

**FACTORS INFLUENCING TUTORS' PERCEPTIONS TOWARDS PERFORMANCE  
CONTRACTING IN PUBLIC TEACHER TRAINING COLLEGES IN WESTERN AND  
RIFT VALLEY PROVINCES OF KENYA**

**By**

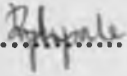
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**A Research Project Submitted in Partial Fulfillment for the Requirement of the Degree of  
Master of Education in Educational Administration. University of Nairobi**

**July 2011**

## DECLARATION

This research project is my own original work and has not been presented for a Degree in any other University.

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This research project has been submitted for registration with our approval as University Supervisors.

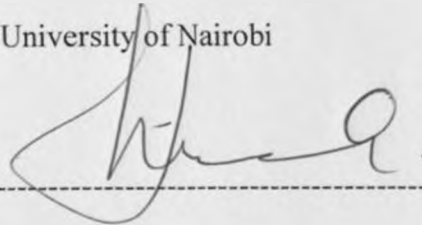
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## **DEDICATION**

This research project is dedicated to my late grandfather Clement Wambongo Otido who loved education with a passion.

## ACKNOWLEDGMENT

I thank the almighty God for giving me life and strength to develop my intellect. Special thanks go to my Supervisors Dr. Ursulla Okoth and Dr. Loice Gichuhi for providing me with guidance throughout this undertaking. I am sincerely thankful to my sisters Veronica Namasaya Mpapale and Elizabeth Mpapale for their relentless support while undertaking this study together with my brothers Solomon Mpapale and Laban Musundi for their unwavering support. I also want to thank my mother Mrs. Priscar Nakhanu Aliero for encouraging me to pursue further education.

My sincere gratitude also goes to the Principals, Heads of Departments and Tutors at the Teacher Training Colleges in Western and Rift valley provinces for volunteering information that saw the success of this research. Lastly I want to thank my colleagues and friends for their support. Thanks a lot.

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## **ACRONYMS AND ABBREVIATIONS**

<b>ADPG</b>	Africa Development Professional Group
<b>CAFRAD</b>	Centre for African Research and Development
<b>DPM</b>	Directorate of Personnel Management
<b>GoK</b>	Government of Kenya
<b>HODs</b>	Heads of Departments
<b>ICT</b>	Information Communication Technology
<b>ISO</b>	International Standardization Organization
<b>IPAC</b>	Institute of Public Administration of Canada
<b>IPAR</b>	Institute of Policy Analysis and Research
<b>KSSHA</b>	Kenya Secondary School Heads Association
<b>KIE</b>	Kenya Institute of Education
<b>KNUT</b>	Kenya National Union of Teachers
<b>KUPPET</b>	Kenya Union of Post Primary Education Teachers
<b>MoEST</b>	Ministry of Education Science and Technology
<b>NESC</b>	National Economic and Social Council
<b>OECD</b>	Organization of Economic Cooperation and Development
<b>PC</b>	Performance Contract
<b>PCSCS</b>	Performance Contracting Steering Committee Secretariat
<b>QASO</b>	Quality Assurance and Standards Officers
<b>TSC</b>	Teachers Service Commission

**TTCs**            Teacher Training Colleges

**TVET**            Technical & Vocational Educational Training Institutes

## ABSTRACT

The thrust for this research was an attempt to investigate factors influencing perceptions of tutors towards the performance contracting policy at the teacher training colleges in western and rift valley provinces. The objectives of the study were to establish whether performance contracting is on course at the teacher training colleges, whether individual factors, organizational factors and external factors influenced tutors' perceptions towards performance contracting and challenges facing implementation of performance contracting at the teacher training institutions.

The study applied a survey design and the sampling frame comprised Principals, Heads of Departments and Tutors from public teacher training colleges in western and rift valley provinces. The sample for the study was obtained by use of the census technique where a selection was done to include 7 principals out of the 8 public teacher training colleges in both western and rift valley provinces and Heads of Departments. This gave a sample size of 56 Heads of Departments. Simple random sampling was done to select tutors by use of the ballot method so as to avoid bias. Piloting was done in one college to ascertain instrument reliability by use of the test re-test reliability method and the instruments were validated by use of piloting and field experts. Data collection was done by use of questionnaires and interviews and data analysis employed the use of descriptive statistics.

Findings revealed that performance contracting is on course at the teacher training and had been signed at the start of the financial year in June/July as stipulated by the ministry of education. Individual factors like gender and qualification did not influence perceptions as the study further found out but age and experience seemed to have an

influence on how teachers perceived the policy. Organizational factors like insufficient resources, insufficient information about the policy and organizational structure influenced the way tutors perceived the policy as the study found out.

The study also found out that challenges facing implementation of performance contracts included resources not being well allocated, information on the policy is skewed and proper management structures are not in place at the institutions to carry out the process. In view of the findings established by the study a number of recommendations are made to contribute towards the successful implementation of the policy. First the performance contracting policy implementers should carry out sufficient training and sensitization on all stakeholders involved. Enough resources need to be allocated by the government through the ministry of education to help implement the policy. Principals of the institutions should carry out training workshops both internally and externally to help disseminate information about the performance contracting policy and address attitude issues emerging from the policy. The Teachers Service Commission should also look into the welfare issues of the teachers so as to motivate them. Tutors should participate in the implementation efforts since they too are stakeholders in the performance contracting process whose success is largely pegged on team spirit.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

The very purpose of an organization is to attain its objectives (Siddiqui, 2009). In order for objectives to be accomplished in organizations, plans are formulated, implemented and measures taken to ensure compliance with objectives hence control. Management control involves setting standards, measuring performance and taking corrective action in case of deviations. Cole (1993) asserts that control in organizations refers to setting standards of performance as a measure to attaining objectives. Performance contracting which is embedded in management control systems has been adopted in the Kenyan public service including the Education sector.

Failure in organizations due to lack of management control can be manifested through financial loss, reputation damage or even total organizational failure (Van de Stede & Merchant, 2007). Control systems are therefore significant in organizations so as to attain objectives. A Performance contract is a broadly written agreement between managers of State owned enterprises, who promise to achieve specified targets in a given time frame and the government which promises to reward achievement (Shirley & Xu, 2000). The actual performance in performance contracting is guided towards the direction of expected execution of overall activities (Siddiqui, 2009). Performance contracting also entails setting targets, measuring performance indicators, articulating vision and objectives in organizations (Williams, 2002; Obongo, 2009).

According to the Organization of Economic Cooperation and Development OECD (1999) targets set by the two parties in the performance contract are agreed on mutually. Trivedi (2007) views performance contracts as useful tools in promoting transparency and accountability since institutions are assessed at the end of the year against their commitments and responsiveness through service charters. Obong'o (2009) agrees with Kobia and Mohammed (2006) that performance contracting has led to increased productivity and profitability due to reduced reliance on the exchequer, efficiency in use of resources, change of attitude at work and improved work ethics.

Performance contracting has also helped to institutionalize a performance oriented culture in the public service through an objective performance appraisal system (GoK, 2007b). Performance contracts as management tools help to improve service delivery since what gets measured gets done (The Standard, 2010). This therefore underscores the appropriateness of this policy in Educational institutions where performance achievement is viewed as fundamental.

Developed countries like New Zealand, U.S.A, France, and Belgium among others have used performance contracts with a certain degree of success. France, Pakistan, South Korea, Malaysia and India have successfully used performance contracts to greatly improve the public sector (Trivedi, 2004; Kenya Today, 2010). According to Bouckaert, Corte and Verhoest (1999) Performance Contracts have induced organizations to become more oriented towards customers, markets and performance of essential services.



A report on the evaluation of the local services sector in France in 1999 further indicated that performance contracting was put in place to improve public service through use of management indicators to measure efficiency, productivity and quality (Grapinet, 1999). This may contribute to raising an important question on the credibility of quality assurance and standards and whether or not performance contracting would help improve public sector particularly in educational institutions as compared to prior performance management practices.

African countries like Benin, Cote d'Ivoire, Ghana and Swaziland and have shown diverse results in Performance contracting. Dlamini (2001) notes that the use of contract plans for improving the public sector was not so successful in Swaziland. He sharply criticizes the viability of the concept and attributes its failure to lack of reforms in the socio political system. This may be equated to the Education Sector in Kenya where the policy has also been received with a lot of criticism from a cross section of the stakeholders.

Okumu (2008) points out that performance contracts have not been successful in African countries such as Ghana and Senegal and adds that no significant changes were attributable to introduction of performance contracting. Shirley and Xu (2000) contend that on average the productivity of state enterprises in China did not improve much after introduction of performance contracting. However the Kenyan version of performance contracting is applauded as an example of best practice since political goodwill is manifested when results are announced after ranking institutions (Trivedi, 2007). These divergent views contribute a lot in

raising questions on whether or not the policy is viable, cost effective or counter productive in the Education sector.

Trivedi (2004) observes that many countries are beginning to institutionalize public sector reforms. In the Kenyan public service the reform agenda proposed a paradigm shift to new public management. A number of reforms have been carried out in the past in an effort to improve public sector in Kenya, for instance Structural Adjustment Programs, privatization, citizen service delivery charters, capacity building, Rapid Results Initiatives and many others (Kobia & Mohammed, 2006; Obong'o, 2009). These strategies did not fully address the issue of performance achievement since service delivery did not improve much. The government policy as enshrined in the Economic Recovery Strategy for Wealth and Employment Creation and Kenya Vision 2030 policy documents highlight the plan by the government to inculcate a service delivery culture in public institutions (GoK, 2003; GoK, 2007a). This move saw the onset of performance contracting in the Kenyan public sector in 2004.

A number of scholars argue that performance contracts have been ineffective in some countries but worked well in other countries (Okumu, 2004; Dlamini, 2001). Kobia and Mohammed (2006) consider it a subject of considerable debate. However others tend to differ with this position. Smith (1999) acknowledges that in New Zealand performance has improved after introducing the performance contracting policy, he attributes this to the gradual evolutionary process of inculcating change in public sector. Although the debate on whether or not the

policy is effective continues to rage, the PCSCS proposes that a better approach would be for countries examine their needs and devise performance contracting models to suit their circumstances (Gok, 2005b).

In the Education sector in Kenya Universities, Technical Colleges, Teacher Training Colleges, the Education Ministry and Teachers Service Commission are on performance contracts. (Gok, 2009a). These performance contracts have been signed by the Education Minister and Permanent Secretary, Boards of Governors of the institutions and countersigned by the Principals who are then held accountable for results since performance contracting is a cascaded process. Principals in primary and secondary schools are yet to sign the contracts. However some critics argue that performance contracting cannot work in the education sector. Okumu (2008) condemns the policy and insists it cannot work in the education sector, he argues that teachers are soldering and yet receive no motivation from the government. This therefore stimulates the need to ascertain whether or not the policy is appropriate in the education sector.

Gaconi (2007) in a study carried out at the ministry of education revealed that performance contracting is perceived to be a noble idea but the way implementation is being carried out without involving stakeholders has led to the negative perception. Majority of the teachers do not understand the concept and thought it was another form of employment contract. The teachers Unions such as KNUT and KUPPET influenced teachers' perceptions a great deal and attributed

and are endowed with resources? This seems to raise ground for an investigation. Is performance contracting a panacea to the elusive subject of poor performance? This issues warrant an investigation. Smith (1999) argues that although performance contracts are key features of performance driven organizations to ensure high performance, the leadership skills of the managers are also crucial factors.

Perceptions are key factors in influencing the way individuals view certain aspects. Nzuve (1999) points out that perception is vital in studying human behavior in organizations. What individuals perceive can be substantially different from objective reality. The same world is perceived differently by individuals depending on their personality, needs, experiences and so on (Bateman, 1991; Siddiqui, 2009). This is further supported by Tyagi (1999) who advances the perspective that perceptions may have implications on motivating, hiring employees and even evaluation of performance. This means employees at the work place may develop attitudes about individual features touching on organizational practices or even their working conditions. This therefore has helped bring to focus the significance of attempting to find out how teachers view the performance contracting policy. Teacher Training Colleges are on their third cycle of implementation since inception of performance contracting in the education sector. Teachers have had mixed reactions in these institutions concerning the performance contracting policy and several factors may influence their perceptions. This may range from age, gender, work experience, professional

this attitude to lack of a participatory decision making approach as the study further revealed.

Mburai (2008) further indicated that performance contracts have improved performance at the Kenya Institute of Education. Respondents in this study comprised officials from KIE only and this may not be sufficient ground to conclusively advocate for or against the policy in the education sector. Teachers form the bulk of stakeholders in the sector and capturing their perceptions about the policy is fundamental in as far as decision making is concerned. So far no empirical study has been done to capture teachers' perceptions about the policy. Controversies surrounding the policy need to be brought to the fore. It is against this backdrop that this study finds focus.

According to the KNUT secretary general teachers were not willing to sign the performance contracts because they were unsure of achieving the targets set. He laments that teachers lack basic facilities to perform well (Kenya Today, 2010). Evaluation practices by Quality Assurance and Standards Officials and other Educational Managers have not been adequate (Mutua, 2006). Teacher training colleges have not benefitted much from the services of QASOs since much of their efforts are concentrated in secondary and primary schools. It raises the important question on how best performance management practices can be achieved. Some institutions recorded improvements after signing the performance contracts while in others very little has changed (Gok, 2009a). How then can one explain reasons why some Educational institutions do not perform

qualifications, organizational factors and even external factors. No study has been done so far in this area to explore tutors perceptions about the performance contracting policy in public teacher training colleges.

## **1.2 Statement of the Problem**

Public sector performance has not been very satisfactory. This has stimulated the need for performance contracts. A number of empirical studies have been done on performance contracting in the public sector but very few in the Education sector.

Teachers form a relatively large proportion of stakeholders in the Education sector and so far no study has been done on perceptions teachers hold about this policy. Inspection by Quality Assurance and Standards is wanting and despite sharp criticism, the government seems firm in its resolve to maintain the performance contracting policy. From the foregoing it seems therefore that the issue of performance measurement has not been well captured by prior performance management practices and very few empirical studies have been on performance contracting in the Education sector and more so not much has been done on perceptions towards the performance contracting policy. To address this gap this study was designed to explore factors influencing perceptions towards performance contracting among tutors' in teacher training colleges in Western and Rift valley provinces since the policy has been adopted in tertiary institutions in the education sector including teacher training colleges.

### **1.3 The Purpose of the Study**

The purpose of this study was to establish factors influencing tutors' perceptions towards performance contracting in public teacher training colleges in western and rift valley provinces of Kenya.

### **1.4 Objectives of the Study**

The study therefore was guided by the following objectives:

- i. To establish if performance contracting is on course at the teacher training colleges.
- ii. To determine the extent to which tutors' characteristics influence their perceptions towards performance contracting at the teacher training colleges.
- iii. To determine the extent to which organizational characteristics influence tutors' perceptions towards performance contracting at the teacher training colleges.
- iv. To establish the extent to which external factors influence tutors' perceptions towards performance contracting at the teacher training colleges.
- v. To identify challenges facing the implementation of performance contracts at the teacher training colleges.

### **1.5 Research Questions**

The Study was guided by the following Research Questions:

- i. Is Performance Contracting on course at the teacher training colleges?
- ii. What is the extent to which tutors' characteristics influence their perceptions towards performance contracting at the teacher training colleges?
- iii. How do organizational characteristics influence tutors' perceptions towards performance contracting at the teacher training colleges?
- iv. What is the extent to which external factors influence tutors' perceptions towards performance contracting at the teacher training colleges?
- v. What are the challenges facing implementation of performance contracting at the teacher training colleges?

#### **1.6 Significance of the Study**

The Study findings may be useful to Educational Managers especially at Kenya Education Staff Institute who may get relevant data to device techniques for best management practices in training educational managers. Policy makers mandated with the task to implement performance contracting in the Education sector may also get relevant data that may help in implementation strategies. The information may also be used by TSC to improve on efficiency of its staff and employees. Findings may add to the general body of knowledge in educational management. Principals in schools and colleges may also find it useful in addressing attitudes of staff towards the policy.



### **1.7 Limitations of the Study**

The study sought to investigate perceptions which are personal, expressed perceptions may not have been exact feelings hence an impediment. There is limited research so far much has not been done in this area therefore a lot of information may not be available. Many teachers may not have had much knowledge about the concept. The targets set may differ from college to college therefore results may only be generalized with caution.

### **1.8 Delimitations of the Study**

The study was carried out in public teacher training colleges in western and rift valley provinces and may not be generalized for the whole country. Respondents comprised Principals, Heads of Departments and Tutors in colleges since they are directly involved in the performance contracting process. Other stakeholders such as students, Boards of governors and parents were not included in the study. The study focused on issues related to perceptions towards performance contracting.

### **1.9 Basic Assumptions of the Study**

The study was based on the assumption that implementation of performance contracts is on course at the teacher training colleges and principals had signed performance contracts. The questionnaire was well understood and respondents gave honest responses.

## **1.10 Definitions of Operational Terms**

**Contract** this refers to a legally binding agreement between two parties giving rise to obligations which are enforced or recognized by law.

**Ombudsman** refers to a non governmental complaint investigator responsible for investigating and resolving complains from consumers or other members of the public against an institution or organization.

**Perception** refers to beliefs, ideas, values, norms attitudes or understanding which is based on what is observed or thought.

**Performance** this refers to working effectiveness in which one does a job and its judged by its effectiveness.

**Performance contracting** refers to a range of management instruments used to define responsibilities and expectations between parties to achieve mutually agreed results.

**Performance sanctions** refer to measures taken to apply pressure on one to conform to set norms, like for instance warning letters, demotions and so on.

**Soldering** refers to a situation where employees take work easy since they are not motivated at all.

**Self efficacy** refers to a prediction that performance depends on one's self belief that success can be obtained if one believes it is possible to obtain it.

**Teacher Training Colleges** refers to institutions offering diploma or primary school teacher training courses to individuals so as to enable them teach in schools.

**Tutors** refers to teachers who instruct individual or groups of students in primary teacher training colleges.

### **1.11 Organization of the Study**

This study is organized in five chapters. Chapter one covers background of the study, statement of the problem, objectives of the study, research questions, significance of the study, limitations and delimitations of the study, purpose of the study, basic assumptions of the study, definitions of operational terms and acronyms and organization of the study. Chapter two is a presentation on review of the related literature of publications that are relevant to the study under these sub headings: Introduction, the performance contracting process, performance management practices in the education sector in Kenya, organizational change and performance contracting, factors influencing perception, challenges facing implementation of performance contracts, summary of the literature review, theoretical framework and conceptual framework.

Chapter three consists of a detailed description of the research methodology, research design, target population, sample size, sampling procedure, piloting of the study, instrument reliability and validity, data collection and analysis. Chapter four is a presentation of the data analysis and research findings under the

following sub headings: respondents' profile, presentation of major findings and a summary of the data analysis. Chapter five consists of a summary of the study, conclusions, recommendations and ends with suggestions for further research.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

This chapter is a presentation on the literature reviewed on the concept of performance contracting. Issues are examined under the following sub headings: the performance contracting process, performance management practices in the Education sector in Kenya, organizational change and performance contracting, factors influencing perceptions, challenges facing performance contracting and a summary of the reviewed literature. The chapter ends with theoretical and conceptual frameworks.

#### 2.2 The Performance Contracting Process

The performance contracting process begins with negotiations between the two parties involved in the contract the principal, a superior entity who monitors and evaluates performance and the agent who is subordinate and whose performance is evaluated (Trivedi, 2007). Targets are set by articulating the vision, mission and strategic objectives of the agency then work plans are developed. Performance criteria is then developed or standards of judgment for evaluating performance using the performance indicators. Performance criteria are used to assign weight to indicators.

Indicators on the contract include financial indicators which entail the institution's compliance with issues of budgetary allocation and cost reduction. Service

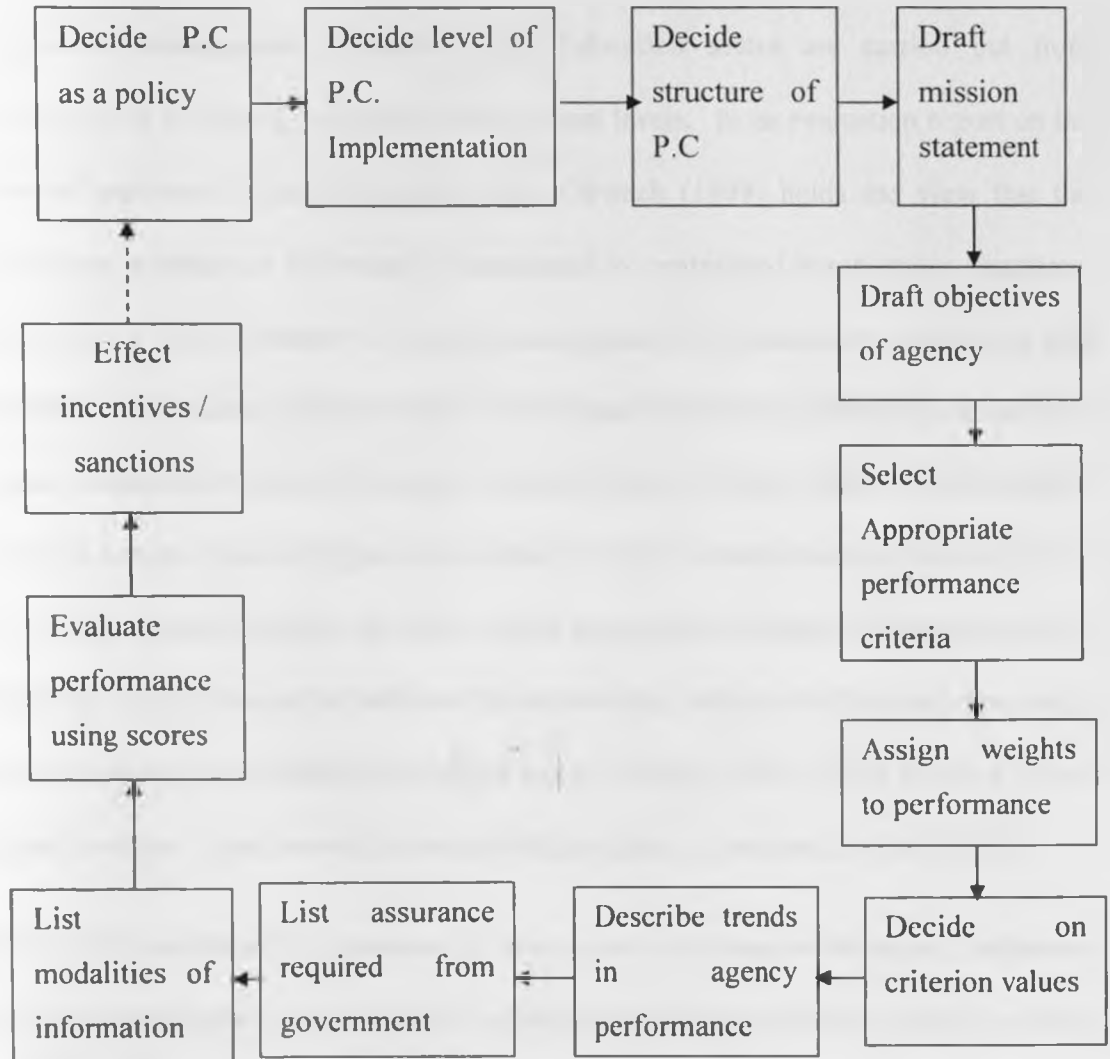
delivery indicators factor in issues of customer needs, responsiveness to service delivery and charters. Non-financial indicators entail aspects of the institutions compliance with issues of social responsibility, statutory obligations, corruption eradication and disposal of idle assets. Operational indicators include issues of development index of the institution and performance on the core mandate. Quantitative/dynamic indicators entail the institution's compliance with the working environment, safety, resolution of public complains and so on (Obong'o, 2009).

Negotiations are done freely with no arbitrary imposition to establish whether targets set are achievable, measurable, growth oriented and benchmarked to similar institutions locally or regionally. During the Pre-negotiation phase parties carry out an analysis on strengths, weaknesses, opportunities and threats to determine the institutions performance capacity (Gok, 2005b). A draft is then prepared and taken to the secretariat for vetting to ensure all factors adhere to guidelines and are linked to strategic plans and are relevant to the mandate of the institution. The college principals as signatories to the contract are vested with the responsibility of coordinating the process by aligning set targets to strategic plans and developing work plans for their institutions, formulating performance targets and periodically monitoring performance. They also prepare and submit quarterly and annual reports for monitoring and evaluation, prepare self-evaluation reports and consolidate evidence for final evaluation purposes (Gok, 2009a). Implementation then follows and returns submitted on quarterly basis for

evaluation and ranking. Figure 2.1 shows a summary of the performance contracting process.

**Figure 2.1**

*The performance contracting process*



Source: Performance Contract Sensitization manual (GoK, 2007b). Adapted and modified by the researcher.

### **2.3 Performance Management Practices in the Education Sector in Kenya**

Byars and Rue (1993) assert that performance refers to how well an employee is fulfilling the requirements of the job. The Ministry of Education is set to adopt a performance based management system in the appointment and deployment of Educational managers at all levels primary, secondary and TVET Institutions (GoK, 2005a).

Performance management practices in the Education sector are carried out from divisional level to district, provincial then national levels. In an evaluation report on the causes of problems in the Education sector, Okwach (1999) holds the view that the management problem in the sector is occasioned by centralized bureaucratic structures, duplication of roles, absence of sound management and inadequate monitoring and evaluation mechanisms. Management of Educational affairs from district level has been seriously hampered by lack of resources and inefficiency (Mutua, 2006). More needs to be done to improve monitoring and evaluation systems in educational institutions (Richu, 2007). Organizations whether private or public must strive to enhance efficiency of their institutions. Objectives can be achieved by determining work to be done and how much can be optimally done profitably above the target (Okumbe, 2001). This means it's vital to set achievable objectives within stipulated guidelines as proposed by the PCSCS.

Mutua (2006) indicated that a number of issues pose a challenge to the sector, inspectors are viewed as autocratic and the lack of sufficient personnel which has resulted in some areas not being reached. Richu (2007) concurs by adding that frequency of appraisal was very low and appraisal practices were unsatisfactory, teachers' perceptions towards



performance appraisals were consistently negative and recommended a review of appraisal practices so as to make positive impacts on Education. A number of Studies carried out have not been conclusive on whether or not performance contracting can address performance management practices that prior practices could not address.

Schools and colleges that do well attribute their success to strategic planning to which performance contracting is embedded thus supporting the premise that an organization's strategic plan is driven by the premise that , "if you don't measure results you can't tell success from failure and if you can't recognize failure you can't correct it." Expected outcomes include school developments and good performance (Makokha, 2010:40-41).

Willms (1992) supports the perspective that if a monitoring system is to be useful for planning and decision making, it should be set based on how schools achieve their targets, how they define their purpose and how well it's understood by educators and policy makers at all levels. Equally important is it's responsiveness to changes in the education system. This therefore will provide an objective means to identify effective and ineffective institutions. It's worthy noting that these attributes feature in performance contracts hence their relevance in performance management practices in the education sector.

#### **2.4 Factors Influencing Perceptions**

Nzuve (1999) describes Perception as the process by which individuals organize, and interpret sensory impressions in order to give meaning to the environment. Tyagi (1999) further adds that in the perceptual process individuals assimilate information before

giving it an interpretation. Perceptions have implications on how both managers and workers view issues. An organizational control system may be perceived by a manager and his subordinates in their own ways. The real situation may be quite different from that which we perceive. This may be due to the social environment, individual needs, interests, motives, inaccuracy of information or the emotional state of the perceiver (Siddiqui, 2009; Ahuja, 1999).

Osborn *et.al* (2005) further support the view that workforce diversity is a reflection of a range of human characteristics that are different. It may entail age, race gender, religion and so on. This diversity manifests in differences in perceptions towards concepts such as the performance contracting policy.

Individuals may at times develop a favorable attitude towards an issue, person or object when it is congruent with their pre-dispositions. People may develop a negative attitude towards an idea when it does not fit what they want or desire (Bloom, 2001). Opinions are attitudes. All individuals have opinions about everything. At times people may argue for or against an issue or better still reserve their judgments when not sure. According to Ahuja (1999) attitudes are reflected by the opinions we hold hence the judgments we make as a result of information we receive from various sources. A number of factors therefore may contribute to influencing perceptions.

#### **2.4.1 Individual characteristics that may influence perceptions**

These factors may include:

## **Age of Individuals**

Individuals behave differently at certain periods of their lives. Bloom (2001) holds the view that at particular age groups individuals may be flexible or even adaptable especially during young age but as people advance in age they become rigid with fixed ideas. This in relation to the performance contracting policy may be a pointer to the fact that the policy is being received with mixed reactions hence bringing a complexity in implementing the policy in educational institutions.

## **Gender of Individuals**

Bloom (2001) asserts that at certain instances such as cultural influences, physiological and even biological reasons may arouse differences in the way male individuals and female individuals perceive ideas, situations and even objects. This too may help explain perceptions teachers hold about the policy of performance contracting in the educational institutions.

## **Academic or Professional Qualification of Individuals**

Performance traits may be based on academic or professional qualifications of individuals hence significant in determining outcomes. Differences between individuals may be greater as far as mental factors are concerned (Tyagi, 1999). This too has implications on the way teachers view performance management practices like performance contracting. Work experience together with interplay of other factors like physical factors, the social environment may influence perceptions. According to Robbins (2005) factors that influence perception may be endogenous or exogenous.

Endogenous factors may reside in the perceiver, hence teacher characteristics of age, gender, Qualification and work experience.

#### **2.4.2 Organizational factors that may influence perceptions**

Factors influencing perceptions may also reside in the context of the situation (Robbins, 2005) hence organizational factors. This may entail organizational characteristics of resources allocation, organizational structure, communication in the organization as far as dissemination of information about the policy is concerned. The internal and external environments that constitute organizational and external factors may contribute a lot in influencing perceptions about the policy in educational institutions (Ahuja, 1999; Bloom, 2001).

#### **2.4.3 External factors that may influence perceptions**

Robbins (2005) agrees that external factors may also influence perceptions as well. He further adds that perceptions may reside in the object or target being perceived or may be due to exogenous influences from outside the organization. These factors may form teacher perceptions towards performance contracting leading to approval or disapproval of the policy. Teacher perceptions may be a challenge in the implementation of the policy especially in cases of disapproval of the policy.

Many thought the envisaged reforms in performance contracting were tools government was employing to harass them. However in a recent report by the IPAC and ADPG lack of stakeholder involvement in the process, was cited as a big challenge. Emphasis is placed on the significance of including a change management strategy in the

organization's strategic plan so as to change employees' perceptions (IPAC & ADPG, 2009). It is significant therefore to develop perceptual abilities in order to establish positive thinking especially by educational managers. Performance contracts are also mistaken for employment or service contracts hence the poor attitude by some quarters (Mutunga, 2008; Gok2005b). This inaccuracy of information may influence perceptions as well.

## **2.5 Organizational Change and Performance Contracting**

The concept of change implies that a situation, person or thing is altered in some way (Robbins & Judge, 2007). Change implies difference, adaptation, innovation or renewal. Robbins (2005) further points out that organizations are faced with a dynamic and changing environment. Organizations may be in a state of equilibrium with forces pushing for change and forces resisting change. Wehrich and Koontz (2008) outline reasons for resisting change as fear of the unknown and not knowing the rationale for change. Strategic change therefore is a challenge of handling people and uncertainty hence a complexity that makes change programmes in organizations succeed and others fail (Carnal, 2007). A management control system needs to be accepted by those subject to it, timely, cost effective, objective and flexible (Osborn, Hunt & Schermerhorn, 2005).

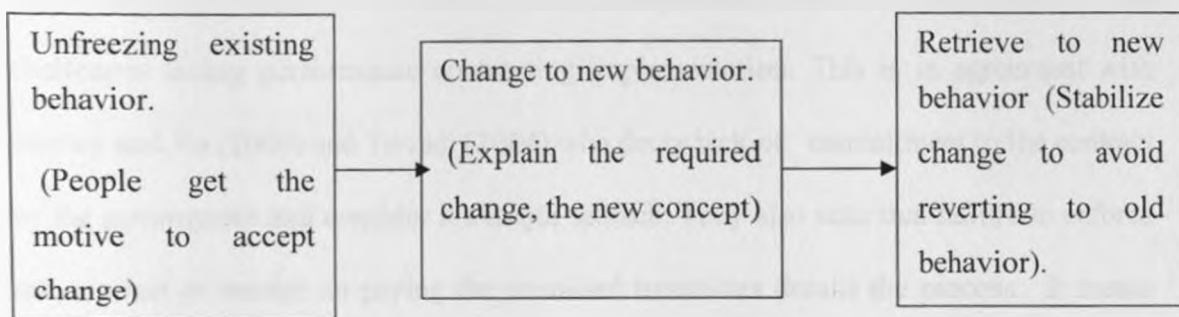
This is also manifested in the education sector the complexities of introducing change in organizations are being experienced as well. Okumu (2008) proposes that measurement tools for performance should be ingrained in an organizational culture that readily absorbs change. The process of change depends on procedures used to introduce change.

time available and size of organizations (Vespoor, Middleton & Rondinelli, 1991). This implies that the mode of implementation of performance contracting is significant since it may contribute to perceptions teachers may have about the policy.

Figure 2.2 is an illustration of how change can be effected in organizations.

**Figure 2.2**

*Effecting change in organizations*



Source Robbins & Judge (2007:615)

Steinhoff and Owen (1976) state that those who are expected to implement change need to be involved from the beginning to the end of the process not be merely engaged in peripheral matters. This in relation to performance contracting is the position held by teachers unions of KNUT and KUPPET, who insist on being involved in the decision making process (Gaconi, 2007).

Control systems are vital in organizations since they entail monitoring and measuring of the management processes like planning, organizing, motivating and even communicating (Osborn et al., 2005). Managers therefore need to have a positive attitude which in turn bestows results to the organization. Employees may have a

negative attitude towards control systems. Perceptual abilities if developed will give corrective measures (Siddiqui, 2009). This will minimize resistance from employees and make policy implementation easily adaptable in organizations.

## **2.6 Challenges facing Implementation of Performance Contracts**

Kobia and Mohammed (2006) concede that lack of ownership by all stakeholders makes it difficult to achieve strategic objectives, inadequate resources, delay in release of funds, highly ambitious targets, lack of team spirit and unplanned transfer of staff as some of the challenges facing performance contracting implementation. This is in agreement with Shirley and Xu (2000) and Trivedi (2004) who decry lack of commitment to the contract by the government and consider it a major setback. They also state that failure to enforce the contract or renege on paying the promised incentives derails the process. It means therefore that these challenges need redress. Successful implementation of the policy may be pegged on modalities in place look into these inadequacies particularly in educational institutions.

Trivedi (2007) proposes that incentives may be pecuniary or non-pecuniary as well and signatories to the contract should not be evaluators for objectivity. OECD (1999) recommends that performance contracts must be complemented by other instruments of control such as ombudsmen and regulations during the contract period.

Causes of performance failure center on issues of lack of trust among partners, lack of motivation, poor incentives, imposition by government, no prior negotiations, lack of information and even conflicting objectives (Okumu,2004;Shirley,1998). In TVET

institutions limited time available for teacher involvement in the process and the core business of teaching are challenges in the sector (Daily Nation, 2010). It clearly means that time needs to be allocated for the policy to be implemented among other factors.

Numerous challenges surround the policy as studies have indicated, whereas some scholars point out that lack of commitment to the contract, insufficient resources, lack of information about the policy and organizational culture are hindrances (Kobia & Mohammed, 2006; Okumu, 2008) others affirm that institutions can devise modalities that are workable in their circumstances and gradually drive the process to success (Trivedi, 2007; IPAC & ADPG, 2009).

## **2.7 Summary of the Literature Review**

This section has discussed the concept of performance contracting in a broader perspective. The performance contracting process is illustrated, Performance management practices in the education sector in Kenya have been discussed and the concept of change is explained in relation to performance contracting. Factors influencing perceptions are examined and how managers and employees perception may affect the policy. Challenges facing the implementation of performance contracts are also discussed.

The reviewed literature has indicated that performance contracting is a noble tool for evaluation so as to realize transparency and accountability in institutions as most scholars agree. Whereas a number of them perceive the policy as futile other scholars advocate for the policy. Stakeholder involvement in the performance contracting policy was not



sufficient hence resulting in divergent opinions which this study seeks to establish. Tutors perceptions are divergent on this issue hence the need to establish what factors influence their perceptions about the policy. This therefore sets the stage to find out justifications for approval of the policy or lack of it in the education sector.

## **2.8 Theoretical Framework**

The theory underpinning this study is Locke's and Latham's goal setting theory formulated in 1968. This theory states that people work hard so as to achieve goals and hence satisfy their emotions and desires (Bateman & Organ, 1991). This theory is significant since it recognizes the relationship between goals in an organization and performance which is the essence of performance contracting.

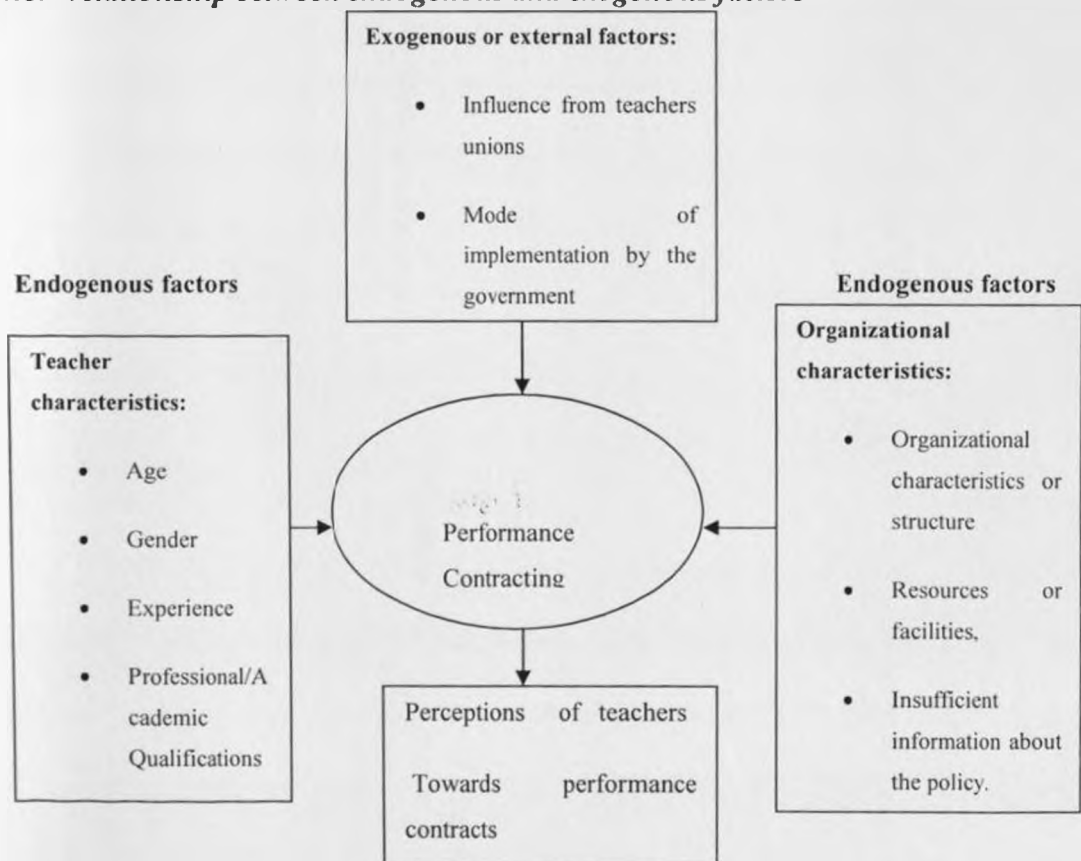
Latham and Locke define a goal as that which an individual is trying to accomplish. Specific goals lead to increased performance and difficult goals lead to higher performance (Robbins, 2005). Teacher training colleges are vested with the objective of training and equipping trainees with knowledge and ability to develop the educational needs of the child (Gok, 2005a). This is done in keeping with the stipulation of the MoEST policy. Kreitner and Kinicki (2006) assert that the goal setting theory has been promoted through a widely used management technique called Management by Objectives. It is vital for managers need to consider employees self efficacy when setting goals. Perceptions of teachers towards performance contracting may stem from motivational strategies employed by management in educational institutions.

## 2.9 Conceptual Framework

The Conceptual framework is an explanation of the relationship between variables of interest in the study. Factors influencing tutors' perceptions may be endogenous factors which constitute teacher characteristics such as, teaching experience, age, academic and professional qualification or organizational characteristics such as the organization's internal characteristics or the organizational structure, resources or facilities and information about the policy. Figure 2.3 is a conceptual framework showing the inter-relationship between endogenous and exogenous factors.

**Figure 2.3**

*The inter- relationship between endogenous and exogenous factors*



From the conceptual framework on Figure 2.3 it's also hypothesized that exogenous factors emanating from outside the organization may also influence perceptions on performance contracts by the teachers as well. Such influence may emanate from the teachers unions of KNUT and KUPPET and the mode of implementation by the government hence have an effect on influencing teachers' perceptions.

The dependent variable from the above conceptual framework is perceptions towards the performance contracting policy whereas the independent variables range from endogenous factors of age, gender, qualification and experience, organizational structure, resources, insufficient information about the policy and exogenous factors such as influence from the teachers unions and government implementation of the policy.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

In this chapter a detailed description of the research design, target population, sampling procedure and sample size are explained. Data collection instruments and how data was analyzed is also discussed. Location of the study, piloting, validity and reliability of the instruments is also explained.

#### **3.2 Research Design**

The study design employed was a survey. Mbwesa (2006) notes that surveys are used to describe aspects or characteristics of a population such as opinions, attitudes or knowledge of certain phenomena. The design was appropriate for this study since the key focus of the study was on teachers' perception towards performance contracting hence would give accurate assessment of teachers' perceptions. Mugenda (1999) adds that surveys are the best method for collecting original data for the purpose of describing a population which is too large to observe directly.

#### **3.3 Target Population**

The study population comprised principals, heads of departments and tutors selected in public teacher training colleges in Rift Valley and Western provinces of Kenya. Statistical records from TSC show that there are eight public teacher training colleges in Western and Rift Valley provinces with a total of 532 tutors (Gok, 2008). Piloting was done in one college and the actual study in seven colleges in the two provinces.

### **3.4 Location of the Study**

The study was carried out in Western and Rift valley provinces of Kenya. This selection was occasioned by the sparse distribution of public teacher training colleges across the country unlike primary and secondary schools. A combination of the two provinces therefore would give a reliable target group for the study. This is in agreement with Kombo and Tromp (2006) who point out that in purposive sampling best judgment is used in choosing the right habitations and meeting the correct number of people for study purposes. Western province covers an area of 8,263square kilometers with 20 districts and Rift valley province covers an area of 182,473square kilometers with a total of 63 districts.

### **3.5 Sample size and Sampling Procedures**

Both Probability and non-Probability techniques of sampling were employed. Kothari (2004) proposes that for purposive sampling elements are selected for inclusion in a study based on the ease of access and on the researcher's judgment to select an appropriate sample with the required characteristics. The census technique was used to randomly select principals and Heads of Departments for the study from the eight colleges from which one college was used for piloting the study hence the study was done in 7 colleges. Principals were therefore selected from seven colleges. Heads of Departments by virtue of being directly involved in the performance contracting process were also included in the study by use of the census method as well. This gave a sample of 7 principals and 56 Heads of Departments.

Stratified sampling was then done to select male and female tutors for the study so as to get detailed information and reduce uncertainty in the sample as (Mbwesa, 2006) proposes. Male and female tutors were drawn from the seven colleges by simple random sampling. The ballot method was then used to select male and female respondents for the study. Kombo and Tromp (2006) assert that simple random sampling is appropriate when the population is defined. Simple random sampling was done by ballot method and this resulted in a sample of 42 tutors. The study therefore comprised a sample size of 7 principals, 56 heads of departments and 42 tutors giving a total sample size of 105 respondents.

### **3.6 Data Collection Instruments**

The instruments used for data collection in the study included:

#### **Questionnaires**

According to Kombo and Tromp (2006) questionnaires are appropriate for gathering data over a large sample. The tutors' questionnaires comprised section A soliciting general information and section B had likert scale items on perceptions towards performance contracting. The HoDs questionnaire comprised section A for general information and section also had B likert scale items on perceptions towards performance contracting.

#### **Interview Schedule**

The interview schedule was administered to principals so as to elicit more information. This is in agreement with Mbwesa (2006) who advances the view that interviews seek to

give specific information on a topic and thus appropriate for the study. The researcher developed appropriate instruments with particular reference to the instruments of Gaconi (2007) and Richu (2008).

### **3.7 Pre-testing of Instruments**

Pre-testing of instruments for the study was done in one college and the instruments administered at a two week interval.

#### **3.7.1 Reliability of Instruments**

Reliability of the instruments was determined by the Test- Re-test reliability method. This was obtained by administering the questionnaire to a pilot group consisting of 10% of respondents who comprised one principal, 6 tutors and 3 heads of departments hence a 10% sample. Mugenda (2003) proposes that a pilot sample of between 1% and 10% is acceptable. Questionnaires were administered twice to the same group at an interval of two weeks and the results were correlated by use of the Pearson's correlation coefficient between the two sets of questionnaires. The results gave a co-efficient value of 0.75. According to Mbwesa (2006) a coefficient of between 0.7 to 1.00 is considered reliable. Therefore the value of the reliability coefficient obtained from the two trials was 0.75 and hence considered reliable.

#### **3.7.2 Validity of Instruments**

Content validity was obtained by piloting the study and use of field experts. Mugenda (2003) points out that expert judgment ensures accuracy of instruments is ascertained.

Piloting the instruments sought to assess the concept the instrument was trying to measure and also helped to determine whether the items accurately represented the concept under study. Piloting was also done to assess clarity of the instruments and items found inadequate were modified to improve on their quality.

### **3.8 Data Collection Procedure**

Permission was sought from the National Council of Science and Technology and a letter of authorization was issued before embarking on the research. Arrangements were made before the visit to the colleges and the instruments were personally administered. The collection of data at the institutions was guided by the help the deputy principals of the colleges contacted.

### **3.9 Data Analysis Techniques**

Qualitative analysis was done by checking for correctness of the responses, coding, entering the data for analysis and editing. Information was synthesized into coherent descriptions and responses presented by use of tables, pie charts and frequencies. Descriptive narration was also used to analyze the responses. Quantitative data was analyzed by use of descriptive statistics by computing frequencies so as to establish patterns of relationships. In an attempt to further establish magnitudes of relationship in the variables a cross tabulation was done by use of chi-square test to ascertain whether variables such as age, gender, qualification, experience and organizational factors together with external factors influenced perceptions. The Statistics Package for Social Sciences (SPSS) was used to perfect the data analysis.



## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS & INTERPRETATION

#### 4.1 Introduction

This chapter discusses the analysis of data collected from the sample population. The presentations are given in the form of tables and pie charts. The first part reports on the questionnaire return rate while the second part gives the demographic information that is not only significant in giving useful information in building the respondents profile but also in ascertaining whether these variables (Gender, age, experience, qualification) influenced tutor's perception towards performance contracting.

The last part is a presentation of the major findings of the study in relation to the study objectives which were establishing whether performance contracting was on course at the teacher training colleges, to what extent tutors' characteristics, organizational factors and external factors influenced their perceptions towards performance contracting at the teacher training colleges and the challenges facing implementation of performance contracting at the teacher training colleges

#### 4.2 Questionnaire Return Rate

Two types of questionnaires were administered. One for Heads of Departments and the second type for tutors. The Heads of Departments' questionnaire was administered to 56 respondents out of which 48 were returned. This gave an 85.7 % return rate. The tutors' questionnaire was administered to a sample of 42 respondents out of which 40 were returned giving a 95.2% return rate.

Seven principals were consulted for the interview out of which 6 were available. Kombo and Tromp (2006) state that an over 50% return rate is considered appropriate. On the overall it can be concluded that the response from Principals, HODs and Tutors was 89.5% and hence considered good.

### 4.3 Demographic Information

The variable constructs used to build up the respondent profile from principals, heads of departments and tutors were gender, age, qualification and work experience. The principals, HoDs and tutors were asked to give information concerning their demographic characteristics and their responses on gender are shown in the Table 4.1

**Table 4.1**

*Distribution of Principals, HoDs and Tutors by gender*

Gender	Principals		HoDs		Tutors	
	Frequency	%	Frequency	%	Frequency	%
Males	4	66.6	36	75	29	72.5
Females	2	33.3	12	25	11	27.5
<b>Total</b>	<b>6</b>	<b>100</b>	<b>48</b>	<b>100</b>	<b>40</b>	<b>100</b>

The information from Table 4.1 indicates that male principals formed 66.6% while female principals comprised 33.3% of the participants. This showed that male principals were twice the number of female principals. It further emerged from the study upon further inquiry while administering the interview to the principals that the geographical

location of some the institutions contributed to this inequality since it did not favor female tutors.

Male Heads of Departments formed 75% while females were 25%. This too indicated that male participants were more as compared to their female counterparts. Tutors comprised 72.5% males and 27.5% were females. These in an indication that the colleges are dominantly male since 69(73.4%) of the participants were males and the remaining 26(26.6%) were females.

It can therefore be concluded basing on the information from the table that male tutors are more than female tutors at the teacher training colleges hence underscoring the need to balance both male and female tutors at the colleges during deployment by the Teachers Service Commission. The principals, HoDs and tutors were also asked about their age and their responses are shown on Table 4.2

**Table 4.2***Distribution of Principals, HoDs and Tutors by age*

Age	Principals		HoDs		Tutors	
	Frequency	%	Frequency	%	Frequency	%
20-30	0	0	1	2.0	8	20
30-40	0	0	13	27.0	15	37.5
40-50	2	33.3	24	50	11	27.5
50-60	4	66.6	10	20.8	6	15
<b>Total</b>	<b>6</b>	<b>100</b>	<b>48</b>	<b>100</b>	<b>40</b>	<b>100</b>

The Table 4.2 indicates that principals fell within the age bracket 40-50 at 33.3% and age bracket 50-60 at 66.3% hence an indication that age is a requirement in management of institutions of higher learning like the teacher training colleges since majority of them depicted maturity in age. Heads of Departments fell between the brackets 20-30 at 2.0% while the age brackets 30-40 comprised 27.0% of the HoDs. The age bracket 40-50 constituted 50% while 50-60 contained 20.8% of the HoDs. This too indicated a magnitude of maturity in age in leadership positions at the colleges. Tutors on the other hand fell within the age brackets 20-30 at 20%, while age bracket 30-40 comprised 37.5% of the tutors. Thus basing on the results on the figure it can be concluded that the institutions are run by mature experienced personnel. Principals, HoDs

and tutors were asked about their academic qualifications and their responses are shown on Table 4.3

**Table 4.3**

*Distribution of Principals, HoDs and Tutors by Academic Qualifications*

Qualification	Principals		HoDs		Tutors	
	Freq	%	Frequency	%	Frequency	%
Certificate	0	0	0	0	1	2.5
Diploma	0	0	4	8.3	2	5
Bachelors	3	50	25	52	25	62.5
Masters	3	50	19	39.6	12	30
<b>Total</b>	<b>6</b>	<b>100</b>	<b>48</b>	<b>100</b>	<b>40</b>	<b>100</b>

The results of the Table 4.3 show that 50% of the principals had bachelors degrees and another 50% had masters degrees. This depicted qualified personnel heading the institutions and hence can be entrusted with the duty to implement new policies like performance contracting. Heads of Departments comprised 8.3% with diplomas, bachelors degree holders formed 52% while masters degree holders formed 39.6%. This too depicted qualified personnel at the institutions. Tutors with certificates were only a minimal 2.5% while diploma holders were 5%. Bachelors degree holders were 62.5% whereas Masters degree holders formed 30%. According to the results therefore majority of the tutors are qualified to work at the colleges since they have the right skills and

knowledge to enable them practice their profession as a policy requirement. Principals, HoDs and tutors were asked about their work experience and their responses are shown in the Table 4.4

**Table 4.4**

*Distribution of Principals, HoDs and Tutors by Work Experience*

Yrs worked	Principals		HoDs		Tutors	
	Freq	%	Frequency	%	Frequency	%
0-10	0	0	4	8.3	15	37.5
10-20	0	0	24	50.1	18	45.0
20-30	5	83.3	15	31.2	5	12.5
30-40	1	16.6	5	10.4	2	5
<b>Total</b>	<b>6</b>	<b>100</b>	<b>48</b>	<b>100</b>	<b>40</b>	<b>100</b>

The results on the Table 4.4 indicate that more than half of the principals interviewed have worked for between 20-30 years making 83.3% while the remaining have worked for between 30-40 years forming 16.6%. Hence majority of the principals have the relevant work experience to enable them run the institutions. Heads of Departments who have worked for less than 10years were 6.2%. Those who had worked for between 10-20 years formed 56.2% and between 20-30years comprised 31.2%. A minimal 10.4% have worked for between 30-40 years. This too indicated that majority of the HoDs had the

relevant work experience and can be entrusted with implementing educational policies such a performance contracting.

Tutors who had worked for less than 10 years formed 37.5% and for between 10-20 years comprised 45% while 27.5% had worked for between 20-30 years. A minimal 15% had worked for between 30-40 years. This too depicted a mature and qualified work force capable of implementing government policies as per their job description.

#### 4.4 Answers to Research Questions

This section illustrates presentations using pie charts and tables the answers to research questions. The first section illustrates the responses on whether performance contracting is on course at the teacher training colleges and how well prepared the tutors were for performance contracting at the colleges as illustrated on Table 4.5

**Table 4.5**

*Is performance constructing on course at the TTCs?*

<b>Principals Responses</b>	<b>frequency</b>	<b>%</b>
Yes	6	100
No	0	00
<b>Total</b>	<b>6</b>	<b>100</b>

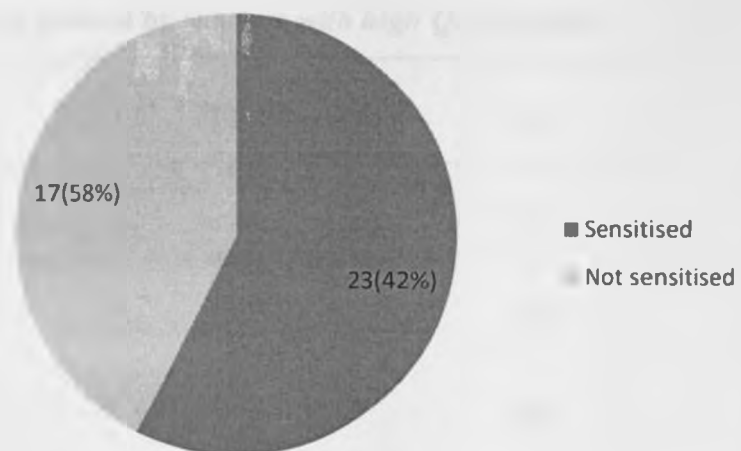
Performance contracting is on course at the teacher training colleges as per the illustrated results on Table 4.5 all principals consulted agreed they had assigned performance contracts and as a matter of fact were on their third cycle of implementation since inception of the policy in teacher training colleges. This was further supported by the fact

that the contracts were signed in June /July at the beginning of the financial year as stipulated by the ministry of education.

The performance contracting policy is relatively new in the education sector and majority of stakeholders do not have much information about the policy. The study further sought to establish whether or not enough sensitization had been done about the policy and results realized from tutors' responses are indicated in the Figure 4.4

**Figure 4.4**

*Sensitization on performance contracting*



According to the illustration in the pie chart, 58% of the tutors have been sensitized on the performance contracting policy and the remaining 42% have not been sensitized. It's a clear indication that information about the policy is somehow skewed. More needs to be done in terms of sensitization and awareness of the policy so that the teachers can internalize and own it. This would also help to make implementation easier. Okumu



(2008) contends that information asymmetry is one of the reasons performance contracting is being condemned in the public sector.

#### 4.5 Tutors' Perceptions of Individual Factors on Performance Contracting

Tutors' perceptions and individual factors centered on variables such as qualification and experience whether they influenced perceptions towards the performance contracting policy. Their responses are shown in the Tables 4.6, 4.7, 4.8 and 4.9

**Table 4.6**

*Performance contracting is favored by teachers with high Qualifications*

Tutors responses	Frequency	%
Strongly agreed	3	7.5
Agreed	5	12.5
No opinion	10	25.0
Disagreed	19	47.5
Strongly disagreed	3	7.5
<b>Total</b>	<b>40</b>	<b>100</b>

Table 4.6 shows that a high proportion of tutors do not agree that performance contracting is favored by teachers with high qualifications at 47.5%. The fact that 25% had no opinion about the issue and another 55% do not agree indicates that opinions about performance contracting are not closely linked to qualification. This is an

indication of objectivity on the part of the participants since they have not seen exactly how the policy has benefited individuals with high qualifications or disadvantaged those with low qualifications since it is still relatively new. Tyagi (1999) asserts that individual's perception may be due to issues of personality, situational or even cultural influences.

Tutors were asked whether performance contracting was disliked by older members of the profession and their responses are show on Table 4.7

**Table 4.7**

*Performance contracting is disliked by older members of the profession*

<b>Tutors responses</b>	<b>frequency</b>	<b>%</b>
Strongly agreed	10	25.0
Agreed	7	17.5
No opinion	10	25.0
Disagreed	9	22.5
Strongly disagreed	4	10.0
<b>Total</b>	<b>40</b>	<b>100</b>

From Table 4.7 a large proportion of tutors have no opinion on whether or not performance contracting is disliked by older members of the profession as compared to younger. However 25 % strongly agree agreed while 22.5% disagreed with this view.

It's interesting to note that 25% had no opinion and similarly 25% strongly agreed. This is a clear indicator of a significant amount of influence. This may be alluded to the fact that older individuals sometimes depict rigid fixed minds on opinions and do not readily absorb change as (Ahuja, 1999) clearly points out. This in relation to performance contracting means that policy implementers need to work out modalities that would make the policy work. On whether teachers have a negative attitude towards performance contracting the results on Table 4.8 shows the tutors' responses.

**Table 4.8**

*Teachers attitudes towards Performance Contracting is negative*

<b>HoDs responses</b>	<b>frequency</b>	<b>%</b>
Strongly agreed	10	20.8
Agreed	21	43.8
No opinion	5	10.4
Disagreed	7	14.6
Strongly disagreed	5	10.4
<b>Total</b>	<b>48</b>	<b>100</b>

On seeking to find out teacher attitudes towards the policy of performance contracting the results on the Table 4.8 indicate that a large number of the teachers have a negative attitude towards the policy (64.6%), 10.4% had no opinion whereas 15% disagreed with

view. This is an indication that teachers were not sufficiently prepared and the policy was hurriedly introduced without involvement of all stakeholders. Carnal (2007) underscores the significance of incorporating change mechanisms in organizations during the process of effecting change to ensure successful implementation. 'Tutors' were asked whether they were demotivated by performance contracting and their responses are shown on Table 4.9

**Table 4.9**

*Performance contracting has demotivated me*

<b>Tutors responses</b>	<b>frequency</b>	<b>%</b>
Strongly agreed	3	7.5
Agreed	5	12.5
No opinion	11	27.5
Disagreed	16	40.0
Strongly disagreed	5	12.5
<b>Total</b>	<b>40</b>	<b>100</b>

Results from the Table 4.9 indicate that a large number of tutors do not agree that performance contracting had demotivated them at 40%. Another 20% felt that performance contracting had demotivated them. However the fact that 27.5% had no opinion is an indication that the policy is still new not much of its impact had been felt.

It means successful implementation of the policy would help to clearly ascertain whether the policy had demotivated teachers in any way.

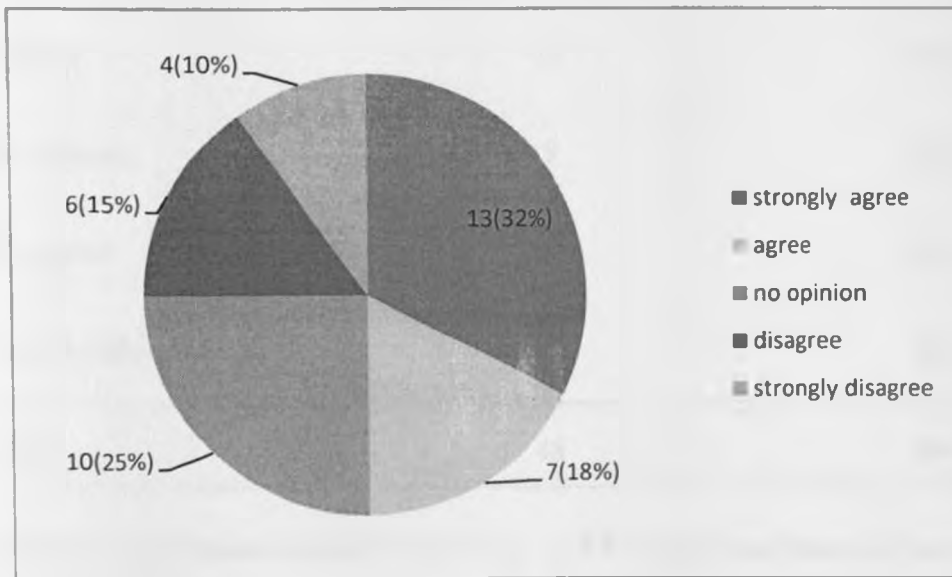
#### 4.6 Tutors' Perceptions of Organizational Factors on Performance Contracting

The variables on organizational factors were concerned with issues of resource allocation, information about the performance contracting policy and the organizational structure.

The participants gave varied responses as the Figure 4.5 indicates.

Figure 4.5

*Performance contracting is accorded seriousness at the colleges*



From the results in figure 32% of tutors agreed strongly that performance contracting is accorded a lot of seriousness at their colleges while 18% agreed 25% had no opinion on whether there was any seriousness towards the policy at their colleges while 15% disagreed and the remaining 10% strongly disagreed. It means that some institutions do

not take the policy seriously. Lack of trust and commitment to the contract by concerned parties will derail the process as Shirley and Xu (2000) clearly point out. On whether performance contracting is understood by the staff. Tutors' responses are shown on Table 4.10

**Table 4.10**

*Staff members do not understand performance contracting policy*

<b>HoDs responses</b>	<b>frequency</b>	<b>%</b>
Strongly agreed	6	12.5
Agreed	21	43.8
No opinion	9	18.8
Disagreed	9	18.8
Strongly disagreed	3	6.3
<b>Total</b>	<b>48</b>	<b>100</b>

According to the results on the Table 4.10, 43.8% agree that tutors do not understand the performance contracting policy. About 18.8% have no opinion and similarly another 18.8% disagree with this view. It's evident therefore basing on the above results that the information about the policy is obscure since only 25.1% feel that staffs understand the policy while the remaining 56.3% disagreed that staff members understand the policy. This is clear from the above results that the policy is still foreign to teachers and they

have been distanced from it and yet are expected to perform. On seeking tutors' opinions on whether the organizations structure is prohibitive to change, responses are shown on Table 4.11

**Table 4.11**

*The organization's structure is prohibitive to change*

<b>HoDs responses</b>	<b>frequency</b>	<b>%</b>
Strongly agreed	10	20.8
Agreed	16	33.3
No opinion	5	10.4
Disagreed	10	20.8
Strongly disagreed	6	12.5
<b>Total</b>	<b>48</b>	<b>100</b>

The Table 4.11 indicates that quite a number of tutors agree that their organization's structure is prohibitive to change (54.1%) and only 33.3% agreed that the organizational structure at their institution was not prohibitive to change. A minimal 10.4% have no opinion about this issue. This underscores the significance of institutional preparedness for change since change is a dynamic process. The change process requires mechanisms in place by institutions in order to succeed. This was not the case in some of the institutions since no significant efforts had been put in place to implement the policy.

Vespoor *et.al* (1991) asserts that for the change process to succeed in institutions procedures involved need to factor in issues of time and size of the organizations and stakeholder involvement. This would help the policy to succeed significantly. Tutors responses on whether shortage of resources is a hindrance are shown on Table 4.12

**Table 4.12**

*Shortage of financial resources is a hindrance*

<b>HoDs responses</b>	<b>frequency</b>	<b>%</b>
Strongly agreed	23	47.9
Agreed	15	31.2
No opinion	2	4.2
Disagreed	7	14.6
Strongly disagreed	0	0
<b>Total</b>	<b>48</b>	<b>100</b>

The item sought to establish to what extent organizational factors like lack of resources influenced perceptions towards performance contracting. From the results on the table 4.12 it was unanimously agreed that lack of financial resources was a major setback to attain set targets at 79.1%. A minimal 14.6% disagreed with this view. Whereas the government maintains its resolve to implement the policy in all public institutions resource allocation has been ignored as a major requirement. Proper allocation of



resources would to help attain targets. Most participants in the study particularly principals insist on sufficient resource allocation to achieve set targets. On whether tutors were adequately prepared for performance contracting tutors' responses are shown on Table 4.13

**Table 4.13**

*Teachers were adequately prepared for performance contracting*

<b>HoDs responses</b>	<b>frequency</b>	<b>%</b>
Strongly agreed	3	6.3
Agreed	8	16.7
No opinion	6	12.5
Disagreed	16	33.3
Strongly disagreed	14	29.2
<b>Total</b>	<b>48</b>	<b>100</b>

The item sought to establish whether teachers were adequately prepared for performance contracting. The results in the table indicated that majority of tutors felt that they were not adequately prepared for the policy at 62.5%. Those who had no opinion about this issue formed only 12.5%, whereas another 23% felt that teachers were prepared for performance contracting. It can be concluded therefore basing on the above results that not enough has been done on disseminating information about the policy but was rather

hurriedly introduced in the education institutions. On whether the organization had developed a sense of direction since inception of performance contracting Table 4.14 shows the responses elicited by the tutors.

**Table 4.14**

*The organization has developed a sense of direction*

<b>HoDs responses</b>	<b>frequency</b>	<b>%</b>
Strongly agreed	12	25.0
Agreed	20	41.7
No opinion	6	12.5
Disagreed	4	8.3
Strongly disagreed	5	10.4
<b>Total</b>	<b>48</b>	<b>100</b>

The results on the Table 4.14 indicate that 41.7% of the tutors agreed with the opinion, 25% strongly agreed while 12.5% had no opinion. It's worth noting from the table that a large proportion of respondents felt that their organizations had developed a sense of direction since inception of performance contracting as 66.7% felt there was an improvement. Those who differed with this view were only minimal at 18.7% while only 12.5% had no opinion. From the foregoing it's clear that there is a unanimous agreement that the policy is good and has improved service delivery at the institutions. It further

emerged from the study that the teacher training colleges did not benefit much from the services of QASOs since much of their efforts are concentrated in secondary and primary schools. It would therefore not be prudent to condemn the policy outright or deem it irrelevant in the teaching profession. The challenge then lies with policy implementers to ensure the best is obtained from it. It can be concluded therefore that performance contracting policy is a step in the right direction.

#### 4.7 Tutors' Perceptions of External Factors on Performance Contracting

Tutors' perceptions with regard to variables on external factors centered on issues of influence from the teachers unions and the mode of implementation by the government.

Tutors were asked whether teachers unions influenced their perceptions towards performance contracting. Their responses are shown on Table 4.15

**Table 4.15**

*Teachers' unions have given teachers a negative perception*

HoDs responses	frequency	%
Strongly agreed	17	34,7
Agreed	17	34.7
No opinion	9	18.4
Disagreed	4	8.2
Strongly disagreed	2	4.1
<b>Total</b>	<b>48</b>	<b>100</b>

On seeking to find out whether tutors' perceptions were influenced by factors outside the organization such as influence from the teachers unions, results on Table 4.15 indicate that a large proportion of tutors strongly agreed while 34.7% agreed 18.4% had no opinion and 4.1% strongly disagreed. Hence 69.4% who formed the majority of the tutors felt the teachers unions such as KUPPET and KNUT influenced teacher's

perceptions since they enjoy a strong backing from teachers. It is interesting to note that this did not deter implementation of performance contracting at the teacher training colleges as the study further found out. All tertiary institutions were on performance contracts signed individually by the principals of institutions as a matter of policy influence from the unions did not deter implementation. Inculcating change modalities like stakeholder involvement by involving unions' officials as teacher representatives would enhance change of attitude. Tutors' responses on whether the mode of implementation has given the policy a negative perception are shown on Table 4.16

**Table 4.16**

*Mode of implementation has given teachers a negative perception*

<b>Tutors responses</b>	<b>frequency</b>	<b>%</b>
Strongly agreed	14	29.2
Agreed	19	39.6
No opinion	5	10.4
Disagreed	5	10.4
Strongly disagreed	5	10.4
<b>Total</b>	<b>40</b>	<b>100</b>

The table illustrates that a large proportion of tutors agreed overwhelmingly that the mode of implementation by the government has given the policy a negative impression

by the teachers since 29.2% of respondents strongly agreed while 39.6% agreed with this view. It's also interesting to note that responses from tutors on this issues depicted that only 10.4% had no opinion, a similar number of respondents disagreed with this view and another 10.4% disagreed strongly. It would be correct therefore according to these results to conclude that the policy is relevant to the education sector and could not have come at a better time when entire country is undergoing reforms in almost all sectors politically, socially and even economically. The government began the policy on a false start by imposing it on teachers without involving them and expecting to realize results. The mode of implementation has given it a negative impression. This is an indication of flaws in the policy that clearly need redress as the research further revealed.

This is an indication that if well structured and implemented the performance contracting policy is noble and would enhance performance improvements at the institutions by enhancing accountability which will significantly help build the image of public institutions and boost citizen trust.

#### 4.8 Challenges facing implementation of performance contracting

This item sought to establish the challenges facing implementation of performance contracting and the responses from principals' are shown on Table 4.17

**Table 4.17**

##### *Challenges facing implementation of Performance Contracting*

<b>Principals' responses</b>	<b>frequency</b>	<b>%</b>
Insufficient resources	3	50.0
Lack of training	1	16.7
Time consuming & additional workload	1	16.7
Insufficient information about the policy and imposition of targets by vetting officials	1	16.7
<b>Total</b>	<b>6</b>	<b>100</b>

On challenges facing implementation of performance contracts at the colleges 50% of principals held the view that resources were insufficient hence attainment of targets is not successful. Another 16.7% felt that successful implementation is hampered by lack of sufficient training about the policy, time required in carrying out the process was also a setback as 16.7% of the principals indicated. The process was an additional workload besides the core business of teaching and this consumed so much of the teaching time as

put forward by 16.7% of the principals. Performance contracting would succeed if these challenges are looked into.

#### 4.8 Cross tabulation between demographic characteristics and key study variables

The study sought to establish if there was any influence between key demographic characteristics such as age, gender and academic qualification and other variables which centered on individual factors, organizational and external factors. The results are illustrated in the cross tabulation on Table 4.18

**Cross tabulation of variables (P-value  $\leq$  0.005)**

Details	chi Square	df	P-value
Gender*Individual factors	18.468	8	0.188
Age*Individual factors	30.889	12	0.002
Qualification*Individual factors	16.801	12	0.157
Gender*organizational factor	10.662	8	0.222
Age*organizational factors	24.646	12	0.004
Qualification*organizational factors	6.735	1	0.009
Gender*external factors	5.181	1	0.023
Age*external factors	29.695	12	0.003
Qualification*external factors	4.866	1	0.024



## **Summary of the cross tabulation**

From the cross tabulation on Table 4.18 the P-value is greater than 0.005 in a number of variables such as gender and individual factors, gender and organizational factors, qualification and individual factors, qualification and external factors to name but a few. This indicated that there was no significant magnitude of relationship among the variables. However variables such as age and external factors, age and organizational factors with a P- value of less than 0.005 seemed to indicate a magnitude of relationship among them.

This means therefore that certain variables such as age and organizational factors, age and external factors influenced perceptions to a given level. External factors like influence from teachers unions and mode of implementation of the performance contracting policy by the government and resources, organizational structure and information about the policy. This is an indication also that some factors may have influenced perceptions but others may not.

### **4.6 Summary of the Data Analysis**

The sample size of the study was divided into sections of principals, heads of departments and tutors out of which a respondent profile was build. A number of issues were noted from the respondent profile. Majority of respondents were males and posses at least a bachelors degree. This depicted qualified personnel with the right qualification in the institutions. Majority of the tutors had worked for over ten years and this depicted an experienced, mature and qualified workforce.

Tutors' perceptions with regard to individual factors of age, gender, qualification and experience indicated that the influence was more significant in some factors than in others. For instance age seemed to influence perception more than gender as the cross tabulation illustrated. Qualification did not seem to have much influence as well. This partly depicted objectivity on the part of respondents since individual factors did not seem to greatly influence how they felt about the policy. It meant therefore that much of the influence may be emanating from other factors other than individual factors.

Tutor perceptions with respect to organizational factors indicated that issues that centered on resource allocation, information about the policy and even the organizational structure influenced perceptions towards the policy. Majority of respondents felt that inadequate resources made it difficult for the policy to be implemented and a good number of teachers did not know much about the policy. The organizational structure also made them form an impression about the policy and the influenced their perceptions. This coupled with external factors influenced perceptions as well since there was unanimous agreement that the mode of implementation gave the policy a negative impression and the teachers unions as well.

## CHAPTER FIVE

### SUMMARY CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter gives a summary of major findings reported and a discussion on the implications and conclusions based on the study findings. The chapter further goes on to make recommendations and suggestions for further research.

#### 5.2 Summary of the Study

The study's main focus was on establishing factors influencing tutors' perceptions towards performance contracting. Objectives of the study were to ascertain whether performance contracting is on course at the teacher training colleges, whether individual factors, organizational factors and external factors influenced tutors' perceptions towards the policy of performance contracting and challenges facing the implementation of performance contracting at the teacher training colleges. The methodology employed a survey as the study design and data collection was by use of questionnaires and interview schedules. Piloting was done to ascertain instrument reliability and validity and data analyzed by use of descriptive statistics and presentations done using tables, frequencies and charts.

The results of the study established that performance contracting was on course at the teachers training colleges. A number of factors such as age, lack of sufficient information about the policy, lack of resources, influence from teachers unions and mode of implementation by the government influenced perceptions.

### 5.3 Discussion on the Findings

Findings established that only 56% of the tutors had been sensitized on performance contracting while 44% had not been sensitized thus information on the policy had not been well disseminated and a good number of teachers did not know much about the policy hence an impediment to successful implementation.

On whether individual factors influenced tutors' perceptions towards performance contracting the research established that experience and qualification did not influence perceptions much. A number of respondents indicated they did not agree with the opinion that performance contracting was favored by teachers with high qualifications (47.5%). While a corresponding 55% agreed it was disliked by older members. This gave an indication that individual factors may have influenced perceptions to a minimal magnitude as indicated by the respondents.

The study also established that tutors' perceptions with respect to organizational factors of resource allocation the study established that the organizational structure affected the way tutors viewed the policy, whereas 66.7% believe that their organizations had developed a sense of direction since inception of performance contracting 54.1% hold the position that the organization structure is prohibitive to change. Shortage of finances was cited unanimously as a major hindrance to attaining set targets as 79.1% respondents supported this view. Performance contracting would improve if these factors are taken into consideration. Resource allocation and the organization's structure shaped the way tutors viewed performance contracting.

The research further established that teachers were not adequately prepared for performance contracting as 62.5% of respondents stated this, 56.3% felt that majority of the staff did not understand much about the policy. This showed that there was insufficient information about the policy and so teachers held it as a foreign concept being imposed on them.

Tutors' perceptions with respect to external factors revealed that the teachers unions such as KNUT and KUPPET had an influence on teachers' opinions. However this did not hamper implementation efforts at the TTCs since they had already signed performance contracts at the institutions. Principals had signed Performance Contracts individually and so the union's position did not hold them back. On prodding further on this issue it was revealed that they held view that unions influence was greater at secondary school and primary school levels. Majority of the tutors (68.8%) felt the mode of implementation by the government gave teachers a negative perception. It further emerged from the study that all principals consulted for interview felt that they are at times coerced by the vetting officials on setting targets and this reflected an authoritarian approach. Trivedi (2007) defines performance contracts as mutual agreements with no imposition of targets, this move seems to be a contravention of what performance contracts ideally stand for. This further indicated that the mode of implementation right from the top is branding the performance contracting concept negatively hence making it unpopular among the teachers.

A number of challenges were highlighted as hindrances to the implementation of performance contracting. Majority of the respondents concede that lack of sufficient

resources to implement the set targets, insufficient training on the policy, and imposition of targets are some of the challenges. Teachers are faced with the daunting task of teaching and performing on the core mandate as stipulated in the contracts. The performance contracting exercise is viewed as an additional work load especially among these who are directly involved in the process.

To deal with these challenges, the principals, heads of departments and tutors who took part in the study gave various suggestions that would help in policy implementation. First sufficient resources should be allocated to help attain the targets, give training to teachers and funds for conducting work shops on sensitization. Provision of expertise especially on areas of specialization like ICT, and ISO certification. Provide independent evaluators on the ground to enable teachers have time to teach and not multi-task at the expense of teaching which their core mandate is. They also suggested that it would be vital for the government to look into employee's welfare before demanding that they perform. Respondents were also of the view that evaluation be done on the ground rather than desk top evaluation so as to ascertain facts and benchmark with realized targets.

#### **5.4 Conclusions of the Study**

In view of the findings of this study, the research established that principals had signed the contracts and hence performance contracting was already on course at the public teachers training colleges in Western and Rift valley provinces. Tutors' perception towards the performance contracting policy was viewed in varying extents. Tutors perceptions with respect to individual factors, variables of age and experience influenced

perceptions to ascertain magnitude. Other variables like gender and qualifications did not influence perceptions of tutors. On tutors' perceptions with regard to organizational factors, the study revealed that organizational factors such as insufficient allocation of resources, insufficient information about the policy and organizational structure shaped perceptions as well. This is a strong pointer to the fact that perceptions towards the policy are varied and may be pegged on implementation modalities in place at the institutions since organizational structure seemed to shape opinions about the policy as the results further indicated. Similarly the mode of implementation and teachers unions influenced opinions about the policy as well. Challenges facing implementation of performance contracting were varied as the study further revealed. These included insufficient information about the policy due to lack of training, lack of resources, time consuming. Moreover there was a small revelation that some principals felt it was an additional work load and was slightly outside their core mandate while others felt it was in line with their job description

Majority of principals and tutors felt they needed to be provided with sufficient information about the policy since the concept was still new and had not been well internalized at the institutions since they did not own it they felt left out. Principals also felt the vetting officials were authoritarian. This challenges if addressed may help to implement the policy much more easily in the education sector. It can therefore be concluded that the policy can work in the education sector if necessary mechanisms are taken into account to implement the policy.

## 5.5 Recommendations

The research findings revealed that although various efforts are being made to enhance performance in government institutions like teacher training colleges through policies like performance contracting, specific measures need to be put in place to ensure successful implementation of the policy. In view of the findings in the study a number of recommendations are put forward to help advance the policy. The study therefore recommends that:

- The performance contracting policy implementers at the Ministry of Education need to consider establishing a quantitative management system that would allow an independent specialist to train personnel at the institutions on the performance contracting process, this will relieve teachers the additional workload.
- There is also need to demystify the policy of performance contracting by the Ministry of Education performance contracting policy implementers and make it friendly and not punitive so as to remain solvent, results need to be celebrated and not used to reward others negatively. This would give room for innovation and do away with too much bureaucracy
- The Government should also allocate sufficient resources to the institutions to help implement the targets set especially on ISO certification and training issues and consider carrying out evaluation by the performance contracting policy evaluators on the ground based on institutional levels and even geographical location of institutions in order for objectivity to be ascertained.



- There is need to train principals regularly by the Performance Contracting Committee Secretariat about the policy on how to set targets through in-service courses on management of performance contracting. Educating of principals especially on proper modes of implementation will help attain change especially through instilling a performance culture in institutions.
- The Teachers Service Commission should look into the welfare of its employees as this would enable them perform better, hence job satisfaction issues and motivation need to be also considered to ensure successful implementation of the policy.
- Principals and performance contracting steering committees at their institutions need to define performance indicators as per the core business of their institutions and analysis tools for performance contracting should be adjusted to suit each college.
- It is also vital for tutors to contribute positively to the implementation process by changing their attitudes towards the policy since the process requires mutual trust and commitment in order to succeed. All stakeholders need to be brought on board and information disseminated to ensure the involvement of everyone since performance contracting requires team spirit so as to succeed.

## **5.6 Suggestions for further Research**

In view of the above findings, a number of recommendations are made for further contribution to improvement of performance contracting.

- a) Future studies to focus on the link between Quality Assurance and Performance contracting.
- b) A study should be carried out on the impact of performance contracting in educational institutions.
- c) A study should also be carried out on the relationship between leadership qualities and performance contracting.

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## APPENDIX 1

### INTRODUCTION LETTER

University of Nairobi  
Department of Educational  
Administration and Planning  
P.O. Box 92

KIKUYU

2<sup>nd</sup> May, 2011

Dear Respondent,

**RE: RESEARCH ON FACTORS INFLUENCING TUTORS' PERCEPTIONS  
TOWARDS PERFORMANCE CONTRACTING IN PUBLIC TEACHER TRAINING  
COLLEGES IN WESTERN & RIFT VALLEY PROVINCES OF KENYA**

---

I am a post graduate student in the University of Nairobi, pursuing a Masters degree in Educational Administration. I am interested in conducting research on teacher perceptions towards performance contracting in your institution.

In that connection I kindly request your time, cooperation and indulgence in responding to questionnaires designed to elicit data responses for the research. In keeping with international research ethics and the university code of conduct for such surveys, I guarantee that your identity will be kept confidential and your responses will be used for study purposes only.

Thank you in advance.

Yours faithfully

Mpapale L. Roselenty





- c) Has demotivated me ( )
- d) Has brought poor working relations between tutors and management ( )
- e) Has improved service delivery at the institution ( )
- f) Is accorded lot of seriousness at this institution ( )
- g) Has contributed to enhancing my career prospects ( )
- h) Is favored by teachers with high qualifications ( )
- i) Is another form of employment contract ( )
- j) Has enabled management to be very effective ( )
- k) Is disliked by older members in the profession unlike younger ones ( )
- l) Is given a negative perception by the teachers unions KNUT and KUPPET ( )
- m) Performance contracting is a contradiction of the terms of service ( )
- n) Is not relevant to the teaching fraternity ( )
- o) Nothing has improved since inception of performance contracting ( )
- p) Is a milestone in bringing accountability to the public institutions ( )

7. In your view, what are the factors behind teachers' resistance to performance contracting?

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**Thank you for your cooperation**

## APPENDIX 3

### HODs QUESTIONNAIRE

The study seeks to establish teachers' perceptions towards performance contracting. Kindly respond to the questionnaire as honestly as possible. Your identity will be kept confidential and your responses will be used for study purposes only. Please do not write your name on the questionnaire.

#### Section A: General Information:

Please tick in the box (✓) appropriately

1. Department \_\_\_\_\_
2. What is your gender?      Male ( )                  Female ( )
3. Indicate your age    20-30 ( )    30-40 ( )    40-50 ( )    50 – 60 ( )
4. Indicate your educational level    Diploma ( ) Bachelors ( ) Masters ( ) Doctorate ( )
5. How long have you worked?      Less than 10 ( )    10-20 ( )    20-30 ( )    30-over ( )
6. Are you aware of the performance contracting policy?    Yes ( ) No ( )

7. Indicate the degree to which you agree with the following:    Key:

Strongly Agree (1) Agree (2) No opinion (3) Disagree (4) Strongly Disagree (5)

- a) Performance contracting policy was hurriedly introduced to the Education sector ( )
- b) Staff members don't understand the performance contracting policy ( )
- c) Performance contracting has brought improvements in the department ( )
- d) The organization's structure is prohibitive to change ( )
- e) Shortage of finances and material resources is a hindrance to achieving set targets ( )
- f) Not enough support is got from senior management ( )

- g) The working environment is conducive to achieve set targets ( )
- h) Enough capacity exists to steer the performance contracting process forward ( )
- i) Teacher attitude towards performance contracting is negative ( )
- j) Teachers were adequately prepared for performance contracting. ( )
- k) The mode of implementation by the government has given teachers a negative perception ( )
- l) The organization has developed a sense of direction since inception of Performance Contracting ( )

8. In your opinion how else can performance management be improved?

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9. Please give any other information you consider relevant and has not been included in this questionnaire

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**Thank you for your cooperation**

## APPENDIX 4

### INTERVIEW SCHEDULE FOR PRINCIPALS

1. For how long have you been in the service? ( less than 10yrs) (10-20yrs) (20-30yrs)
2. Have you signed performance contracts? If yes when?
3. Do you think your job description is in line with your current responsibilities? Please explain briefly
4. How well prepared were the teachers for performance contracts in your institution?  
(Well prepared) (not prepared) (somehow prepared)
5. What mechanisms have you put in place in the institution to implement the performance contracting policy?
6. In your view is the government justified in implementing this policy in educational institutions? Briefly explain
7. Do you agree that QASO's have been ineffective as one of the reasons why performance contracts were introduced?
8. In your opinion has the teachers' union sabotaged the process in any way? If yes briefly explain
9. What are the challenges faced in performance contracting implementation in your institution?
10. In your opinion how best can the performance contracting policy be implemented?

APPENDIX 5

RESEARCH PERMIT

PAGE 2

PAGE 3

Research Permit No. NCST/RR1/12/1/SS-011/490

Date of issue 4<sup>th</sup> May 2011

Fee received KES1,000

THIS IS TO CERTIFY THAT:

of JDr/Mr/Mrs/Miss/Institution

**JOSELENTY LUNG'ATSO MPAPALE**

**UNIVERSITY OF NAIROBI**

(Address) **P. O. BOX 30197**

**NAIROBI**

has been permitted to conduct research in

Location

District

Province

**WESTERN & RIFT VALLEY**

on the topic **FACTORS INFLUENCING TUTOR'S PERCEPTIONS TOWARDS PERFORMANCE CONTRACTING IN PUBLIC TEACHER TRAINING COLLEGES IN WESTERN & RIFT VALLEY PROVINCES OF KENYA.**



Applicant's Signature

Secretary  
National Council for  
Science and Technology

for a period ending 31<sup>st</sup> December, 2011

## APPENDIX 6

### AUTHORIZATION LETTER

REPUBLIC OF KENYA



## NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telegram: "SCIENCE TECH", Nairobi  
Telephone: 254-020-241349, 2213102  
254-020-310571, 2213123  
Fax: 254-020-2213215, 318245 318249  
When replying please quote

P.O. Box 30623 00100  
NAIROBI-KENYA  
Website: [www.ncst.go.ke](http://www.ncst.go.ke)

Our Ref:

Date:

NCST/RRI/12/1/SS-011/556/5

4th May, 2011

Roselety Lung'atso Mpapale  
University of Nairobi  
P. O. Box 30197  
NAIROBI

### RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "Factors influencing tutors perceptions towards performance contracting in public teachers training colleges in Western & Rift Valley Provinces of Kenya" I am pleased to inform you that you have been authorized to undertake research in Western & Rift Valley Provinces for a period ending *31<sup>st</sup> December, 2011.*

You are advised to report to the Principals of the selected Teacher Training Colleges in Western & Rift Valley Provinces before embarking on the research project.

On completion of the research, you are expected to submit one hard copy and one soft copy of the research report/thesis to our office

A handwritten signature in black ink, appearing to read 'P. N. Nyakundi'.

**P. N. NYAKUNDI**  
**FOR: SECRETARY/CEO**

Copy to:

The Principals  
Selected Teacher Training Colleges  
in Western & Rift Valley Provinces