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The Influence of Monitoring Instructional Assessment on Teachers' Performance in Public Secondary Schools in Kericho County.

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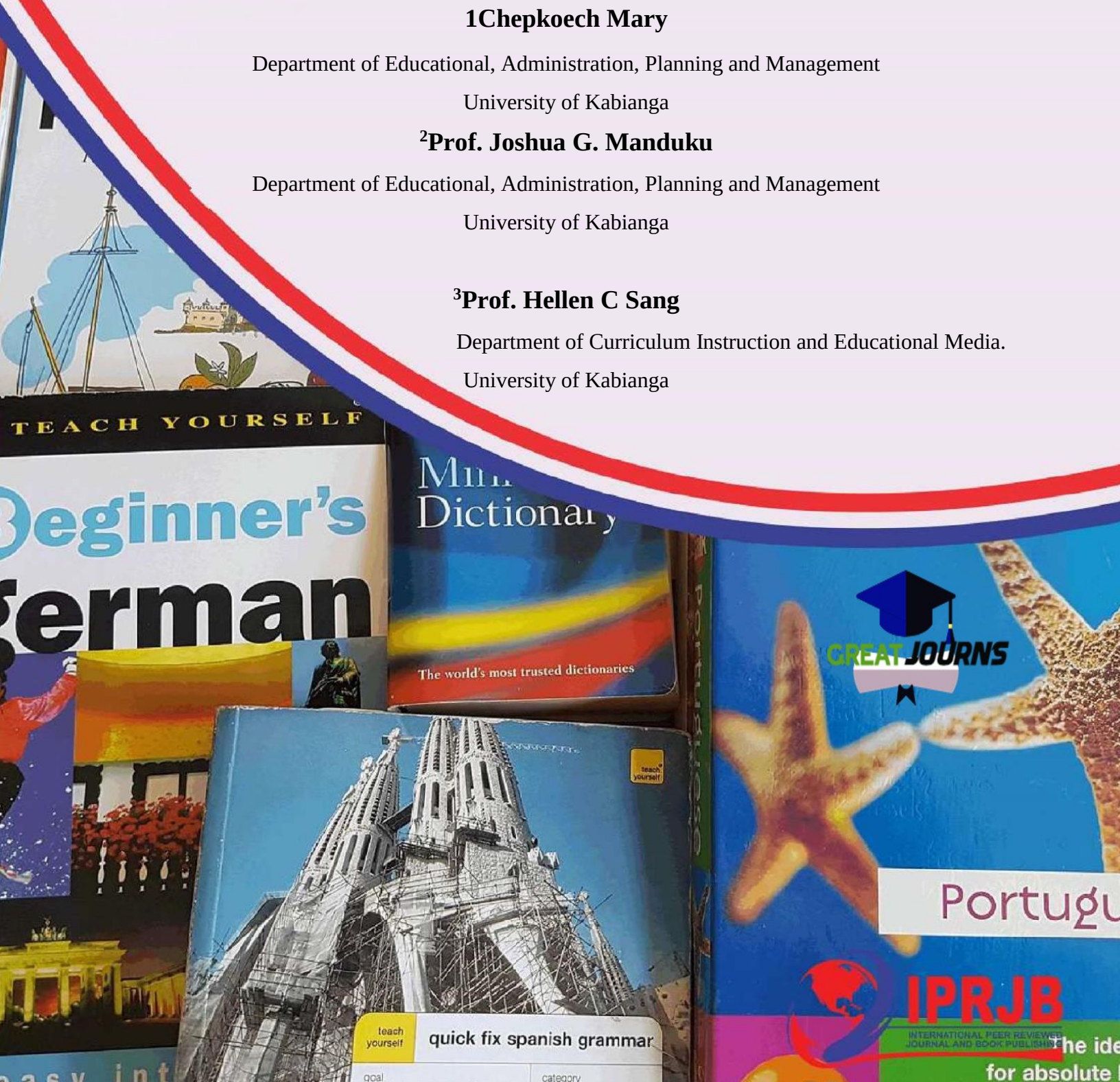

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ABSTRACT

Educational institutions in Kenya are mandated to provide quality services that enhance learners' outcomes. In pursuit of this goal, the education sector has undergone significant reforms, similar to other public sector agencies. One of the most notable reforms is the introduction of performance contracting in schools, aimed at improving accountability and overall institutional performance. This study therefore sought to investigate Influence of Monitoring Instructional Assessment on Teachers' Performance in Public Secondary Schools in Kericho County**.**The target population comprised 261 principals and 754 teachers drawn from 241 public secondary schools. A sample of 150 principals and 261 teachers was selected using the Mugenda and Mugenda sampling approach, employing both stratified and simple random sampling techniques to ensure representativeness. Data were collected using structured questionnaires administered to principals, teachers and an observation checklist designed to address the research objectives. The validity of the research instruments was established through expert review and guidance from supervisors, while reliability was determined through pilot testing conducted in neighboring Bomet County using 10% of the sample size and a Chronbach alpha of 0.893 was obtined. Data were analyzed using descriptive statistical techniques. Descriptive analysis revealed that monitoring of instructional assessment, school management practices, collaborative planning, and professional development positively influenced teachers' performance. Inferential analysis using regression indicated that principals' performance contracting explained 54.9% of the variance in teachers' performance, $R^2 = 0.549$. The study concluded that school management practices and professional development exerted the strongest influence on teacher performance. It is recommended that principals adopt a holistic approach integrating monitoring, management. The findings of this study are expected to provide valuable insights to key stakeholders, including public secondary schools, the Teachers Service Commission.

Key words: ***Monitoring Instructional, Teachers' Performance & Public Secondary Schools***

1.0 INTRODUCTION

Performance management is a fundamental tool for the delivery of improved public services. The introduction of performance measurement systems in the public sector led to the adoption of performance contracting (PC) as a key management instrument in public agencies. Performance contracting is a form of performance measurement that has existed for a considerable period and has been widely promoted as an effective approach to improving organizational performance globally, not only in public enterprises but also in government departments. As an agreement between the government and a public agency, a performance contract establishes general goals for the agency, sets measurable performance targets, and provides incentives for achieving the agreed objectives (Joskow, 2024).

Performance contracting is rooted in management science, particularly within the Management Control Systems framework. It refers to a contractual arrangement in which an organization commits to delivering specified services according to agreed targets, within a defined time frame, and using stipulated resources and performance standards. A performance contract therefore serves as a written statement of expectations between managers and employees, outlining key responsibilities, performance standards, and commitments for a given period.

Typically, performance contracting involves two principal elements: clearly defined responsibilities and explicit performance standards against which achievement is assessed.

Historically, the concept of performance contracting can be traced to France following the publication of the Nora Report in 1967, which recommended reforms in the management of state-owned enterprises through the use of performance-based agreements between governments and public managers. The concept later gained prominence in the United States with the enactment of the Government Performance and Results Act (GPRA) of 1993, which institutionalized results-oriented management and accountability within public sector organizations. Over time, performance contracting became a central feature of New Public Management reforms and is currently implemented across most member countries of the Organisation for Economic Co-operation and Development (OECD) as a mechanism for enhancing efficiency, transparency, and accountability in public service delivery (OECD, 2023).

Globally, performance contracting has been widely adopted as a public sector reform mechanism aimed at enhancing efficiency, accountability, and service delivery in public enterprises, government departments, and non-governmental organizations. Evidence from recent international public management reviews indicates that countries such as France, Pakistan, South Korea, Malaysia, and India have implemented performance contracting frameworks as part of broader results-based management and New Public Management reforms (OECD, 2023; World Bank, 2022). In Latin America, performance contracts have similarly been applied across multiple sectors in countries including Argentina, Brazil, Bolivia, and Venezuela, reflecting the growing institutionalization of performance-based governance models in the region (OECD, 2023).

However, empirical evidence shows that the success of performance contracting varies significantly across contexts. In several developing countries, weak institutional capacity, inadequate implementation structures, and limited stakeholder preparedness have constrained the effectiveness of performance contracts, leading to mixed or unsuccessful outcomes (Álvarez-Otero et al., 2024; World Bank, 2022). These experiences demonstrate that while performance contracting has achieved global diffusion, its effectiveness is highly dependent on country-specific institutional, administrative, and governance conditions.

In the education sector, performance contracting has been adopted in several countries, including the United States, England, Singapore, Sweden, Finland, and New Zealand, as part of broader accountability and results-based management reforms aimed at improving educational outcomes. Comparative education policy analyses indicate that these countries have integrated performance contracts into school governance systems to strengthen accountability, clarify performance expectations, and align educational inputs with measurable outcomes (OECD, 2023; World Bank, 2022).

In the United States, performance contracting is relatively well established across multiple states, with school boards frequently acting as performance contract managers responsible for setting targets and monitoring outcomes (Darling-Hammond et al., 2023). Initial implementation efforts encountered resistance from teachers' unions and professional associations, largely due to concerns about fairness, measurement validity, and the linkage between pay and student test

scores; however, subsequent policy adjustments and stakeholder engagement helped mitigate some of these challenges (OECD, 2023). Despite its widespread adoption, empirical evidence on the effectiveness of performance contracting in education remains mixed.

Recent evaluations show inconsistent impacts on teacher motivation and student achievement, with some studies reporting negligible or no improvement in learning outcomes (World Bank, 2022). For instance, an evaluation of a 2022 teacher incentive program in Texas that linked compensation to student achievement gains found no statistically significant improvement in student performance (Darling-Hammond et al., 2023). Nonetheless, recent scholarship suggests that the limitations of performance-based compensation systems are not inherent to the model itself but rather to weaknesses in design and implementation. Joskow (2024) argues that when performance contracts are carefully structured, context-sensitive, and supported by robust monitoring mechanisms, many of the commonly cited objections can be effectively addressed.

Regionally, the education sector in many African countries continues to face numerous challenges that constrain effective service delivery. These challenges include shortages of qualified personnel, inadequate competencies, weak accountability mechanisms, and inappropriate professional mindsets. According to UNESCO reports, the World Education Forum held in Dakar, Senegal, emphasized improving all aspects of educational quality as a core pillar of the Education for All (EFA) agenda, with the aim of ensuring measurable learning outcomes for all learners (Carney, 2022).

In East Africa, countries such as Uganda, Rwanda, and Tanzania have expressed interest in Kenya's performance contracting model, particularly following Kenya's recognition in the 2007 United Nations Public Service Awards for improving transparency, accountability, and responsiveness in public service delivery. In Kenya, performance contracting was formally integrated into the education sector in 2014 following the Kenya Economic Survey. During this period, education sector funding increased significantly, with recurrent expenditure rising from 35 percent of the public sector recurrent budget in 2000 to 39 percent in 2004. Consequently, stakeholders and development partners increasingly demanded evidence of effective and accountable utilization of educational resources.

The promulgation of the 2010 Constitution of Kenya marked a significant shift in the education sector, introducing reforms aimed at improving access, equity, and quality of education. The enactment of the Basic Education Act of 2013 made basic education compulsory and reaffirmed the government's commitment to providing quality education to all citizens. Curriculum development across all levels of education is coordinated by the Kenya Institute of Curriculum Development (KICD) under the Ministry of Education to ensure standardized and quality learning outcomes nationwide.

Currently, Kenya is implementing the Competency-Based Curriculum (CBC), structured as a 2-6-3-3-3 system, to replace the 8-4-4 system that had been in place for over three decades. This reform represents the third major education system change since independence, following the earlier 7-4-2-3 system, which was deemed unsuitable due to evolving global labor market demands and technological advancements (Wanjala, 2019). Beyond legal and policy reforms, performance has remained a central concern for education policymakers and practitioners. Mulei

and Orodho (2014) argue that performance contracting emerged as a critical management tool aimed at enhancing accountability and ensuring that human resources in the public sector achieve set performance targets through systematic goal setting.

Performance is a multidimensional concept encompassing academic, financial, functional, and organizational growth dimensions. In the context of this study, performance is primarily examined within public secondary schools, with emphasis placed on academic outcomes as the core mandate of these institutions. Performance contracting measures achievement against agreed targets specified in the contract. In Kenya, performance contracting represents an agreement between the government and state agencies including government institutions and public schools stipulating quantified service delivery targets to be achieved within a given fiscal year, against which actual performance is evaluated (Mulei & Orodho, 2014).

Setting performance targets plays a critical role in performance contracting by establishing standards for accountability while also supporting motivation, promotion, career development, and reward systems (Mauya, 2015). Studies suggest that high-performing teams are characterized by results-oriented leadership and employee involvement in goal-setting processes (Amah, Nwuche, & Chukuigwe, 2013). In the education sector, goal-setting has been associated with improved student academic performance, as evidenced in studies conducted in Nigeria (Abe, Iloguh, & Madueke, 2014). Monitoring and evaluation are therefore essential processes in secondary schools to ensure that set objectives are achieved.

While much of the empirical literature treats monitoring as a project management function, it is equally relevant within school management contexts. In secondary schools, monitoring activities are primarily conducted by principals and focus on teacher attendance, classroom instruction, and achievement of instructional objectives. Njeru and Luketero (2018) observe that effective monitoring in schools incorporates management by objectives, staff involvement, and systematic evaluation processes.

Teacher appraisal is an integral component of performance contracting, as it involves comparing actual performance against set targets. Appraisal serves both evaluative and developmental purposes, including informing decisions related to rewards, promotions, and professional growth. However, Mutisya (2023) notes that in many organizations, appraisal is often conducted primarily for promotion purposes rather than as a tool for enhancing sustainable performance and service delivery quality.

Despite the introduction of performance contracting and other education reforms, academic performance in Kericho County, like in many other counties in Kenya, has continued to decline. This decline could be attributed to factors such as stricter examination management, systemic changes in secondary education, curriculum reforms, and increased accountability demands on school principals (Wanjala, 2019). Notwithstanding these policy interventions, evidence of significant improvement in academic performance remains limited, thereby justifying the need for the present study.

1.2 Statement of the Problem

Teacher performance remained a critical determinant of educational quality and student academic achievement in public secondary schools. Effective teacher performance was reflected through proper lesson delivery, timely syllabus coverage, effective classroom management, accurate learner assessment, and professional commitment. To enhance teacher effectiveness, school administrators were expected to continuously monitor instructional assessment practices through classroom observations, review of professional records, analysis of examination results, and provision of feedback to teachers.Despite the existence of these monitoring mechanisms, public secondary schools in Kericho County continued to experience variations in teacher performance and student academic outcomes. Some schools consistently recorded satisfactory academic performance while others registered poor results, suggesting possible inconsistencies in the implementation and effectiveness of instructional assessment monitoring. In some instances, inadequate supervision of assessment activities resulted in delayed feedback to learners, incomplete syllabus coverage, poor record keeping, and reduced accountability among teachers.Although the Ministry of Education and school management had emphasized instructional supervision as a strategy for improving educational outcomes, it was not clear whether monitoring instructional assessment had significantly influenced teachers' performance in public secondary schools in Kericho County. Furthermore, previous studies had largely focused on instructional supervision and teacher performance in other regions, leaving limited empirical evidence on the specific role of instructional assessment monitoring within the county. Consequently, this study sought to examine the influence of monitoring instructional assessment on teachers' performance in public secondary schools in Kericho County.

1.3 Objective of the Study

The study was to investigate the Influence of Monitoring Instructional Assessment on Teachers' Performance in Public Secondary Schools in Kericho County.

1.4 Significance of the Study

The findings of this study will be beneficial to school principals and administrators by providing insights into the importance of monitoring instructional assessment in enhancing teachers' performance. The study will help school managers strengthen supervision practices, improve accountability among teachers, and promote effective teaching and learning processes within public secondary schools. The Ministry of Education and educational policymakers may benefit from the study by obtaining empirical evidence on the role of instructional assessment monitoring in improving teacher performance. The findings will assist in the formulation and implementation of policies aimed at strengthening instructional supervision and quality assurance in secondary schools.

Teachers will benefit from the study through a better understanding of how instructional assessment monitoring contributes to professional growth, improved instructional practices, and enhanced learner outcomes. The findings will encourage teachers to embrace assessment

monitoring as a tool for continuous improvement rather than as a fault-finding exercise. The study will be useful to Quality Assurance and Standards Officers by providing information that will guide the development of effective monitoring strategies and support mechanisms for teachers. This will contribute to improved educational standards and overall school performance. Researchers and scholars may benefit from the study as it will add to the existing body of knowledge on instructional assessment monitoring and teacher performance. The findings will serve as a reference for future studies in educational management, instructional supervision, and teacher effectiveness in Kenya and beyond.

II: LITERATURE REVIEW

2.1 Monitoring instructional assessment and Teacher Performance

In the context of education monitoring entails assessment and control. These can be continuous, intermediate, or final assessments to indicate progress in achieving learning goals (Komar, et al 2019). According to Ferdaus (2016), monitoring is a constitutive part of all projects/programs that keeps watch on progress and development and failures in current and future development. In scientific terms, "monitoring" is described as a network of continuous, interim, and summary evaluation as well as systematic assessment of a project or program (Mertens, 2019). According to Eddy et al. (2016), monitoring entails tracing information gathered within the school through quantitative as well as empirical methods, primarily numerical information that is then applied in evaluating the performance of the school against the set criteria so as to know the standard. Monitoring is a system-level process designed specifically to gather and give report about information concerning the organization, structure, and functioning of schools. Monitoring involves 'input' or administrative data, as well as data that trace the performance information such as school report cards.

According to Ferdaus (2016), monitoring helps to make decisions on time, assures accountability, and provides a basis for evaluation. Monitoring is the process of collecting and analyzing a project-related activity information to measure the effectiveness of interventions that meet the stated objectives and to take appropriate steps to ensure that the project is followed (Amin et al., 2023). Bibi et al., (2024) did a study on classroom assessment, literacy, and practices of teachers in Pakistan. The study established that for efficiency in teaching and learning processes and for quality outcomes, assessments are the very key. The outcome indicated that the teachers use moderate levels of assessment and use traditional assessment strategies. In addition, most teachers were observed to possess inadequate knowledge and skills in choosing and crafting suitable tools for assessment.

Maluleke et al., (2022) did a study to survey school managers' role in curriculum delivery in teaching and learning processes. This study examined the school administrators' role in implementing the curriculum to promote learners' academic excellence in Vhembe district of Limpopo province. The study was conducted using five underperforming schools and five well-performing schools. The study's findings showed that the principal from the best schools had a strong system of assessment to keep pupils constantly screened, completion of syllabus before the end of June, and high academic attendance by teachers. While poorly performing schools had weak monitoring systems for written work, syllabus completion after June, and low attendance

rates for teachers. The study suggested that the principal should improve their teacher monitoring by having frequent mandatory accountability meetings with principals to improve student academic performance.

According to Otieno, and Magoma, (2022), testing, managing, and feedback serve different purposes. First, learners should use their feedback to improve their ability within a given time. They also give essential principals to planning and teaching for the future. In fact, they value the dialogue between the teacher and the student. Testing teacher marking and feedback should act as a springboard for learners to further their learning. The broad purpose of effective testing, marking and feedback is to involve students actively in the process by taking the appropriate steps to enhance their learning. Testing, marking, and feedback give a vivid framework within which the learning objective can be set and the students' progress against this accuracy. The level and frequency of marking, reporting and assessment can be addressed by temporarily marking posts that will have a specific focus on the whole school and department.

Akpalu et al. (2025) did a study on the influence of school heads' direct supervision on teacher performance in public senior high schools, Ghana. The research study observed that teachers in most schools are required to document learners' continuing assessment records, particularly for feedback required every term before the school opens for the next period. Those who did not meet the prescribed deadlines were warned by the principal and treated as the first offense. The study recommended that school leaders be interested in examining student performance records, assignments and examinations to ensure that teachers are effective in carrying out teaching activities. Principals can monitor their teachers' performance; hence academic improvement can be achieved in Kericho County.

III: RESEARCH METHODOLOGY

3.2 Research Design

This study adopted a correlational research design. A correlational design involves the systematic collection and analysis of data to establish the nature and strength of relationships among variables without manipulating them (Creswell, 2022). The design is appropriate for studies that seek to determine the extent to which variations in one variable are associated with variations in another within a natural setting.

The choice of a correlational research design was informed by the objectives of this study, which focused on examining the relationship between principals' performance contracting practices ,namely monitoring of instructional assessment, school management practices, collaborative planning, and professional development and teachers' performance in public secondary schools in Kericho County. This design enabled the researcher to analyze how these independent variables are related to the dependent variable without introducing any form of experimental control or intervention.

Additionally, the correlational approach allows for the quantification of relationships using statistical techniques such as correlation and regression analysis, thereby providing empirical evidence on the direction and magnitude of the associations among the study variables. This makes it particularly suitable for the current study, which goes beyond mere description to

establish whether significant relationships exist between principals' performance contracting practices and teachers' performance.

3.3 Location of the Study

This study was conducted in Kericho County, Kenya. The county is situated in the west of the Kenyan Rift Valley and it is known for its expansive tea plantations and varied topography. The county comprises six sub-counties: Bureti, Belgut, Ainamoi, Soin/Sigowet, Kipkelion East, and Kipkelion West. Each of this sub counties have a mix of rural and urban communities. According to the Basic Education Statistical Booklet published by the Ministry of Education, Kericho County has a total of 241 public secondary schools (MoE,2020).

The County was selected as the study location for two reasons. First, its combination of rural and urban schools offers a representative context for exploring how principals' performance contracting is implemented across different settings, where factors such as resource availability, community expectations, and management challenges can vary significantly. Secondly, existing research on performance contracting in other counties of Kenya such as studies in Westland Sub-County, Nairobi County and Trans-Nzoia County has highlighted challenges and gaps in implementation and recommended further research in different geographical regions for further insights.

For instance, a study in Westland Sub-County noted limited teacher familiarity with performance contracting and resource constraints affecting its effectiveness and therefore recommended further studies to capture diverse school realities (Anuna, 2023). Another study in Trans-Nzoia County found mixed perceptions and called for further research on performance contracting processes, particularly the working relationship between parties to the contract to better inform policy and practice (Omuse, 2018).

3.4 Target Population

The target population of this study comprised of all principals and teachers from public secondary schools in Kericho County. According to the Ministry of Education (2020), Kericho County has 241 public secondary schools, with an estimated total of 42,965 students and 754 (Teachers Service Commission (TSC) teachers 2025: Ngeno, 2025).

The schools are distributed across six sub-counties: Bureti, Belgut, Ainamoi, Soin/Sigowet, Kipkelion West, and Kipkelion East. Principals and teachers are selected as the target population because they are the primary stakeholders involved in the implementation and experience of performance contracting. They possess direct knowledge and practical experience of how the contracts are executed and how they influence teacher performance. This population is therefore suited to provide relevant, credible, and comprehensive information needed to achieve the objectives of the study.

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Table 3.1 Target Population

Sub-County	Number of Public Schools	Number Teachers
Bureti	55	172
Belgut	30	94
Ainamoi	32	100
Soin/Sigowet	28	88
Kipkelion West	33	103
Kipkelion East	63	197
Total	241	754

Source: Ministry of Education (2022)

3.5 Sampling Size and Sampling Procedures

Sampling refers to the process of selecting a portion of the population to represent the entire population in a study (Creswell, 2022). This study employed a stratified random sampling technique. The technique is appropriate because the population is spread across six sub-counties in Kericho County, and the schools vary in size, enrolment, and staffing levels. Stratification ensures that both rural and urban schools are proportionally represented thus reducing sampling bias and increasing the generalizability of the findings.

The sample size was determined using the Mugenda and Mugenda (2013) formula for quantitative studies. The formula is given as:

$$n = \frac{N}{1+Ne^2}$$

In the formula;

N = population size

n = sample size

e = margin of error

The level of precision or margin of error (e) desired for the estimate:

e = 0.05

For teachers, when the values are substituted into the formula we get;

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n = N / (1 + Ne^2) = 754 / (1 + 754(0.0025) = 754 / (1 + 1.885)

= 754 / 2.885

n = 261

For principals, when the values are substituted into the formula we get;

n = N / (1 + Ne^2) = 241 / (1 + 241(0.0025) = 241 / (1 + 0.6025)

= 241 / 1.6025

n = 150

Thus, the sample included approximately 261 teachers and 150 principals.

Proportional allocation was then be applied to each sub-county based on the number of schools, ensuring that larger sub-counties contribute proportionally more respondents than smaller ones.

Table 3.2: Sample Size for Teachers and Principals

Sub-County	Number of Principals	Sample of Principals	Number of Teachers	Sample of Teachers
Bureti	55	34	172	60
Belgut	30	19	94	33
Ainamoi	32	20	100	35
Soin/Sigowet	28	17	88	31
Kipkelion West	33	21	103	36
Kipkelion East	63	39	197	66
Total	241	150	754	261

3.6 Data Collection Instrument

Data for this study were collected using structured questionnaires administered to both principals and teachers, alongside an observation checklist. The questionnaires comprised both closed-ended and structured items, allowing for the collection of standardized responses while also providing respondents with the opportunity to express their views more freely. As noted by Ranganathan and Caduff (2023), structured questions can elicit more detailed and unrestricted responses from participants.

The questionnaire was organized into distinct sections to ensure clarity and alignment with the study objectives. The first section captured the demographic characteristics of the respondents. Subsequent sections were structured in accordance with the research objectives: Section B focused on respondents' familiarity with the performance contracting document, while Section C

addressed issues related to training on performance contracting. Additional sections examined key variables of the study, including monitoring of instructional assessment, school management practices, collaborative planning, and professional development as they relate to teachers' performance.

An observation checklist was used to complement the questionnaire data by providing objective verification of the availability and utilization of school resources that support teachers' performance. This triangulation of instruments enhanced the reliability and comprehensiveness of the data collected.

3.6.1 Validity of the Research Instrument

Validity refers to the extent to which a research instrument accurately measures what it is intended to measure, thereby ensuring the credibility and meaningfulness of the study findings (Kothari, 2004). In this study, the validity of the research instruments were established through content validity, construct validity, and face validity, which are widely applied in educational research.

Content validity was ensured by examining whether the items in the questionnaire adequately cover all the study variables and objectives. To achieve this, the research instruments were presented to the university supervisors and other experts in educational management for review. Their feedback guided the refinement of the instruments to ensure that all key aspects of principals' performance contracting and teachers' performance were sufficiently represented.

Construct validity was established by aligning the questionnaire items with the theoretical framework and concepts underpinning the study. Each construct was operationalized into measurable indicators derived from the literature to ensure that the instruments accurately capture the underlying concepts being investigated. This alignment helped confirm that the instruments measured the intended constructs and not unrelated attributes.

Face validity was assessed during the pilot study by evaluating the clarity, wording, and relevance of the questionnaire items. Respondents in the pilot test were asked to indicate whether the questions appear clear, understandable, and appropriate to the study context. The obtained feedback was used to revise ambiguous or misleading items before the main data collection.

3.6.2 Reliability of the Research Instrument

Reliability refers to the degree to which a research instrument consistently measures the same constructs and produces stable and dependable results when administered under similar conditions. In this study, the reliability of the research instruments was assessed through a pilot study involving 10% of the determined sample size, that is using 15 principals and 26 teachers from 15 schools. According to Kothari, (2017), this proportion is considered adequate for testing the consistency of research instruments in quantitative studies.

The pilot study was conducted in public secondary schools in the neighboring Bomet County, which shares comparable socio-economic, administrative, and educational characteristics with Kericho County. Bomet County was considered ideal for piloting as it will help minimizes the risk of contaminating the main study sample while still providing a context that closely mirrors the actual study setting.

The obtained data from the pilot study was subjected to Cronbach's Alpha coefficient to determine the internal consistency of the research instruments. Cronbach's Alpha was appropriate for measuring the reliability of instruments that utilize Likert-type scales (Kothari, 2017). A Cronbach's Alpha coefficient of 0.70 and above is considered acceptable and indicative of adequate reliability. The values below this threshold necessitate revision or removal of poorly performing items to improve consistency (Mugenda & Mugenda, 2013).

3.7 Data Collection Procedures.

Prior to data collection, the researcher obtained an introductory letter from the School of Education at the University of Kabianga. This letter facilitated the acquisition of a research permit from the National Commission for Science, Technology and Innovation (NACOSTI), which authorized the conduct of the study. The NACOSTI permit, together with the university introduction letter, was subsequently presented to the County Director of Education in Kericho County and to the principals of the selected public secondary schools to seek permission and cooperation during the research process.

Data collection was carried out using a drop-and-pick method for the questionnaires. The researcher personally distributed the questionnaires to the principals and teachers and collected them after an agreed period, allowing respondents sufficient time to complete them. This approach enhanced the response rate and ensured completeness of the data.

In addition to administering questionnaires, the researcher conducted direct observations using a structured checklist. This involved visiting classrooms and school offices to verify the availability and utilization of resources that support teachers' performance. The combination of questionnaire administration and on-site observation ensured the collection of both self-reported and objective data, thereby strengthening the credibility of the findings.

3.8 Data Analysis and Presentation

Data analysis involves the systematic organization, processing, and interpretation of collected data in order to generate meaningful insights and address the study objectives (Alabi & Bukola, 2023). In this study, the analysis process began with data cleaning, which involved editing the completed questionnaires to check for completeness, accuracy, and consistency. This step helped in identifying and correcting errors, omissions, or inconsistencies before analysis.

After cleaning, the data was coded and entered into the Statistical Package for Social Sciences (SPSS) version 26 for analysis. The choice of SPSS is appropriate due to its capacity to efficiently manage large datasets and perform both descriptive and inferential statistical analyses. Data analysis was conducted in line with the study objectives using descriptive and inferential statistical techniques.

Descriptive statistics, including frequencies, percentages, means, and standard deviations, were used to summarize and describe the characteristics of the respondents and key study variables. Inferential statistical techniques were then applied to test relationships and draw conclusions regarding the effects of principals' performance contracting on teachers' performance. The analyzed data was presented using statistical tables and narrations to enhance clarity, facilitate comparison, and improve understanding of the findings.

3.9 Ethical Considerations

To ensure that ethical measures observed, the researcher sought a letter of introduction from the University of Kabianga, a research permit from the National Council for Science, Technology, and Innovation (NACOSTI), research clearance from the County Commissioner, and County Director of Education (CDE). A prior visit to the sampled schools was made and after striking a rapport with both teachers and principal's data collection commenced immediately. To ensure ethical considerations, the respondents were then assured of anonymity and utmost confidentiality. The participants were requested to fill in a consent form to enable the respondent to establish good rapport and respond to questions to his level best. Respondents were assured of their right to withdraw from the data collection process at any stage without any consequences. To observe copyrights and avoid plagiarism, the researcher acknowledged all the sources of information collected from reviewed journal articles, textbooks, unpublished and published theses as well as other research materials.

IV: RESULTS

4.1 Monitoring of Instructional Assessment

This section examines the extent to which principals implement monitoring of instructional assessment as part of performance contracting and how this is perceived by both principals and teachers.

Table 1: Monitoring of Instructional Assessment (Principals)

Statement	1	2	3	4	5	Mean	SD
Lesson plans reviewed	8 (5.34%)	16 (10.87%)	32 (21.65%)	85 (57.82%)	75 (51.32%)	4.01	0.97
Syllabus coverage monitored	6 (4.12%)	14 (9.54%)	28 (18.97%)	88 (59.68%)	80 (54.69%)	4.10	0.94
Classroom observation	10 (6.91%)	19 (12.83%)	36 (24.52%)	78 (53.34%)	73 (49.40%)	3.87	1.01
Monitoring punctuality	9 (6.23%)	17 (11.77%)	30 (20.34%)	86 (58.19%)	74 (50.47%)	3.96	0.97
Lesson attendance monitored	11 (7.45%)	20 (13.28%)	34 (23.11%)	82 (55.54%)	70 (47.62%)	3.85	1.04

Monitoring enhances accountability	5 (3.12%)	12 (7.98%)	21 (14.54%)	84 (56.83%)	95 (64.53%)	4.20	0.89
Composite Mean						**4.00**	**0.97**

Table 2: Model Summary for Teachers and Principals

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.741[a]	0.549	0.541	0.487
2	0.710[a]	0.504	0.489	0.512

a. Predictors: (Constant), Monitoring of Instructional Assessment, School Management Practices, Collaborative Planning, Professional Development

The model summary results based on teachers' responses indicate a strong relationship between the independent variables and teachers' performance, as shown by a multiple correlation coefficient of R = 0.741. This suggests that the combined effect of monitoring of instructional assessment, school management practices, collaborative planning, and professional development is strongly associated with teachers' performance.

V: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of Findings

On the Influence of Monitoring of Instructional Assessment on Teachers' Performance, the descriptive analysis showed that principals regularly monitor instructional activities, including lesson plan reviews, classroom observations, syllabus coverage checks, and teachers' punctuality. The mean scores for these items ranged from moderate to high, with relatively low standard deviations, indicating consistency in principals' monitoring practices across the sampled schools. Teachers largely agreed that these monitoring practices improve accountability, lesson clarity, and adherence to the syllabus schedule. Comparison of principals' and teachers' responses revealed close alignment, suggesting that teachers recognize and experience the effects of instructional monitoring in their daily work.

5.2 Conclusions

The following conclusions are drawn from the summary of the findings.

The study concludes that monitoring of instructional assessment positively impacts teachers' performance. Principals' regular review of lesson plans, classroom observations, and supervision of syllabus coverage and lesson attendance were found to enhance teachers' accountability and effectiveness in lesson delivery. The alignment of principals' monitoring practices with teachers' experiences indicates that systematic supervision contributes meaningfully to improving instructional outcomes. However, its effect is moderate compared to other performance contract dimensions, suggesting that monitoring alone is insufficient without complementary leadership practices and professional support.

5.3 Recommendations

Based on the findings and conclusions of this study, the following recommendations are proposed:

The study recommends that principals strengthen systematic monitoring of instructional practices. This includes regular review of lesson plans, classroom observations, assessment of syllabus coverage, and tracking of teachers' punctuality. Schools should develop structured monitoring schedules and clear guidelines to ensure consistent supervision across all departments. Strengthening instructional monitoring will enhance teachers' accountability, improve lesson delivery, and ensure timely completion of the curriculum.

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