

**FACTORS AFFECTING PERCEPTION OF PERFORMANCE
CONTRACTING BY TEACHERS: A SURVEY OF TEACHERS IN
THIKA MUNICIPALITY PUBLIC PRIMARY SCHOOLS**

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of the Requirements for the Degree of Master of Business
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DECLARATION

I declare that this research project is my own original work and has not been submitted anywhere else in any university.

Signed..... Date

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This management research project has been submitted for examination with my approval as university supervisor.

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DEDICATION

To my husband Komora, I wish to thank you for your tireless effort, continuous encouragement and support during my academic endeavours.

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LIST OF ACRONYMS / ABBREVIATIONS

GOK	Government of Kenya
KNEB	Kenya National Examination Council
KNUT	Kenya Union of Teachers
MOE	Ministry of Education
MOU	Memorandum of Understanding
PC	Performance Contract
PCSC	Performance Contract Steering Committee
PSES	Public Sector Enterprises
RBM	Result Based Management
SCSTM	Steering Committee Sensitization/ Training Manual
TSC	Teachers Service Commission

ABSTRACT

Introduction of performance contracting scheme by the Ministry of Education to teachers, experienced many challenges, before it was rolled out. Teachers were not willing to sign the contract due to the fact that they did not understand what it entailed. Therefore, there was a need to carry out a study on the factors that affect perception of performance contracting by teachers.

The population of interest was teachers in Thika Municipality Public Primary Schools. There were 424 teachers in Thika municipality. A sample of 170 teachers was considered adequate and representative. The study was random sampling, during a teachers' quarterly meeting. Primary sources were used to collect data using a semi-structured questionnaire. The questionnaire was divided into three parts. Section A, was designed to collect general detail about the respondent. Section B, focused on extent of awareness of performance contracting scheme. Section C, was on perception of teachers towards performance contracting scheme.

The data was analyzed using descriptive statistics. The findings showed that the teachers had very little knowledge on performance contracting and therefore they were opposed to it. The study also showed that, it was difficult for the long serving teachers to accept changes, which seemed diabolical geared to eliminate them. It also brought out that many teachers were qualified and remained in the same post for many years. Female teachers were domineering in Thika Municipality public schools. It was concluded that, performance contracting by teachers was unsatisfactory and that it consistently received negative response.

The researcher recommended that, there was need for teachers to undergo training on performance contracting to enable them make informed decision. It was also recommended that recruitment of teachers in Thika municipality be gender balanced and recruit more men.

CHAPTER ONE : INTRODUCTION

1.1 Background of the Study.

There had been raging dispute between the teachers and the government over performance contracting, which was a clear demonstration of poor communication about the new policy. Teachers viewed performance contracting as an unnecessary imposition meant to push punitive labour procedures through the back door. Teachers had learnt to treat the government with suspicion because of the way it had handled them over the years, for instance pay rise deal signed in 1997 took a whole decade to implement, that is, it was concluded twelve years later (KNUT, 2006).

The Kenya Union of Teachers had also learnt to treat with caution any move initiated by the government. Otherwise, their role of collective bargaining for teachers may be unnecessary. However, teachers like other public service workers had to be held to account for what they did. There was no excuse, for example, to have a school where learners fail perennially, yet it had trained teachers who continued drawing salaries (David Aduda, 2008). The government had to find a way of communicating this to teachers instead of giving decrees and ultimatums that make the whole idea look sinister, hence the stiff opposition by primary school teachers.

1.1.1 Performance Contract

A performance contract is a management tool for measuring performance that reduces quality of controls and enhances the quality of service. Performance Contract establishes operational and management autonomy between government and public agencies. It measures performance and enables recognition and reward of good performance and sanctions bad performance. It is a freely negotiated performance agreement between the government, acting as

the owner of a government agency, and the agency itself. The mutual performance contract outlines the tasks an agency has to discharge for the achievement of desired results. Tasks are defined so that management can perform them systematically and with reasonable probability of accomplishment. This helps determine what should be done and how to go about it (Performance Contracting Steering Committee Kenya, 2005).

Performance contracting has its origins in performance management which is a systematic process for improving organizational performance; by developing and maintaining the performance of individuals and teams. It is a means of getting better results from the organization teams, understanding and managing of performance within agreed framework of planned goals, standards and competence requirements (Armstrong, 2006).

Improving performance is fundamental to the continuous process of performance management. The aim of performance management is to maximize high performance which involves taking steps to deal with under performance. Poor performance may be as a result of inadequate leadership, bad management or defective systems of work. Poor performance is not necessarily the fault of employees in an organization but is attributed to the top leadership of the organization that has been unable to establish and develop a well defined and unequivocal expectation for super performance.

Drucker (2006) has also observed that an organization can be likened to a transmission that converts all activities into one drive, which is performance. He notes that, effective business management, results in effective business performance, which is regarded as a balance of a variety of needs and goals.

Hence organizational performance may be explored based on the notion that the organization is an association of productive assets, including individuals who

voluntarily come together to obtain economic advantages. The owners of productive assets will make those assets available to an organization only if they are satisfied with the income they are receiving

1.1.2 Perception

Perception is the process by which the individual organizes and interprets stimuli into a meaningful and coherent picture of the world. A stimuli is a unit of input to the senses, for example stimuli includes communication. Perception can be described as how we see the world around us.

Perception dwells largely on what we subconsciously add or subtract from raw sensory inputs to produce output and own private picture of the world. There are five senses which include sight, smell, hearing, touch and smell. Perception is the process by which information is selected, organized and interpreted to produce messages and meanings (Schiffan & Knuk, 1994).

An individual perceives not only on the physical stimuli but also on the stimuli relation to the surrounding environment and on condition individual selects, organizes and interprets stimuli into a meaningful and coherent picture of the world (Shiffan & Knuk, 1994). Measuring perception is difficult, it is measured through satisfaction, though in many situations individuals do not consciously set out to enumerate how positively or negatively they feel about issues.

1.1.3 Importance of Perception in Determining the Choice of Performance Contract

Perception being the process by which the individual organizes and interprets stimuli into a meaningful and coherent picture of the world around, it is of prime importance in determining the choice of performance contracting by an individual. The individual requires full information on performance contracting scheme, which allows deep understanding of the scheme. One analyses his self-image to gauge how well it suits him (Misumi, 2003).

Individual selects, organizes and interprets the performance contract scheme, then compares it to the surrounding environment and one is able to accommodate or reject the performance contracting scheme. Perception is based on self-image; the perceiver has the tendency of using himself as a base for perceiving others. An individual analyses the performance contract to determine if it meets the needs and expectations. If it is as a wise decision to undertake. Perception influences the choice of the performance contract by individuals (Schiffan & Knuk, 1994).

1.1.4 Relationship between Performance Contracting and Perception

The Kenya government policy paper on performance contracting (2005), indicates that performance contracting belongs to a branch of management science, also referred to as management contract system and is a freely negotiated performance agreement between government acting as the owner of the corporation and the corporation itself. The concept that conclusively is noted as emanating from performance is the achievement of quantified objectives from which work is achieved. It means that both measurement of behaviors and results are factors that touch on organizational performance (Armstrong, 2006).

Perception is the process by which information is selected, organized and interpreted to produce messages and meanings, (Schiffan & Knuk, 1994). Perception is measured through satisfaction; therefore teachers needed adequate information to select from what is good and what is not favourable for them in the performance contract scheme. The positive information may contribute formation of the teachers' ideas on performance contracting, and hence form a positive image on performance contract.

Perception allows teachers contribute their own ideas on performance contract in the efforts of owning it and making it more suitable for them. Perception

encourages the teachers to learn more with effort to understand the performance contracting scheme. They appreciate the benefit in the improvement of standards which is usually their main interest. A positive concept of performance contracting motivates teachers to work hard, towards meeting the set targets (Ngahu, 2008).

1.1.5 Thika Municipality Public Primary School Teachers

Primary education is the basic level of education and the foundation of all levels of learning. Teachers are therefore expected to lay the appropriate foundation for not only academic growth, but also social and physical growth, that is, holistic growth of the learner. It is also important that teachers perform with excellence because the future of the child, which translates to the shaping the nation depending on the level. A good performance has a positive impact on the child's present and future personality and vice versa (Rachu, 2007).

Thika Municipality is treated as a separate district from the larger Thika district. Thika district covers more of the rural areas, while the municipality covers the urban area. Thika municipality does well in the National Examinations having attained a mean score of 269 in 2007, giving it position 29 out of 76 districts in the nation then and 274 in 2008 where ranking was not done, but this was an improvement from the previous year (MOE, Examination Analysis Internal Memo, 2009).

Thika Municipality public primary school teachers, being in the urban area are assumed to be advantaged by the fact that, there are many different tribes living in the town. Therefore pupils use one or both of the two national languages; English and Kiswahili, making it easy for the teachers to teach because the languages taught in school began long before the child came to school. Teachers here are well informed due to the easy accessibility to information, in seminars, and workshops, therefore making it easy for them to teach. Unlike their

counterparts in rural areas, who hardly access information due to the distance from the information centres, this affects their teaching.

1.2 Statement of the Problem

Teachers were opposed to the performance contract because they viewed it as a punitive policy, or a matter they did not understand. The government needed to rethink the strategy of implementing the policy. It should firstly, hold discussions with Kenya National Union of Teachers and explain quite clearly what performance contracting is all about and what it seeks to achieve. Secondly, the government needed to explain how this concept, sat with the existing contract that the teachers already had, which is permanent and pensionable. This study was therefore crucial so as to unravel the likely future positioning, of the teachers and other stakeholders in performance contracting.

Teaching profession had been characterized by dissatisfaction in terms of remunerations and suspicion. The way the government had handled the teachers over the years, like the pay raise deal signed in 1997, took a whole decade to implement, and was concluded after twelve years. The introduction of performance contracting scheme in the Ministry of Education in (2005), was intended to cascade down to the teachers. This was viewed by teachers with mistrust, as unnecessary imposition meant to push a punitive labour procedure through the backdoor.

The teachers had learnt to treat with caution, any move initiated by the government. There were fundamental issues at stake, first was the fear that the contract could annual the existing contract that teachers enjoyed, which is permanent. Secondly, the contention that teachers' performance is measurable every year, through the results their schools attained in national examinations. Thirdly, is the role of their union in collective bargaining. The Kenyan Union of

Teachers would lose its purpose if the contract between the teachers and the employer, was achieved.

Thika municipality Primary School teachers are my sample of study. Thika being a metropolitan town it had many different tribes working and living in the town. It had teachers from different parts of the country. Teachers in the urban schools were well informed, by the fact that they could easily access information through the media, reading newspapers and seminars. In Thika teachers' were aware of the performance contracting scheme and had their own perception on the scheme.

There were a number of studies that had been done in Kenya on perception (Nyaga, 2006; Mumbi, 2007; Wanjiku, 2006; Mumenya, 2006). There were also a few studies that had been done on perception of teachers, but had tackled different issues in perception of teachers, other than perception of performance contracting by teachers, (Rachu, 2007; Mwangi, 2006). These studies did not capture perception of performance contracting by teachers. It was against this background the study seeks to fill in the gap, by finding out how much teachers knew about performance contracting scheme and its importance in the teaching profession.

1.3 Objective of the Study,

The objective of the study was to determine, factors affecting the perception of performance contracting scheme by teachers in Thika Municipality public primary schools.

1.4 Significance of the Study

This study added onto the growing body knowledge of strategic management. Additionally, the study was of great importance to various stake holders.

The Ministry of Education found the study of key interest, as it acted as an evaluation of the strategies of the ministry. It provided an insight on what the teachers felt about the performance contract as they prepared to roll it out to them. The research unveiled the areas of concern by the teachers and suggested ideas. This would enable the Ministry come up with an acceptable document.

The results of this study were to be of interest to the teachers, as they would be able to know the effectiveness of the scheme, in supporting a fair promotion system. Teachers would appreciate it as way of being recognized and rewarded, which provided motivation and commitment. The study would provide teachers with determination for quality service and continuous improvement of the teaching services.

The study also provided more information to the KNUT and hence better understanding of the importance of performance contracting as they advocate it to the teachers. KNUT would know that there is no choice; it is the way to go in performance measurement. They would be motivated to learn about it; to enable them encourage the teachers to sign without fear; that it is an efficient and fair way of performance measure.

Lastly, the scholars and academics found this a useful guide for future studies in strategic management. It also aided them in development of knowledge in this line of study. In Kenya this area was fairly new and required further research for exhaustive understanding of the importance of performance contracting scheme to teachers.

CHAPTER TWO : LITERATURE REVIEW

2.1 Performance Contracting.

The origin of performance contracting is performance management. Performance contracting is a systematic process for improving organizational performance of individuals and maintaining that performance of individuals and teams. It is a means of getting better results from the organization, team and individuals through understanding and managing of performance within an agreed framework of planned goals, standards and competence requirements. The overall aim of performance management is to establish a right performance culture in which individuals and teams take responsibilities for the continuous improvement of business process, own skills and contributions within a framework provided by effective leadership (Armstrong, 2006).

The Kenya government policy paper on performance contracting (2005), sees performance contracts as belonging to a branch of management science referred to as branch of Management Control System and is noted as a freely negotiated performance agreement between the government acting as the owner of the corporation and corporation; the negotiated performance agreement is between the Government of the Republic of Kenya (GOK) and the Ministry of Education. The concept emanates from performance which is the achievement of qualified objectives for which work is achieved. Performance means both measurement of behavior and results (Armstrong, 2005).

A contract involves two parties who are in agreement; the parties clearly specify their mutual performance obligations, intentions and responsibilities within the terms of the contract, which is signed on a periodic basis. Government contract policy paper (2005) stated that performance contract seeks to address economic, social or other tasks that an agency will be required to discharge for economic

performance or for other desired results. Therefore, contract agreement organizes and defines tasks so that management can perform them systematically, purposefully and with reasonable probability of accomplishment and satisfaction of the principal agent.

Performance contracts mainly comprise of two major components; the determination of mutually agreed performance targets and time bound review and evaluation of the periodic performance. As per the framework and practice in the Ministry of Education in Kenya, a two level contract is signed; between the government of the Republic of Kenya (GOK) represented by the Permanent Secretary, Secretary to the Cabinet and Head of Public Service together with its assignees and successors, and the permanent secretary/Accounting officer, Ministry of Education together with its assignees and successors (PCSC, 2005).

The Permanent Secretary being the accounting officer is expected to facilitate an intra-organization roll out of the contract which is cascaded immediately to the senior management, middle management, lower management and whole staff as per the ministry's functional structure. The annual ministerial development plan document in the Ministry is used as a guideline for the overall departmental targets, (OECD, 1994). Through this process, the performance contract system is extended and spread across operational units in the entire Ministry with departments championing their respective goals and targets as per the approved ministerial plan for the period.

Armstrong (2006) notes that, a firm achieves normal performance when the value of returns it generates against the resources employed equals the expectations of the owners; or below normal performance when what it generates is less than the expected value of the returns against the input resource. A firm is therefore able to attain above normal performance, where it has generated a value greater than

expected value of resources employed to realize an economic profit. A firm that is able to generate the expected value determines the level of performance.

Baddy (2002), also views that all organizations have a wide range of the internal and external stakeholders where, their interests are often in conflict because as groups or individuals, stakeholders are themselves subject to a wide range of influences that condition or shape their views and what they expect of the organizations. Through the operational network established in the scheme, provision of services to the various stakeholders in the Ministry is introduced and performance will be measured within the defined targets in the strategic plan.

External stakeholders, including donors, may influence the ministerial activities directly through personal contact or exert pressure indirectly by the use of the press and other media to raise concern on the operational issues in the ministry. The other major stakeholders group is teachers whose interest includes, good compensation, being recognized for their services, job security, sense of meaning and purpose in job alongside opportunities for personal development (Duke, 1995).

Parents as stakeholders are interested in good examination results, disciplined students and teachers and proper management of the learning institutions. Students as stakeholders, expect to be provided with security as individuals and their learning institutions, infrastructure and teachers to teach them. The Ministry of Education will seek to satisfy all the key players, those with both high interest and power stakes (Stein, 2001).

2.2 Performance Contracting and Quality Service Delivery

The philosophy of performance contracting and its experience was core to the understanding of the scheme as a strategy for improved service delivery. It lays

the foundation for its application and basis of use by different institutions in the world over. Performance contracting has a long history and according to Kenya performance contracts steering committee sensitization /training manual SCSTM (2005), it may be followed up against a systematic assessment of its application in various parts of the world.

Senegal was the first African country to adopt performance contracts scheme The performance contract ideas was widely supported by the public enterprise manager who regarded it as a tool meant to compensate the civil servants for the restriction and non-involvement in commercial activities as imposed on them by the government. The scheme accorded the officers the opportunity of increased autonomy and decreased outside interference in the management of their corporate activities. To the parent Ministry and the Ministry of Finance respectively, the scheme was seen as a reduction of their operational control and therefore a basis for internal responsibility and accountability of the managers within the respective organizations (OECD, Paris, 1994).

India adopted a performance contracting system referred to as memorandum of understanding, MOU, in 1987/88. The basis of introduction of the performance management in the Indian public enterprises was to address poor performance of the public sector enterprises, PSES, need for autonomy to improve performance, need for greater transparency and accountability and reduction of variety of government agencies to whom PSE were reporting to and which had conflicting objectives. As cited in the SCSTM (2005) appraisal date, the results of the introduction of performance contracting in India indicated an effective success through realization of target achievement, enhanced autonomy of public enterprises and contribution of the enterprises to the government in terms of dividends and surpluses which were noted to have increased tremendously overtime.

According to SCSTM (2005), the experience in Korea is noted as another successful performance contract venture in the public enterprises. Through the scheme, the Korean government adopted the signing system of performance contracting which placed emphasis on improvement in real productivity, assignment of weights in the targets and incorporation of an incentive system to reward or sanction public enterprise management in case of success or failure to meet targets.

As for Morocco Performance contracting was adopted at a time when the public enterprises committed over 12% of the country's gross domestic product in form of subsidies and other support programmes. The contract scheme was initiated and signed in 2003 and from then on, the public enterprises have reported improvement in service delivery, cost reduction and greater autonomy for management (SCSTM, 2005).

Having succeeded in several countries, the concept of performance contracting as cited in the referral sensitization manual has been implemented in a number of other countries with the sole purpose of improving public sector performance. Other countries in Africa that have embraced performance contracting include; Benin , Burundi, Cameroon, Cape Verde, Congo, Cote D'voire, Gabon, the Gambia, Ghana, Guinea, Madagascar, Mali, Mauritania, Niger, Togo, Tunisia and the Democratic Republic of Congo(DRC) In Latin America, the scheme has been used in Brazil, Bolivia, Chile, Columbia. Mexico and Venezuela. Others include Malaysia, United Kingdom, USA, Canada, Denmark and Finland among others (SCSTM, 2005).

A review of corporate performance in the various countries across the world shows that through the arrangement of elaborate system of negotiating, reviewing and evaluation of performance against agreed targets and incentive

system, an increased transparency and accountability and performance efficiency were recorded in the public enterprises (Kettle, 2000).

The performance contract scheme was adopted in Kenya in June 2004, against the background of the noted success of the scheme in the management of both public and private sector organizations in Africa and elsewhere in the world. It is noted that, in the economic recovery strategy for wealth creation and employment sections (2003 - 2007) policy paper, the Kenya government undertook to introduce performance contract in state corporations and statutory boards as part of the initiative to improve performance and service delivery in the noted government institutions.

According to Dessler (2005), performance management is a process that consolidates goal settings, performance appraisal and development into a single, common system with the aim of ensuring that institutional performance is in

creating a fair and accurate impression on the performance, greater autonomy and creation of enabling legal and regulatory environment.

All ministries adopted the philosophy in which they were expected to develop annual ministerial plan strategies, which would serve to guide on the agreed target and act as a yard stick to assess achievement of goals upon completion of the defined performance period. The annual corporate plans also form a basis in which performance contracts are negotiated with the Principle at the commencement of the new contract period (OECD, 1994).

Within the scheme expectations, the targets are evaluated and agreed upon between the parent ministry and the state corporate based on the strategic plan document. It also provides a basis for evaluation and check on the successful implementation for the ministry's strategic plan, goals in the ministry and how the same has influenced the overall improvement in service delivery and performance of institutions during the contract period (Trivedi, Prajapati, 1995).

In performance contract, the citizens' service delivery charter was included as a performance indicator; this was one of the key achievements geared towards enhancing delivery of service. As a result of the introduction of performance contracts, every public institution developed a charter communicating its services and service standards of service to be expected from the institutions.

They also included remedial mechanisms in the event that a client of a certain service is not satisfied with the service offered by the institution and in case an agency does not live up to the commitments in its charter. This has empowered the public to fight corruption in the public institutions because the government has sensitized the public, to the effect that it is their right to receive good and efficient services from government officers (PCSC, Kenya, 2005).

2.3 The Concept of Perception

An individual perceives not only on the physical stimuli but also on the stimuli relation to the surrounding environment .An individual selects, organizes and interprets stimuli into a meaningful and coherent picture of the world. A stimuli is a unit of input to the senses, for example stimuli includes communication. Perception can be described as how we see the world around us (Schiffan& Knuk, 1994).

Perception dwells largely on what we subconsciously add or subtract from low sensory inputs to produce output and own private picture of the world. There are five senses which include sight, smell, hearing, touch and smell. Perception is the process by which information is transformed into messages that have a meaning. Perception is difficult to measure; it is measured through how well an individual is satisfied with given issues (Misumi, 2003).

Perception is based on self-image relevant to the individual. Internal factors in perception revolve around the characteristics of the perceiver. The perceiver has the tendency to use himself as bases for perceiving others. The internal factors that revolve include motives, expectations, needs, experiences, self-concept and personality. People perceive issues according to their expectations (Ngahu, 2009).

External factors are centered on the characteristics of the perceived objective. The knowledge of these characteristics such as appearance, contrast and intensify influences on perception. Unexpected and surprising stimuli are likely to get more attention as instinct requires one to give more attention as instinct requires one to give more attention to something unknown that may require action (Misumi, 2003).

A greater contrast or difference between the stimulus and its surrounding, as well as greater prominence such as greater size and center placement also tends

to increase processing. Perception therefore influences the decision making generally and on the way it can affect antecedent's factors such as a reception and understanding of performance contracting communication to an individual. In teaching profession, teachers perceive examination results as good/ bad performance depending on their expectations. These expectations are pre-conditionally set. A stimulus that contrasts sharply with expectations often receives more attention.

2.4 Factors Influencing Perception of Performance Contracting by Teachers'

Some of the factors that influence perception of performance contracting by teachers include; Teachers Service Commission, Kenya Union of Teachers and the level of knowledge on performance contracting scheme.

2.4.1 The Teachers' Service Commission.

The teachers service commission was a government parastatal empowered to establish and maintain a teachers' service. It kept under review the standards of education and fitness of teachers. TSC signed a contract with teachers, assuring them of the permanency and pensionable, therefore teachers worked with confidence that their job was assured whether pupils pass or not (TSC Act, Chapter 212, 1968).

Although the teachers felt under remunerated in comparison to the responsibilities they undertook, the contract with the employers gave them strength to carry on. The performance contracting would annual the current contract which the teachers enjoy. This then was viewed with suspicion and fear by the teachers.

2.4.2 The Kenya Union of Teachers.

The trade union protected the rights of the teachers and shielded them against rough and oppressive officers' harassment. The trade union agitated for improved terms and conditions of service for the teachers. This made the teachers trust the views of the union, such that they did not find more information on whatever the trade union supports, they believed it was in their best interest (KNUT, Education Policy Document, 2006).

The signing of the performance contract, between teachers and their employer, teachers' service commission, would reduce the responsibilities of the trade union and would render its services unnecessary to the teachers. Therefore, the government should educate the trade unionists, to erase these fears.

2.4.3 Level of knowledge on the Performance Contracting Scheme.

Performance contracting is a measure of efficiency and maximum achievements. Teachers believed that with the examinations that were carried out at the end of the year, their performance is reflected and therefore measured. Teachers viewed performance contract as a diabolical plan by the government to target and suck teachers who maybe assumed not productive enough. Teachers felt that causes of poor productivity may not be highlighted and would be blamed on the teachers, for instance, lack of physical facilities, poverty effects (Gitlin & Smyth, 1989).

Teachers did not understand how the government ranked the teachers, performance; is it through pupils' discipline, examinations or co-curricular activities. It was not clear to the teachers, how ranking would be done and how top performing teachers, and were rewarded differently from the rest. How the reward system related to the principle of collective bargaining, which benefits all teachers, remains a dilemma to teachers. Teachers remained in confusion on

whether, the signing of the performance contract meant that teachers whose schools continuously perform poorly would be sacked or demoted.

2.5 Education Management and Perception of Performance Contracting by Teachers.

The ministries were guided on the purpose of the performance contracts, which is to measure the performance of the management of the ministries at the end of a specified appraisal period and on the basis of an objective criterion. The contents of the contracts were divided into five key parts which include; Part one, vision, mission and strategic objectives; Part two, commitments and responsibilities of the Permanent Secretary.

Part three, commitment and obligations of the Government of Kenya; Part four, frequency of monitoring and information flow; Part five, duration of the performance contract. These factors served as a guideline to management in the ministries in the efforts of persuasion of the contracts and all institutions were given a chance to develop and sign their service contracts within the specifications of the scheme (Performance Contracting Steering Committee guidelines, 2004).

However, introduction of performance contracting scheme by the Ministry of Education to teachers, was faced with many challenges before it was even rolled out. It is noted that with the Ministry of education through (Teachers Service Commission Act, Chapter 212, 1968), it is the duty of the commission to establish and maintain a teacher's service, adequate to the needs of public schools.

TSC had power to recruit and employ registered teachers, to assign teachers employed by the commission for service in any public schools, to promote or transfer any teacher, to terminate the employment of such teacher. The Commission kept under review the standards of education, training and fitness

to teach appropriate to persons entering the teachers' service (The Education Act, Chapter 211, 1970).

The TSC therefore, laid a foundation for performance contracting to teachers, by making sure that teachers employed were qualified, remunerated and comfortable in the schools. The education Act, Chapter 211, (1970), the Kenya Institute of Education, shall conduct research and prepare syllabuses for all levels of basic education. Teachers broke down the syllabus into schemes of work, that is, what to be covered within one school learning term and then, into lesson plan, work to be covered within the allocated time per day.

The syllabus had the already designed targets, schemes of work and lesson plans are the strategic plans. The National Examination Council is the examining body of the Ministry; it evaluated the quality of the material taught by setting a standardized examination, for all the schools in Kenya, from the recommended syllabus. NEC, also evaluated the efficiency of delivery of the material recommended, good examination results reflected efficient delivery of the material in the syllabus. Therefore, evaluating the target (Duke, 1995).

Kenya National Union of Teachers, Education Policy Document (2006), stated their responsibility as agitating for improved terms and conditions of service and the defense of aggrieved members. The mere fact that a trade union existed to defend teachers, discourages rough and oppressive officers, from harassing teachers unnecessarily. The introduction of the performance contract scheme, the strategic plans strictly form the basis in which agreed performance targets, will were set. It also formed the basis for monitoring and evaluating of performance.

Under this requirement the teachers' trade union found it not acceptable to the teachers who they represent. They argued that teachers already had the syllabus which had already set targets for the whole year, the schemes of work and lesson

plans as strategic plans and the end of the year examinations as the evaluation; hence their performance was already evaluated (Gitlin & Smyth, 1989).

Another key challenge arises from the fact that the ministry required sustainable outputs at the maturity of the performance contract period. This seemed a challenge to the teachers, because there are different students every year and some are better than others. Therefore, they perform differently making the sustainability difficulty.

Teachers' felt that there were no clear contract agreement structures, to support the direct implementation of the scheme. They viewed it with suspicion on the ground that it was meant to target teachers' failures, and victimize them. Lastly, some teachers working under difficult conditions already felt forgotten and underpaid, this posed as a challenge to the scheme implementation, and they viewed it as a diabolical plan to eliminate them (KNUT, 2006).

CHAPTER THREE : RESEARCH METHODOLOGY

3.1 Research Design

The research was adopting a survey research design. A survey research design was used to describe and explore the phenomenon under investigation Kathuri and Pals, (1998). The purpose of this survey research was to determine opinions, attitudes, preferences and perception of the primary school teachers of Thika municipality which was of interest to the researcher. This method was appropriate for the study since the study was intended to find out perception of performance contracting by teachers in Thika municipality.

3.2 Population

The study targeted the teachers in public primary schools in Thika municipality. According to the MOE, staffing analysis internal memo (2008), Thika Municipality had a population of 24 public primary schools, with 424 teachers in total. Out of the total number of teachers, 127 were males and 297 females. Teachers in Thika Municipality were very cosmopolitan; they came from all parts of the country due to the many industries in Thika. Therefore, the population of study can be of good representation of teachers in Kenya.

3.3 Sampling and Sample Size

Random sampling was used to obtain the desired sample size. 40% of the population was under study which represents 170 teachers out of the total 424 teachers. This sample was randomly picked at a convenient time, precisely during the teachers' quarterly meeting in Thika town. Random selection was used as it gave each teacher in the population an equal chance of being selected. The 40% sample gave a fair representation of the population as it represented more than 30 units the minimum required sample size in research.

3.4 Data Collection

The researcher relied on primary data to carry out the study. A questionnaire was used to collect data. Primary data was collected by self administration of the questionnaires by the researcher herself during the Thika municipality teachers' quarterly meeting in Thika town. This was for the purpose of getting as much information as possible in the area under investigation. The questionnaire was structured containing open end and likert scale type questions. The questionnaire was designed on factors affecting perception of performance contracting by teachers' in Thika municipality.

3.5 Data Analysis and Presentation

Data was analyzed by use of content analysis, descriptive and inferential statistics. Descriptive analyses enabled meaningful description of the distribution of scores with the use of frequencies, percentages and tables. For easy analysis of the data, the statistical package for social sciences was employed. The analyzed data was presented by use of tables, percentages and averages. The data was also presented quantitatively.

CHAPTER FOUR : DATA ANALYSIS, INTERPRETATIONS AND DISCUSSIONS

4.1 Introduction

This chapter presents the research findings and discussion of factors affecting perception of performance contracting by teachers in Thika Municipality Public Primary Schools.

A survey was carried out in Thika Municipality. Data was analyzed using both descriptive and inferential statistics. The Statistical Package for Social Sciences (SPSS) was employed in data analysis. The research findings were presented in the form of tables, mean, charts, frequencies and percentages.

The questionnaires were edited and coded after they were filled in. 167 questionnaires out of 170 were fully filled. The response rate of respondents was 98%. The researcher deemed the response rate adequate and sufficient for the study for the purpose of data analysis.

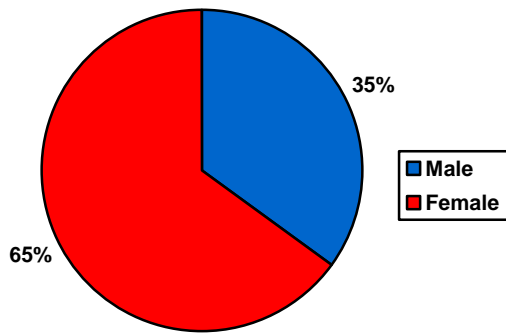
4.2 Demographic Data

The demographic characteristics of the respondents are discussed in terms of gender, age, qualification, teaching experience and responsibility.

4.2.1 Gender

As the figure shows, male respondents were 33.3%, while the female were 64.7%.

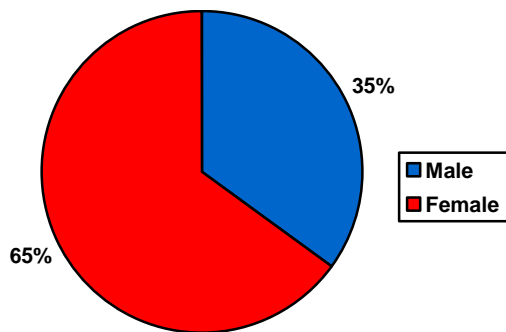
Figure 1: Gender Composition of Respondents



4.2.2 Age Distribution of the Respondents

Findings from the study showed that majority of the teachers were in the age group between 26-34 years and 35 - 44 years who accounted for 36.5%, 33.5% respectively. The age group below 25 years had a percentage of 14.3%, while that above 45 years was 15.6%. This was seen as an indication of low levels of recruitment within the teaching force as shown in the graph below.

Figure 2: Age of Respondents



4.2.3 Qualifications

The result revealed that a disparity in teachers qualification. A large proportion 50.2% of teachers being P1 certificate holders 26.3% diploma and the rest as shown in the table below.

Table 1: Qualifications Categories

Qualification	Frequency	Percentage
P1 certificate	84	50.2%
Diploma	44	26.3%
B.ED	22	13.2%
M.ED	2	1.2%
Others	16	9.6%

4.2.4 Teaching Experience

The study reviewed that 4.2 majority of the teachers had 21 years and above experience. The high level of experience was expected to impact positively on the understanding of issues concerning performance contracting. The table 2 below shows the teachers level of teaching experience.

Table 2: Level of Teaching Experience

Years	Frequency	Percentage
3 and below	16	9.6%
4 - 9	28	16.8%
10-20	52	31.1%
Above 21	71	42.5%

4.2.5 Levels of Responsibility

The research findings indicated that many teachers had no responsibilities in their schools. This means that they did not make any major decisions in their teaching career, therefore cannot decide on performance contracting. This is indicated by the fact that an overwhelmingly 56.9% of teachers only held the teaching responsibility as indicated in table 3 below.

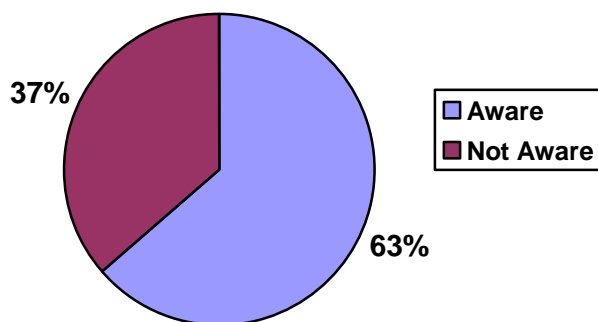
Table 3: Level of Responsibility

Post	Frequency	Percentage
Assistant teacher	95	56.9%
Senior teacher	27	16.2%
Deputy Head teacher	24	14.4%
Head teacher	21	12.6%

4.3.1 Awareness of Performance Contract Scheme

The figure below shows that teachers are aware of the performance contract having 63.5% awareness, as shown in figure 3.

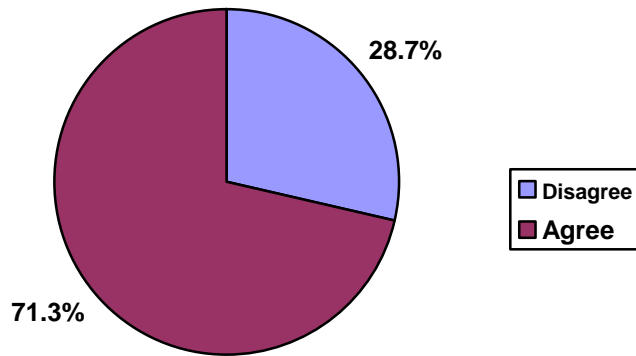
Figure 3: Awareness of Performance Contract



4.3.2 Signing of Performance Contract

The study clearly indicated that teachers are not ready to sign the performance contract. This was shown by 71.3% disagreeing with the signing as shown by figure 4 below.

Figure 4: Signing of performance Contract.



4.3.3 Perceived Image

Respondents agreed that performance contracting will influence employees' commitment to work having recorded 43.1%, it will enhance performance and identify training needs of teachers, 31.1% and 38.3 respectively. This was below average in all the areas, where research was carried out.

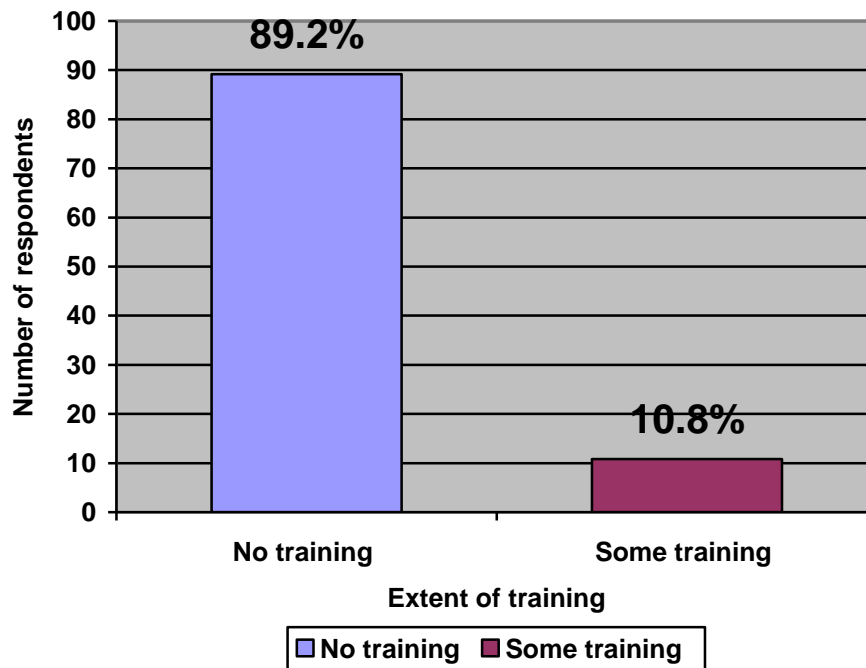
Table 4: Perceived Image

Image	Frequency	Percentage
Enhance performance	52	31.1%
Influencer employee committed to work	72	43.1%
Support school development planning	48	28.7%
Used to identify training needs of teachers	64	38.3%

4.3.4 Training of Performance Contracting

The study further sought to establish the extent to which the teachers received training on performance contracting, 89.2% reported having no training at all. 10.8% had received some training in performance contracting.

Figure 5: Training of Performance Contracting



4.4.1 Perception of Teachers towards Performance Contracting Process

This section covered questions posed to the respondents on Perception of performance contract process in a five point likert scale. The range was 'Strongly Agree (5)' to 'Strongly Disagree' (1). The scores of 'Strongly Disagree' and 'Disagree' have been taken to present a variable which had an impact to a small extent (S.E) (equivalent to mean score of 0 to 2.5 on the continuous likert scale; ($0 \leq S.E < 2.4$). The scores of neither 'Neither Agree nor Disagree' have been taken to represent a variable that had an impact to a moderate extent (M.E.)

(equivalent to a mean score of 2.5 to 3.4 pm the continuous likert scale: $2.5 \leq M.E. < 3.4$). The score of both 'Agree' and 'Strongly Agree' have been taken to represent a variable which had an impact to a large extent (L.E.) (equivalent to a mean score of 3.5 to 5.0 on a continuous likert scale; $3.5 \leq L.E. < 5.0$). A standard deviation of >1.5 implies a significant difference on the impact of the variable among respondents

Table 5: Perception of Performance Contract Process

	Mean	Std. Dev
Improve your skills in teaching	2.2235	1.39232
Improve your attitude towards teaching	1.9341	1.02462
Enhance your working relations with colleagues	1.9820	1.05553
Enhance your career prospect	2.1557	1.29399
Enhance working relation with supervisors	1.9042	1.08235
Motivate teachers	1.9581	1.12664
Enhance teachers performance	1.9231	1.01183
Will be used to serve interest of teachers	1.6407	.80825
Enhance target setting which will involve both teachers and immediate supervisor	2.6561	1.44432
Enhance ownership of the performance contract amongst the teachers.	2.0958	1.27645
Enhance teachers promotions based on performance.	2.5196	1.36349
Match teachers to jobs (no ghost teacher)	2.1325	1.30520
Be a tool of enhanced efficiency	2.0599	1.26919
Allow for continuous improvement	2.2695	1.37726
Grand mean	2.104	

From the findings to a moderate extent Enhance target setting which will involve both teachers and immediate supervisor (mean of 2.6561) and Enhance teachers promotions based on performance (mean of 2.5196).

On the other hand to a least extent Allow for continuous improvement (mean of 2.2695) Improve your skills in teaching (mean of 2.2235), Enhance your career prospect (mean of 2.1557), Match teachers to jobs, that is, no ghost teacher (mean of 2.1325), Enhance ownership of the performance contract amongst the teachers

(mean of 2.0958), Be a tool of enhanced efficiency(mean of 2.0599), Motivate teachers (mean of 1.9581), Enhance your working relations with colleagues (mean of 1.9820), Improve your attitude towards teaching (mean of 1.9341), Enhance teachers performance (mean of 1.9231) and Enhance working relation with supervisors (mean of 1.9042). Hence teachers have low rating of performance contract process. This may reflect lack of understanding of the process, possibly due to lack of adequate training in performance contracting (PC) scheme. Findings on the teachers perception on PC is summarized in the table 5 above.

4.4.2 Effectiveness of Performance Contracting Process

This section covered questions posed to the respondents on effectiveness of perception of performance contract process in a five point likert scale. The range was 'very ineffective' (5) to 'very effective' (1). The scores of 'very effective' and 'effective' have been taken to present a variable which had an impact to a large extent (L.E) (equivalent to mean score of 0 to 2.5 on the continuous likert scale; ($0 \leq S.E < 2.4$). The scores of neither 'Neither effective nor ineffective' have been taken to represent a variable that had an impact to a moderate extent (M.E.) (equivalent to a mean score of 2.5 to 3.4 pm the continuous likert scale: $2.5 \leq M.E. < 3.4$). The score of both 'ineffective' and 'very ineffective' have been taken to represent a variable which had an impact to a large extent (S.E.) (equivalent to a mean score of 3.5 to 5.0 on a continuous likert scale; $3.5 \leq S.E. < 5.0$). A standard deviation of >1.5 implies a significant difference on the impact of the variable among respondent

Table 6: Effectiveness of Performance Contracting Process

	Mean	Std. Dev
Identification of issues to be involved in the school development	2.0240	1.23187
Identification of in - service training needs of teachers	2.3929	1.45197
Identification of staff development needs of teachers	2.3413	1.35225
Enhancing career prospects of teachers	2.2143	1.36308
Equipping teachers with skills to cope with institutional issues in the school	2.4213	1.29762
changing teachers attitudes in order to cope with institutional issues in the school	2.5025	1.31949
Equipping teachers with knowledge to cope with institutional issues in the school	2.3832	1.40454
Linking of reward to good performance	2.2994	1.39929
Establishment of a link between performance contract and performance appraisal.	2.5119	1.51238
Grand mean	2.343	

From the findings to a large extent very effective/effective); Identification of in - service training needs of teachers (mean of 2.3929), Identification of staff development needs of teachers (mean of 2.3413), Equipping teachers with knowledge to cope with institutional issues in the school (mean of 2.3832), Linking of reward to good performance (mean of 2.2994), Enhancing career prospects of teachers (mean of 2.2143) and Identification of issues to be involved in the school development (mean).

On the other hand to a moderate extent; equipping teachers with skills to cope with institutional issues in the school (mean of 2.4213), changing teachers attitudes in order to cope with institutional issues in the school (mean of 2.5025) and establishment of a link between performance contract and performance appraisal. In other words, the respondents' perception was that there was a major flaw in the entire practice. This could be attributed to limited training of the head teachers, their deputies and senior teachers.

CHAPTER FIVE : SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter will discuss the research findings. The objective of the study was to establish the factors affecting the perception of performance contracting, in public primary schools in Thika Municipality. This chapter also outlines the conclusions, recommendations and limitations for the study.

5.2 Summary

The research findings allows the safe conclusion that there was unsatisfactory knowledge on performance contracting scheme, with 89.2% having not been taken through training on performance contracting Schiffan & Knuk (1994) noted that perception is the process by which information is selected, organized and interpreted to produce messages and meanings. Teachers lacked the knowledge to select and interpret from, in order to make a conclusion about the performance contracting. Ngahu (2003) also noted that external factors play an important role in influencing perception. This is confirmed by the teachers' perception on the effects of performance contracting in their work, having 1.923 indicating that it will not improve performance at the work place. They agreed that it could be a good idea and disagreed on the idea being imposed on them.

Perception dwells largely on what we subconsciously add or subtract from raw sensory inputs to produce own private picture of the world Schiffan and Knuk (1994). The bulk of teachers were female (65%) most of whom (70%) were over 35 years making them very sensitive to messing with employment, due to the heavy responsibilities that they carry socially, hence a need to safeguard the employment.

The teachers felt that performance contracting did not meet their needs. Many of them were long serving, those with experiences of over 10 years being 73.7% with already built expectations, based on familiar previous experience or a preconditioned set. Schiffan & Knuk (1994) argue here that stimuli that contrast sharply with expectations often receive more attention.

Unexpected and surprising stimuli are likely to get more attention as instinct requires one to give more attention to something unknown that may require action Misumi (2003). About fifty seven percent of the teachers were assistant teachers, this group of teachers does not make any decisions, and they wait to receive all information from the employer, through the head teacher. Teachers were suspicious about the performance contract scheme, because it was a new direction by the employer which was meant to be directed to the individual teacher, that is, it was personal not the communal they are used to. People perceive issues according to their expectations Ngahu (2009). This confirms that the perception of teachers towards performance contracting was negative.

5.3 Conclusions

Based on the research findings the study concluded that performance contracting scheme was unsatisfactory and not welcomed by the primary school teachers. There was inadequate knowledge by the teachers on performance contracting. The domineering and long serving female teachers, made it difficult to accept change in already signed contract with the employer. Many of the teachers were qualified for the job and very few were in decision making posts, therefore the performance contract was not to make any positive change in their career, on the contrary it was going to be negative. However, teachers like other professionals in other ministries should sign a performance contract.

5.4 Limitations of study

The study covered only teachers in Thika municipality and not all teachers in Kenya. This was due to convince for the researcher who was working in Thika. It was cost effective, for the researcher who did not have to pay transport to distances or hire anyone to collect the data.

The sample of 167 teachers was studied due to the response rate. Many of the teachers did not have adequate information to fill in the questionnaires, therefore only the adequately filled in questionnaires were considered for analysis. There is need for the research to be replicated and consider a larger sample to be more representative of all teachers in Kenya.

Some of the respondents had no information; therefore they gave data that was not satisfactory. This made it difficulty for the researcher; having to start by sorting out the adequately filled in questionnaires. Some of the teachers were reluctant to release any information, they lacked confidence and expressed it through gestures that they were not willing to be involved.

5.5 Suggestions for further Research

The study was carried out in Thika municipality only, therefore there was need to replicate this study in different districts to allow for wider generalizations. The sample was 167 teachers only; this was not representative enough for all the teachers in Kenya. This study was carried out in a small municipality which had 24 public primary schools, therefore there was need to carry out the study in larger districts.

A study could be carried out to compare performance contracting in private and public schools. In private schools, teachers are employed after signing a written agreement with the employer; stating terms of service and the expected

production. Public primary schools teachers also have a contract with the employer, teachers' service commission.

There may be changes in perception of teachers towards performance contracting (PC), the researcher recommended for a longitudinal study overtime to capture these factors. Teachers' perception towards PC will change as they gain more knowledge on it. They may like it or not, therefore a need for a research.

5.6 Recommendations for Policy and Practice

The following were recommendations based on the results and conclusions of the study. There was need for teachers to be taken through training on performance contract scheme. Some teachers were shy to give any information on the PC; they felt that they did not have satisfactory information to give. Some of those that filled in the questionnaire gave unsatisfactory information that was not adequate for analysis.

The bulk of teachers were not in decision making positions, this made it difficulty for them; having been used to receiving instructions and directions from the employer through their head teachers. Teachers should be promoted to decision making positions even if in charge of school based activities and be given autonomy to make the necessary decisions. The TSC should also recognize the responsibility and give the necessary incentive.

There was high disparity between the female and male teachers. The females out weighing the males. Female teachers had a tendency of consulting their spouses before making a decision like one on PC; a venture that is not well known was difficult and many females teachers were opposed to it. Recruitment of teachers in Thika municipality should be more gender balanced to include more male teachers.

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APPENDIX 1

LIST OF PUBLIC PRIMARY SCHOOLS IN THIKA MUNICIPALITY

	<u>Number of teachers'</u>
1. Kenyatta primary school	18
2. Kiboko primary school	12
3. Q.R.S primary school	12
4. Kimuchu primary school	23
5. Kamenu primary school	25
6. Moi primary school	20
7. Gatumaini primary school	24
8. Jamhuri primary school	20
9. St.Patrick primary school	18
10. Joy Town primary school	16
11. Kianjau primary school	12
12. Barracks primary school	14
13. Garrisa road primary school	19
14. Madaraka primary school	14
15. Thika primary school	25
16. General Kago primary school	24
17. Mountain View primary school	6
18. Mugumoini primary school	20
19. Thika School for the Blind	26
20. Muslim primary school	13
21. Musa Gitau primary school	20
22. Athena primary school	14
23. Kiziwa primary school	13
24. Kiganjo primary school	16
Total	<u>424</u>

APPENDIX 2

TEACHERS' QUESTIONNAIRE

SECTION 1: DEMOGRAPHIC AND RESPONDENTS PROFILE INFORMATION

Please give answers in the spaces provided and tick (✓) the box that matches your response to the questions where applicable.

1. Gender. Male Female

2. Age. Below 25 years
 26 - 34 years
 35 - 44 years
 Above 45 years

2. Highest academic qualification.

 P1 Certificate
 Diploma
 B.ED
 M.ED
 Others (specify)

3. Years of teaching experience.

 Below 3 years
 4 - 9 years
 10 - 20 years
 Above 21 years

4. Position of responsibility.

 Assistant teacher
 Senior teacher
 Deputy Head teacher
 Head teacher

SECTION 2: AWARENESS OF PERFORMANCE CONTRACT SCHEME

5. Are you aware of the performance contract scheme?
Yes No
6. Would you sign a performance contract if provided?
Yes No
7. Which of the following statement is correct about performance contract scheme with respect to your work? (Tick as applicable (√))
- i) It will enhance performance.
 - ii) It will influence employee commitment to work.
 - iii) It will support school development planning.
 - iv) It will be used to identify training needs of teachers.
8. Have you gone through any training on performance contracting?
Yes No

SECTION 3: PERCEPTION OF PERFORMANCE CONTRACT SCHEME BY TEACHERS

9. In the following questions indicate the degree of agreement with the following statements.

In my own perception, the performance contracting process will;

Use the following key:

- 1. Strongly disagree
- 2. Disagree
- 3. Neither agreed nor disagree
- 4. Agree
- 5. Strongly agree

In your own opinion, performance contracting process will;

Statement	1	2	3	4	5
i Improve your skills in teaching					
ii Improve your attitude towards teaching					
iii Enhance your working relations with colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv Enhance your career prospect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v Enhance working relation with supervisors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vi Motivate teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vii Enhance teachers performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
viii Will be used to serve interest of teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ix Enhance target setting which will involve both teachers and immediate supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x Enhance ownership of the performance contract amongst the teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
xi Enhance teachers promotions based on performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
xii Match teachers to jobs (no ghost teacher)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
xiii Be a tool of enhanced efficiency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
xiv Allow for continuous improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. Indicate your opinion on the effectiveness of the performance contracting process in

Addressing the following issues; Use the following key

- 1 - Ineffective
- 2 - Less effective
- 3 - Neither effective nor ineffective
-
-

4. - Effective

5 - Very effective

	Statement	1	2	3	4	5
I	Identification of issues to be involved in the school development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ii	Identification of in - service training needs of teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iii	Identification of staff development needs of teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iv	Enhancing career prospects of teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V	Equipping teachers with skills to cope with institutional issues in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vi	changing teachers attitudes in order to cope with institutional issues in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vii	Equipping teachers with knowledge to cope with institutional issues in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Viii	Linking of reward to good performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ix	Establishment of a link between performance contract and performance appraisal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

THANK YOU FOR YOUR CO-OPERATION

APPENDIX 3

LETTER TO RESPONDENTS

JANE M. KOMORA,
UNIVERSITY OF NAIROBI,
SCHOOL OF BUSINESS,
P.O. BOX 30197-00100,
NAIROBI.

Dear Sir/Madam,

REF : COLLECTION OF DATA

I am a postgraduate student at the University of Nairobi, School of Business. As part of my studies towards acquiring a Master Degree in Business Administration, am required to submit a research project, in this regard, am undertaking a research on the perception of Primary School Teachers towards performance contracting in Thika district.

The attached questionnaire is the data collection instrument that I have chosen to use for my research. Kindly assist me collect the data by answering questions on the space provided.

My supervisor and I assure you that the information you give will be treated with utmost confidentiality. Thank you very much for your time and participation.

Yours sincerely,

Jane. M. Komora.

Dr Martin Ogutu.

MBA student.

Supervisor.