

THE UNIVERSITY OF NAIROBI

DEPARTMENT OF SOCIOLOGY

**A STUDY OF THE CHALLENGES FACING THE IMPLEMENTATION OF
PERFORMANCE CONTRACTING IN THE TEACHING PROFESSION IN KENYA.**

By

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Abstract

The main aim of this study was to undertake an analysis of challenges facing the implementation of performance contracts in the teaching profession in Kenya.

This was a descriptive study based on a sample of 23 key informants. The key instrument for data collection was an unstructured interview guide. Respondents included Teachers Union officials (both KNUT and KUPPET), members of the PC Steering Committee facilitating the implementation of performance contracts in the Ministry of Education and that of Higher Education Science and Technology. Data analysis was done qualitatively and descriptive statistics used to present the data collected.

The study found that already the implementation is on and is being done in phases. It has already been done in the public universities and other tertiary institutions. Implementation in the secondary and primary schools is to start from 2009 and be finalized in 2011.

Concerning its rationale it was established that the result based management is the most ideal type for those in the teaching profession. This is because among other things, PC practices enables management to break down institutional strategic objectives into deliverables and provide indicators of the impact of efforts made through compliance with set budgetary levels and costs saving/reduction.

Implementation of PC is a government strategic plan aligned to vision 2030. The objectives of PC are to establish the best management practices in all institutions of learning just like in the public service where management is results based and to enable the public get value for its money through efficient and professional service delivery among others.

However the study established the following as some of the major challenges that are being experienced in the implementation of PC: Lack of sensitization of the teachers by the government, lack of resources as well as late release of fund by the government for

projects, sabotage by the teachers union as well as lack of a well thought-out reward system for the best performers by the government, among others.

This implementation is perceived to be a good idea by all government officials but unions officials were disappointed that they have not been incorporated into the process by the government.

The study recommended that the government / ministry and TSC organise for sensitization workshops and seminars for the school administrators and teachers as well. This will enable teachers realize the opportunities and benefits that comes with the implementation of PC and the fund to be allocated for various projects be sufficient enough and be released in time so that the administrators can meet their set targets.