

**THE INFLUENCE OF PERFORMANCE CONTRACTING ON THE
MANAGEMENT OF PUBLIC SECONDARY SCHOOLS IN
NAIROBI COUNTY**

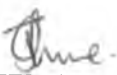
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**A RESEARCH PROJECT SUBMITTED IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF
A MASTER OF BUSINESS ADMINISTRATION DEGREE (MBA),
SCHOOL OF BUSINESS, UNIVERSITY OF NAIROBI.**

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DECLARATION

This research is my original work and has not been submitted for examination in any other university.

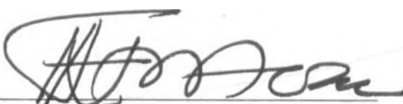
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Finally I appreciate the rest of the people who assisted me in any other way and have not been mentioned above.

DEDICATION

To my family: Husband Jack
and our lovely children Nick, Bertilla and Neville

AND

My mother Priscilla
And late father Jonathan Chune,
All my brothers and sister
Who has been my source of inspiration.

ABSTRACT

Performance contracting is the focus of performance management in the public sector world wide. It is a reliable tool for measuring performance so as to establish an improvement in the existing government structures. This study was carried out in October 2010 with the objective of establishing the influence of performance contracting on management of public secondary schools in Nairobi Province and the challenges faced by the school management. 20 head teachers agreed to participate in the study by completing the questionnaires.

The challenges of performance contracting vary from one institution to another depending on the expected results. Commercial enterprises measure performance using profits. Performance contracting seems to be the most efficient way of measuring level of service delivery in the public sector. It is this aspect that prompted this study since the Ministry of Education is a government agency that offers service to public secondary schools in Kenya.

Primary data was obtained using a questionnaire that had both structured and unstructured questions. The questionnaires were delivered personally and collected after one week. The collected statistics were computed for analysis. It was found out that indeed performance contracting at the Ministry of Education influenced the management of public secondary schools. They carried out their mandate but delayed in delivery of most services. As a result the school heads faced financial challenges that affected most of their work. They had been forced to go out of their way and come up with methods of fund raising in collaboration with the parents association. The funds obtained through this means were used to cushion the delay caused by the ministry. They were also used to supplement the development projects.

The duration of the year within which the services of the Ministry of Education were carried out in public secondary schools in the past was of importance to the Permanent secretary in this ministry for future adjustment of systems. The Ministry of Planning

required this information for appropriate resource allocation. The challenges encountered by head teachers could also be addressed by the appropriate directorate. Other scholars can also use this information to further studies on performance contracting in other organizations.

The limitation of this study was that it was carried out around the KCSE national examinations therefore the secondary school head teachers who were the respondents were busy preparing for the same. This slowed the data collection process consequently reduced the response. Time constraint was also experienced since the research was to be carried out within the duration permitted by the National Council for Science and Technology only.

The information obtained in this project will be an asset for future researchers who might want to further the knowledge on performance contracting. The influence of performance contracting in other organizations can also be studied using similar guidelines. It can also be established whether private secondary schools have adopted performance contracting as required by the Ministry of Education.

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ABBREVIATIONS AND ACRONYMS

BOG	Board of Governors
CDF	Constituency Development Fund
CBF	Constituency Bursary Fund
EFA	Education for All
ERS	Economic Recovery Strategy
ESSP	Education Sector Strategic Plan
FSE	Free Secondary Education
GOK	Government of Kenya
ICT	Information and Communication Technology
KACC	Kenya Anti Corruption Commission
LATF	Local Area Travel fund
MOE	Ministry of Education
PAS	Performance Appraisal System
PES	Performance Evaluation System
PCSC	Performance Contracts Steering Committee
PTA	Parents Teachers Association
SMASSE	Strengthening of Mathematics and Sciences in Secondary Education

CHAPTER ONE

INTRODUCTION

1.1 Background

Performance measurement has become a central feature of public management reform in many countries. These reforms consist of deliberate changes to the structures and processes of public sector organizations with the objective of getting them to run better. Measurement is the core of performance management which aligns the achievements of an organization to the expected results stipulated in its strategic plan. Performance management is an ongoing communication process between individual employees and their immediate supervisors about expectations of the organization. The performance targets are set in partnership and later used to measure an individual's performance in reference to their duty (Bacal,1999). In the recent past performance has moved away from manager centred to customer centred.

1.1.1 The concept of performance contracting

Istaqbal (1994) perceives the concept of performance contracting system to have originated in 1960s by Simon Nora to improve efficiency of the public sector in France. Initially it was known as 'contra plan'. It was evolved in the 1980s as signaling in Pakistan and Korea. The Seventh meeting of experts on the United Nations programme (1984) argued that in view of the expansion in the size and complexity of Government transactions and the attendant strain on public administration systems, the principle challenge that faced governments in developing countries was to improve the performance in their public sector. The World Bank later approved it as a principal

measure of reform for performance evaluation. This was then adopted by the developing countries (Kobia and Mohammed,2006)

Performance contracts are efficient tools for improving public sector performance. The use of performance contracts has been acclaimed as an effective and promising means of improving the performance of public enterprises as well as government departments. They are now considered an essential tool for enhancing good governance and accountability for results in the public sector (Common wealth secretariat 1995, Pollit 2000). Performance contracting is a branch of management science referred to as Management Control Systems (AAPAM, 2006)

Performance contracting being a relatively new phenomenon there is deficiency of literature in this area to enable managers to set up clear targets confidently. Unclear targets cause confusion. Some of the targets are set without capacity to meet them leading to stalling of activities. Lack of adequate resources to achieve targets is also experienced in some departments owing to the economic crises. Sometimes employees' morale is lowered and frustration sets in due to failure to meet targets. Therefore, the success of a performance contract depends on clear and precise definition of the overall policy on the sector area of activity and clear definition of quantified objectives which can be assessed. There is biasness experienced between principals and agents in various ministries. There must be existence of reliable and credible basic data in order for its intended purpose to be achieved. Performance contracting system assumes that systems run smoothly from the top management downwards. It is important to view a performance contract as part

and parcel of a wider performance management system but not as a stand alone operating outside the established human resource regulations (Trivedi 2000,Obong'o 2009).

1.1.2 Performance management

Performance management concentrates on the expected results and how to improve them continuously. Bacal (1999) defines performance management as an ongoing communication process undertaken in partnership between an employee and his or her immediate supervisor that involves establishing clear expectations and understanding about the jobs to be done. He further argues that it is a system since it has a number of parts which must be included if it has to add value to the organization, managers and employees. The components of this system are performance planning, ongoing communication, data gathering, performance appraisal meetings then performance diagnosis and coaching. Performance management fits into the organization through its planning process which aligns the work of the employee with the organization purpose.

Armstrong (2006) views performance management as a systematic process for improving organizational performance by developing the performance of individuals and teams. It is based on the principle of management by agreement or contract rather than management by command. Better results are achieved by means of understanding and managing performance within an agreed framework of planned goals, standards and competency requirements. According to Ndung'u (2009) the concerns of performance management include outputs, outcomes, processes and inputs. She further adds stakeholders, fairness and transparency on the components of the system.

1.1.3 The public sector reforms in Kenya

The public sector of Kenya consists of 42 ministries and several state corporations. The ministries are headed by ministers while the state corporations are headed by directors all appointed by the president. In the past, the public sector was faced with the challenge of poor and declining performance which has inhibited realization of sustainable economic growth. The factors leading to this situation included excessive regulations and controls, political interference, poor management, outright mismanagement, bloated staff establishment and negative attitude in and towards the public sector. Planning was determined by the political considerations of the reigning party (Obong'o, 2009).

The public sector of Kenya has to respond to changing circumstances in the environment including changing customer needs, competition, legislation and changing public perceptions. The Department of Personnel Management (DPM) is mandated to provide strategic leadership and policy direction in human resources management and development in public service. New paradigms have emerged including promotion of internal markets, competitive tendering, hiring and recruitment, E-governance, capacity building and devolved development funds CDF and LATF. KACC has been established to investigate corruption cases. Service delivery has improved and timely feedback done. There is public vigilance and constructive pressure to ensure government remains focused on the reform programme while practicing result based management. Privatization of unproductive government agencies has been allowed to encourage competition. Performance management is the only way they can bench mark achievement

of set objectives using strategic performance contracting as a tool in this management (PCSC,2005).

Currently planning in the government revolves around the ERS (2003-2007) which sets out the broad framework where it aims at reducing poverty by the year 2015. Performance contracting process started within this framework with establishment of PCSC in August 2003 and the issue of legal notice No. 93. A pilot project was carried out on 16 state corporations and later became a requirement for the rest and the entire civil service to sign performance contracts. As a result the government crafted vision 2030 and all ministries were expected to make strategic plans relevant to it. The Ministry of Planning is responsible for steering development and formulating policies of achieving desired objectives from each sector of the economy. With the changes in the public sector, this ministry made it policy for all government ministries and state corporations to adopt performance contracting. The objectives of introducing performance contracts were; improving service delivery by ensuring that top-level managers are accountable for results, focusing resources on attainment of key national policy priorities and institutionalizing performance oriented culture in the civil service. The major objective was that of measuring and evaluating performance while relating reward to measurable performance (PCSC 2005, Obong'o 2009)

The performance contracts steering committee guidelines (2005) deliberated meetings on performance contract and specified that the evaluation would focus on both parties to the performance contract. A guide to performance appraisal was provided by the committee

to track performance of individual public servants for accountability, promotion and mobility of staff within and across the public service. Most ministries adopted performance contracting and returns are filed annually starting from every July of one year to June of the next year. They specify the commitments and responsibilities of each ministry and show how resources have been utilized against the budgeted time. They also use non-financial indicators to show any variations in service delivery. All ministries have drawn their service charters and all individuals strive for excellence since individual performance eventually is measured.

Performance contracting is followed by performance appraisal. The Performance Appraisal System (PAS) is a critical component of the overall human resources management function in the public service. It is predicated upon the principle of work planning, setting of agreed performance targets, feedback and reporting. It is linked to other human resource management systems and processes including staff development, career progression, recruitment, placement, incentives and sanctions. The overall objective of the PAS is to manage and improve the performance of the Public Service by enabling a higher level of staff participation and involvement in planning, delivery and evaluation of work performance. PAS is meant to recognize, reward and sanction performance. It is also meant to identify and address job related staff development. In addition, PAS will be used to inform placement, promotion and mobility of staff within and across the public services (PCSC, 2005).

Ndung'u (2009) brings out evidence of positive impacts of performance contracting in the Kenyan public sector. It has enabled financial stewardship minimizing wastage, led to development of strategic plans in public institutions and increased rate of project completion. E-governance is being done by computerization of government departments and ministries. Capacity building has been enhanced by assessing staff training and development needs. ISO certification has been introduced to help the public sector in the re-engineering process. There has been general economic growth since 2003 though affected adversely with post-election violence in 2008 as shown in figure 1

FIG 1. Trends of Economic Growth (2003-2008)

Year	Percent GDP Rate
2003	2
2004	4.3
2005	5.8
2006	6.1
2007	7
2008	2.2

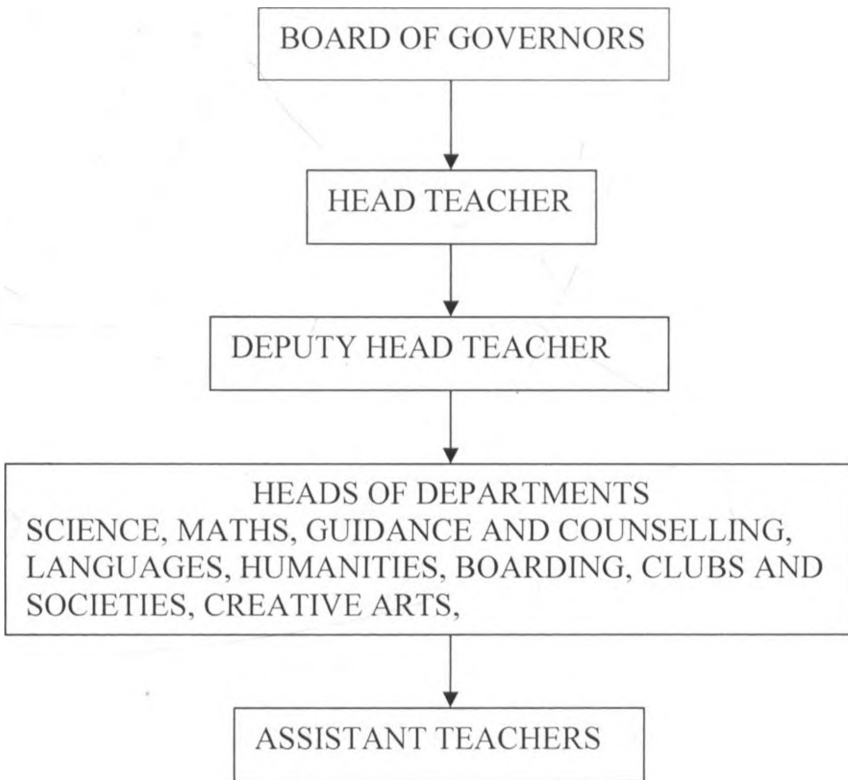
Source; Ndung'u (2009) Performance Management and Contracting Kenyan Perspective Pg 88

The MOE developed its strategic plan in 2005 for the years 2006-2011 and proposed three major strategic permits; to expand access to educational opportunities at all levels particularly basic education, to improve the quality of education and to improve the institutional framework and expand capacities for effective delivery and management of education services. Performance contracting was adopted as a means to achieving effective service delivery in its directorates. In line with the public service reform programmes, the Ministry of Education through its Permanent Secretary initiated performance contracting as a strategy towards the improvement of performance. It follows the cascading process from the Permanent secretary downwards to District Officers. (Ministry of Education, Science & Technology,2005)

1.1.4 Public secondary schools

Figure 2 below shows the recommended Ministry of Education secondary school structure of management

FIG 2 School Management Structure



Source; A Guide to a Teacher's Professional Growth Handbook pg 41

Public secondary schools are managed by the BOG appointed by the Minister of Education. They are the custodians of school property. The BOG is mandated by the Education Act to audit and regulate expenditure by the administration to ensure that all the income received by the school is applied to the promotion of its objects. This statute presumes that members of the BOG and head teachers are knowledgeable in law, human resource management, supply chain management, accounting and project management. The latest changes at the ministry include the introduction of FSE and CDF funds therefore monitoring and evaluation of financial performance is very crucial (Ondiek,1997).

The Teachers Service Commission Act (1967) enacted within the Education act of 1968 states the responsibilities and duties of school heads as follows; the organization and management of the approved school curriculum, the management and control of school finances and stores, management and motivation of human resources in the school. They are also the Secretaries to the school Board of Governors and they manage school plant and equipment. The Public Procurement and Disposal Act (2005) grants head teachers the power to control the tendering and procurement process in schools. The head teacher works directly under the BOG whose functions are to initiate development in the schools, manage finances, recruit teachers, appoint non-teaching staff and regulate admission of students. They also work closely with the PTA who are the financiers of school activities.

The BOG and head teachers of schools have to define their performance indicators in line with the expectations of the Directorate of Secondary and Tertiary Education.

Performance contracting in the directorate is supposed to ensure timeliness of service delivery which in turn reflects in the management of schools.

1.2 STATEMENT OF THE RESEARCH PROBLEM

Performance contracts represent a state-of-the-art tool for improving public sector performance. The use of performance contracts has been acclaimed as an effective and promising means of improving the performance of public enterprises as well as government departments (Commonwealth Secretariat 1995, Pollit 2000). They are now considered an essential tool for enhancing good governance and accountability for results in the public sector. A performance contract is a freely negotiated performance agreement between a government organization and individuals on one hand and with the agency itself (PCSC, 2005).

The Permanent Secretary, Ministry of Education has signed a performance contract with the government as well as with the directors of various directorates in the ministry. The directorate of Secondary and Tertiary Education in this ministry coordinates management of public secondary schools. This directorate has committed itself in the performance contract to carry out the following responsibilities; appointment of BOGs within three (3) months, discipline of Students within twenty one (21) days, award of bursaries and grants based on merit and representing regional and gender diversity, Tuition Waiver (FSE), admissions and transfers of students, registration of schools within three (3) months, computerization of form 1 enrolment, capacity building of teachers and their education, integration of ICT in secondary education.

Studies (Trivedi 2000, Obare 2006 and Otieno 2006) have established existence of gaps between the adoption of performance contracts and their implementation. There is limited literature on performance contracting so most organizations are unable to state quantifiable and achievable functions. Most information on performance contracting is related to commercial organizations which measure performance using profits while the public sector offers service. Challenges are encountered and sometimes derail the course of the contract. In some ministries they have just been signed as a formality and have no impact on service delivery. The Directorate of Personnel Management that is supposed to spearhead reforms in Kenya has its own internal issues to contend with (Obare,2006). Indeed, this management strategy contains numerous pitfalls. To ensure that performance contracting really improves performance, public managers need strategies to avoid these pitfalls (Behn and Kant,2009). Performance contracting in the Ministry of Education determines the management of public secondary schools. The schools are likely to face some challenges following the activities of this ministry. What is the influence of performance contracting on the management of public secondary schools in Nairobi province?

1.3 OBJECTIVES OF THE STUDY

The objectives of this study are;

- ◆ To investigate the influence of performance contracting on the management of public secondary schools.
- ◆ To establish the challenges encountered by public secondary school management

1.4 IMPORTANCE OF THE STUDY

The findings of this research are expected to help the Permanent Secretary in the Ministry of Education to evaluate the performance of the director and the directorate against the signed performance contract. The MOE will be able to explore the possibility of enforcing performance contracting in the public secondary schools to enhance academic performance. This study will serve as a justification for the introduction of FSE as a means to achieving the goals of Education For All Framework for Action established at Dakar World Education forum in the year 2000

The public sector organizations will use the findings of this research to manage implementation of performance contracts. Government planners will use them for purposes of appropriate resource allocation for effective service delivery.

Future researchers and scholars will also use the findings for further research on the topic. They will benefit from this knowledge to advance their ideas.

CHAPTER TWO

LITERATURE REVIEW

African states have been experiencing declining economic performance majorly due to political interference and bureaucracy. The world financing organizations have always come to their aid eliciting bodies like the World Bank to suggest new strategies to streamline their government functions. One such measure was introduction of performance contracting in developing countries. Performance contracting is a tool of the overall performance management process that is used to improve service delivery to the public by holding top-level managers accountable, and in turn holding those below them accountable (PCSC,2005).

2.1 The concept of performance contracting

According to The Commonwealth Secretariat (1995), a performance contract is that between the owner of an enterprise and management setting out results to be achieved within a given time frame. Other names of performance contract are; contract de performance, Memorandum of understanding, letter of agreement, Performance Agreement or Contract plan. Performance contracts are further classified into two types that is, the French based system and the signaling system. The French based system does not allocate weight to targets therefore affecting performance evaluation by high degree of subjectivity. It is currently practiced in France, Senegal, Bennin, Morocco and Latin America. The Signalling system concentrates on the capital stock in hand and how best the management can make use of it. It is signed at the beginning of the year. This is practiced in Pakistan, Korea Ghana, Nigeria and Gambia.

Fudahunsi (1996) suggests that privatization in Africa was the only way development would be realized therefore alluding to the need for performance contracting. Performance contracts seek to privatize public sector style of management without necessarily transferring ownership to private firms. Martin (2003) views a performance-based contract as one that focuses on outputs, quality and outcomes of service provision and may tie at least a portion of the contractor's payment as well as any contract extension or renewal to their achievement.

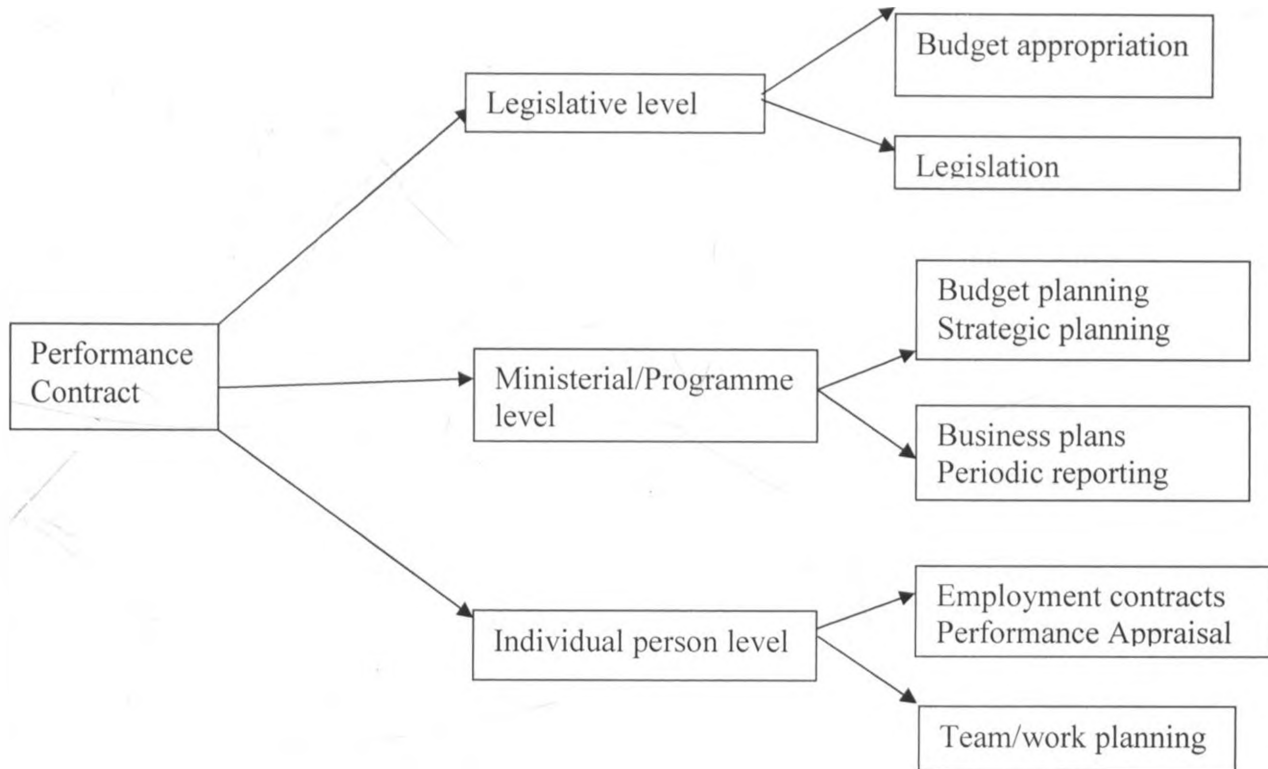
Performance Contracts Steering Committee (2005) defines performance contract as an agreement made between the government and a public agency which establishes general goals for the agency, sets targets for measuring performance and provides incentives for achieving these targets. A variety of incentive based mechanisms are used for controlling these agencies. In this contract the outcome is controlled and not the process.

Essentially, a performance contract is an agreement between a government and a public agency which establishes general goals for the agency, sets targets for measuring performance and provides incentives for achieving these targets. They include a variety of incentive-based mechanisms for controlling public agencies—controlling the outcome rather than the process (BIDE,2007).The success of performance contracts in such diverse countries as France, Pakistan, South Korea, Malaysia and India has sparked a great deal of interest in this policy around the world. Similarly, the performance contracts with government departments are being used extensively in OECD countries to improve the delivery of public services and effectiveness of government machinery. A large number of governments and international organizations are currently implementing

policies using this method to improve the performance of public enterprises in their countries. (The Commonwealth Secretariat, 1995)

They link performance contracting to other management systems as shown in figure 3.

FIG 3. Link between performance contracting and management systems



Source; PCSC Training Manual (2005) pg 6

The content of performance contract includes vision, mission, objectives, performance targets, performance criteria, obligations of the PES and those of the government and boards/Permanent Secretaries/Ministers, frequency of monitoring and service charters. Performance Contracts Steering Committee (2005) further defines a vision as a statement that describes how the management envisions the business in future. The mission statement focuses attention on the main purpose of the organization and aligns their goals, priorities and practices with it. Performance targets are based on performance criteria focusing on result oriented areas. The commitments are two sided as the agency needs specified support from government in order to deliver its part. Service charters are documents prepared by the public agency in which it outlines the quality and quantity of service the citizens expect from them. Monitoring should be done periodically to ensure smooth progress and at the end of the contract period. The committee suggests that which involves assessment of the extent to which public agencies have achieved the agreed performance targets be done. The measures of output are quality, quantity, cost, effectiveness and timeliness which are clearly specified in the contract at the beginning of the period in question. In Kenya performance contracting is carried out at the beginning of a twelve month period as part of the planning stage of PAS. It is the basis on which the individual's performance is measured (Ndung'u, 2009)

The broad categories of performance evaluation are ex ante versus ex post, managerial versus agency, and results-based monitoring and evaluation system. There are two types of performance contracts, French and Signaling systems as explained in the first paragraph of this section. Further categorization of performance contract can be done

into three sub-systems namely Performance Information System, Performance Evaluation System and Performance Incentives/Sanctions system (Ndung'u, 2009 and PCSC, 2005). The Performance Information System balances the information between the government and the agency. Performance Evaluation System develops criteria for evaluating performance focusing on the following fronts; static efficiency, dynamic efficiency, project implementation and achievement of non- commercial targets. Performance Incentives/Sanctions system links the rewards/sanctions with measurable performance. Pre-negotiation consultations, negotiation and vetting of performance contract is done (PCSC, 2005)

According to Pearce & Robinson (1991) performance at the level of operational control system must take the following four steps; Set standards of performance, measure actual performance, identify deviations from set standards and initiate corrective action. There are three types of control systems being budgets, schedules and key success factors. The concept of performance contracting borrows heavily from his work. Ndung'u (2009) classifies key performance indicators into the following categories; service delivery, operations, finance and stewardship, non-financial and dynamic/qualitative. These indicators are assigned weight depending on their relative importance. Performance targets are also set to express the extent of the expected achievement of the indicators. Appendix I illustrates the current status of key performance indicators of the ministry of education strategy for obtaining Secondary and Tertiary Education goals.

2.2 The Concept of performance management

Armstrong (1995) defines performance management as a systematic process for improving organizational performance by developing the performance of individuals and teams. It is a means of getting better results by understanding and managing performance within an agreed framework of planned goals, standards and competency. Bacal (1999) expounds on the systematic nature of performance management by specifying that it has a number of parts, all of which need to be included in order to add value to the organization, managers and staff. Long term and short term plans are translated into objectives for each smaller work units then to employee goals and objectives through the planning process of performance management. Performance of individuals is measured according to their job specification later coaching is done to improve performance. Other studies (Noella 2002 , Ndung'u 2009) coincide on the characteristics of a performance management system to include agreement, measurement, feedback, positive reinforcement and dialogue. Performance management links the planning process to achieved results.

According to Neale (2003) performance measurement in an organization is at the core of any system of performance management. Performance is moving from manager centred to customer centred, it is about improvement seen by the next customer. A good performance measurement sets performance targets against set standards. Obong'o (2009) notes that management has transformed to result based. Obare (2006) recognizes that in private sector performance is judged by profit but in public sector by desired results in service delivered. The increasing customer expectations, social obligations and

responsibilities necessitate a continuous review of services being offered by public sector. Performance contracting has been incorporated in performance management to increase commitment of the stakeholders towards their responsibility.

Pollit and Bouckert (2000) outline some of the benefits of performance measurement as production of operational results, improved processes, broad change in overall capacity of political and administrative system, and a degree of shift towards the desired state. Benchmarking is enabled, proper resource allocation and career development are other results. They argue that this significantly sharpen the management of public services and their orientation of the services to users. The information from performance measurement can be used externally to inform legislatures, tax payers and service users. Management of people's performance can be effective only if it is founded on relevant and reliable information derived from measurement of performance. Performance contracting is a tool for measuring performance.(PCSC,2007)

2.3 Challenges in performance contracting

Behn and Kant (2009) suggest some challenges posed by performance contracting in government agencies. It inhibits experimentation because focus is on the results to be achieved according to the contract. It may also encourage innovation in cost cutting but not service delivery because the contractors look for a cheaper way of achieving the expected result so as to remain dominant. Performance contracting is also perceived to stifle overachievement because the contractor works to achieve only what has been agreed upon. There is a risk of rewarding promises and not performance because the

highest bidder for a given service promises to produce results that can only be seen at the end of the contract. Some outcomes take too long to be realized so performance contracting ends up rewarding outputs in such situations.

Bouckaert and Verhoest (1999) view the challenges to include failure of the performance contract to act as an effective control instrument. In most cases incentives for better performance are insufficient. The possibility of performance bonuses is limited. The contractual arrangements lack enforcement capacities, because of the ambiguous legal status of contracts. Sanctions are limited to financial compensation and individual threats for dismissal. The extent to which the increased autonomy is used depends on the organizational culture and the leadership capacities of the top. In some cases performance contracting has only limited effects on management, because of the lack of performance orientedness by the top and lower levels of the organization. Moreover, the first years of practice of the EPAs show that the organization's autonomy may be severely restricted by continuing political interference. The political top level is, in some cases, reluctant to play its new role and to abstain from operational management intervention. They further acknowledge the challenge of relaxation of input controls being implemented by effective use of output controls. In practice, the use of performance contracts is not based on an integrated set of financial instruments such as performance budgets, cost-analytical accounts and performance audits.

The United Nations guidelines for performance contracting (2002) confirm that challenges have been encountered in developing countries. The failure of implementation

of performance contracts has been attributed to pressure on governments with weak corporate management, heavily indebted, lack of legal framework and their low internationalization in organizations. Other challenges include lack of proper training on performance contracting for all departments leading to resistance by the lower managers to sign the performance contract.

This research will concentrate on the challenges encountered in the Kenyan public schools in regard to performance contracting at the Ministry of Education and try to recommend solutions that may mitigate these problems. This is with the hope of improving the performance of this ministry so as to achieve quality academic products from public secondary schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 RESEARCH DESIGN

The study was exploratory hence survey design was used to achieve its purpose of analyzing the influence of performance contracting in the education sector. This design allows researchers to gather information, summarize, present and interpret for purpose of clarification and adjustment of systems (Orodho,2002). Survey is a systematic gathering of information from a sample of respondents for purposes of understanding the behavior of the population of interest. This research is aimed at explaining the factors caused by the Directorate of Secondary and Tertiary Education on poor management of public secondary schools in Nairobi Province.

A cross-sectional survey was used to gather the relevant information since the public schools face the same terms and conditions from the government of the day. This design subjects the respondents to the same conditions.

3.2 POPULATION

The target population consisted of all public secondary schools in Nairobi Province of Kenya which received funds from the government for tuition (FSE) and development. There were 70 registered public schools in Nairobi Province (Appendix I). Funds are allocated according to enrolment of students. The services offered by government through the Directorate of Secondary and Tertiary Education in the Ministry of Education

to these schools are similar. Nairobi Province was chosen for this study since the schools are not very far from each other therefore collecting data was convenient.

Some schools started as early as the colonial days and had undergone several reforms in management but all public schools regardless of their age were subjected to the same terms. They were allocated resources depending on enrolment. Some had established systems of fund raising but for the sake of this research the management was analysed in reference to the direct influence by the activities of the Directorate of Secondary and Tertiary Education only.

3.3 SAMPLE

A sample of 30 public secondary schools in Nairobi Province were selected randomly to represent other schools in the province (Appendix II). A cross section of all levels of schools were selected ranging from national schools, provincial schools and district schools. Day schools were also alongside boarding ones. This is a probability sample design employing simple random sampling.

According to Nackmias & Nachmias (1992), simple random sampling is where each and every item in the population is given an equal chance of inclusion in the sample. All the schools in the sample were chosen provided they were public schools regardless of their status.

3.4 DATA COLLECTION

Primary data was collected through survey research method. Physical distribution of structured questionnaires to the school heads (respondents) was administered since they could be reached and were willing to co-operate. They are literate and could respond independently (Orodho, 2008 and Saunders et al, 2009). The questionnaires were later collected after one week. Both ordinal and nominal measurements were used to bring out the influence of performance contracting on management of public secondary schools and the challenges encountered by schools. Secondary data was obtained from the library, Ministry of Planning (Directorate of Personnel Management) and Ministry of Education. Some of the papers and training manuals presented by various personalities and groups were used with journals to enhance the understanding of the topic.

The questionnaire in Appendix III had both open ended and closed questions attempting to establish the influence of performance contracting on management of public secondary schools and the challenges they encounter. It was divided into two parts; general information and specific information about performance contracting in the Ministry of Education.

3.5 DATA ANALYSIS

Editing of questionnaires was done after their completion. The variables were the time durations within which the performance contract targets of the Directorate of Secondary and Tertiary Education were accomplished. The targets include appointment of BOGs within three (3) months, disciplining offensive Students within twenty one (21) days,

award of bursaries and grants based on merit and representing regional and gender diversity within three (3) months, Tuition Waiver (FSE) within twenty one (21) days, registration/re-registration of schools within three (3) months. Other targets include admissions and transfers of students, computerization of form 1 enrolment, capacity building of teachers and their education, integration of ICT in secondary education and expansion of Form 1 places. Coding was done according to the measurement scale used and the target duration expected for delivery of each service. The statistics will be computed.

Data was presented with illustrations such as pie charts, bar graphs and tables indicating percentage attainment of the commitments by the Ministry of Education. Each commitment had a specified duration of accomplishment within the year.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 INTRODUCTION

A total of 20 public secondary school head teachers participated in the study and their responses are analyzed in this section. The schools that participated were categorized further to bring out the other differences that existed within schools used in the research findings.

4.1.1 Categorization of schools

Table 4.1 Distribution of schools according to zones in Nairobi County

School District	Number of Schools	Percentage (%)
Nairobi West	9	45
Nairobi South	4	20
Nairobi North	7	35
Total	20	100

Source: Interviews

According to the table most responses were collected from Nairobi West district schools.

Table 4.2 Distribution of schools according to type

Type of School	Percentage (%)
Boarding	50
Day	50

Source : Interviews

This research analysed the two types of schools equally.

Table 4.3 Distribution of schools according to age

Year Started	Number of Schools	Percentage (%)
Before 1950	3	15
1951 – 1970	7	35
1971 – 1990	6	30
1991 – 2010	4	20
Total	20	100

Source : Interviews

From table 4.3 most of the schools started between 1951 – 1970

Table 4.4 Distribution of schools based on number of students

Number of Students	Frequency	Percentage (%)
Below 500	7	35
500 – 700	4	20
701 – 900	6	30
901 – 1100	2	10
Over 1100	1	5
Total	20	100

Source: Interviews

From the above table most schools in Nairobi County had less than 500 students.

4.2 The influence of performance contracting on management of public secondary schools in Nairobi County

Respondents were asked to explain what they understood by the term performance contract. They had various explanations such as, a legal and binding document from the employer signed by the employee stipulating the terms of performance of duty and to what level. Others explained that it was an agreement to produce required results after being enabled by the government. A few others said it was a statement of intended objectives within a set time.

Some respondents explained performance contract to be an undertaking to achieve some set targets in various spheres of one's administration jurisdiction. The other explanation offered was that it was payment pegged on output and doing work with set targets. This implies that the head teachers had an idea about what a performance contract was all about.

The respondents were also asked to state the major development project that was being undertaken in their school sponsored by the Ministry of Education. Some indicated that there was no project that was being undertaken. In other schools there was expansion of tuition block and dormitories, equipping school laboratories and construction of a bore hole. This suggested that development projects were the initiative of the individual head teachers.

A list of commitments of the Ministry of Education in the performance contract was given and the respondents were required to indicate within which duration of the year it took the ministry to respond to each .The commitments were as follows,

- a) Registration/Re-registration of schools within three (3) months
- b) Disciplining of deviant students within 21 days
- c) Award of bursaries within three (3) months
- d) Delivery of FSE funds within 21 days
- e) Inspection of school records within 3 months
- f) Effecting transfer of students within 21 days of request
- g) Appointment of BOG within three (3) months
- h) Response to inquiries within 21 days
- i) Laboratory equipment fund delivery within three (3) months
- j) Infrastructure grants delivery within three (3) months
- k) ICT grants delivery within three (3) months

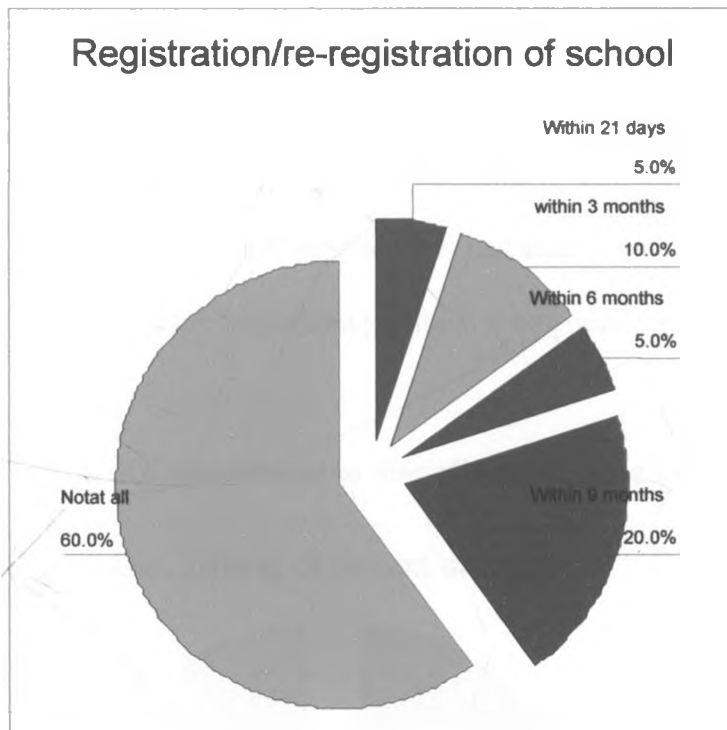
The findings were as stated under each title below.

4.2.1 Registration/reregistration of schools

Respondents were asked to indicate the duration within which the Ministry of Education had responded to registration/re-registration of schools (scale; 1=within 21days, 2=within 3 months, 3=within 6 months, 4=within 9 months, 5=Not at all). From the research findings, it was established that 60% of the respondents said the ministry was not committed at all to register/re-register schools.20% said the ministry responded within 9 months. However only 5 % of the respondents said the ministry responded either within

21 days or within 6 months as shown in figure 4. The ministry had committed itself to register/re-register schools within three (3) months in the performance contract therefore they delayed in carrying out this exercise.

Figure 4 Commitment to registration/re-registration of schools

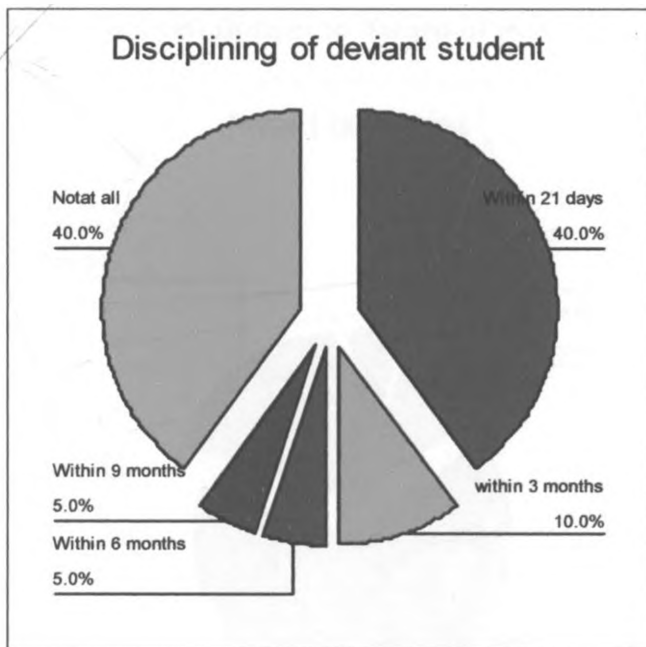


Source : Research data

4.2.2 Disciplining of deviant students

Respondents were asked to indicate the duration within which the Ministry of Education had responded to discipline of deviant students in their performance contracts (scale; 1=within 21days, 2=within 3 months, 3=within 6 months, 4=within 9 months, 5=Not at all). From the research findings, it was established that 40% of the respondents said the ministry had responded within 21 days in disciplining deviant students. 40% said they had no case that required the attention of the ministry. Moreover 5 % of the respondents said the ministry responded either within 9 months or within 6 months as shown in figure 5. This suggests that most schools had their own mechanism of dealing with indiscipline but the ministry responded promptly when necessary.

Figure 5: Commitment to disciplining of deviant students

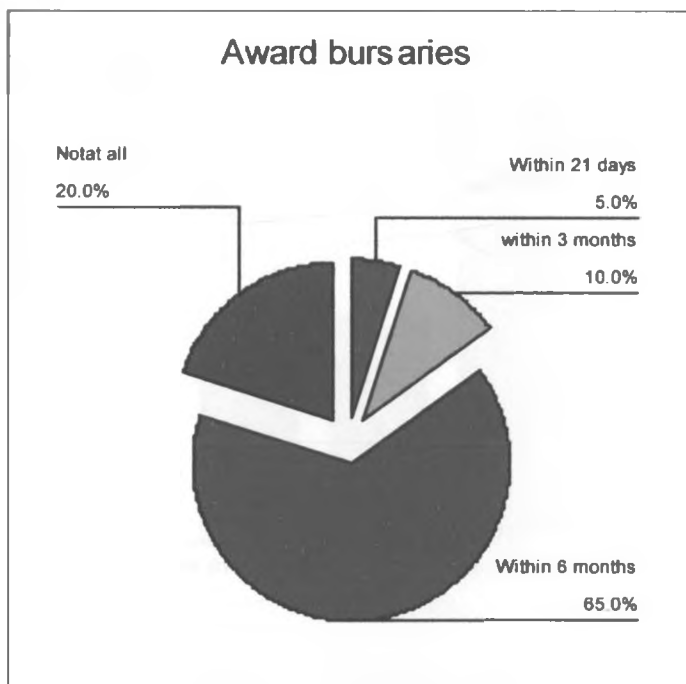


Source: Research data

4.2.3 Award of bursaries

Respondents were asked to indicate the duration within which the Ministry of Education awarded bursaries within the year.(scale; 1=within 21days, 2=within 3 months, 3=within 6 months, 4=within 9 months, 5=Not at all). From the research findings, it was established that 65% of the respondents said the ministry awarded within 6months followed by 20 % who said the ministry did not award at all. Only 5 % of the respondents said the ministry responded within 21 days as shown in figure 6. This suggests that the government did not achieve its target of disbursing the bursaries to students within three (3) months in most schools. It took time to compile the lists of students who needed bursary from different parts of the country and sort them as cheques were sent to schools and not individual students.

Figure 6 Commitment to Award of Bursaries

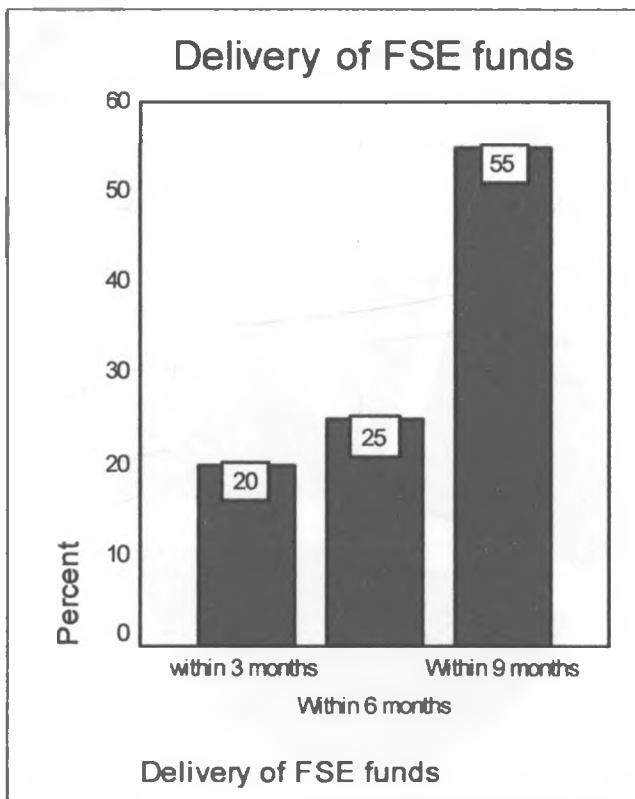


Source: Research data

4.2.4 Delivery of FSE funds

The research wanted to establish the duration within which the Ministry of Education responded in delivering FSE funds to schools within the year (scale; 1=within 21days, 2=within 3 months, 3=within 6 months, 4=within 9 months, 5=Not at all). From the research findings, it was established that 55% of the respondents said the ministry remitted the bulk of the funds within 9 months followed by 25 % who said the ministry remitted the first installment within 6 months and 20 % said they received within 3 months as shown in figure 7. The ministry had committed itself to provide this funds to schools within 21 days. This shows that the FSE funds are not disbursed according to the academic year and some schools are given preference over others.

Figure 7 . Commitment to delivery of FSE funds

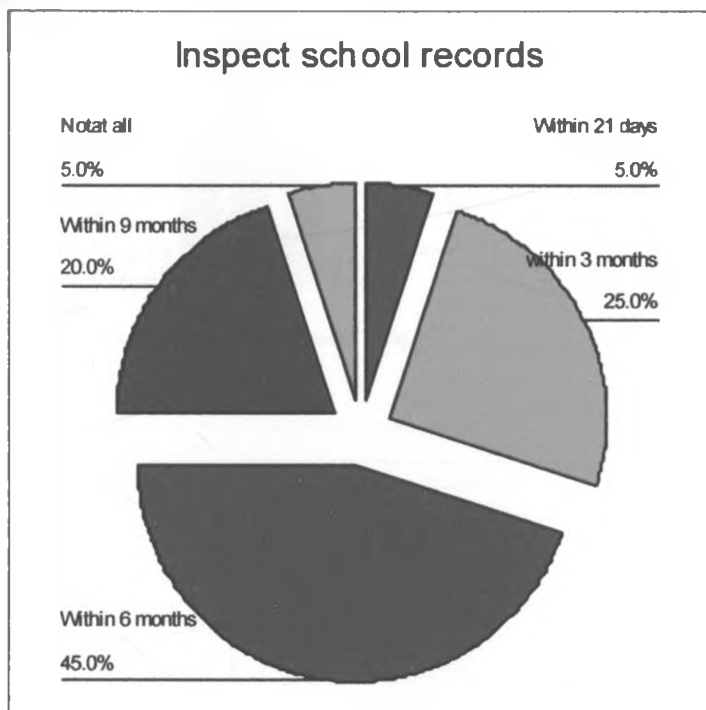


Source : Research data

4.2.5 Inspection of school records

Respondents were asked to indicate the duration within which the Ministry of Education inspected school records (scale; 1=within 21days, 2=within 3 months, 3=within 6 months, 4=within 9 months, 5=Not at all). From the research findings, it was established that 45% of the respondents said the ministry inspected schools within 6months followed by 25 % who said the ministry inspected schools within 3 months. However 5 % of the respondents said the ministry either did not inspect schools at all or inspected the schools within 21 days as shown in figure 8. This suggests that the Ministry does not stick to a tight schedule of inspecting schools within a period of 6 months though most of it is done within that time frame of the year. Immediate inspection is done upon suspicion of poor management of a school.

Figure 8. Commitment to inspection of school records

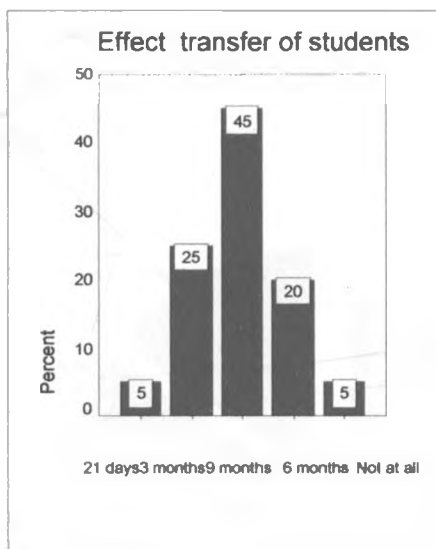


Source: Research data

4.2.6 Effect transfer of students

The research wanted to establish the duration to which the ministry of education effect the transfer of students in their performance contracts (scale; 1=within 21days, 2=within 3 months, 3=within 6 months, 4=within 9 months, 5=Not at all). From the research findings, it was established that 45% of the respondents said the ministry effected transfer of students within 6 months followed by 25 % who said the ministry effected within 3 months and 5 % said it was either not committed at all or was committed within 21 days as shown in figure 9. This indicates that the ministry effects urgent transfers very fast but drags the rest.

Figure 9. Commitment to effecting transfer of students

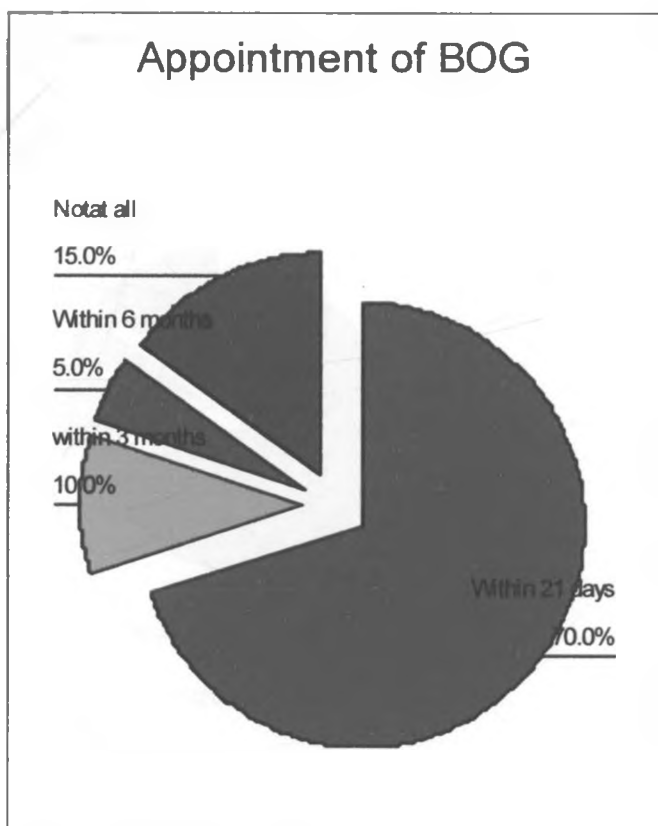


Source : Research data

4.2.7 Appointment of BOG

Respondents were asked to indicate the duration which the Ministry of Education took to appoint BOG in their schools (scale; 1=within 21days, 2=within 3 months, 3=within 6 months, 4=within 9 months, 5=Not at all). From the research findings, it was established that 70% of the respondents said the ministry appointed BOG within 21 days followed by 15 % who said the ministry was not committed at all to appoint BOG. However 5 % of the respondents said the ministry did so within 3 months as shown in figure 10. Their stipulated duration of three (3) months in the performance contract was therefore unrealistic.

Figure 10. Commitment to appointment of BOG

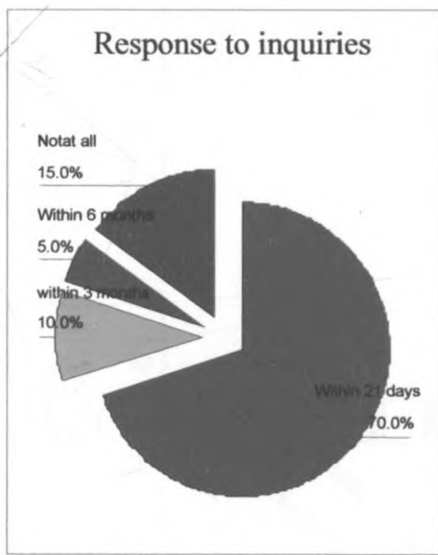


Source: Research data

4.2.8 Response to inquiries

Respondents were asked to indicate the duration the Ministry of Education took to respond to inquiries (scale; 1=within 21 days, 2=within 3 months, 3=within 6 months, 4=within 9 months, 5=Not at all). From the research findings, it was established that 70% of the respondents said the ministry responded to inquiries within 21 days followed by 15% who claimed it did not respond at all to inquiries. Only 5% of the respondents said the ministry responds within 6 months as shown in figure 11. The respondents who received timely response used quick means of communication such as the telephone, email and fax. It took time to respond to respondents whose communication infrastructure was not developed.

Figure 11. Level of response to inquiries

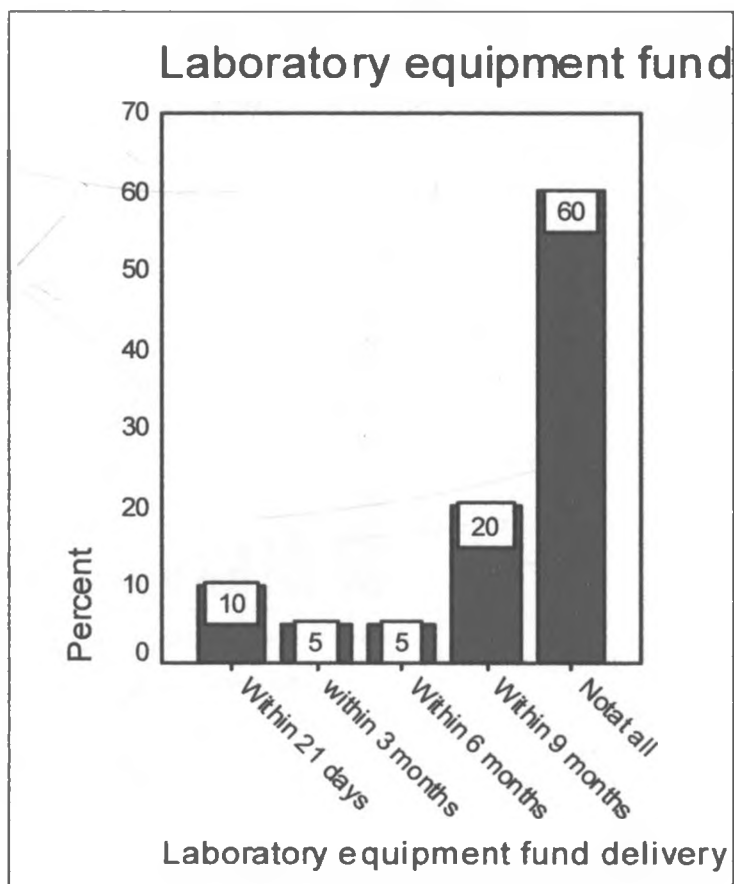


Source : Research data

4.2.9 Laboratory equipment fund delivery

The research wanted to establish the duration within which the Ministry of Education responded in laboratory equipment fund delivery (scale; 1=within 21days, 2=within 3 months, 3=within 6 months, 4=within 9 months, 5=Not at all). From the research findings, it was established that 60% of the respondents said the ministry did not remit at all while 5 % said the ministry was remitted either within 3 months or within 6 months.20 % said it remitted within 9 months as shown in figure 12.

Figure 12. Commitment to laboratory equipment fund delivery

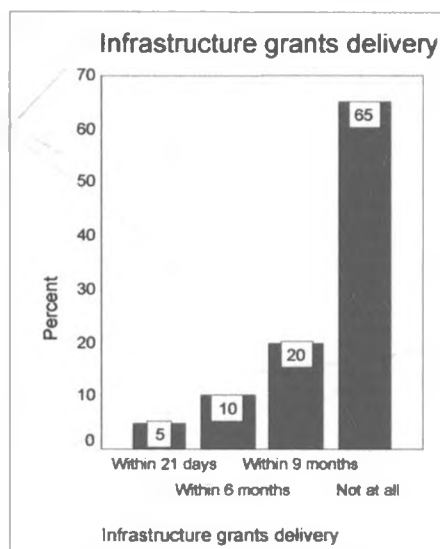


Source : Research data

4.2.10 Infrastructure grants delivery

Respondents were asked to indicate the duration the Ministry of Education took to deliver infrastructure grants (scale; 1=within 21 days, 2=within 3 months, 3=within 6 months, 4=within 9 months, 5=Not at all). From the research findings, it was established that 65% of the respondents said the ministry did not give infrastructure grants at all followed by 20 % who said the ministry gave within 9 months. However 5 % of the respondents said the ministry did so within 21 days as shown in figure 13. Some respondents said that these grants were given on request depending on the infrastructure that was being developed in the school contrary to the ministry commitment of delivering to all schools.

Figure 13. Commitment to infrastructure grants delivery

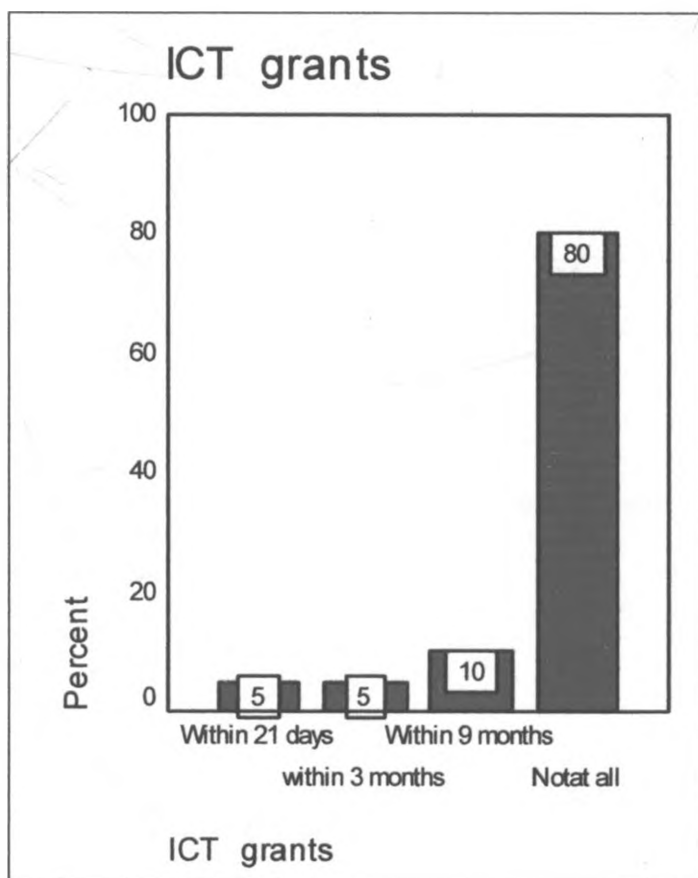


Source : Research data

4.2.11 Delivery of ICT Grants

Respondents were asked to indicate the duration within which the Ministry of Education delivered ICT grants in their school (scale; 1=within 21days, 2=within 3 months, 3=within 6 months, 4=within 9 months, 5=Not at all). From the research findings, it was established that 80% of the respondents said the ministry did not give ICT grants at all followed by 10 % who said the ministry gave within 9 months. However 5 % of the respondents said the ministry did so within 21 days or within 3 months as shown in figure 14. The respondents indicated that these grants were given to proactive head teachers who developed ICT infrastructure in their schools.

Figure 14. Commitment to ICT Grants delivery



Source : Research data

4.2.12 SMASSE Programme

Respondents were asked whether all science teachers had completed SMASSE programme. Most of them had completed apart from a few new teachers and those on study leave.

4.2.13 Ministry of Education services rating

Respondents were asked to rate the services of the ministry after performance contracting (scale; poor, fair, good or excellent) and results were as in table 4.5 below.

Table 4.5

Rating	Respondents	Percentage
Poor	0	0
Fair	2	10
Good	18	90
Excellent	0	0
Total	20	100

Source; Research data

From the above table, most respondents recommended the services to be good.

4.3 The challenges encountered by public secondary school management.

Respondents were asked to state other challenges encountered by schools. Some of the challenges mentioned included lack of proper land documentation especially for new schools which made them uncomfortable. The gap between adoption and implementation of ministry policies sometimes was not explained and left schools with lack of proper guidelines. This led to confusion on the sequence of events. Some schools received students on transfer without their own moving to other schools causing competition for the few resources. This would persist until the next allocation of funds and caused a strain on students especially.

Other challenges that were mentioned included that of new technology which presented new challenges that old respondents did not comprehend such as exam cheating by phone and unfamiliar drugs that were abused by students. They suggested that seminars be held by the ministry to enlighten them on these issues.

The infrastructure of some schools was more developed than others yet the ministry still allocated such schools more money compared to new schools leading to disparities in development. They expected the ministry to concentrate more resources towards development of new schools.

4.4 DISCUSSION OF FINDINGS

4.4.1 Comparison of findings with theory

The research findings were in agreement with the fact that performance contracts were efficient tools for improving public sector performance. The use of performance contracts was found to be an effective and promising means of improving performance in the public sector as suggested by the Commonwealth secretariat (1995) and Pollit (2000). This confirmed that performance contracting was part of the wider performance management system incorporated at the planning stage as viewed by Bacal (1999). The achieved results were linked to the planning process using the performance contract. The achievements of the Ministry of Education as a government department concerned with providing education services to public secondary schools were measured using the terms of their performance contract. It was observed that these services had improved compared to those offered before performance contracting was introduced.

A performance contract could be defined as an agreement made between the government and a public agency which establishes general goals for the agency, sets targets for measuring performance and provides incentives for achieving these targets. The ministry set targets of measuring performance and attached time limits within which they had to be fulfilled. The major objective of performance contracting was that of measuring and evaluating performance while relating reward to measurable performance. This was similar to the theory advanced by PCSC (2005) and Obong'o (2009). Resources were allocated by the government for the same and the ministry given the mandate to allocate them in its departments appropriately. In this contract the outcome was controlled and not

the process. This adheres to the signaling type of performance contract as classified by the Commonwealth Secretariat (1995).

The link between performance contracting and the management system of the government of Kenya starts from the legislative level. It is a requirement for all permanent secretaries of government ministries to sign performance contracts with the government. Consequently the permanent secretary in the Ministry of Education had signed this contract specifying their mandate and targets that their performance was to be measured against. A strategic plan for 2006-2011 was drawn and periodical reporting between the month of July of one year to June of the next year was done at individual level employees of the ministry had to be appraised in reference to the set targets. This is in accordance with the link suggested by PCSC (2005). Performance contracting was carried out at the beginning of a twelve month period as part of the planning stage of PAS. It was the basis on which the individual's performance was measured as stated by Ndung'u (2009).

4.4.2 Comparison of findings to other empirical studies

There was a gap between adoption of performance contracting and its implementation. This caused confusion for the recipients of the services. In the case of this study the school heads did not have clear instructions on their expectations from the ministry. This was in agreement with the studies of Trivedi (2000) and Obare (2006). They also found out that most information on performance contracting was related to commercial organizations which measured performance using profits. It was therefore difficult for the

public sector to state quantifiable and achievable functions. In this study it was found out that the ministry was not sure of the best time to inspect schools. It could not also link its achievements to the performance of students who were the products of the system..

Challenges were encountered in the course of using performance contracting. Some of the targets of the contract were not realistic like the timing for registration of BOG. These were supposed to be school managers in charge of finances yet the ministry was to take three months to appoint them. This is supported by Behn and Kant (2009) who thought some of the terms of a performance contract were unrealistic and needed changing yet there was no room for innovation after contracting performance.

The sanctions of performance contracting were limited to financial compensation and individual threats for dismissal thus looking punitive and affecting the attitude of workers negatively. On suspicion of poor performance employees of the ministry would start looking for other jobs and neglect their work. The results would therefore not be realized. This is a view shared by Bouckaert and Verhoest (1999).

From this study, it was established that the success of performance contracting highly depended on the attitude and motivation of the human resources to deliver the expected results. Lack of promotions in the ministry led to boredom and employees started viewing performance contracting as any other routine. This presented the risk of rewarding promises and not performance as noted by Behn and Kant (2009).

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 SUMMARY

5.1.1 The influence of performance contracting on management of public secondary schools in Nairobi County.

Public schools in Nairobi County highly depended on the activities of the Ministry of Education. The ministry had an obligation of ensuring all schools received equal treatment through performance contracting. They organized seminars and conferences where public secondary school head teachers were educated about performance contracting.

Performance contracting at the ministry had insured registration of schools was done, deviant students were disciplined, bursaries were awarded to needy students and FSE funds were delivered to schools. The ministry also carried out inspection of schools, appointed BOG and responded to the inquiries of secondary school head teachers. All these activities were necessary for the smooth running of a school. Although most services were not delivered according to the timings stipulated in the performance contract, they were eventually carried out. Some other services offered selectively to schools such as delivery of infrastructure, ICT and laboratory funds required the head teachers to be proactive in requesting for them. Most school heads feared engaging themselves in heavy financing projects and their schools dragged in development.

The secondary school head teachers thought the concept of performance contract was very applicable in academic performance for maintaining quality results. Some had already adopted it in their schools.

5.1.2 The challenges encountered by secondary school management

The management of public secondary school was faced with several challenges occasioned by the failure of the Ministry of Education to adhere to their performance contract. The gap between adoption and implementation of ministry policies was not explained and left school management without proper guidelines.

The worst challenge was the delay in delivery of FSE funds on which most activities in the school revolved. The final performance of students in public secondary schools depended on the delivery of services by the ministry. Most schools which performed well in national exams had devised other ways of raising funds to be able to carry out the essential activities in good time.

New technology presented a challenge to old school head teachers who found it hard to learn new things. Their schools remained behind in technology and were disadvantaged.

5.2 CONCLUSION

Performance contracting in the Ministry of Education had influenced the management of public secondary schools in different ways. From the research findings the ministry was committed to accomplishing what it had stipulated in the performance contract although

it delayed. The financial delays were due to the mismatch between the government financial year and public secondary school academic year.

The functions of the ministry account for most of the challenges experienced by head teachers in the management of schools. Other challenges emanate from the incompetence of head teachers to hold these positions and community interference. Political interference and difficult parents can also make management of schools impossible.

5.3 RECOMMENDATIONS

Performance contracting is likely to be the solution to performance management of public institutions. The results of performance contracting are evident in the Ministry of Education therefore the head teachers of public schools are by extension applying performance contracting. It is therefore necessary for them to adopt and own performance contracting so as to improve the academic performance in their schools.

The Ministry of Education had improved in its service delivery towards public secondary schools but it should try to be punctual to avoid unnecessary stress to head teachers. More attention should be paid to new schools and allocate more funds for their development. Since the boarding schools are overpopulated the ministry should consider expanding the new schools faster in their performance contract than the already existing ones. More land should be allocated to public schools in Nairobi County due to the knowledge explosion supported by FSE.

The ministry should revise the terms of the contract that do not agree with the situation on the ground. Most important they should seek to align the government financial year to the academic one to avoid the inconvenience caused by late remittance of FSE funds.

The head teachers of new schools should not be moved from their stations for at least 5 years so that they can concentrate on developing them .They should be given the required support such as land documentation, infrastructure funds and teachers so as to hasten the development of schools.

School heads that are not compliant with ICT should be taken for short courses in order to initiate and manage this infrastructure confidently. Action should be taken against the head teachers who lack initiative in starting development projects.

5.4 LIMITATIONS OF THE STUDY

The study initially was targeting 30 respondents but despite all of them were contacted only 20 filled the questionnaire. The content of this research could have been larger had all of them accepted to fill the questionnaire.

The research was carried out around the KCSE examination season so many school heads were preoccupied with preparations for this examination. They slowed down the pace of data collection. Others were uncooperative and said they were busy with school work.

Time constraint was experienced given that the study had to be carried out according to the allowed duration by the National Council for Science and Technology. The bureaucracy of getting a research permit also delayed the commencement of the research.

5.5 RECOMMENDATIONS FOR FURTHER RESEARCH

Further research should be carried out on the influence of performance contracting on academic performance of students in public secondary schools. This should be directed to finding out whether there existed a relationship between performance contracting at the ministry with the academic performance students in various schools.

Research can also be conducted to establish whether private secondary schools are practicing performance contracting. This will also establish whether the activities are in tandem with the expectations of the ministry.

Further research can also be done to establish whether performance contracting can lead to abnormal profitability of commercial enterprises given that individuals stick to the signed contract.

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APPENDIX I

LIST OF PUBLIC SCHOOLS IN NAIROBI PROVINCE

1. Kamukunji Boys High School
2. Lenana school
3. Moi Forces Academy
4. Starehe Boys Centre
5. Pangani Girls Secondary School
6. BuruBuru Girls School
7. St.Georges Girls School
8. Dandora Secondary school
9. Embakasi Girls Secondary school
10. Jamuhuri High school
11. Kangemi Secondary school
12. Moi Girls School, Nairobi.
13. Ngara Girls Secondary School
14. Precious blood school
15. State House Girls Secondary School
16. Parklands Arya Girls High School
17. Starehe Girls school
18. Our lady of Mercy-South B
19. Dagoreti Mixed Secondary School
20. MainaWanjigi Secondary
21. Uhuru Secondary School
22. Parklands Boys Secondary school
23. Lavington Secondary School
24. Our Lady of Fatma Secondary
25. Dr. Mwenje Secondary
26. Drumvale Secondary
27. Highridge secondary
28. Jehova Jire secondary
29. Kamiti secondary
30. OLMS Shauri Moyo Girls School
31. Kenya High School
32. Nairobi School
33. Murang'a Rd. Secondary
34. Lang'ata Secondary School
35. Highway Boys Secondary School
36. Dagoretti High School
37. Eastleigh Secondary School
38. Hospital Hill School
39. Upper Hill Secondary School
40. Karen C Secondary school
41. Huruma Girls High school
42. Aquinas High School
43. St. Teresa's Boys Secondary
44. Pumwani Secondary School
45. Kahawa secondary School
46. Nairobi Milimani Boys School
47. St. Teresa's Girls' School
48. Ofafa Jericho Secondary School
49. Kayole Secondary school
50. Baba Ndogo secondary
51. Ruthimitu Secondary school
52. Ruai Girls
53. Muhuri Muchiri Secondary
54. Nembu Girls
55. Nile Road
56. Olympic High School
57. Pumwani Girls
58. Ruaraka Secondary

59 Kayole South Secondary
60. Lang`ata Barracks Mixed
61. Makongeni Secondary
63. Mutuini Secondary
64. Makongeni Secondary
65. Ndururuno Secondary

66.Ruthimitu Mixed
67. St. Annes Secondary
68.St. Georges Athi
69.Umoja Mixed Secondary
70. Ushirika Secondary

Source: Ministry of Education, Directorate of Secondary and Tertiary Education
Manual.

APPENDIX II

SAMPLE

A sample of the schools in this sampling frame is as follows;

1. Kamukunji Boys High School
2. Lenana school
3. Moi Forces Academy
4. Starehe Boys Centre
5. Pangani Girls Secondary School
6. BuruBuru Girls School
7. St.Georges Girls School
8. Dandora Secondary school
9. Embakasi Girls Secondary school
10. Jamuhuri High school
11. Kangemi Secondary school
12. Moi Girls School, Nairobi.
13. Ngara Girls Secondary School
14. Precious blood school
15. State House Girls Secondary School
16. Shauri Moyo Girls High School
17. Kenya High School
18. Nairobi School
19. Murang`a Rd. Secondary
20. Lang`ata Secondary School
21. Highway Boys Secondary School
22. Dagoretti High School
23. Eastleigh Secondary School
24. Hospital Hill School
25. Upper Hill Secondary School
26. Karen C Secondary school
27. Huruma Girls High school
28. Aquinas High School
29. St.Teresa's Boys Secondary Sch.
30. Pumwani Secondary School

APPENDIX III
QUESTIONNAIRE

SECTION I

GENERAL INFORMATION

1. School district.....

2. Type of school (tick appropriately below)

Boarding ()

Day ()

3. Year school started

4. Number of students

5. Duration of your service in the current school.....

6. Number of subjects offered in the school

SECTION II

SPECIFIC INFORMATION

1. Briefly explain what you understand by the term 'Performance contract'

2. What is the major development project being undertaken in your school sponsored by the Ministry of Education currently?

3. How many students are beneficiaries of the Ministry of Education bursary in the school? _____

4. On the next page there is a list of the commitments of the Ministry of Education in their performance contract towards your school. Please indicate within what duration they have responded to the following activities in your school this year. In cases where activities are carried out more than once indicate only the duration within which the first was done.

KEY:

5= Not at all

4= Within 9 months

3= Within 6 months

2= Within 3 months

1= Within 21 days

	1	2	3	4	5
i) Registration/Re-registration of school	()	()	()	()	()
j) Disciplining of deviant students	()	()	()	()	()
k) Award bursaries	()	()	()	()	()
l) Delivery of FSE funds	()	()	()	()	()
m) Inspect School records	()	()	()	()	()
n) Effect transfer of students	()	()	()	()	()
o) Appointment of BOG	()	()	()	()	()
p) Response to inquiries	()	()	()	()	()
i) Laboratory equipment fund delivery	()	()	()	()	()
j) Infrastructure grants delivery	()	()	()	()	()
k) ICT grants	()	()	()	()	()

6. Were the FSE funds received commensurate with the enrolment? _____ (YES/NO)

If no, give reason(s)

i) _____

ii) _____

7 a) Have all the science teachers in your school completed the SMASSE program?

b) If your answer in (a) above is NO, give reason(s)

i) _____

ii) _____

iii) _____

8 a) Compare the services offered by the ministry after adoption of performance contracting to those offered before using the scale below (tick appropriately)

Poor ()

Fair ()

Good ()

Excellent ()

9. List any other challenges you experience as an manager in line with the services offered by the Ministry of education.

i) _____

ii) _____

iii) _____

iv) _____

v) _____

10 a) Can the concept of performance contracting be applicable in academic performance _____ (Yes/No).

b)if your answer in (a) above is No please give two reasons why.

i) _____

ii) _____
