

**FACTORS INFLUENCING TEACHERS' LEVELS OF PREPAREDNESS
IN SIGNING PERFORMANCE CONTRACT IN PUBLIC SECONDARY
SCHOOLS IN MIGORI DISTRICT KENYA**

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

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DECLARATION

This research project is my original work and has not been submitted for award of a degree in any other university.



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

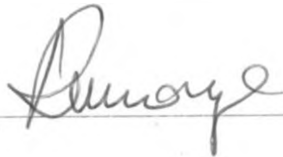


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DEDICATION

This work is dedicated to our beloved children Bruno, Juma, Blaire, Claire and
Becky.

ACKNOWLEDGEMENT

In carrying out this study, I am greatly indebted to several people without whom this work would not have been a success. Special thanks first to Almighty God for His providence, mercies and this far He has brought me. I am deeply indebted to my Supervisors Dr. Ursulla Okoth and Dr. Rosemary Imonje for offering me very useful guidance, continued encouragement, their tolerance and patience during the numerous discussions that helped me immensely to complete the project. I would also like to thank personnel in different places I visited particularly Principals and teachers from various schools in Migori District for their cooperation that helped me obtain primary data for the study.

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May this study inspire them to great heights of academic excellence. God bless you all abundantly.

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ACRONYMS AND ABBREVIATIONS

AC	Alternative Contracts
BOGs	Board of Governors
CAG	Controller and Auditor General
DEO	District Education Officer
ERSWEC	Economic Recovery Strategy for Wealth and Employment Creation
GoK	Government of Kenya
HODs	Heads of Departments
HPS	Head of Public Service
KNUT	Kenya National Union of Teachers
KUPPET	Kenya Union of Post Primary Education Teachers
MDAs	Ministries, Departments, State Corporations, Public Universities, Local Authorities and Tertiary Institutions
OECD	Organization of Economic Cooperation and Development
PC	Performance Contract
PCD	Performance Contracting Department
PS	Permanent Secretary
PTTC	Primary Teachers Training Colleges
RBM	Result Based Management
RoK	Republic of Kenya
TSC	Teachers Service Commission

ABSTRACT

The purpose of this study was to investigate factors influencing levels of teachers' preparedness in signing performance contracts in public secondary schools in Migori District, Kenya. The objectives of the study were specifically to examine levels of awareness about performance contracts among secondary school teachers; establish the level of sensitization on performance contract policy in secondary school teachers; examine the extent to which secondary school teachers have received training on aspects of performance contracts; establish the influence of rewards and sanctions on secondary school teachers' in signing performance contracts; determine the extent physical facilities influence secondary teachers' levels of preparedness in signing performance contracts; and identify any other challenges facing secondary school teachers in signing of performance contracts.

The research design adopted for this study was descriptive survey. Target population for study was 286 comprising of 6 Education officials at the District, 6 union officials, 37 principals, 111 Head of Departments and 126 secondary school teachers in Migori District.

Instrument for data collection was questionnaire. Data was analyzed quantitatively and qualitatively using the SPSS computer software version 19.0. Descriptive statistics was used to summarize quantitative data while qualitative analysis was used for open ended questions from interviews and questionnaires that required respondents to give their own opinions.

The study found out that 87% of the principals were prepared while 75% and 66% of the HODs and teachers respectively were not fully prepared for the contracts.

Even though 89% of the teachers in Migori District were aware of performance contracting policy, the study found out that factors like sensitization, training on performance contract, physical facilities, rewards and sanctions affected teachers' levels of preparedness in signing performance contract. Over 94% of respondents including teachers, union officials and government officials felt that teachers have not been adequately prepared into signing of the contracts through sensitization workshops, seminars or in-service training courses while 50 percent of teachers believed that the government was not justified to introduce the document in schools and only a few 17% of the teachers had attended training on performance contracting. 65% of the respondents indicated that inadequate physical facilities such as classrooms and text books influenced their levels of preparedness to enter into contracts with the government. Rewards and sanctions influenced teachers' preparedness at 60%. In conclusion, the study found out that even though teachers are not against the performance contracts perse, they are ill prepared to enter into contracts with the government.

The study recommended that TSC organizes training for all the teachers HODs and Principals on performance contracting in the district. Training would empower teachers and improve their capacities to deal with increased demand for service delivery. Sensitization workshops, in service courses and seminars should also be carried out to make teachers aware of the concepts of performance contracting.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Preparedness refers to the state of being ready for specific or unpredictable events or situations. Preparedness is an important quality in achieving goals and in avoiding mitigating negative outcomes (Wikipedia the free encyclopedia <http://www.google.co.ke>). Institutions are supposed to work towards achievement of their core mandate by preparing its workforce capacity to accommodate change

Preparedness is a major phase in areas of competition such as sport and military science and could as well be applicable in the implementation process of performance contracting which target achievement of results. Methods of preparation may include research, planning, awareness, sensitization, resourcing, and carrying out piloting studies. Empowerment of field managers and measurement of their performance by objective standards are crucial to a successful reorganization for contracts. Prior to signing performance contracts, piloting can be carried out to test viability and preparedness of institutions and individuals for the contracts and to prepare for the performance of the anticipated activity.

Performance contracts are tied and derived from organizational goals. Organization goals, define the ways in which the institution relates to its

environment. If this purpose is fulfilled, the organization will survive and prosper (Luo and Peng, 1999).

According to Obongo (2009) PCs are part of the performance management practices aimed at achieving organizational objectives. Performance contracting is a branch of Management Science referred to as Management Control Systems (Kobia & Mohamed, 2006). GoK (2010) defines PC as a freely negotiated performance agreement with the government acting, as the owner of the public agency on one hand and the management of the agency on the other hand. It encompasses agreements between the two parties and clearly specifies their mutual performance intentions, obligations and responsibilities of the contracting parties to be achieved within a period of one year. Akaranga (2008) asserts that PC organizes and defines tasks so that management could perform them systematically, purposefully and with reasonable probability of achievement.

Performance contracts are best highlighted by principles of collegiality, commitment, reciprocity and obligation. Employees want direction, freedom, to get their work done and encouragement not control (Armstrong, 2006). Performance contracts are based on principles of coaching, counseling, feedback, tracking, recognition, motivating and rewarding. Shirley (1998) confirms that the logic of performance contracts is persuasive.

According to Obongo (2009), key indicators of sound performance contracting system include; institutional compliance with issues of budgetary allocation

and cost reduction, service delivery indicators which entail compliance with issues of customer needs, responsiveness to service delivery charters. Other non monetary indicators include aspects of the institutions compliance with social responsibility, statutory obligations, corruption eradication and disposal of idle assets. Operational indicators include issues of development index of the institution and performance on the core mandate. Quantitative dynamics indicators entail the institution's compliance with working environment, safety and resolution of public complains.

Globally, performance contracting has been hailed as effective and efficient tool to delivery of services and targets where other performance management tools such as outsourcing and benchmarking had failed. Performance contracts originated in the 1970s when the business environment was rather stable and strategic planning was entrusted in the hands of the top management of the organization. This led to a gap as top managers who were involved in formulation of organizational goals overlooked the context in the lower levels of implementation (Akaranga, 2008). Steiner (1983) in Akaranga (2008) adds that strategic planning systems failed to link planning and resource allocation. As a result, top executives were forced to recast the way they looked at their business by redefining performance management as a proactive management tool for achieving business goals and objectives, through a structured and continued process of motivating, measuring and rewarding individual and team performance (Barclays Africa, 1997).

In Belgium it was introduced in the early nineties with the aim of realizing savings. Bouckaert, Verhoest and De Corte [1999] noted that performance contracting in addition to cost saving, allowed for considerable autonomy in financial, human and internal organization management. In 1970s, USA education system experimented with performance contracting in 150 schools and several states to deliver instruction in reading, mathematics, and other subjects since there was no accountability for productivity and quality in education. Gore [1996] recognized the significance of performance contracting when he admitted that performance contracting changed the attitudes of management on workers and the way many bosses do their jobs.

Contract teacher programs have enabled Niger and other African countries such as Togo and Guinea to considerably enhance enrolment and improve results. Findings from other six African countries Burkina Faso, Cameroon, Côte d'Ivoire, Madagascar Mali and Senegal also showed significant and positive effect of PCs on learning (Bourdon and Michaelowa, 2005). Other African countries including Nigeria, Rwanda, South Africa, Tanzania and Zimbabwe have expressed interest in the Kenyan model of PCs especially after Kenya's winning 2007 UN Public Service award in category 1 in improving Transparency, Accountability and Responsiveness in the Public Service (RoK, 2010). Other African countries like Ghana are slowly picking the queue.

Various reform strategies for improving performance that have been in use in Kenya with varying degrees of success include; Rapid Results Initiative,

Citizen Service Delivery Charters; benchmarking, re-engineering which can best be classified in the league of PCs. The inefficiencies that inhibited the performance of government agencies were identified as excessive controls, multiplicity of principles, frequent political interference, poor management or outright mismanagement and bloated staff establishment (RBM Guide, 2005). In response, the Government of Kenya in 2003 directed that result based management [RBM] and PCs be introduced in public service. In preparation for the launch of the contracts, piloting was done in sixteen state corporations, thirteen of them in the late 2004 to mid 2005 (RoK, 2010). The government placed as a priority public service reforms and adopted the Economic Recovery Strategy for Wealth and Employment creation (ERS) with the main objectives of improving management of public sector institutions. According to Akaranga (2008), performance contracts in Kenya became operational through an administrative policy circular OP.CAB. 9/1A/ VOL.11/2 dated 2nd February, 2003 and issued by Permanent secretary and secretary to the cabinet and head of Public Service and through subsidiary legislation for state corporations (GoK, 2005). All Ministries, State Corporations, and Tertiary Institutions are expected to draw their strategic plans that form the basis for designing PCs. The first generations of strategic plans were based on the ERS while the second generations of strategic plans are now anchored on the vision 2030 and its related medium plans (2008-2012).

The signing of PCs is preceded by release of performance contracting policy guidelines which stipulate the responsibility of the government which is to provide capacity while at the same time providing guidelines on the

procedures of implementation. Provision of capacity is an aspect of preparedness which entails teachers being made aware of PCs and its uses.

In light of lack of awareness and inconsistent communication on performance contract, teachers have tended to view PCs as other forms of employment contract meant to change their terms of employment. Teachers should be given a robust information, education and communication strategy on performance contracting.

The PCD should sensitize teachers and their trade unions on the meaning, scope and importance of performance contracting exercise through in-service courses or even pre-service training sensitization workshops and seminars. The government needs to develop and disseminate a comprehensive training programme with attendant manuals. Other reports such as that on review of PCs in public service have emphasized the significance of outsourcing or anchoring with a training institution to support capacity building for teachers. To ensure and enhance clarity, coherence and adequacy of the performance contracting guidelines the PCD should review the frequency of issuance with a view to adopting biennial cycle. This may also involve updating of PCD website with all relevant manuals and information booklets to fast track the automation of its operations. Furthermore, initial piloting of performance contracting in a few schools before implementation should be done.

While inefficiencies inherent in public service apply to the education sector, teachers' reasons for not signing PCs may be based on twisted information or lack of it. They argue that issues touching on administrative management as

well as compensations should be ironed out first. Teachers' levels of preparedness could be improved in areas such as; awareness, sensitization, training in performance contracting, rewards and sanctions system, adequacy of instructional materials and physical facilities.

A study conducted by Njeri (2011) supported revenue sources and adequacy of facilities as being key to implementation of PCs. Skirbekk (2003) contend that level of education, administrative experience and level of training are important considerations for PC preparedness since they are key features of productive systems. Even though the Kenyan version of performance contracting has been hailed as a blend from international best practices domesticated to suit the Kenyan context (Trivedi, 2007), past studies on performance contracting such as those of Too, Makokha, Mutai and Chepkwony (2011) on Head teachers' perceptions towards implementation of performance contracts have not delved into reasons why teachers are not prepared into signing PCs.

Secondary schools offer four-year education leading to university. The Education Act (Cap 211) of the laws of the Republic of Kenya (RoK) of 1968 vests the management and control of secondary education on BOGs. In line with government policy and PC guidelines, secondary school principals and their staff must be willing to anchor their strategic plans on a contract and select performance indicators upon which the performance will be measured (RoK, 2010).

Table 1.1 Analysis of Migori, Rongo and Awendo Districts KCSE performance during the last five years

Year	Migori	Rongo	Awendo
2007	4.8245	5.6211	5.3141
2008	4.9227	5.6270	5.1140
2009	4.6457	5.4203	5.2011
2010	5.0226	5.7854	4.9812
2011	5.1226	5.3714	5.0120
Average	4.8516	5.5650	5.1230

Source: Ministry of Education statistics 2011

The rationale of doing this study in Migori was based on performance of the District in KCSE. Students learning outcomes are the core barometer of any education systems performance (Obongo, 2009). Analysis of Migori District performance in KCSE during the last five years compared to other Districts in Migori County shows performance of the District in KCSE has been low (District Education statistics Migori, 2012). Likewise, teachers nationally seem reluctant to commit themselves in writing to realization of set objectives. They are being coerced into signing the PCs (www.knut.co.ke). Since PCs make employees to be more committed and accountable to goal achievement, perhaps the results in the last five years could be improved if Migori teachers signed PCs. In 2009 two principals were demoted for not meeting district performance standards. During 2010 annual performance review workshop in

Migori, a report by District Quality and standards committee revealed that the district was faring poorly in other performance indicators such as management of government funds and resource utilization. Despite these negative indicators in performance of the District in core areas of education, teachers in secondary schools in Migori District are unwilling to sign PCs.

1.2 Statement of the problem

The issue of PC has dominated public discourse in the past with government insisting that teachers must sign performance contracts just like other public servants (Gaconi, 2008). Although all other sectors of the government are signing the contracts teachers are not on contract. They have continuously rejected the signing of PCs as punitive and untenable. Teachers seem to be reluctant in signing PCs due to some reasons not yet established through research. Past research studies on performance contracting such as Njeri (2011) and Mpapale (2011) have not raised issues of teachers' preparedness in signing PCs. It is from this backdrop that this study sought to establish factors influencing teachers' levels of preparedness in signing PCs in secondary schools in Migori District, Kenya.

1.3 Purpose of the study

The purpose of this study was to investigate factors influencing levels of teachers' preparedness in signing performance contracts in public secondary schools in Migori District, Kenya.

1.4 Objectives of the study

The research was guided by the following objectives;-

- i) To examine levels of awareness about performance contracts among secondary school teachers in Migori District.
- ii) To establish the level of sensitization on performance contract policy in secondary school teachers in Migori District
- iii) To examine the extent to which secondary school teachers have received training on aspects of performance contracts in Migori District.
- iv) To establish the influence of rewards and sanctions on secondary school teachers' in signing performance contracts in Migori District.
- v) To determine the extent physical facilities influence secondary teachers' levels of preparedness in signing performance contracts in Migori District.
- vi) To identify any other challenges facing secondary school teachers in signing of performance contracts in Migori District.

1.5 Research questions

The study addressed the following questions:

- i. What are the levels of awareness about performance contract among secondary school teachers' in Migori District?
- ii. What is the extent of secondary school teachers' sensitization on performance contracting policy in Migori District?
- iii. What is the extent to which secondary school teachers have received training on PCs in Migori District?

- iv. What is the influence of reward and sanction system on secondary school teachers' in signing performance contracts in Migori District?
- v. What is the extent to which physical facilities influence secondary teachers' preparedness in signing performance contracts in Migori District?
- vi. What are other challenges facing secondary school teachers in signing of performance contracts in Migori District?

1.6 Significance of the study

The findings of this study may contribute to the pool of research work in education particularly to the new area of performance contracting in secondary schools which has not been thoroughly researched on. Teachers' Service Commission may also find important data on which to base their future decisions on performance contracting for teachers now that they are autonomous and charged with the responsibility of maintaining professional and academic standards (unpublished TSC bill). The findings of this study may provide teachers with scholarly platform on which to base their future arguments for and against the contracts. The study may also benefit learners in terms of its contribution towards improving quality education.

1.7 Limitation of the study

Performance contracting is a relatively new area of study with recent studies concentrating their research findings in the corporate world and tertiary institutions with little focus on primary and secondary schools. Lack of information by respondents on government policy guidelines pertaining to PCs

may hinder respondents giving accurate and informed opinion about PCs since they have not been sensitized or trained on performance contracting process.

1.8 Delimitation of the study

The study targeted only 37 public secondary schools in Migori District and therefore did not cover private schools. The study focused on Education officials at the District office; DEO, the staffing officer and TSC personnel as representatives of the departmental heads.

1.9 Assumption of the study

This study assumed that;

All teachers in public secondary schools in Migori District had knowledge of performance management practices and that respondents would give accurate and honest responses to the items in the questionnaires.

All teachers in secondary schools in Migori County had commitments towards raising the standards of education in their schools and improving on efficiency of resources available.

All teachers in Migori District were aware of Millennium Development Goals (MDGs), Vision 2030 Goals and its related 5-years (2008-2012) medium term goals on which reform strategies are anchored.

Teachers were aware of their roles as instruments of change particularly in this era in which nations seek to gain competitive edge over the other.

1.10 Definition of significant terms

Awareness refers to the grasp of an idea or concept by someone about something.

A **factor** refers to something that influences the outcome of performance contracts.

Incentives refer to the payments made to employees over and above their basic pay in order to encourage them to increase production.

Influence refers to the effect of a factor on a person, thing or event.

Levels of Preparedness refer to ranges of readiness exhibited by different teachers due to exposure received on aspects of PCs.

Performance management refers to any system for improving management effectiveness by means of standard – setting, appraisal and evaluation.

Preparedness refers to that state of readiness to accept to do a task that is demanding in nature.

Sanction refers to a penalty or punishment given to discourage poor performers

Sensitization refers to awareness created in somebody about a situation.

Training on Performance contract refers to specialized preparation in terms of teaching or learning of skills on aspects of performance contract.

1.11 Organization of the study

The study is organized into five chapters; chapter one consists of background of the study, statement of the problem, purpose of the study, Objectives of the study, research questions significance of the study, limitations of the study and

delimitation of the study and definition of significance terms. Chapter two consists of literature review which will consist of the introductory part of literature review and thematic presentations of various sections, Historical background, policy guidelines on performance contracts, performance management practices in education in Kenya, awareness on performance contracting policy, sensitization on performance contracting policy, training in performance contracts, rewards-sanction and performance contracting, physical facilities and performance contracts, challenges on implementation of performance contracts, summary of literature review, theoretical framework and conceptual framework.

Chapter three describes the research methodology used, reasons for choice and relevance of that research design. It consists of target population, sampling techniques, data collection procedure and data analysis technique. Chapter four focuses on data analysis, presentation and findings Chapter five consists of summary of the study, conclusions, recommendations and suggested further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed literature under subheadings historical background of performance contracts, policy guidelines on performance contracting, performance management practices in education in Kenya, awareness on performance contracting policy, sensitization on performance contracting policy, training in performance contracts , rewards-sanction and performance contracting, physical facilities and performance contracts, challenges on implementation of performance contracts, summary of literature review, theoretical framework and conceptual framework.

2.2 Historical background of performance contracts

Civil service Reforms in Developing Countries emerged as a deliberate action to improve efficiency, effectiveness, professionalism, representativity and democratic character with a view to promoting better delivery of public good and services with increased accountability (Wikipedia at www.google.com). Such actions included improving human resource management, training, enhancing pay and benefit while strengthening, transparency and combating corruption. As part of the performance orientation in government, the common purposes of PCs is to facilitate performance evaluation based on results instead of conformity with bureaucratic rules and regulations which have killed thinking, innovation and creativity in the public sector (Obongo, 2009).

Performance contracts in USA required companies to sign a contractual agreement to perform services according to agreed-upon terms, within an established time period, and with a stipulated use of resources and performance standards, to ensure accountability in public education (Ascher, 2011). Schools faced challenges in administrative and managerial support, in-service training and various teaching and learning strategies and this led to contracting out of the teaching services to the more equipped companies.

In France, PC was put in place to improve public service through use of management indicators to measure efficiency, productivity and quality (Grapinet, 1999). Dlamini (2001) note that African countries have shown diverse results with PCs. Contract plans for improving the public sector was not so successful in Swaziland because the institutions to implement the contracts did not get adequate preparation. Kenyan version of PCs in theory is applauded as an example of International best practices (Trivedi,2007), however, there seems to be a state of unpreparedness as can be seen by teachers' reluctance to fill the contracts (RoK, 2010).

2.3 Policy guidelines on performance contracts

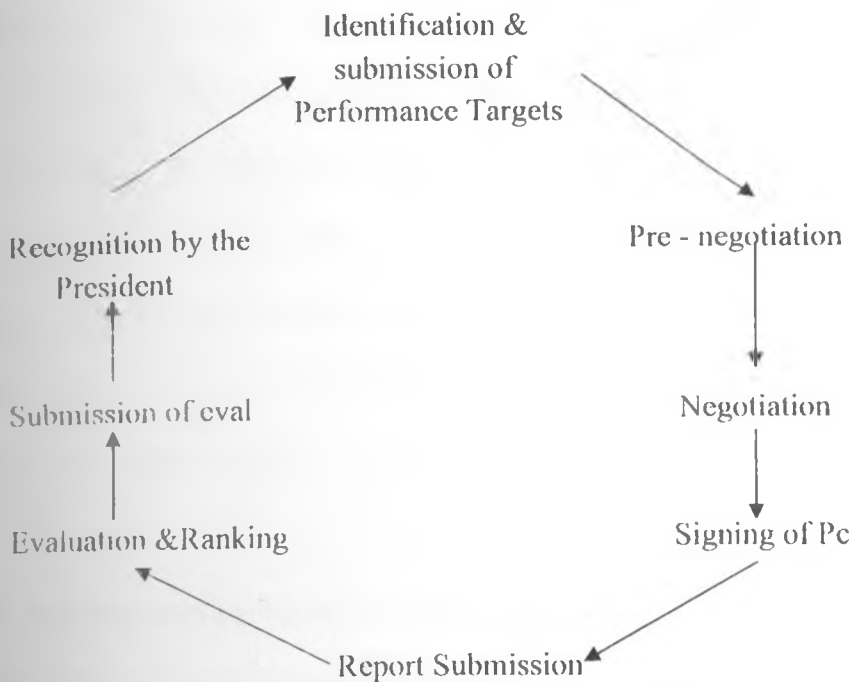
Policy guidelines on PCs are issued by the government to provide guidance and standardization to all MDAs so that contents of the model are not altered. In line with government requirement (RoK, 2010), educational institutions are expected to anchor their PCs on their strategic plans from which objectives should be drawn. Institutions should set growth oriented targets relevant to the

mandate of the agency and fully linked with budgets. Once negotiated, vetted and signed, performance contracts cannot be changed midstream.

Once the PC guidelines are out, schools are required to identify and negotiate targets. Performance criteria and work plans are then drawn for evaluating performance using the performance indicators. Negotiations are done freely with no arbitrary imposition to establish whether targets set are achievable, measurable, growth oriented and benchmarked to similar institutions locally (GoK, 2005).

Vetting of the draft is then done to ensure that the contracts comply with the guidelines which are updated annually. After vetting, BOG as the body mandated to manage the running of the schools on behalf of the minister for education are supposed to sign the contracts with the head teachers of institutions who in turn sign the contracts with the teachers. Implementation of PC's is monitored through the submission of quarterly progress reports by the BOGs to the PS, PC department and to the controller and Auditor General. According to Simitu (2008), poorly implemented regulations arise out of lack of information and expertise pertaining to the PCs by implementing bodies.

Figure 2.1 The Performance contracting implementation stages and cycle



Source; A Panel of Review of Performance Contracting Republic of Kenya, 2010

2.4 Performance management practices in the education sector in Kenya

Armstrong (2006) asserts that performance management is a systematic process for improving organizational performance by developing the performance of individual and teams. Performance management practices in the Education sector are carried out from divisional level to district, provincial then national levels by quality and assurance standards officers at each level. Okwach in Mpapale (2011) samples the management problem inherent in the sector as; centralized bureaucratic structure, duplication of roles, absence of sound management and inadequate monitoring and evaluation mechanisms.

For many years appraisal systems in education have put little focus on improvement of performance of the institution and laying emphasis on accountability for results to the extent that outcomes of appraisal interviews did not benefit the institutions or the supervisee. Williams in Mpapale (2011) supports the perspective that if a monitoring system is to be useful for planning and decision making, it should be set based on how schools achieved their targets, how they define their purpose and how well it's understood by educators and policy makers at all levels.

2.5 Awareness on performance contracting policy

All over the world people fear change if they are not able to conceptualize its implications. Wehrick and Koontz (2008) give reasons for resisting change as fear of the unknown and lack of sufficient information about the change. Okumu (2008) and Shirley (1998) concur that lack of information may create fear, sense of inadequacy. Vespoor, Middleton and Rodinelli in Mpapale (2011) assert that the agreeableness to process of change and how successful it is implemented depends on procedures used to introduce change, time available and size of organizations. Teachers have been left out in the process of negotiating the contracts and the process has been hurriedly imposed on teachers. This may have led to resistance in signing the contracts by the teachers' arguing that they were left out of the negotiation process where issues touching on increased pay for improved performance could be ironed before they are made to sign the PCs. Steinhoff and Owen (1976) state that those who are expected to implement change, need to be involved from the beginning to the end of the process.

2.6 Sensitization on performance contracts

Since PCs were introduced, PCD has never carried rigorous sensitization programme on performance contracting policy to teachers to enlighten them on the fundamentals of performance contracting. This has led to differing positions taken by teachers based on the source of information. According to KNUT, sensitization workshops should be held countrywide to make sure that teachers understood the PCs. Teachers may have reasons why they are not prepared in signing the performance contract, but their position seems to be based on either inadequate or twisted information. Those teachers who possess relevant information on PCs may be prepared to sign the contracts while those who have not been sensitized may continue to resist the process. The PCs, which teachers are required to sign just like all other civil servants, are different from service contracts which teachers associate it with. Gaconi (2008) in a study carried out at the ministry of education revealed majority of the teachers do not understand the concept and thought it was form of employment contract. Lack of information may greatly impair teachers' preparedness towards the contracts.

2.7 Training on performance contracting

Almost universally, teacher recruitment and promotion are based on the number of years of present training, formal certificates and years in service (Hanushek and other, 2005). Kenya underscores the importance of regularly reviewing training needs of teachers to match core functions and policy directives (RoK, 2005). The panel on review of performance contracting in public service (2010) noted the limited human resource capacity within the

government to effectively oversee the performance contracting process. Konings, Sels and Vanormelingen (2008) however noted that in general, it appears that organizations' training has a positive influence on job satisfaction and employee commitment, as well as on productivity and product quality. People may also fear change because of lack of training, equipments that come with the new innovation and conservative nature of human beings.

2.8 Reward- Sanction System and performance contracting

Central Organization of Trade Unions (COTU) has accused the Government of imposing the contracts unprocedurally and urged teachers not to sign them before pertinent issues are addressed. The issues teachers want first negotiated are rewards if they are to deliver on the targets. Those who concur with this proposition argue that performance contracting cannot work in education sector. Okumu (2008) asserts that the policy cannot work in education sector because teachers are soldering and yet receive no motivation from the government. It is true that without incentives, people start ignoring the evaluation system. However, incentive need not be pecuniary in nature Trivedi (2008). In order to maintain high level performance and sanction poor performance (RoK, 2010) recommended to the government to develop and operationalize a comprehensive reward and sanction framework. It is thought that low pay for teachers comparable to their civil servants counterparts may influence their levels of preparedness in signing PCs.

2.9 Physical facilities and performance contracts

According to OECD (2011), the institutional context within which implementation of programmes takes place had an important influence on the success or failure of the new programmes. Adcogun & Osifila (2008) agree that availability of education resources is very important in the academic achievement of educational goals and objectives. Afful – Broni and Mawusi in Njeri (2011) argue that inadequacy of physical facilities due to funding limitations breeds overcoming leading to poor results. Maxwel in Njeri (2011) positively correlates students' achievements with better building quality and more advanced laboratories. These findings can adequately explain why established schools in terms of resources such as Alliance Boys High School perform well in National examinations. A study conducted by Mpapale (2011) found out sufficient resources to institutions help implement the target set. Njeri (2011) found that physical facilities and teaching resources in PTTC are inadequate while they remain key factors in implementation of performance contracting. From the studies it is worth noting that teachers' preparedness may depend on the availability of core resources for effective implementation of performance contracts.

2.10 Challenges on implementation of performance contracts

Whereas the general public and even some high ranking public servant may very much welcome the idea of PC and measuring performance, it might not be readily accepted by everybody, especially those who might feel exposed in terms of poor performance (Obongo, 2009). Also noted to create challenge is

the separation of the negotiation and evaluation committee. It may be argued that for consistency purposes the negotiation and evaluation committee need to be the same (Trivedi, 2007). Some members of the ad-hoc task force who do evaluation at the beginning of the year also sign PCs hence can be seen to have the dual role of a player and a referee at the same time. This may create conflict of interest and compromise the outcome of the appraisal process. This may dampen the spirit of the stakeholders as they may feel that the results are doctored in favor of the ad-hoc committee members if their departments perform well. Other challenges include lack of ownership by stakeholders, delay in release of funds, setting of highly ambitious targets, unplanned transfer of staff were indicated by Mpapale (2011) as some the challenges facing implementation of PCs in Kenya.

2.11 Summary of literature review

This section has traced historical background of PCs and analyzed policy guidelines on PCs and reviewed performance management in education sector. Various literatures on factors influencing levels of teachers' preparedness such as awareness and sensitization on PCs, training on PC, reward and sanction system in PCs as well as relations between physical facilities and PCs have been analyzed. Challenges facing implementation of PCs have also been analyzed. It has become evident that most literature on PCs have focused mainly state corporations with extremely limited focus in education sector. Only the studies by Njeri (2011) and Mpapale (2011) focused on tertiary institutions. None so far has assessed secondary schools teachers' preparedness.

2.12 Theoretical framework

The study is based on Goal Setting theory expounded by Edwin Locke in his 1968 article titled "Toward a Theory of Task Motivation and Incentives". He stated that employees were motivated by clear goals and appropriate feedback. Locke went on to say that working toward a goal provided a major source of motivation to actually reach the goal – which, in turn, improved performance. Locke's research showed that there was a relationship between how difficult and specific a goal was and people's performance of a task. He found that specific and difficult goals led to better task performance than vague or easy goals.

Another researcher Gary Latham's findings supported exactly what Locke had found. The inseparable link between goal setting and workplace performance was formed. They outlined characteristics of successful goal setting: Goals direct attention to priorities, stimulate effort, challenge people to bring knowledge and skills to increase their chances of success and that the more challenging a goal is the people will draw on their repertoire of skills. Lack of knowledge and skills on PCs undermines teachers' levels of preparedness in signing the contracts

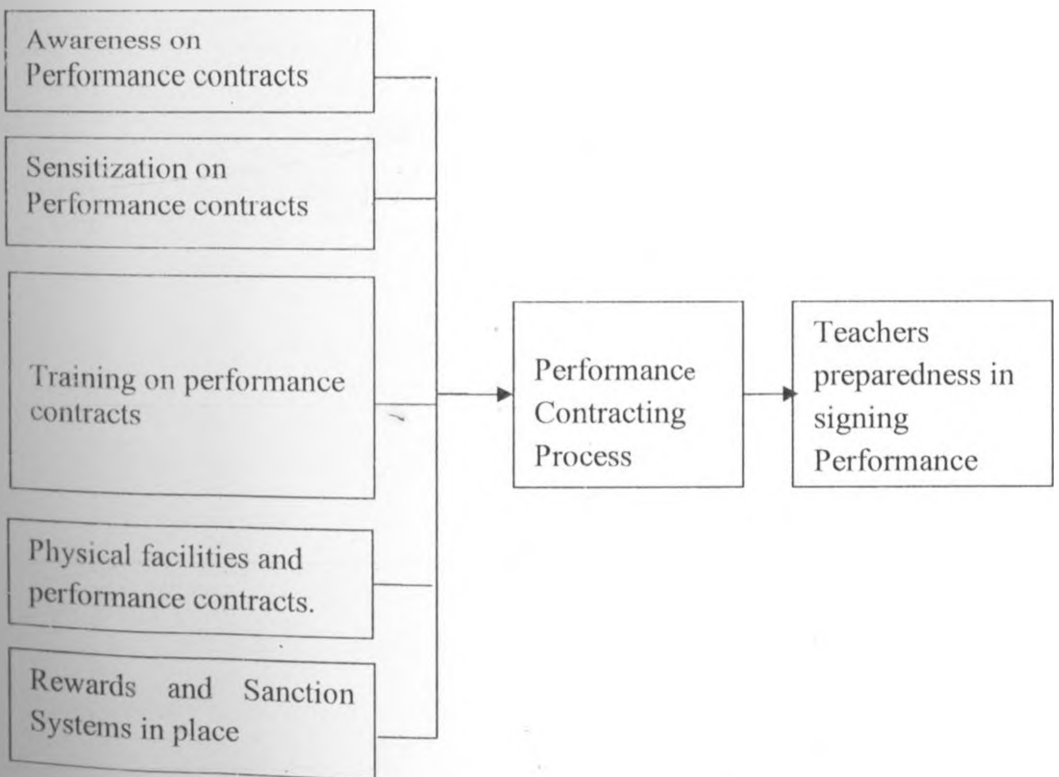
The theory applies to the study to determine whether teachers' performance is goal oriented and how they are motivated by rewards and incentives. Teachers may be motivated in signing PCs when relevant feedback and information is given in a timely manner. This therefore underscores the importance of

awareness and sensitization before the policy is rolled out. Performance contract is a goal oriented performance management tool hence it is thought that that teachers just like other employees should be motivated by its inclination towards results achievement.

2.13 Conceptual framework

The conceptual framework summarizes what the researcher perceives as the interrelationships between factors and levels of preparedness to sign PCs. The perceived interrelationship is shown in figure 2.2.

Figure 2.2 Interrelationships between factors and levels of preparedness in signing Performance Contracts.



The dependent variables from figure 2.2 on conceptual framework are the levels of teachers' preparedness in signing Performance Contracts which increases with improvement on the independent variables which constitute factors influencing levels of preparedness. Levels of Preparedness to sign Performance Contracts are a function of; awareness and sensitization reward and sanction system, training in PCs and physical facilities.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter provides the description of the process and method used in carrying out the research study. The chapter is organized along the following subheadings namely; research design, target population, sample size and sampling procedure. Validity, reliability of the instruments, data collection procedures and analysis techniques are also explained.

3.2 Research design

The research design adopted for this study was descriptive survey. According to Cohen and Manion (1994), this design determines and reports things the way they are, and it is commonly used for assessing attitudes, opinions and procedures. Since this study is mainly concerned with collecting data on factors influencing respondents' levels of preparedness and challenges in signing PCs, descriptive survey method is deemed suitable in achieving the objectives of the study.

3.3 Target population

Target population is defined as that population to which a researcher wants to generalize the results of the study (Mugenda & Mugenda, 1999). The study was carried out in Migori District of Migori County Kenya. The target population for study was 286 comprising of 6 Education officials at the

District, 6 union officials (KNUT), 37 principals, 111 Head of Departments and 126 secondary school teachers in Migori District (MOE Statistical Records Migori 2011). The DEO and the TSC personnel are the agents of TSC at the District hence are in a position to understand challenges teachers may be facing in signing the contracts.

3.4 Sample Size and sampling procedures

According to Mugenda & Mugenda (1999), a sample is a small proportion of the target population, while sampling is a research procedure that is used to select a given number of subjects from the target population, as a representative of that population. The sampling frame for the study comprised the 37 public secondary schools in Migori District (Ministry of Education Statistic records 2012). In order to get sample size, the formula for the sample size for the mean was used; $n = \frac{n_0}{1 + (n_0 - 1) N}$ where the target population is N

n is sample size and n_0 is 385.

Schools were divided into strata of County and District Schools due to their sizes in order to cater for the views of teachers who teach in well established schools and those who teach in started schools. Each stratum had a sample size proportionate to its population. Respondents were drawn using random sampling for principals, Heads of Department and teachers. Purposive (judgmental) sampling was used in this study for government and Union officials. Purposive sampling refers to non-random (non-probability) sampling technique in which participants are selected for a study because of desirable characteristics (Bein, 2004). A total of 229 questionnaires were distributed to

23 principals, 70 teachers, 80 HODS, 8 government officials and 6 union officials.

3.5 Research instruments

The study employed questionnaire for Principals, teachers and HODs while interview schedule was used for for government and union officials to collect data. According to Mugenda & Mugenda (1999), a questionnaire is commonly used to obtain important information about the population, with each item in the questionnaire addressing a specific objective. The questionnaire contained closed ended questions to allow more information to be solicited from respondents. The open ended questions relate to experiences of the respondents in the implementation of performance contracts, while the structured questions sought information such as demographic information, their experiences and their attitudes about performance contracts. The questionnaire is subject to validity and reliability tests.

Best & Khan (1988) contend that interview is often seen as superior to other data collection instruments in that it creates rapport between the respondent and the researcher. In this study, an oral interview was held with government and union officials to find out their opinion on implementation of performance contracts in secondary schools.

3.5.1 Instrument validity

According to Mugenda & Mugenda (2003) validity is the accuracy of inferences which are based on the research results. Both content and face validity were established. Content validity is the degree to which a measuring instrument provides adequate coverage of the topic under study. The content validity was determined by a panel of supervisors who judged how well the measuring instrument met the standards of measuring what it was supposed to measure (Borg & Gall, 1989). Face validity was also determined by the supervisors through oral examination.

3.5.2 Instrument reliability

Mugenda and Mugenda (2003) define reliability as a measure of the degree to which research instruments yield consistent result or data after repeated trials. To test the reliability of the instrument, test re-test method of reliability was used during the study. This involved administering the research instruments in two schools which were not selected to participate in the study. The same instrument was re-administered to the same group of respondents after two weeks. The scores were computed and correlated by use of Statistical Package for Social Scientists (SPSS) computer program. The Pearson's correlation coefficient was obtained as 0.86 for principals 0.84 for HODs and 0.89 for teachers indicating a high degree of stability confirming that the instruments were reliable.

3.6 Data collection procedures

A permit was obtained from the National Council of Science and Technology. Copies of the permit were presented to the District Commissioner and Education Officer of Migori District who issued authority to visit schools. The researcher contacted the principals through letters and thereafter made arrangements for actual school visits. A self administered questionnaire was hand delivered to the principals and other respondents. Assurance of confidentiality of person was made before the start of the research. Arrangements were also made with the concerned administrators on when to collect the completed questionnaires. The researcher also made appointments to interview government officials.

3.7 Data analysis techniques

After data was collected, the researcher checked the instrument for completeness and clarity. Data was analyzed both quantitatively and qualitatively according to the study objectives. Analysis involved editing the questionnaires, tabulating and coding the responses. Data was processed using the SPSS computer software version 19.0. Quantitative analysis was applied for closed ended questions that provided respondents with alternative responses from which to choose. Descriptive statistics was used to summarize quantitative data.

Qualitative analysis was used for open ended questions from interviews and questionnaires that required respondents to give their own opinions.

Qualitative data was processed by first categorizing and discussing responses for each item according to themes (thematic analysis), before editing and coding (to permit quantitative analysis). Descriptive statistics namely frequency distributions, percentages and bar graphs were used to analyze the coded responses. From these results, emerging trends and patterns were detected and conclusions and recommendations made about those patterns.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents the analysis and findings of the study. It provides general information on factors influencing teachers' levels of preparedness in signing performance contract in public secondary schools in Migori District Kenya. This chapter starts with questionnaire return rate, demographic information, performance contract awareness among secondary school teachers, levels of sensitization on performance contract in the district receiving training on aspects of performance contract, influence of rewards and sanctions on signing performance contract, influence of physical facilities on performance contract, other challenges and levels of teachers preparedness in signing performance contract in Migori District.

4.2 Questionnaire return rate

A total of 197 questionnaires were distributed to 23 principals, 65 teachers, 74 HODS, 8 government officials and 6 union officials out of which 171 questionnaires were returned giving a response rate of 87% which was deemed sufficient for data analysis. The respondents were quite cooperative and the data collected was taken to be a true representation of the respondents' views due to the independence of the questionnaire method of data collection. The returned questionnaires were coded, cleaned and analyzed using Statistical

Package for Social Sciences (SPSS) and Microsoft's Excel and data presented using tables.

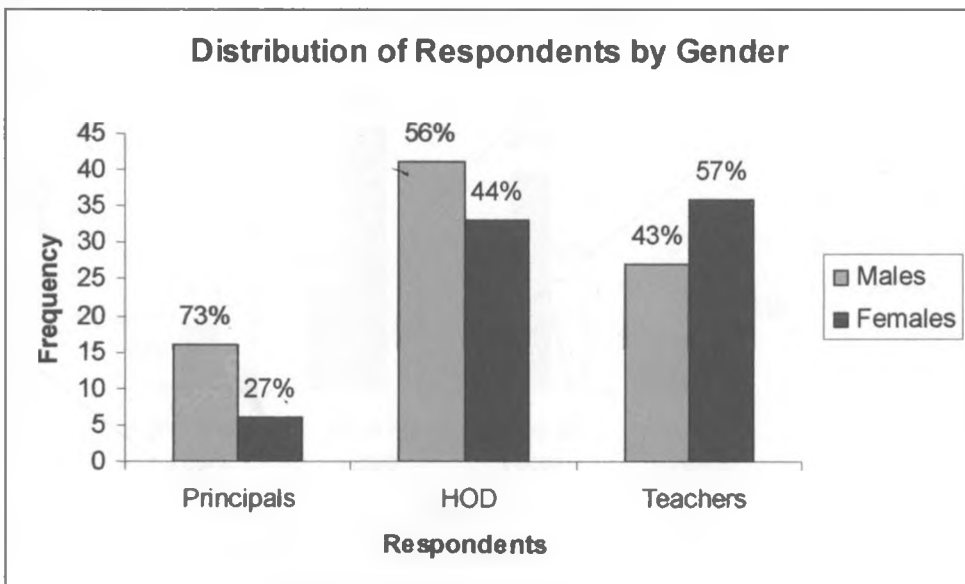
4.3 Demographic information

The study enquired about the demographic information of the principals HODs and teachers in terms of their age gender and academic qualification. Their responses were as shown below.

4.3.1 Distribution of respondents by gender

Gender is the sexual characteristic of an individual. Gender has been proven to have significant effect on educational management particularly if the selection of managers is skewed towards either gender. The study enquired about the gender information of respondents. The responses were as shown in figure 4.1.

Figure 4.1



The information from figure 4.1 shows that male principals were 16 forming 73 percent of the respondent while female principals were 6 comprising of 27 percent of the participants. This is despite the fact that female teachers' form the bulk of the teaching force from which selection is done. The result could depict favoritism in the selection process. The result showed that male principals were almost thrice the number of female principals and the District was far from achieving gender parity in management of secondary schools despite statistics of staff by employment almost reflecting gender balance.

4.3.2 Distribution of respondents by age

The study also sought to get respondents' distribution by age. Age determines years of experience and years' of productive labour. The result was as shown in table 4.2.

Figure 4.2

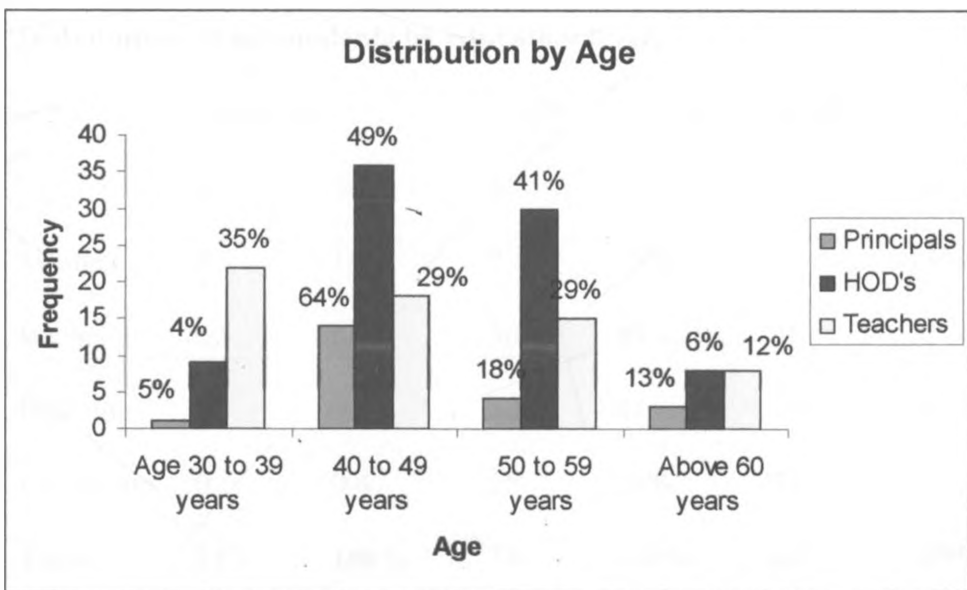


Figure 4.2 indicates that most principals (14) fell within age bracket of 40-49 at 64 percent and age bracket of 50-59 (4) at 18 percent an indication that experience is required in management of secondary schools. Majority of HODs (36) fell between the age brackets of 40-49 at 49 percent while age bracket of 30-39 comprised of only 9 (4 percent) of HODs indicating stagnation of those who are supposed to get promotion between ages 40 to 59. To some extent the result is similar to that one of Too et al (2011).

4.3.3 Distribution of respondents by education level

Educational attainment is crucial for effective management of schools. Educated managers make informed decisions in their respective institutions. Educational level was sought to determine respondents' highest academic achievements. The results were as in table 4.1

Table 4.1

Distribution of respondents by education level

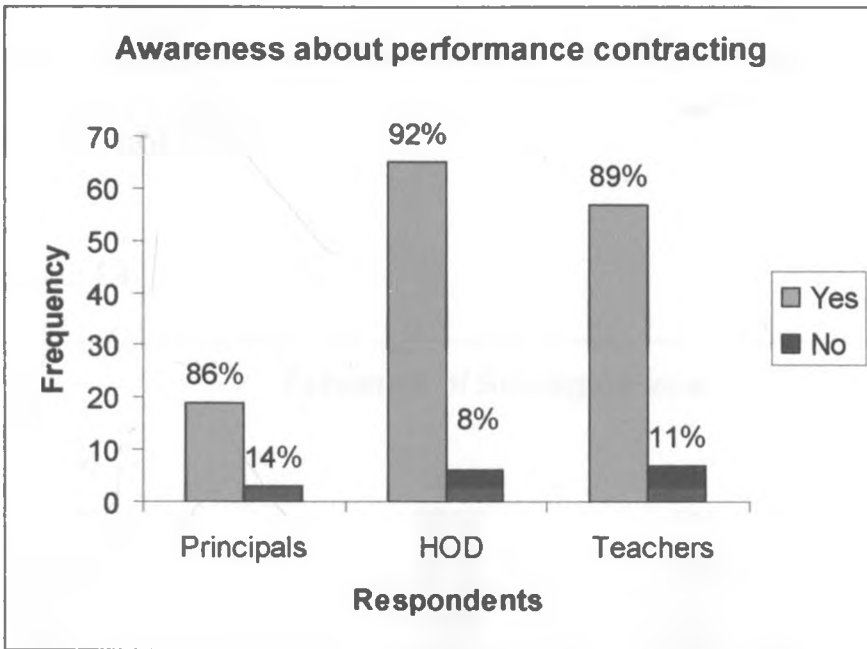
	Principals		HOD		Teachers	
	F	%	F	%	F	%
Masters	3	14%	7	10%	8	13%
Bachelors	19	86%	36	49%	36	57%
Diploma	0	0%	30	42%	19	31%
Certificate	0	0%	15	21%	13	21%
Total	22	100%	73	100%	63	100%

The results showed that the head teachers were professionally qualified to head secondary schools with 19 (86 percent) having bachelor's degrees and 3 (14 percent) having Masters Degrees. This pattern was also reproduced in a study to find head teachers' perceptions towards implementation of performance contracts in Bureti, Bomet and Kericho Districts (Too, Makokha, Mutai and Chepkwony, 2011). Data further revealed that majority of the HODs 36 (49 percent) also held at least a bachelors degree with a further 30 (42 percent) holding a diploma certificates while 10 percent held master degrees. Teachers had a qualification pattern similar to that of the HODs where 24 (70 percent) of them held at least a bachelors degree, 19 (31 percent) holding diplomas qualifications. This was a positive attribute of the study because a teacher's academic and professional qualification has significant influence on students' achievement. It also implied that most of the school heads were well informed on academic matters and were well equipped to head their respective institutions.

4.4 Performance contracts awareness among secondary school teachers

Awareness entails grasp, familiarity appreciation of an idea. To examine levels of awareness about performance contracts among secondary school teachers in Migori District the principals, HODs and teachers were asked a number of questions on their knowledge ability on performance contracting. On whether they ever heard about performance contracting, the results were as shown in figure 4.3

Figure 4.3



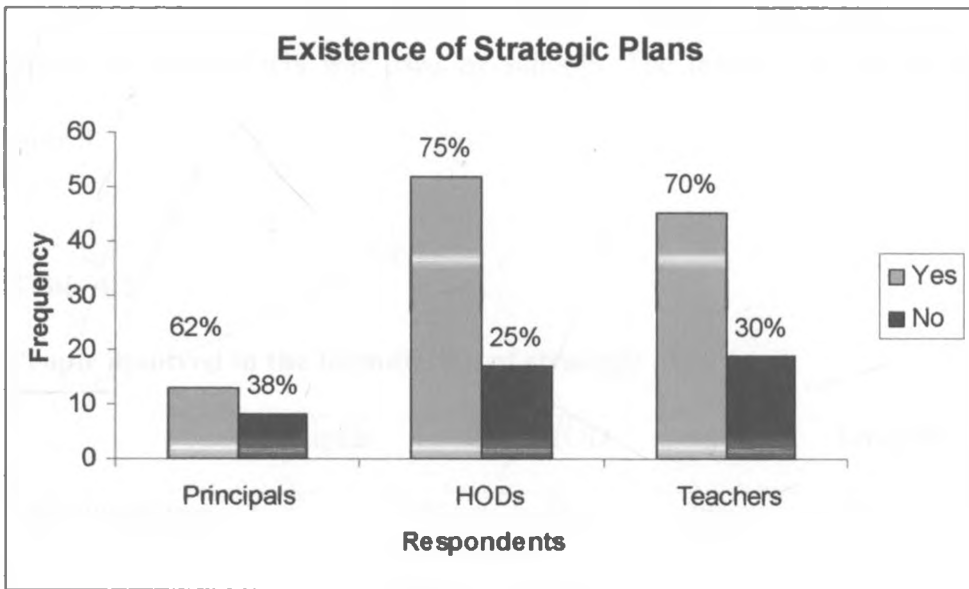
The study found out that 19 (86 percent) of the principals, 65 (92 percent) of the HODs and 57 (89 percent) of the teachers were aware about performance contracting policy. However a small proportion of principals HODs and teachers indicated not being aware. According to Gaconi (2008) a significant number of teachers 23 (69.6 percent) agreed that PC had not been properly disseminated down to the teachers to understand the rationale.

4.4.1 Existence of strategic plans

The Strategic Plan is a framework for decisions and forward movement toward improvement of the institution. It directs the work of both the school administration as yearly goals are formed for their work, budgets are designed to support the plan, and benchmarks provide the ability to monitor progress and assess accountability of those in charge of implementation.. The strategic objective in the strategic plan of public institutions should be linked to government policy priorities and objectives (Performance Contracting

Department, 2010). To further probe teachers' awareness about performance contracts the study asked whether schools had strategic plans. The results were as shown in figure 4.4

Figure 4.4



Findings show that majority of the schools had strategic plans as confirmed by 13 (62 percent) on the principals. It was however noted that 8 (38 percent) of the schools did not have strategic plans suggesting that introduction of performance contracting would be a farfetched idea since the schools did not have a foundation for its implementation hence not prepared.

4.4.2 Formulation of strategic plans

Strategic plans are important aspects of performance contracting and institutions must develop strategic plans on which they intend to anchor their performance. The study further enquired on who was involved in the formulation of the strategic plans to find out whether participative approach involving stakeholders was used by schools. The results were as shown in table 4.2

Table 4.2

People involved in the formulation of strategic plan

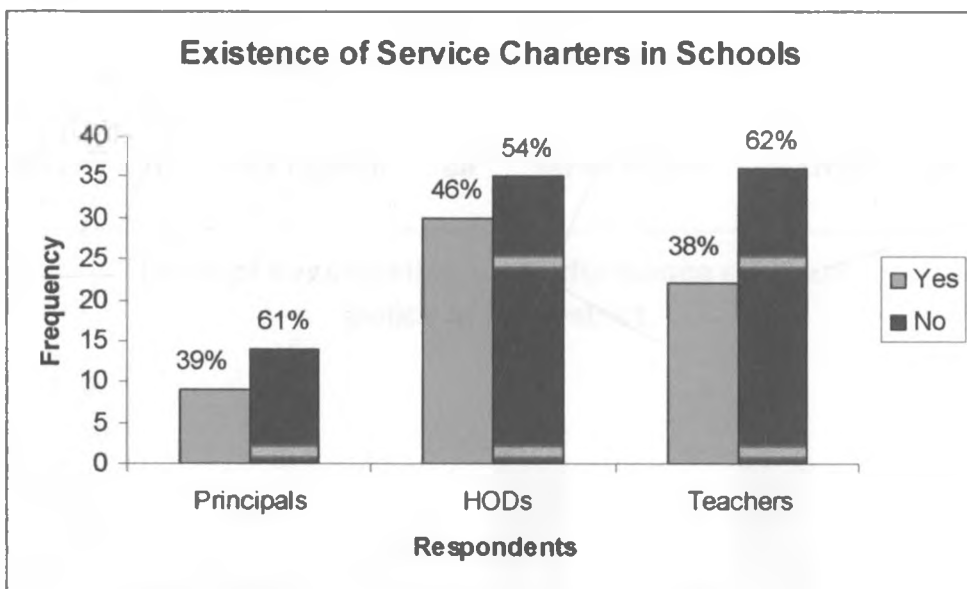
	Principals		HOD		Teachers	
Administration	2	10%	16	26%	20	38%
stakeholders	15	75%	34	55%	27	51%
Staff	3	15%	12	19%	6	11%
Total	20	100%	62	100%	53	100%

Majority of the teachers 27 (51 percent) reported that their schools involve all stakeholders in the process of formulating strategic plans for political ownership which demonstrated preparedness of most institutions to adopt performance contracting. However the teachers Union such as KNUT and KUPPET influenced teachers' perceptions a great deal and attributed this attitude to lack a participatory decision making approach as the study further revealed.

4.4.3 Existence of service charters

Service charters specify time frame within which services have to be offered in institutions in order to reduce inefficiencies and improve service delivery to the public. The study further enquired whether the schools had service charter. The results were as shown in figure 4.5.

Figure 4.5



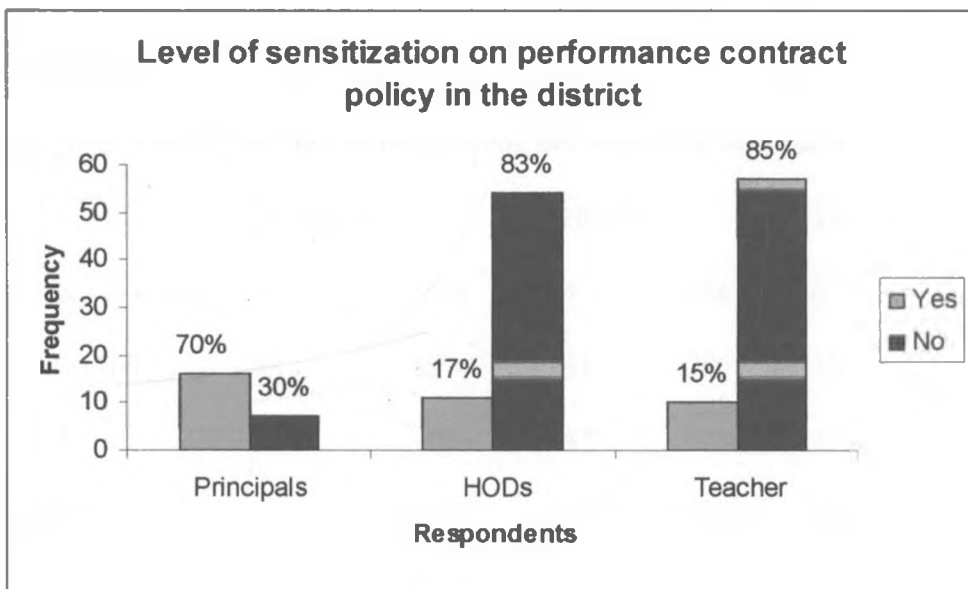
Findings shows 14 (61 percent) of the schools did not have service charters suggesting that it would take a great deal of time to implement performance contracting in schools since majority of the schools in the district were not aware of what a service charter entailed yet it was one of the core requirement towards successful implementation of performance contracting.

4.5 Level of sensitization on performance contract policy

To sensitize is to make somebody aware or informed of a situation or an idea. To establish the level of sensitization on performance contract policy the principals, HODs and teachers were asked whether they had attended any training, workshop or seminar on performance contract the result was as in figure 4.6

Figure 4.6

Level of sensitization on performance contract policy



Findings show that 37 (24 percent) of teachers had attended seminars, workshops or in service courses organized mostly by government as the study revealed. This is far much lower than that which would make teachers adequately prepared for implementation of performance contracts. Majority of the teachers 118 (76 percent) had not attended any PC sensitization

symposium making them ill equipped to sign what they do not understand hence further exposing their fears on PC policies.

4.5.1 Government justification for implementation of performance contracts in schools

To investigate level of sensitization teachers possessed about the contracts , the study enquired whether the government justified or not justified in its intention to implement performance contracting in secondary schools. The results were as shown in Table 4.3

Table 4.3

Is government justified to implement performance contracts in schools?

	principals		HODs		Teachers	
Very justified	7	32%	4	6%	6	10%
Justified	13	59%	21	29%	25	40%
Not Justified	2	9%	47	65%	31	50%
Total	22	100%	72	100%	62	100%

Findings show that majority of the principals 91 percent believed that the government was justified to introduce performance contracting in schools sharply contrasting 35 percent and 31 50 percent for HODs and teachers respectively. Only 9 percent of the principals thought the government was not justified while a majority 65 percent of HODs and 50 percent of teachers believed the government was not justified. This was probably because a

number of Principals understood the issues surrounding performance contracting. It was also an indicator that they needed performance of their teachers and the school as a whole assessed on a standardized measure as opposed to the current situation where appraisals depended on the person conducting the appraisals and were sometimes subjective. It was also an indicator that the government would not find it difficult to convince principals in the district to sign performance contracts. These findings are also corroborated by those of Too, Makokha, Mutai and Chepkwony (2011) whose findings showed that head teachers were not totally opposed to the idea of performance contracting but the way implementation was being carried out.

4.5.2 Respondents' reasons for government's justification on the contracts

In order to understand what informed their responses to the above question the study sought their independently argued reasons for the contracts and their responses were as shown in table 4.4.

Table 4.4

Respondents' reasons for governments justification on the contracts

Reasons	Principals	HOD	Teachers	Total
It is a good idea and will improve quality education, efficiency, service delivery, streamlining the education sector and reduce wastages	5 21 %	1 23%	11 17%	33 20%
It will ensure accurate & fair measurement of industrial & collective performance so that people might gauge their performance	12 50%	8 11%	2 3%	22 14%
Help in achieving vision 2030 and medium term goals				
The government has invested in public funds in education hence must expect accountability in terms of output	4 21%	0 0%	0 0%	5 3%
Will promote responsibility and commitment to work	0 0%	3 4%	0 0%	3 2%
Total	23 100%	13 18%	15 20%	68 39%

On their part, the Principals didn't have any reasons against the contracts as can be demonstrated by the figures on their responses in table 4.8. 50 percent of the principals argued that it would ensure accurate and fair measurement of industrial and collective performance so that people might gauge their performance as institutions and individuals. 14 % of HODs and teachers

concurrent with the Principals that performance contracts would be a fair means to measure one's own commitment to work. Further 21 percent of the Principals thought that for accountability purposes the government has invested public funds in education therefore must expect accounting in terms of outputs. The same percentage of head teachers at 21 percent gave their reasons for the contracts as it would improve quality education, efficiency in service delivery, streamlining the education sector and reduce wastages.

The principals further argued that performance contracting would ensure accurate and fair measurement of individual and collective performance, improve schools performance and quality education and would reduce cases of school managers avoiding progressive issues in schools. It was therefore a way of attaining vision 2030 goals and medium term goals. It is significant to note that for whatever reasons advanced by the Principals for the contracts sharply contrasted the teachers and HODs positions may be exposing the information advantage enjoyed by the principals on performance contracting over the rest of the staff.

Table 4.5 Reasons against the contracts

Reasons	Principals		HOD		Teachers		Total	
Human resource and physical facilities poorly distributed	0	0%	24	32%	18	28 %	42	26%
Displayed lack of information on performance contracts and had no justified reasons on governments policy	0	0%	9	12%	8	13%	17	10%
We need to be made aware and be sensitized more on it and all stakeholders be involved	0	0%	5	7%	8	13%	13	8%
Government doesn't have reward	0	0%	1	1%	10	16%	11	7%
Teachers working hard using schemes of work	0	0%	7	9%	5	8%	12	7%
Total	0	0%	46	63%	49	78%	95	56%

On the other hand, majority of the HODs (65 percent) and teachers (50 percent) believed that the government was not justified to introduce the document in schools in the district. This probably was an indicator of the opposition the idea would face if the document was introduced in the district without proper sensitization. It was an indicator that majority of the HODs and teachers did not understand the issues surrounding performance contracting and were therefore opposed to the document out of ignorance rather than out of knowledge. This is evidenced by a total of 42 teachers accounting for 26

per cent of the respondents stating the government is not justified in introducing the contracts on the basis that human and physical resources are poorly distributed. They argued that schools had varied working conditions with both human resource and physical facilities poorly distributed.

The Government has not provided adequate support to remove the disparities which would hinder proper implementation of the policy. It is significant to note that teachers who are on the ground as opposed to principals in management positions advanced this reason most probably because their performance would be greatly undermined by inadequate or lack of these resources. It was also an indicator that training on performance contracting was necessary among the HODs and teachers as a way of enlightening them because majority of them probably believed that performance contracting was an appraisal tool rather than a management tool. 7 percent of the teachers' adapted argument advanced by their union that they were working hard using schemes of work and lesson plans and the government was not justified to introduce the contracts. Another 7 percent of the teachers saw the government was not justified because issues of rewards were not mentioned in the contracts.

The teachers argued that Contracts should be highly remunerated and therefore salaries must be negotiated before contracts are signed. 10 percent of teachers displayed lack of information on performance contracts and had no justified reasons on the government's policy. The teachers and HODs argued that they still did not understand the concept of performance contract. They argued that

the Policy was not clear and in the event politics would take an upper hand in the issue leading to more confusion in the sector.

Others argued that Educational institutions had their way of evaluating performance and there was no need of introducing other criteria. Knut and Kuppet were also skeptical of the effectiveness of the tool arguing that the policy may not be an effective tool in monitoring and evaluation of the education sector. Of the 6 officials interviewed, they returned a 100% verdict that teachers work policy embraces all that is referred performance contract such as schemes of work, lesson plan and mean subject score hence signing a paper in the name performance contract would not improve quality education.

They further argued that Kenyan child today have access to education but fail to get quality education not because teachers have failed to sign PCs but due to inadequate teaching personnel, inadequate funding, lack of physical facilities among others. The union officials are unanimous at 100 percent that the government should bring them on board to address other issues affecting education and not applying force.

The union officials stand seemed to significantly differ with their member's stand whom they speak on their behalf perhaps depicting knowledge gap or alternatively all the same having equal information advantage but wanting to use expected benefit out the contracts to be used as a weapon to bring the government to negotiation table over fair remunerations. 25 percent of the principals felt that already they are adhering to most aspects of performance

contracts requirements such as development of strategic plans on which to anchor their performance for the next five years, setting academic targets, complying with budgetary allocations indicating they are on contracts the only difference being it is not in written form.

According to the KNUT teachers were not willing to sign the performance contracts because they were unsure of achieving the targets set. They argue that teachers lack basic facilities to perform well (Kenya Today, 2010). Evaluation practices have not been adequate (Mutua, 2006). These divergent views contribute a lot in raising question on whether or not the policy is viable, cost effective or counterproductive in the education sector

4.5.3 Agreement with past performance evaluation systems.

The study therefore enquired whether the Principal, teachers and HODs believed in past performance measurements. The results were as shown in table 4.6

Table 4.6

Agreement with past performance evaluation systems.

	Principals		HOD		Teachers	
Very much	10	48%	21	29%	22	35%
Agree	10	48%	25	35%	17	27%
Not agree	1	5%	20	28%	16	26%
Not sure	0	0%	6	8%	7	11%
Total	21	100%	72	100%	62	100%

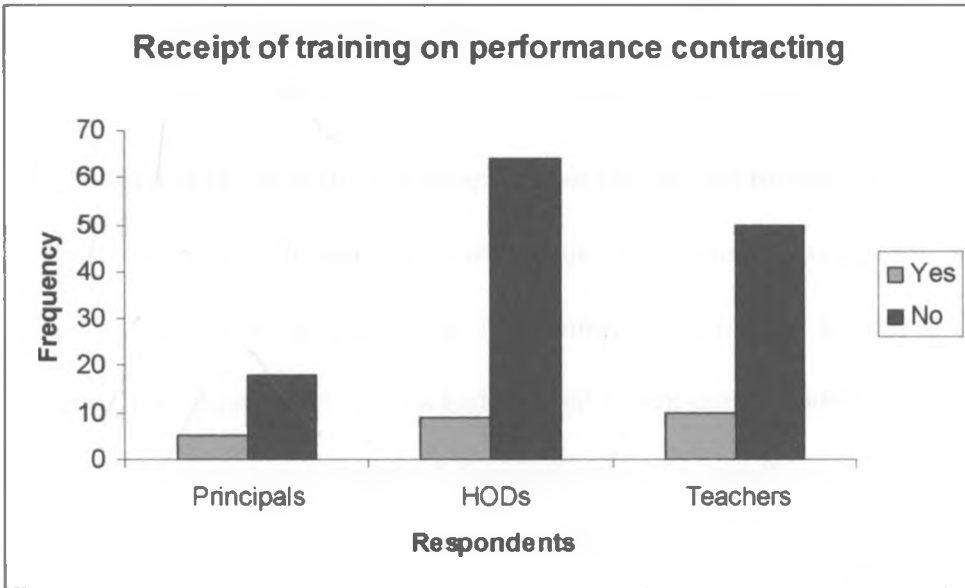
The study observed that majority of the principals favored performance contracting to past performance measurements as was confirmed by 96 percent of the principals, 64 percent of the HODs and 62 percent of teachers also agreed that past performance monitoring and evaluation systems in education were ineffective which was one of the reasons why performance contracting would be necessary to overcome the weaknesses. The finding confirmed that indeed the principals had noted the weaknesses of the earlier performance measurement systems and as a result favored performance contracting. On the other hand, this finding confirmed that the past performance measurement systems were subjective and were not popular among teachers. The finding was also an indicator that if the teachers understood performance contracting well, probably they would easily adopt it given that they disliked the past performance measurements.

4.6 Received training on aspects of performance contracts

Training is an important part of preparation in performance contracts. The study therefore enquired whether teachers were adequately prepared for performance contracting. The results were as shown in figure 4.7

Figure 4.7

Receipt of training on performance contracting



Data revealed that only 22 percent of the principals, 12 percent of the HODs and 17 percent of the teachers had attended training on performance contracting which had been organized by the government and conducted by experts in the subject area. Majority of teachers expected to sign performance contract have not attended any course or workshop or training on performance contract. This was reported by 18 (78 percent) of the principals, 64 (88 percent) for HODs and 50 (83 percent) for teachers had not received training on performance contracts. The fact that most of the teachers and HODs did not understand performance contracting was an indicator that the government would experience resistance if it were to be implemented suggesting that mitigation measures needed to be put in place should the document face resistance even after teachers were trained about it. This finding confirmed the reason why there were mixed reactions in the district on performance

contracting. This confirmed the hypothesis of the research that training on performance contracts was a factor influencing teachers' levels of preparedness in signing the contracts.

4.7 Influence of rewards and sanctions on signing performance contracts

To establish the influence of rewards and sanctions on secondary school teachers' levels of preparedness in signing performance contracts in the District, the respondents were asked to what extent compensation and rewards would influence their signing of the contracts. The results were as shown in table 4.7

Table 4.7

Influence of rewards and sanctions on performance contracting

Attribute	Principals		HODs		Teachers	
To a very Large Extent	12	55%	30	45%	21	36%
To a large extent	2	9%	13	19%	14	24%
To some extent	4	18%	12	18%	5	9%
To a small extent	2	9%	2	3%	9	16%
To no extent	2	9%	10	15%	9	16%
Total	22	100%	67	100%	58	100%

Findings show that compensation and rewards would greatly influence on performance contracting suggesting that teachers would be willing to sign the

contracts if remuneration was revised upwards. If there are no rewards and sanctions employees begin to take contracts for granted. The theory of contracting suggests that to improve performance, performance contracts must not only reduce the information advantage that managers enjoy over owners but also must be motivated through rewards or penalties to achieve the contract's targets.

As observed earlier some teachers argued that performance contracting was about signing contracts and contracts paid higher than regular employment as such higher remuneration should be attached to performance contracting. The fact that majority of the teachers would be influenced by compensation and reward was an indicator that the teachers union would raise the issue of remuneration before teachers was required to sign the contract. This kind of positioning by the union would be supported by the majority of the teachers and should a stalemate ensure an industrial action may get underway.

Furthermore all the respondents in the study including TSC officials at the District agreed with the suggestion that compensation would affect teachers' levels of preparedness. (67 percent) of respondents from KNUT and TSC agreed to the impact attached package on contracts would have on teachers' readiness.

4.8 Influence of physical facilities on performance contracts

To determine the extent physical facilities influenced secondary teachers' levels of preparedness in signing in the District the respondents were asked the extent to which various physical facilities would influence their decision to sign the contracts.

4.8.1 Classrooms

Classrooms are equally important resource for effective learning. To determine its significance in the study respondents were asked whether it would influence their level of preparedness in signing the contracts. The results were as shown in table 4.8.

Table 4.8

Effects of classrooms on performance contracts

	Principals		HOD		Teachers	
To a very Large Extent	14	61%	30	45%	23	40%
To a large extent	4	17%	16	24%	14	25%
To some extent	1	4%	15	22%	4	7%
To a small extent	1	4%	0	0%	12	21%
To no extent at all	3	13%	6	9%	4	7%
Total	23	100%	67	100%	57	100%

Findings show that majority of the respondents 101 (principals at 79 percent, HODs at 69 percent and teachers at 65 percent) would raise the issue of

adequate classroom environments to a large extent before signing the performance contracts. Birgen in Too, et al (2011) point out that inadequacy and poor maintenance of physical facilities impinge on the provision of services to students and staff in school. They further argue that resource management is the strategic and component approach to the management of an organization's resources which collectively contribute to the achievement of the organizational goals.

4.8.2 Text Books

Text books are the core classroom resources needed by teachers in order to achieve their targets. Respondents were asked to state whether lack of text books would influence their levels of preparedness. Results on text books and teaching aid were as shown in table 4.9.

Table 4.9

Effect of Textbooks and Teaching Aids on performance contracts

	Principals		HOD		Teachers	
To a very Large Extent	12	52%	36	54%	27	47%
To a large extent	4	17%	15	22%	11	19%
To some extent	5	22%	8	12%	8	14%
To a small extent	1	4%	2	3%	3	5%
To no extent at all	1	4%	6	9%	9	16%
Total	23	100%	67	100%	58	100%

Similar to the findings on class rooms, textbook findings show that majority (Principals 69%, HODs 76 percent, and teachers 65 percent) of the teachers would also raise the issue of textbooks and teaching Aids to a large extent before signing the performance contracts.

4.8.3 Other teaching learning resources

On library books majority of the respondents (principals at 57 percent, HODs at 65 percent, and teachers at 60 percent) indicated that furniture would be an issue to a large extent. On furniture only half of the respondents (principals at 45 percent, HODs at 47 percent, teachers at 55 percent) believed that furniture would be an issue to a large extent. On Chalk and chalk boards majority of the respondents (Principals at 65, HODs at 40 percent, teachers at 43 percent) believed that it would be an issue to a large extent however only a few teachers had issues on Games and sports equipment (principals at 18 percent, HODs at 49 percent, teachers at 40 percent). This showed the extent to which co curricula activities had been relegated in the staffroom yet this aspect of curriculum would form a very important area of performance indicator.

4.9 Other challenges

Fear arises when subjects are not prepared in terms of the impending change and are engrossed in the fear of unknown. Results of the fear for the consequences were as shown in table 4.10.

Table 4.10**Influence of Fear of the consequences on performance contracting**

	Principals		HOD		Teachers	
Very Large Extent	12	52%	25	38%	17	30%
large extent	3	13%	13	20%	8	14%
Some extent	1	4%	5	8%	10	18%
Small extent	3	13%	13	20%	13	23%
No extent at all	4	17%	10	15%	9	16%
Total	23	100%	66	100%	57	100%

Findings show that of fear of the consequences would greatly influence on performance contracting suggesting that if teachers were threatened with dire consequences they would be willing to sign the contracts. Wehrich and Koontz in Mpapale (2011) outline reasons for resisting change as fear of the unknown and not knowing the rationale for change. Gaconi (2008) noted that teachers perceived the contracts as employment contracts that would change their terms and conditions of employment as stipulated in the initial employment letters. Gaconi (2008) further revealed that performance contracting is perceived to be a noble idea but the way implementation is being carried out without involving stakeholders has led to the negative perception. Teachers Union such as KNUT and KUPPET influenced teachers' perceptions a great deal and attributed this attitude to lack a participatory decision making approach.

According to the KNUT secretary general teachers were not willing to sign the performance contracts because they were unsure of achieving the targets set. He laments that teachers lack basic facilities to perform well (Kenya Today, 2010). Evaluation practice have not been adequate.

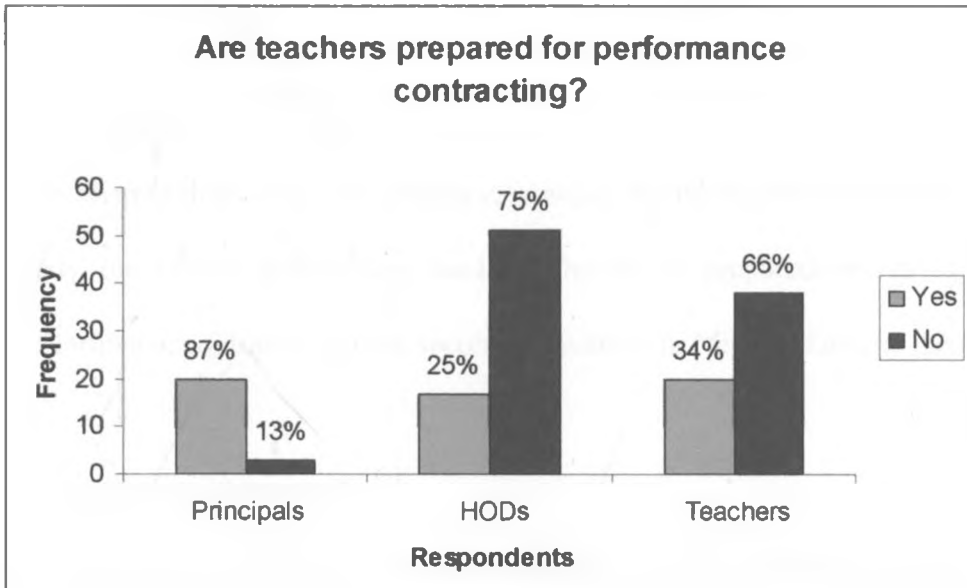
However adoption of the contracts without an all inclusive approach would need to be treated with caution given that the teacher's union in Kenya has held the government hostage in the past through countrywide strikes on matters affecting remuneration of teachers. As such, adoption of coercion as a means to have teachers signing the contracts would be greatly opposed.

4.10 Levels of teachers' preparedness in signing performance contracts

Preparedness refers to the state of being ready for specific or unpredictable events or situations. Methods of preparation may include research, planning, awareness, sensitization, resourcing, and carrying out piloting studies. The study therefore enquired whether teachers were adequately prepared for performance contracting. The results were as shown in figure 4.8.

Figure 4.8

Are teachers prepared for performance contracting?



The study final findings indicate that majority of the principals 20 (87 percent) were prepared for performance contracting suggesting that they understood the issues surrounding performance contracting. However 51 (75 percent) of the HODs and 38 (66 percent) of the teachers contradicted their principals indicating they held divergent views about the contracts hence were not prepared for performance contracting. Gaconi (2008) also found out that performance contracting was perceived to be a noble idea despite the fact that teachers hold negative perception about it. In another study by Mpapale (2011) it was found out that college tutors were inadequately prepared for PC despite the fact that they had signed the contracts. The study found out that mode of implementation and teachers' union had given the programme a negative perception.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter deals with the summary, conclusion and recommendations of the study on factors influencing teachers' levels of preparedness in signing performance contract in public secondary schools in Migori District Kenya.

5.2 Summary of the study

The purpose of this study was to investigate factors influencing levels of teachers' preparedness in signing performance contracts in public secondary schools in the District. The objectives of the study were to examine levels of awareness about performance contracts among secondary school teachers; establish the level of sensitization on performance contract policy in secondary school teachers; examine the extent to which secondary school teachers have received training on aspects of performance contracts; establish the influence of rewards and sanctions on secondary school teachers' in signing performance contracts; determine the extent physical facilities influence secondary teachers' levels of preparedness in signing performance contracts; and identify any other challenges facing secondary school teachers in signing of performance contracts.

Descriptive survey was used for the study. The target population for study was 286 comprising of 6 Education officials at the District, 6 union officials

(KNUT), 37 principals, 111 Head of Departments and 126 secondary school teachers. The study sampled 23 principals, 65 teachers, 74 HODs, 6 MOE and TSC officials and 6 union officials.

Random and purposive sampling was used to get the sample size. Open and closed ended questionnaires were used to collect data from the respondents. Content and face validity were established by a panel of supervisors through oral examination of the instruments. Instrument reliability was also determined through split half method. The Pearson's correlation co-efficient was obtained as 0.86 for principals 0.84 for HODs and 0.89 for teachers indicating a high degree of stability confirming that the instruments were reliable.

A permit was obtained from the national council of science and technology which were presented to the district commissioner and district education officer Migori who issued authority to visit schools. Data was analyzed quantitatively and qualitatively using the SPSS computer software version 19.0. Descriptive statistics was used to summarize quantitative data while qualitative analysis was used for open ended questions.

5.3 Findings of the study

5.3.1 Awareness about performance contracts among secondary school teachers

The study found out that majority of the principals, HODs and teachers were aware about performance contracting. However a small proportion of

principals, HODs and teachers indicated not being aware. Majority of the schools had strategic plans but a number of schools did not have. The study also found out that majority of the teaching force within the district was not fully aware what performance contracting entailed. Many schools did not have service charters suggesting that it would take a great deal of time implement performance contracting in schools.

Majority of the principals were prepared for performance contracting since they understood the issues surrounding performance contracting. However majority of the HODs and teachers were not prepared for performance contracting because most of them did not understand what the document entailed.

5.3.2 Level of sensitization on performance contracting policy

The second objective on the level of sensitization on performance contracting policy found out that half of the schools had infrastructural policies in place including classrooms, students' furniture, and such physical facilities. Funding policy, Training courses and in-service course were also in place but to unreliable proportions. These mechanisms were not standardized nor were they regular in the schools. As such, different schools pursued mechanisms that fitted their setting.

Majority of the principals believed that the government was justified to introduce performance contracting in schools because a number of them understood the issues surrounding performance contracting. On the other

hand, majority of the HODs and teachers believed that the government was not justified to introduce the document in schools in the district because they did not understand the issues surrounding performance contracting. The study found out that majority of the principals favoured performance contracting to past performance measurements which were ineffective and subjective in nature.

5.3.3 The extent to which secondary school teachers have received training on aspects of performance contracts

On the third objective on the extent to which secondary school teachers have received training on aspects of performance contracts, the data revealed that only a few of the principals, HODs and teachers had attended training on performance contracting which had been organized by the government and conducted by experts in the subject area.

5.3.4 The influence of rewards and sanctions on secondary school teachers' in signing performance contracts

The fourth objective on the influence of rewards and sanctions on secondary school teachers' in signing performance contracts, the study found out that compensation and rewards would greatly influence on performance contracting suggesting that teachers would be willing to sign the contracts if remuneration was revised upwards and those who lazed around sanctioned. Findings also show that of fear of the consequences would greatly influence on performance contracting suggesting that if teachers were threatened with dire consequences they would be willing to sign the contracts.

5.3.5 Influence of physical facilities on teachers' levels of preparedness in signing performance contracts

The fifth objective on the extent physical facilities influenced secondary teachers' signing performance found out that majority of the teachers would raise the issues of adequate classroom environments, Textbooks and Teaching Aids, library books, furniture, Chalk, and chalk boards to a large extent before signing the performance contracts. However it would not be an issue on Games and sports equipment.

5.3.6 Other challenges

The study established other challenges being experienced by the teachers in readiness to signing the contract; late disbursement of funds by the government for subsidized day secondary education levy, leadership styles of head teachers, lack of training in management of resources and understaffing in schools among others.

5.4 Conclusions

The study found out that majority of the principals, HODs and teachers were aware about performance contracting. However a small proportion of principals HODs and teachers were not aware. A major theme that was captured throughout the findings was that sensitization had not been carried out enough leading to lack of preparedness. However, teachers are not entirely opposed to the idea of performance contracts as can be seen from their

approval of the justifications of the contracts in table 4.3. Majority of the schools had strategic plans but a number of them did not have.

Despite the fact that half of the schools had infrastructural policies in place including classrooms, students' furniture, and such physical facilities, funding, these mechanisms were not standardized nor were they regular in the schools. As such, different schools pursued mechanisms that fitted their setting. Stability of resources enhances the motivating effect of the contract. When resources are not available or availed late, the staff involved gets frustrated.

If contracting for results becomes widespread, it will have a substantial impact on the current roles and functions of teachers and school administrators. Therefore preparations in terms of improved compensation, training on performance contracts, sensitization workshops and proper linkages need to be created to show the benefits towards achieving National goals. All educational stakeholders need to be involved in the process so that it becomes inclusive programme.

Piloting study needs to be carried out to establish long term viability of the contracts. Another fundamental issue is what these programs will do to the relationship between the schools and the public. Many school administrators hope they will increase support for the schools. After all, performance contracting for student achievement demonstrates that the school is trying to respond to public demands for improved compensatory education, improved learning techniques, and accountability. But therein lies a dilemma: if the

program fails, the public may berate the school not only for failing to improve educational performance, but for squandering the taxpayers' money on radical schemes. The controversy in this area indicates considerable misunderstanding about what contracting for student achievement can and cannot do, and misunderstanding about some of the dangers.

5.5 Recommendations

1. That the TSC organizes training for all the teachers HODs and Principals on performance contracting in the district. Training would empower teachers and improve their capacities to deal with increased demand for service delivery. It was observed that whereas majority of the principals, Piloting should be carried out by TSC before rolling out the programme to test viability and preparedness of institutions and individuals for the contracts and to prepare for the performance of the anticipated activity.

That TSC lobbies the treasury for a more budgetary allocation to motivate teachers into signing the performance contracts. The study found out that Compensation and rewards were found to greatly influence teachers' preparedness on performance contracting at 60%.

2. The Ministry of Education should invests on infrastructural mechanisms and policies in schools that form the foundations of performance contracting since the government intends to roll out the policy in the education sector. The study found out that whereas half of the schools had infrastructural policies in place including classrooms, students' furniture, and physical facilities, these mechanisms were not standardized nor were they regular in the schools.

3. Teachers' training institutions should in future incorporate aspects of performance contracting into their training programmes so as to equip teachers with knowledge, techniques and attitudes on PC.
4. Prime Minister's office (PCD) should also disseminate information through awareness creation, sensitization workshops to equip teachers with relevant skills needed to improve performance in schools.

5.6 Areas of further research

To further understand the challenges of implementation of PC in educational institutions in Kenya, the paper suggests areas of further research that may provide more insights on the successes and challenges.

1. Future research should focus on the role of management in the implementation of PC in education. Such investigations would reveal the strength of management bodies in leading the implementation of PC in educational institutions.
2. Future research study should also focus on effectiveness of current forms of performance management in education. Such studies would reveal weaknesses and strengths of the current performance measurement if there are any.

3. Based on the findings of this study, it is recommended that a similar study be conducted in the other districts to find out the level of awareness about performance contracting and the level preparedness towards its implementation in schools in the districts.

- 4 Future research studies should focus on the effectiveness of the programme in educational institutions.

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APPENDICES

APPENDIX I LETTER OF INTRODUCTION

Joseph Ouma Oyago,
University of Nairobi,
Department of Educational
Administration and Planning,
P.O. Box 30197-100
Nairobi.
28TH /5/2012.

The Principal

Dear Sir/ Madam,

**RE: RESEARCH ON FACTORS INFLUENCING LEVELS OF
TEACHERS PREPAREDNESS IN SIGNING PERFORMANCE
CONTRACTS**

I am a post graduate student of University of Nairobi pursuing a degree in Educational Administration and Planning. I am conducting a research on the above subject and your school has been chosen to participate. I am requesting for your assistance when collecting data in the school. The data will be for academic purpose only and the confidentiality of the person will be highly respected.

Thank you in advance.

Yours sincerely,

Joseph Ouma Oyago

APPENDIX II QUESTIONNAIRE FOR PRINCIPALS, HODs AND TEACHERS

This questionnaire is for the purpose of research only. Please put a tick (✓) in the appropriate bracket or fill in the information as your response to all the following questions. Do not write your name or the name of your school anywhere. The information will be completely confidential.

Part A: Background information

1) Indicate your designation in the school by ticking the appropriate bracket below.

a) Principal [] b) HOD [] c) Teacher []

2) What is your age bracket? a) 30-39 years [] b) 40-49 years []

c) 50-59 years [] d) Above 60 years []

3) Indicate your gender by ticking appropriate bracket

a) Male [] b) Female []

4) What is your academic qualification?

a) Masters [] b) Bachelor [] c) Diploma [] d) Certificate [] e)

other (Please specify)

Part B: Factors influencing teachers' levels of preparedness in signing

Performance contracts

5) Have you ever heard of performance contracting policy?

Yes [] No []

i) Does the school have strategic plans? Yes [] No []

ii) Who are involved in the formulation of strategic plans?

a) Administration b) stakeholders c) staff

iii) Does the school have a service charter? Yes [] No []

6) i) Are you adequately prepared for implementation of Performance Contracts? i) Yes [] ii) No []

ii) If yes, to what extent are you prepared? i) Highly prepared [] ii) Moderately prepared [] iii) Poorly prepared []

7) What mechanisms are in place in the department or institution for the implementation of performance contracting policy?

A) Infrastructural policy B) Funding C) Training Courses D) In-service courses

8) In your view is the government justified in implementing this policy in educational institutions?

a) Very Justified b) Justified c) Not Justified

Give reasons

9) i) Do you agree that past performance monitoring and evaluation systems in education have been ineffective as one of the reasons why performance contracts are necessary? Yes [] No []

ii) To what extent do you agree /not agree?

a) Very much [] b) Agree [] c) Not agree [] d) Not sure []

10) a) Have you attended any training, workshop or seminar on Performance Contract? Yes [] No []

If yes, who organized the courses you attended?

i) Government [] ii) Self []

b) Who conducted the training?

i) Experts [] ii) Colleagues [] iii) Both []

11) On a scale of 1-5 below, rate the extent to which you think the following factors would influence your preparedness in signing performance contracts.

1- To a very large extent 2- To a large extent 3- To some extent 4-To a small extent 5- To no extent at all

iii) Facility	Scale				
	1	2	3	4	5
i) Classroom					
ii) Textbooks and Teaching Aids					
iii) Library					
iv) Furniture					
v) Chalks and Chalkboards					
vi) Games and Sports Equipment					
vii) Compensation and rewards					
viii) Fear of the consequences					
ix) Delayed disbursement of government funds					

12 a) Does the school have anti-corruption policy? Yes [] No []

b) Does the school work on a budget? Yes [] No []

If yes who are involved in the preparation of the budget?

i) Staff members

ii) Departmental heads

iii) Administration

iv) Staff, HODs, PTA, BOG and the Principal

Thank you for your co-operation

APPENDIX III QUESTIONNAIRE FOR GOVERNMENT AND UNION OFFICIALS

Part A: Background information

1) Indicate whether you are a government or union official by ticking the appropriate bracket below.

a) Government [] b) Union official

2) What is your age bracket? a) 30-39 years [] b) 40-49 years []

c) 50-59 years [] d) Above 60 years []

3) Indicate your gender by ticking appropriate bracket

a) Male [] b) Female []

4) What is your academic qualification?

a) Masters [] b) Bachelor [] c) Diploma [] d) Certificate [] e)

other (Please specify)

Part B: Factors influencing teachers' levels of preparedness in signing

Performance contracts

5) To what extent do you think improved compensation commensurate with the contracts needs to be in place for the individuals and institutions that perform well in the contracts? Tick one.

a) To a very large extent b) To a large extent c) To some extent

d) To a small extent e) To no extent at all

6) To what extent do you think a sanction system need to be in place for the individuals and institutions that perform poorly in the contracts? Tick one.

a) To very large extent b) To a large extent c) To some extent

- d) To a small extent e) To no extent at all

7) To what extent do you think the contracts will improve service delivery, teachers' accountability and learning outcomes in public secondary schools?

- a) To a very large extent b) To a large extent c) To some extent

- d) To a small extent e) To no extent at all

Give reasons.....

8) On a scale of 1-5 below, rate the extent to which you think the following pose challenges to teachers' preparedness in signing performance contracts.

- 1- To a very large extent [] 2- To a large extent [] 3- To some extent []
 4-To a small extent [] 5- To no extent at all []

	1	2	3	4	5
i) Compensation and rewards					
ii) Lack of training on best management practices					
iii) Experiences with past appraisal systems.					
iv) Head teachers' Leadership styles					

9) Has awareness on Performance Contracting Policy been carried out enough for teachers to be prepared for signing performance contracts?

- (i) Yes [] (ii) No []

11) Has enough sensitization through workshops, seminars and in-service courses or even pre-service on Performance Contracts been carried out for teachers to be prepared for signing the contracts? (i) Yes [] (ii) No []

12) Do you think such training need to be in place for teachers in preparation for signing performance contracts? (i) Yes [] (ii) No []

If yes, to what extent? Tick one.

- a) To a very large extent []
- b) To a large extent []
- c) To some extent []
- d) To a small extent []
- e) To no extent at all []

Briefly explain your answer

.....

.....

.....

Thank you for your cooperation

APPENDIX IV: AUTHORIZATION LETTER

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254 (0)20 318240, 318249
254 (0)20 318271, 2213123, 2219420
Fax: 254 (0)20 318248, 318249
When replying please quote
secretary@ncst.go.ke

P.O. Box 9523-00100
NAIROBI, KENYA
Website: www.ncst.go.ke

NCST/RCD/14/012/765

22nd June 2012

Our Ref:

Date:

Joseph Ouma Oyago
University of Nairobi
P.O Box 30197
Nairobi

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Factors influencing teachers' levels of preparedness in signing performance contract in public secondary schools in Migori District Kenya*" I am pleased to inform you that you have been authorized to undertake research in Migori District for a period ending 20th July, 2012.

You are advised to report to the District Commissioner and the District Education Officer, Migori District before embarking on the research project.

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


DR. M. K. RUGUT F. PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

District Commissioner
District Education Officer
Migori District.

"The National Council for Science and Technology is Committed to the promotion of science and Technology for National Development."

APPENDIX V: RESEARCH PERMIT

PAGE 2

THIS IS TO CERTIFY THAT:
 Prof. Dr. Alex. Mwa. Mwa. Mwa. Mwa. Mwa.
Joseph Ouma Oyago
 of (Address) **University of Nairobi**
 P.O.Box 30187 00100, Nairobi
 has been permitted to conduct research in

Migori	Location
Nyanza	District
	Province

on the topic: **Factors influencing teachers
 levels of preparedness in signing performance
 contract in public secondary schools in
 Migori District, Kenya.**

for a period ending 30th July, 2012.

PAGE 3

Research Permit No. MCS/RCO/14/018785
Date of issue 23rd June, 2012
Fee received KSh. 1,000



(Signature)
**Applicant's
 Signature**

(Signature)
**Secretary
 National Council for
 Science & Technology**