is high when goals are not forced on teachers but rather participate in realising those targets. The expectancy theory was by Victor Vroom (1964) when the teachers work with high expectations and are confident the outcome/production is high. The goal and expectancy theories guided the study. The study adopted mixed methods research approach to generate quantitative and qualitative data as well as mitigate bias. To enable the complementary of both descriptive and numerical data a triangulation design was adopted. The target population was 346 and a sample size of 181 was realized using the Krejcie and Morgan Table. Out of a sample of 181, 167 were public school teachers, 12 Headteachers, 1SCD and 1 CSO. The study employed simple random sampling for teachers and headteachers and purposive samplings for PC coordinators. The data was collected using structured close-ended questionnaires for teachers and semi-structured interview schedules for headteachers and PC coordinators. There was piloting of research instruments to determine their validity and reliability -before the actual data collection. In data analysis, the collected raw data were coded to enable responses to be grouped into various categories. Quantitative data were subjected to statistical analysis using the statistical package for social sciences (SPSS V 26.0); this is because of its versatility, speed and accuracy to communicate the research findings. The data was then analysed using descriptive and inferential statistics- the findings were presented in frequency Tables, percentages, charts and graphs. The research strictly conformed to research ethics such as seeking a permit to research from NACOTSI and MKU authorization letter. The researcher also observed the confidentiality of information while the method of collecting data was fairly free from anxiety for the respondents. The results revealed that PC parameters significantly influenced teachers' professional productivity. The researcher

recommended the availability and accessibility of digital devices to promote 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, implementation and monitoring data; the practice would enhance efficiency and effectiveness in production and for effective and efficient monitoring of schools the researcher recommended one CSO for every 10 schools and CSO office should have capitation to enhance movements. Further research was suggested on the influence of PC on learner performance in primary schools.

INTRODUCTION

1.1 Background to the Study

Performance contracting is an agreement between a public official and the government which lay down the goals and objectives and enhances the attainment of results by providing 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 (Himansu & Neha, 2015).

In the US the PC was introduced in 1993. The government intended to improve performance and results in all states. Himansu & Neha (2015) stated that in 2010, the US department of education provided merit pay for teachers 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 worth noting that In the USA the PC was fully entrenched in the education system across the states and the school boards are the PC managers. In the 1990s IMF and WB started to put pressure on African countries to effectively 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). Most of these countries were propelled to introduce 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. (Serebwa, 2017).

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 (Owour, 2017). 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 (2017) 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 (Ndungu, 2016). 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 (2012), 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 has influenced the teacher professional productivity.

1.2 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 instils 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 (2016) 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 (Serebwa, 2017). The PC is for HOI and TPAD for all teachers-the HOI fills the PC yearly on behalf of all teachers though he is expected to involve them in setting targets and in the implementation. Most important conditions of performance appraisal such as identifying performance gaps to increase teachers' productivity are ignored yearly. (Onyaro, 2016) 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 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 (Changawa, 2019).

Also, the Monitoring reports filled monthly, termly and yearly are ignored by HOI and TSC (Alubbe, 2016), this continuously affects the teachers in producing quality materials for teaching and learning, and limits teacher engagement in professional development activities. Kilifi county continues to lag behind other counties ranked 34 out of 47 counties and lies at an average level of 47.1 per cent and 41.6 per cent countrywide educationally (Changawa,2019). These raise concerns about the role played by TSC in monitoring PC implementations and the role of PC in improving teachers' professional productivity. Previous research studies have been conducted concerning teacher productivity and performance contracts such as Kwedh'o (2015) who focused on the effectiveness of performance contracts among secondary school teachers in Nairobi County. Muraguri (2015) evaluated performance contracts in relation to teachers' job performance in public tertiary institutions in Nyeri County, Kenya. Jony'o (2017) assessed the performance management in Kenyan public schools: implications and challenges; however, none of these studies assessed the influence of performance contracting on teacher's professional productivity in primary schools in Kilifi North Sub-County, a gap that this study seeks to bridge.

1.3 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.

1.4 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.

1.5 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?

1.6 Significance 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.

Teachers

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.

Ministry of Education/TSC

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.

Development partners

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.

Researchers

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

1.7 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 research was limited by target setting, target implementation system, ICT integration and target monitoring progress system as independent variables against teacher professional productivity as a dependent variable.

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.

1.8 Study Limitations

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.

1.8.1 Lack of cooperation

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.

1.8.2 Low Rate of Questionnaires Return

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.

1.8.3 Reluctant To Disclose Information

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.

1.9 Delimitations

This study was guided by the four variables-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 were incorporated to direct future research.

1.10 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 teacher's commitment
- iii) The performance contracting would lead to high teacher professional productivity which in turn would improve the school and learner progress

1.11 Operational definition of Key Terms

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.

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.

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.

Primary school: it meant the public institutions that offered education from Grade one to Standard eight.

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 target is set in public schools they serve as the much-needed ammunition to assure the citizens of the prudent utilization of public resources, 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 (Dobson, 2016).

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 (Serebwa, 2017).

While setting up targets the following should be considered: - The target should be specific, measurable, achievable, relevant 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.

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/](https://assessment.tki.org.nz/)) Mazzotti (2016), 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 (2017) 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 (2016) 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 (2015), they argued that goals being SMART is not enough and they recommended a system called POWER- where goals are to be positive striving to achieve a target rather than avoiding it, evaluated on the actors' actions providing actors with a clearly defined task with start and end as well as a description of resources available. According to Khan (2017), 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 (Serebwa, 2017).

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 (2017) 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 (2011), 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 (Kikvi, 2016).

According to Kindiki et al. (2014), the teacher's attitude and implementation of PC state that attitude is very important when you are a teacher. It influences your student in many ways and can shape their learning experience. For teachers to deliver quality lessons there is need to be dedicated, devoted and love the subject area. The learning programs and quality of any teaching cannot rise beyond the quality of its teachers. A negative school environment not only affects learners. The pressure exerted on students to achieve academic and unrealistic goals leads 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. (2012), 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.

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 (2014) 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 (Agyare et al., 2016).

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 (Hoyle, 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 goals of the project ought to be connected to yearly school improvement programs (SIP) and school development plans to provide the teachers with direct feedback, monitoring and communication of the results (Kareithi, 2018). 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. (Ademola, 2017). 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. Monitoring, as well as evaluation, provides opportunities at regular predetermined points to validate the logic of a program, its activities and their implementation and to make adjustments as needed. Good planning and design alone do not ensure good results. Progress towards achieving results needs to be monitored.

Equally no amount of good monitoring alone will correct poorly programmed designs, plans and results. Information from systematic monitoring also provides critical input to evaluation.

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 (2017) 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 (Makokha, 2017)

Serebwa (2017) 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, (2013) 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 guided by Goal setting theory (independent variable) and Expectancy theory (dependent variable).

2.3.1 Goal setting theory

This research was based on John Locke - Goal Setting theory. According to Locke (2007), working towards a goal provides a major source of motivation for superior performance as well as challenging and specific goals accompanied by feedback lead to higher levels of individual and group performance. This theory explains that people with their own customized goals perform better than others because of their differences in direct motivation toward their own goals. In the 1990s, Locke and Latham collaborated and published a Theory of Goal Setting & Task Performance, which expanded on 1968's Goal setting theory and became a key manual for employee engagement. The theory highlighted the importance of considering the whole journey of completing a goal and not just the other outcome. The theory makes the workers (teachers) discover new and better approaches to doing their job effectively and efficiently. It also concurred that obligation on goals was going to be high when goals are not forced on employees. Gomes & Ramao (2014), found that performance management is a goal-oriented concept, directed toward ensuring the organizational processes are in place to maximize the productivity of teachers.

Lastly, when goals are specific and teachers are involved in setting them, productivity increases. This thus raises the teachers' drive, gives competence in work and raises self-esteem which additionally energizes the need for self-improvement.

2.3.2 Expectancy theory

Vroom (1964) realized that an employee's desire to perform is based on personal factors such as personality, skills, knowledge, experience and abilities. The theory suggests that although individuals may have different sets of goals they can be motivated if they believe that the favourable performance will result in a desirable reward, the reward will satisfy an important need, and the desire to satisfy the need is strong enough to make the effort worthwhile.

According to Mitchell & Biglan (1971), the theory research supports the idea that individuals can choose to alter inputs based on preferences among desired outcomes in production and the probability of attaining those outcomes at an individual satisfactory level. Studies have shown that each component of expectancy theory- expectancy, instrumentality and valence- is important in determining the extent to which an individual is motivated to increase or decrease professional productivity. Vroom underestimated the fact that employees should feel confident in the process of monitoring in that, if they perform per set targets- they will achieve rewards they value such as bonuses, promotions and salary increases. In conclusion, Vroom stated that the motivation of workers is linked to performance, resources available, the rewards available and the working environment.

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.

2.4 Conceptual Frameworks.

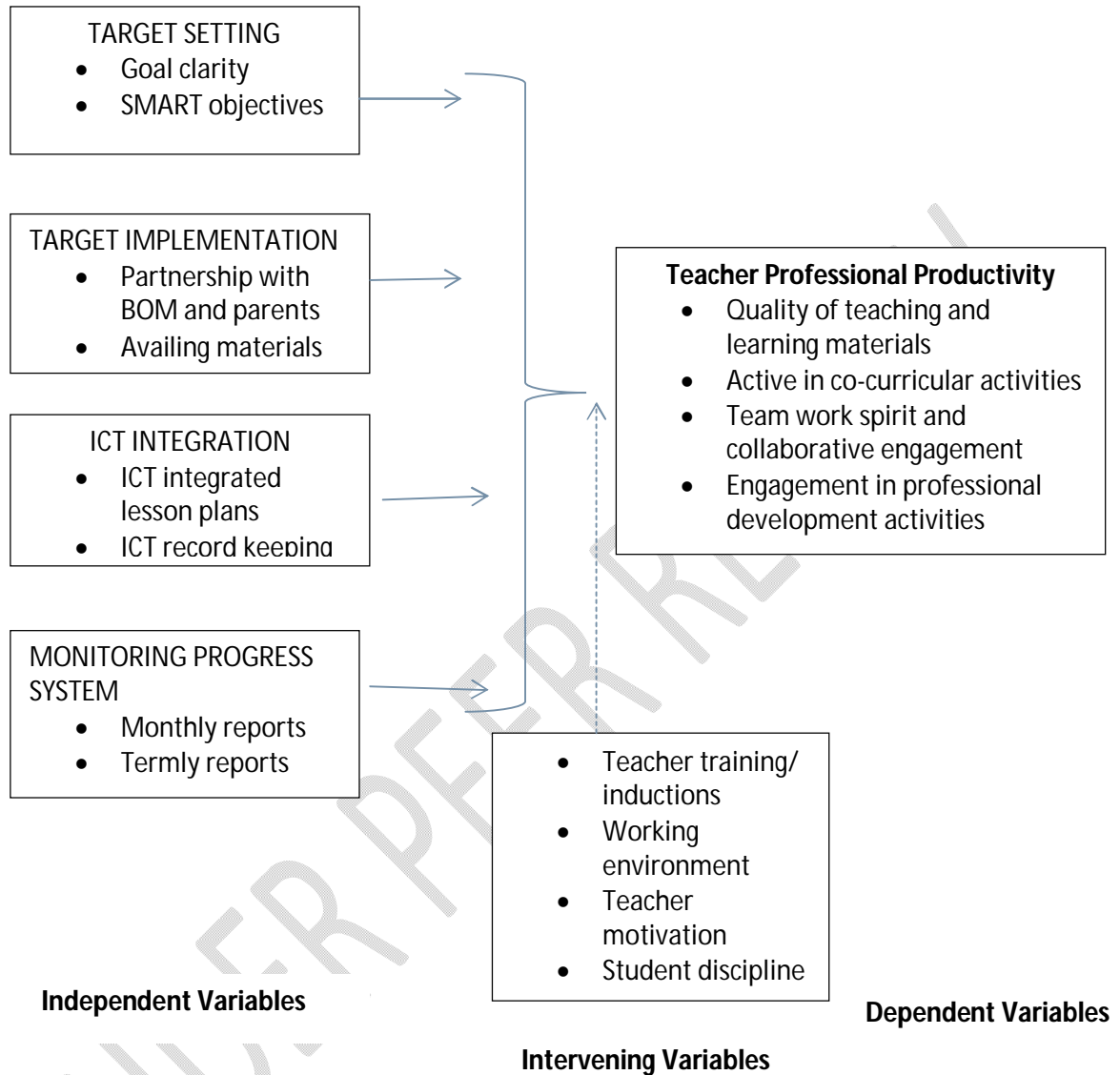


Image: 1 Conceptual Framework

The figure above portrayed the diagrammatic representation of the interaction of variables. The IV of the study is performance contracting in primary schools as derived from vision, mission, strategic plans and service charter. The dependent variable for the study is the teachers' professional productivity indicated by quality teaching and learning materials, high levels of co-curricular activities, teamwork spirit and collaborative engagement.

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

From the empirical studies above, it was clear that target setting, target implementation, ICT integration and

target monitoring played a critical role in performance contracting hence influencing the teacher's professional productivity. The reviewed literature demonstrated the central role of ensuring teachers were involved in target setting to portray commitment and by extension building goal ownership.

Muraguri (2015) in her research evaluated the PC about how teachers perform their job in tertiary institutions found in Nyeri County. The researcher focused on the following variables in support of PC; the procedures, the systems and the policies. Kareithi (2018) focused on how the performance of teachers in secondary schools in Kirinyaga County is influenced by the appraisal system. This researcher focused on the practice of setting goals, the practice of performance feedback and practices in the reward system. Kagema and Irungu (2018) analysed how teachers' performance appraisals influence secondary school teachers' performances in Kenya.

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 (2017) focused on relations between the service delivered by the employees and PC at the University of Kirinyaga in Kenya.

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 review 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. From the studies above there was no single study that compared the relationship between target setting, target implementation, ICT integration and monitoring progress as a single component of a teacher's professional productivity. This study, therefore, sought to fill this knowledge gap by determining the influence of PC on teacher professional productivity in primary schools in the central zone, Kilifi North Sub County.

RESEARCH METHODOLOGY

3.1 Introduction

The chapter presented the description of procedures that were followed in the study to answer the study questions. The following sub-units were described in this order; the research methodology, research design, location of the study, target population, sampling procedures and techniques, sample population, the research instruments, validity and reliability, data collection methods and procedures and lastly data analysis techniques and procedures.

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 (Creswell, 2017). 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. (Creswell, 2017). The triangulation helped in explaining study results on the qualitative data to ensure an in-depth and more unbiased set of findings (Torrance, 2012).

3.4 Location of the study

This research was studied in government-sponsored primary schools in Kilifi County mapped northeast of Mombasa at approximately 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 teacher professional productivity in the County.

3.5 Target population

According to Mugenda & Mugenda (2003), a targeted population is a complete group of individuals bearing some common observable characteristics. The study focused 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 headteachers and 321 teachers at Kibarani and Sokoni wards in the central zone. Teachers and headteachers were sampled using a simple random. Each individual was chosen randomly and entirely by chance, such that each individual had the same probability of being 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 headteachers of the sampled schools served as a representative of the entire population of other headteachers.

Due to their expertise, the SCD and CSO were purposively sampled. The study used Krejcie and Morgan Table in determining the sample size from the targeted population. 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 headteachers SCD, CSO and class teachers.

Chart 1 Sample size

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

Source: TSC CSO office central zone (March 2020)

3.8 Construction of research instruments

Data were collected utilizing two sets of instruments; an interview schedule for Headteachers, CSO, and SCD and a self-scoring questionnaire for teachers.

The interview schedule

This is a set of questions that guide the researcher while interviewing the respondent (Mugenda and Mugenda, 2003). 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 headteachers, CSO and SCD on the influence of PC on teacher's professional productivity

The Questionnaires

According to Kothari (2004), the questionnaires give more straightforward results and are less time-consuming for both the researcher and the participants. To collect adequate data, a structured closed-ended questionnaire

was constructed and was self-administered by the researcher. Amin (2004), the structured closed-ended questionnaire can limit inconsistency and also save time. The Likert scale measurement of Strongly-agree (representing 5), Agree (representing 4), Neutral (representing 3), Disagree (representing 2) and Strongly-disagree (representing 1) were used to have quantities results easier for statistical results.

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

A pilot study was conducted before the main study was carried out. The purpose of the pre-test was to ascertain the clarity and suitability of the instruments and hence make improvements. Kothari (2004) insisted that the piloting instrument aimed to determine whether the data-collecting instruments contained any potential weakness regarding the clarity of questions in addressing the objectives of the study. 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 relevance and accuracy of the research instruments to measure the expected phenomena; is their validity (Zohrabi, 2013).

Questionnaires

The validity of the research instrument study was determined in the following ways, first, the researcher requested expert assistance from the supervisor, lecturers and colleagues. The researcher also focused on content validity which ensured the tools would be formulated relating to the study objectives and measuring indicators.

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).

3.9.2 Reliability

According to Brink (2000), reliability means the likelihood of obtaining the same results when the researcher measures the same variable more than once. Polite and Beck (2004) added that an instrument can be said to be reliable if its measurement accurately reflects the true scores of the attribute under investigation.

Questionnaires

Test re-test approach was used to verify reliability-meaning that the same questionnaire would be administered 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.

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 headteachers and a similar one for CSO and SCD.

3.10 Data collection methods and procedures

This study obtained primary data from the sampled headteachers, 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 (2018) 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 headteachers, CSO and SCD seeking clarification on variables under research.

3.11 Proposed data analysis techniques and procedures

To analyse the collected raw data, the researcher edited the completed questionnaires for completeness and consistency. The data was then coded to enable the responses to be grouped into various categories. Quantitative data was then entered into a computer for analysis. This was done using the Statistical Package for Social Sciences because of its versatility, speed and accuracy to communicate research findings to enable the researcher to analyse the data (Bell, 2007). The qualitative data was organized into major themes and categories based on research objectives.

3.12 Ethical considerations

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. To collect data the researcher sought a permit from NACOSTI and authorizing letter from MKU, and 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 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. Covid-19 was a pandemic which was a concern to all therefore the researcher observed all the laid down MOH guidelines so that participants felt at ease in interacting. Lastly, the researcher acknowledged all the work cited.

RESEARCH FINDINGS, ANALYSIS AND PRESENTATION

4.1 Introduction

The chapter presented the data analysis and interpretation of the study. 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.

Table 1: Response rate

		Frequency	Per cent	Valid %	Cumulative %
Valid	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	

4.3 Demographic Characteristics of the Participants

This study sought to establish the demographic profile of respondents as described below.

4.3.1 Gender Distribution of the Participants

The study established the gender of respondents as indicated in the figures below.

Table 2: Gender distribution

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

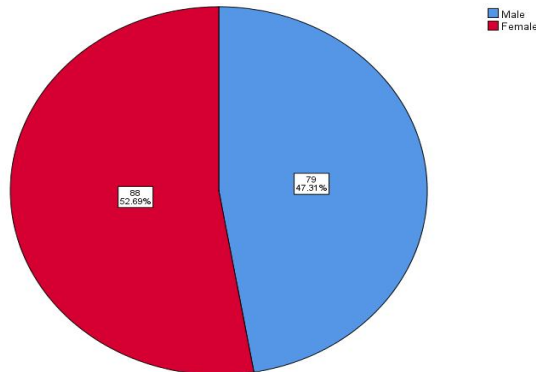


Figure 1: Gender distributions

Based on table 2 and figure 1 above, females made a larger contribution at 52.7% while males' response rate was at 47.3%. This showed that both females and males participated.

4.3.2 Education of participants

The study established the education levels of participants as shown below.

Table 3: education levels

		Freq	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	

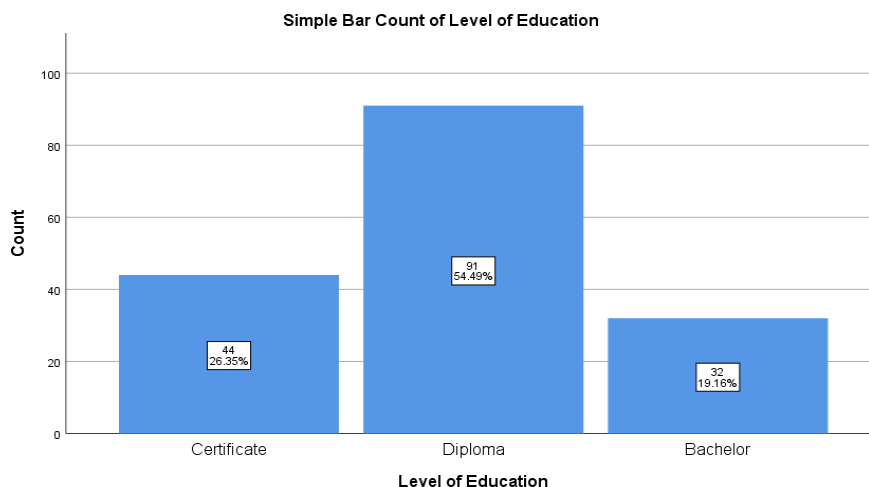


Figure 2: level of education

According to table 3 and figure, 2 above 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

4.3.3 Age distribution of the participants

The study established the age of participants as indicated.

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	

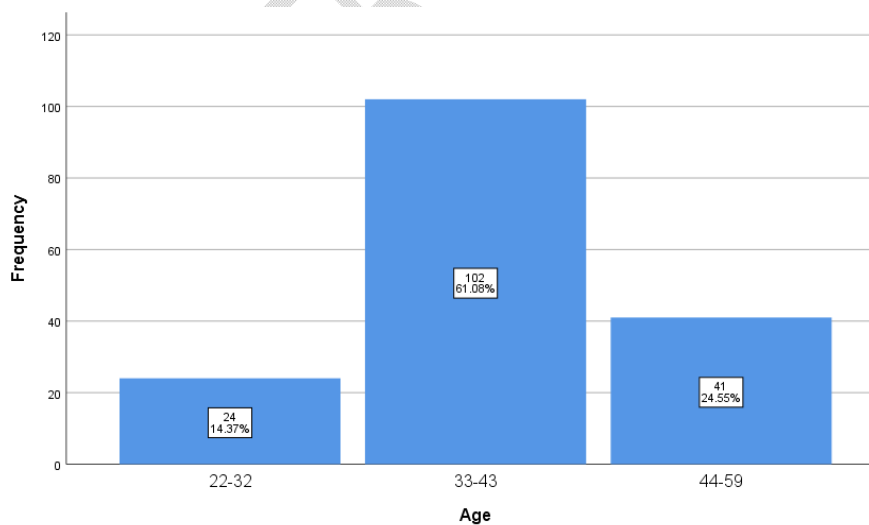


Figure 3: Age Distibution

Focusing on the above table 4 and figure 3 above 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 experienced the influence of PC on teachers' professional productivity.

4.3.4 Years in service

The researcher established the year's participants had served with TSC.

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	

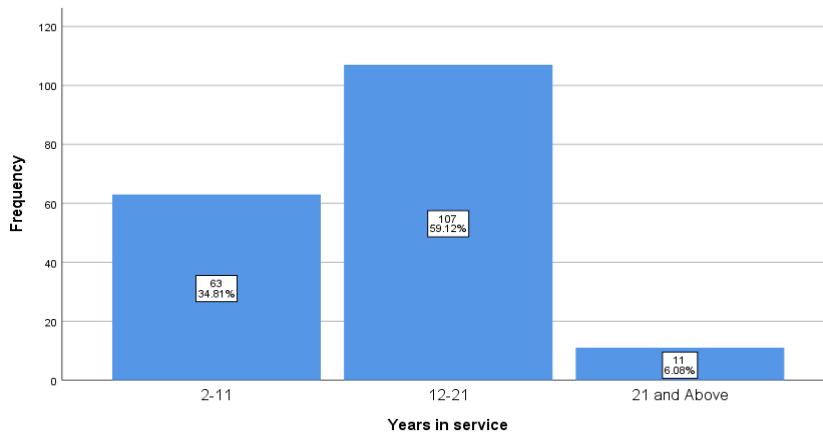


Figure 4: Years of service

Table 5 and figure 4 showed 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

Table 6 Influence of target setting on teachers' professional productivity

	Strongly Disagree	Disagree	Not sure	Agree	Strongly agree
Participating in target-setting performance enhances	0	0	0	85	82

commitment to work	0.0%	0.0%	0.0%	50.9%	49.1%
SMART objectives increase the teacher's output	0	0	20	65	82
	0.0%	0.0%	12.0%	38.9%	49.1%
A clear role description helps the teacher plan well leading to increased outputs	0	0	20	33	114
	0.0%	0.0%	12.0%	19.8%	68.3%
In my opinion teacher's output is influenced by performance contracting	0	0	88	27	52
	0.0%	0.0%	52.7%	16.2%	31.1%
Teachers set goals at the start of every performance contract	0	0	20	89	58
	0.0%	0.0%	12.0%	53.3%	34.7%
Target setting has enhanced teacher's teaching methodologies	0	20	0	63	84
	0.0%	12.0%	0.0%	37.7%	50.3%
The supervisor discusses the school targets regularly with teachers	0	0	50	65	52
	0.0%	0.0%	29.9%	38.9%	31.1%
If teachers participate in setting yearly targets, it makes targets more acceptable leading to increased productivity	0	0	0	115	52
	0.0%	0.0%	0.0%	68.9%	31.1%

Source: Author (2022)

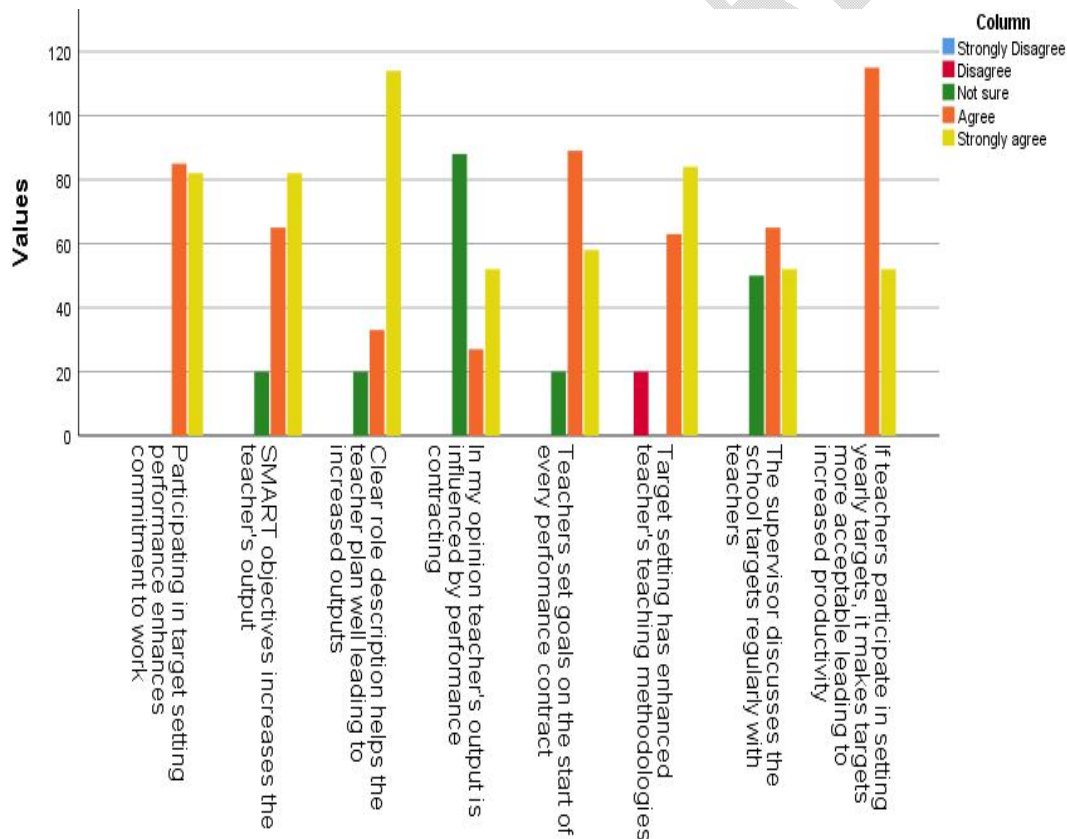


Figure 5: Influence of target setting on teachers' professional productivity

The findings shown in table 6 and figure 5 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 was 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 interviews conducted agreed with the above statements that target settings influenced teachers' performance by making them remain focused throughout the year and all agreed that clear roles reduce conflicts thus increasing productivity. However, the majority of the headteachers differed with the statement that CSO discusses with them the PC before signing.

4.4.2 Influence of target implementation system on teacher professional productivity

Table 7: Influence of target implementation system on teacher professional productivity

	Strongly disagree	Disagree	Not Sure	Agree	Strongly Agree
Training and induction of teachers improve their professional productivity	0 0.0%	0 0.0%	0 0.0%	83 49.7%	84 50.3%
Parents, BOM and teachers partnership enhances the teacher productivity	0 0.0%	0 0.0%	20 12.0%	88 52.7%	59 35.3%
The availability of learning resources increases the implementation of targets	0 0.0%	0 0.0%	20 12.0%	33 19.8%	114 68.3%
A clear process of performance contracting enhances teamwork spirit	0 0.0%	0 0.0%	20 12.0%	122 73.1%	25 15.0%
Observing teachers perform their tasks enables high output	20 12.0%	30 18.0%	25 15.0%	92 55.1%	0 0.0%
Teachers participate in co-curricular activities	0 0.0%	0 0.0%	0 0.0%	167 100.0%	0 0.0%
Identification of performance gaps is important to task completion	0 0.0%	0 0.0%	50 29.9%	90 53.9%	27 16.2%

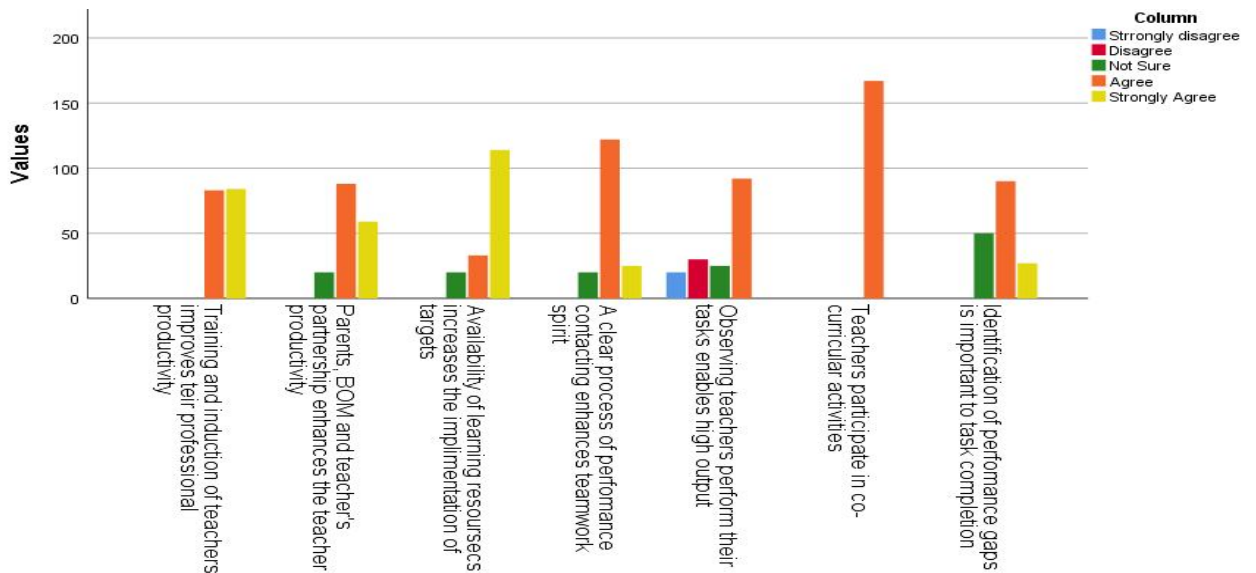


Figure 6: Influence of target implementation system on teacher professional productivity

In the first statement as indicated in figure 6 and table 7, 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. The analysis for the sixth statement showed that all teachers agreed that they participated in co-curricular activities at school levels and beyond. 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 timely 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 that observing them as they perform tasks would result in high output

4.4.3 Influence of ICT integration on teacher professional productivity

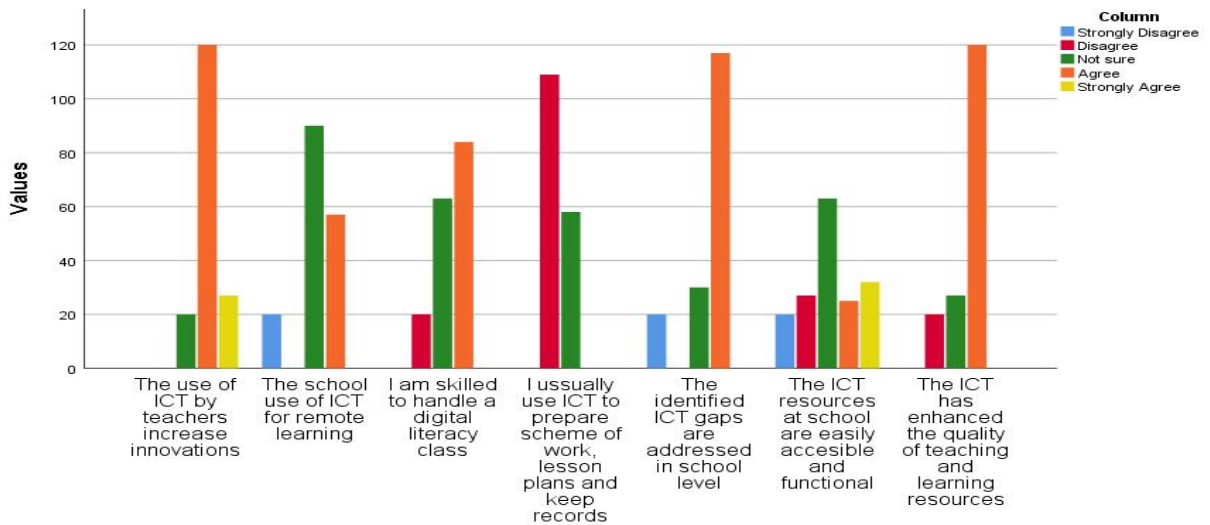


Figure 7: Influence of ICT integration on teacher professional productivity

Table 8: 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 (listwise)	167				

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 statement about whether the teacher was skilled to handle a digital literacy class had a mean of 3.38; this meant that the majority of the teachers agreed that they have the necessary skills to handle a digital literacy class. The response from the fourth statement with a mean of 2.35 showed that the majority of the teachers did not leverage ICT to prepare their schemes of work, lesson plans or for record keeping. From the analysis of the fifth statement, the mean of 3.46 showed that the majority of the teachers agreed that the ICT gaps were identified at the school level. Analyses of the sixth statement showed that the majority of the teachers were not sure that ICT resources were easily accessible and functional.

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 did not use ICT to prepare schemes of work, lesson plans and keeping records.

4.4.4 Influence of target monitoring progress system on teacher professional productivity

Table 9: 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 performance contracting process increases productivity	0 0.0%	20 12.0%	0 0.0%	90 53.9%	57 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%

Table 10: 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

In the findings in table 10 above, the primary school teachers agreed that appropriate and timely feedback on monitoring contributed to higher productivity, the mean response was 4.17. The teacher teachers strongly agreed (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 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 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 also agreed (mean 4.10) that they always achieve the goals set in co-curricular activities, this was however the lowest mean in the variable.

In the last statement majority of teachers strongly agreed (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 findings realised that the zones for monitoring field officers are still large and inaccessible.

4.5 Test of normality

The study used graphical normality test methods to test the normality of sample data. This was presented in table 11 and four figures below.

Table 11: 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

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.

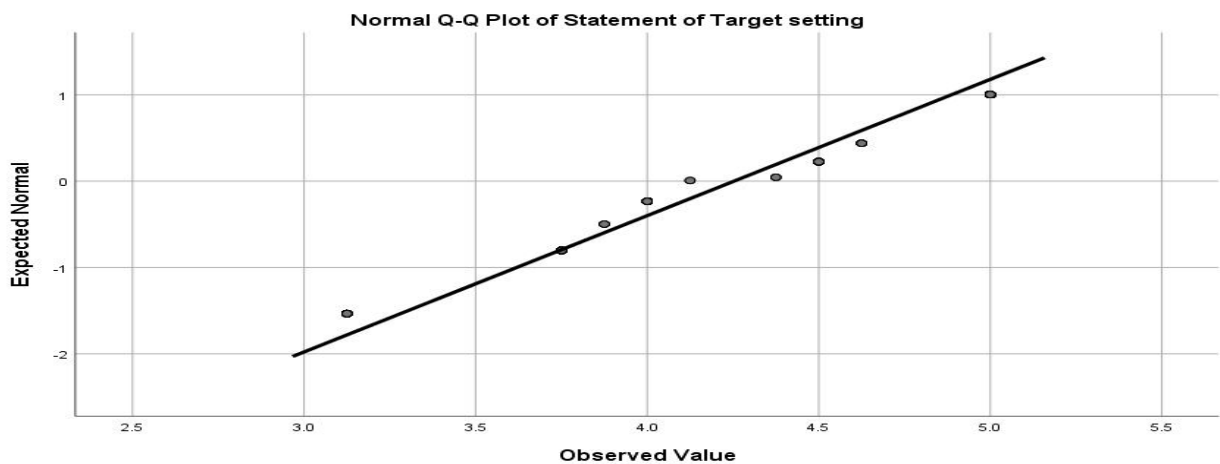


Figure 7: Normal Q-Q Plot of a statement of Target setting

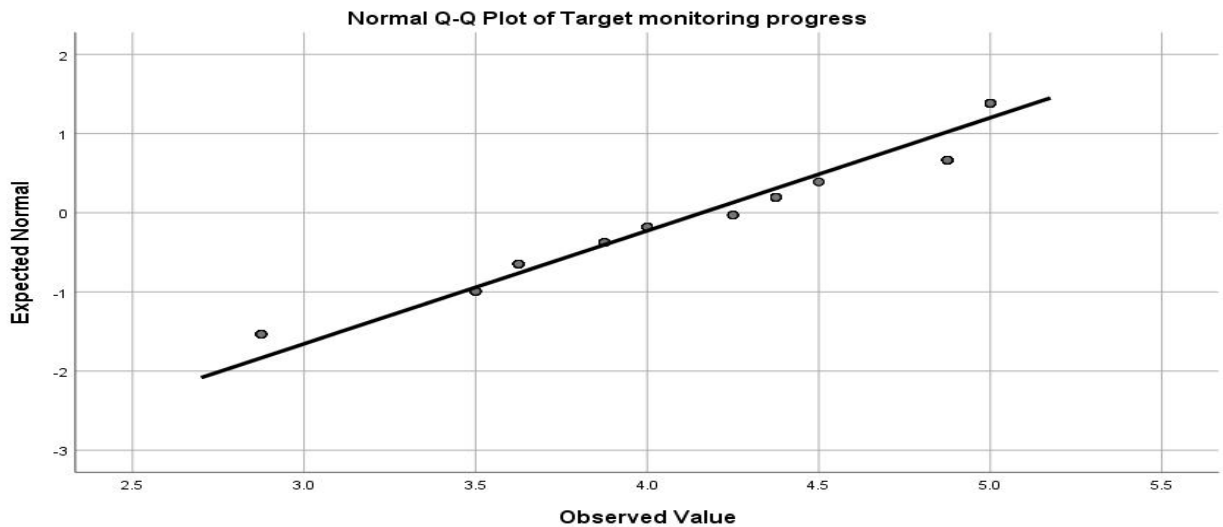


Figure 8: Normal Q-Q Plot of a statement of Target monitoring progress

SUMMARY OF FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The chapter presented a summary and discussion of the findings, conclusions and recommendations of the study based on the study objectives. In addition, it gave areas for further research. 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

This section provided a summary of the key findings of the study and a discussion of findings based on the study objectives.

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 that they participated in setting goals at the beginning of the year which enhanced commitment to work; SMART objectives increased their output and noticeable of them differed from the statement; clear role description helped teachers to plan well hence increased output; target setting enhanced teaching methodologies and a noticeable 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. The findings concurred with Kareithi (2018) and Mazzotti et al (2016) who realised the effectiveness of target setting in enhancing teachers' professional productivity.

The finding also concurred with Choon and Cheng (2016) who stated that goal setting positively influenced employees' performance and eventually enhanced 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 that when they are trained and inducted it improves their professional productivity; availability of learning resources increased the implementation of targets; a clear process of performance contracting enhances team spirit; teachers participated in co-curricular activities; identification of performance gaps was important to task completion. However, they were not sure 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 importantly good quality working environment enabled teachers to complete their tasks on time. This implied that target monitoring progress as a performance contracting system was integral in the effort to improve teachers' professional productivity in primary 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 Recommendation

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.

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.

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 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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APPENDIX I: 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 II: 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 participating 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 III: 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 headteachers involved in PC target setting?.....
- c) Does PC influence teacher performance, If yes explain
- d) Do you discuss the PC targets with the headteachers.....
- e) In your opinion does involving headteachers 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 IV: 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 V: 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