

**PERCEIVED FACTORS INFLUENCING TEACHERS RESISTANCE TO
IMPLEMENTATION OF PERFORMANCE CONTRACTING IN PUBLIC
SECONDARY SCHOOLS IN NDEIYA DIVISION, LIMURU DISTRICT, KENYA**

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**A Research Project Submitted in Partial Fulfillment of the Requirements for the Award
of the Degree of Master of Business Administration (MBA), School of Business,
University of Nairobi**

2014

DECLARATION

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ACKNOWLEDGEMENTS

I acknowledge the guidance and assistance accorded to me by my supervisors: Pro, Peter K'Ombonyo and my moderator Mrs Florence Muindi.

Special thanks go to the Ndeiya Division secondary school teachers who were my respondents for their co-operation without which this study would not have been possible. I wish to acknowledge all the Masters of business administration lecturers in the school of business studies (University of Nairobi) for their insightful discussions and commitment to the noble profession. Last but not the least, I wish to recognize the entire MBA student who were part of my cohort.

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ABBREVIATIONS AND ACRONYMS

PC-Performance contracting

KNUT – Kenya National Union of Teachers

KUPPET – Kenya Union of Post- Primary Education Teachers

TSC – Teachers Service Commission

PA-Performance appraisal

ABSTRACT

The Kenyan government introduced PCs in 2003. The general perception by that time was that the performance of the public sector in general and government agencies in particular had consistently fallen below expectations. The PCs were therefore introduced to try and improve the situation. The teachers in public school have however strongly resisted the PC. Despite this acknowledgement little research has been done to determine the factors that have influenced public secondary schools teachers to resist the implementation of performance contracts. The objective of the study was to establish the factors that have influenced secondary schools teachers in the Ndeiya Division of Limuru District into resisting the implementation of performance contracts. The study utilized the descriptive survey design. All the 150 teachers in public secondary schools in Ndeiya were targeted for study of those only 88 responded. The main method of data collection used was questionnaires. The study established that the following factors were indeed influencing teachers' resistance to PC: communication barriers, performance measurement, leadership commitment to change, motivation, organizational structure, targets, reward and punishment, organizational culture and performance appraisal. The targets that were set to be met by teachers was ranked first among the nine factors and was followed by performance measure which was ranked second and communication barriers which was ranked third. The organization structure in the institutions was ranked the fourth among the factors while leadership commitment to change was ranked fifth. Organization culture was perceived as the least important factor influencing resistance with a ninth rank among the nine factors. Reward and punishment was ranked the second least important factor influencing resistance to PC. It was ranked eighth. Motivation was ranked sixth while appraisal and review was ranked seventh among the nine factors. The study concluded that the same factors that have been cited by other researchers as influencing resistance to change were indeed influencing the resistance to the implementation to PC in public secondary school in Ndeiya Division, Limuru District. These factors were communication barriers, lack of performance measurement, lack of leadership commitment to change, low motivation, poor organizational structure, poorly formulated targets, lack of proper reward, unsupportive organizational culture and inadequate performance appraisal. Based on the findings the following recommendations were made: communication barriers should be removed, proper performance measure should be established, head teachers should be encouraged to be committed to the implementation of PC, teachers should be properly motivated, organization structure should be redesigned to accommodate PC, the targets set to be met by teachers should be realistic and achievable, teachers should be properly rewarded for their efforts, a proper culture should be cultivated that favors the implementation of PC and the performance appraisal should be adequate.

CHAPTER ONE INTRODUCTION

This chapter presents the background of the study, statement of the problem, objectives of the study and the research questions. It also gives the justification for the study.

1.1 Background of the study

The concept of performance contracting has its origin in France in the late 1960s. It was developed with a great deal of elaboration in Pakistan, and Korea. Governments all over the world have viewed performance contracting (PC) as a useful vehicle for inculcating clearer definition of objectives and supporting new management monitoring and control method, while at the same time, leaving day to day management to the managers themselves (AAPAM, 2005). Performance contracting is one element of broader public sector reform aimed at improving efficiency and effectiveness, while reducing total costs (Domberger, 1998). PC organizes and defines tasks so that managers can perform them systematically, purposefully and with a reasonable probability of achievement. This helps to avoid situations where some tasks are overlooked or under performed. It ensures that each individual knows what is expected of him by defining the scope of their tasks.

The performance contracting has so far been used in about 30 developing countries in the last fifteen years (Lienart, 2003). The introduction of PC has not been without challenges. It has faced serious resistance in many sectors. The introduction of PC was an introduction of change. According to Kanter, Stein, and Jick (1992) change is so difficult that it is a miracle if it occurs successfully. Employees have always resisted any changes. Scholars have cited several causes of resistance to change. Rumelt (1995) cited denial; perpetuation of ideas; direct costs of change; cannibalization costs and cross subsidy comforts as some of the causes of resistance. Barr *et al.*, (1992) have cited the tendency to go on with the present thoughts although the situation has changed as a major cause of resistance. According to Starbuck, Greve and Hedberg, (1978) implicit assumptions, which are not discussed due to their implicit character causes resistance. Communication barriers do also cause resistance (Hutt *et al.*, 1995) The other factor that has been cited is organizational silence, which limits the information flow with individuals who do not

express their thoughts (Nemeth, 1997). Past failures, which leave a pessimistic image for future changes do also foster resistance (Lorenzo, 2000) so is the existence of different interests among employees and management and lack of motivation of employees who value change results less than managers value them (Waddell and Sohal, 1998).

1.1.1 Concept of Perception

Perception is sum of static, individual sensory inputs. Perception clearly involves some integration and, perhaps, some interpretation of the sensations we receive. When one look at an object, he acquires specific bits of information about it, including its location, shape, texture, size, and name of objects (James Gibson 1979). One also acquires information about the object's function. Cognitive psychologists seek to describe how people acquire such information and what they then do to process it. Perception is nota matter of simply taking in information from the world and creating from it a duplicate internal representation (Mozer, 2002). Perception sometimes involves "seeing" things that are not there or distorting things that are. Perception involves both bottom-up processes, which combine small bits of information obtained from the environment into larger pieces, and top-down processes, which are guided by the perceiver's expectations and theories about what the stimulus is (Kozlowski & Cutting, 1977).

One important perceptual task is the segregation of the figure from the background. Gestalt psychologists have offered many principles of how we accomplish this task, including the principles of proximity, similarity, good continuation, closure, and common fate. All of them follow the law of Prägnanz, which states that of all the possible interpretations a perceiver could make of a stimulus; he or she will select the one that yields the simplest, most stable form. Various bottom-up models of perception include template matching, which holds that patterns are recognized when perceivers match them to stored mental representations; prototype matching, which states that the stored mental representations are not exact copies of stimuli but rather idealizations; and featural analysis, which holds that we first recognize features or components of patterns and objects and then put information about those components together to form an integrated interpretation (Hochberg, 1978).

1.1.2 Resistance to Change

Resistance to change is a factor to be considered in any change process within an organization, since a proper management of resistance is the key for change success or failure. Resistance to change is defined as any phenomenon that hinders the process at its beginning or its development, aiming to keep the current situation. In organizations there is always that trend to resist any new changes either to the process, routine or even the management style. Resistance to change can also be defined as any form of resistance experience within a firm after the deliberate introduction of new ways of thinking, acting and operating (Schalk, Campbell and Freese, 1998). The general aim of organizational change is an adaptation to the environment (Barr, Stimpert and Huff, 1992) or an improvement in performance (Keck and Tushman, 1993). Due to the complexity of events and rapidity of technologies in the environment, organizations are subject to many pressures for change. The pressures to change on organizations emanate from external and internal environment of the organizations. Internal forces for change originates from both human resources and managerial behavior or decisions (Kreitner&Kinicki, 2010). These external and internal factors are all related to speed, direction and outcomes of change in organizations (Dawson, 2003).

Several studies have been conducted in Kenya on resistance to change. A study by Wambui *et al*(2012) focused on Factors That Influence Implementation of Performance Contracts in State Corporations (A Case of Kenya Civil Aviation Authority). Boyani (2010) studies the challenges of implementing change programs at the city council of Nairobi. Mwongeri (2010) in her study focused on the challenges of the implementation of change in the banking sector.

1.1.3 Factors Influencing Resistance to Change

Several factors have been cited as leading to resistance to change. According to Hutt *et al.*, (1995) communication barriers may lead to information distortion or misinterpretations which ultimately lead to resistance to change. De Ridder, (2003) also cited communication as one of the factors that influences resistance to change. He states that the first main goal of organizational communication should be to inform the

employees about their tasks and about the policy and other issues pertaining to the organization. According to Tajfel, (1978) Communication reduces the high levels of uncertainty which is bound to impact negatively on the readiness for change. Proper communication of the impending changes may substantially reduce the resistance to the change. Many are the time that the communication of the impending changes is not done effectively. The employees therefore do not have enough information on the impending changes. The information gaps are more often completed through hearsay and speculations which presents the changes in negative light therefore fostering resistance.

Lack of a proper measure of performance is a factor that can lead to resistance to change (Musa, 2001). He states that there should be a clear method of performance measurement and any ambiguities about what and how performance is being measured should be eliminated before the contract is executed. Kiboi, (2006) states that departments may establish performance goals for the duration of the contract or may identify goals on an annual basis (either by year of the contract or by fiscal year) and amend the contract based on experience, available funding, changes in target population or other variables. He cites performance measure as a factor influencing resistance to change. According to Grinblatt and Titman, (1989) failure to articulate precisely how the specific performance measure will be defined, calculated and reported during the contract duration is bound to foster resistance to change.

Motivation is another factor that influences resistance to change. Employee may be lacking the necessary motivation to accept or deal with the impending change especially in the case where the employees do not place much value on the changes this will result in resistance (Waddell and Sohal, 1998). Waddell and Sohal,(1998) have cited motivation as an important factor influencing change. Carlisle and Murphy (1996) contend that motivating does influence change. He states that the environment is dynamic and that motivation is necessary to enable the employees adapt to the change. Schnake, (2007) has shown that motivation is predictor of resistance to change. Employees are likely to resist the changes until they get the required motivation factors. Where the changes are introduced without addressing the motivation need chances are that the changes will fail.

The leadership or management is another factor that influences change. The management may choose not to implement some change sometimes because leaders are afraid of uncertainty. They may fear the change of the *status quo* (Beer and Eisenstat, 1996). The fear of the unknown may make the top management to resist change within an organization. According to Miller (2002) top managers must demonstrate their willingness to give energy and loyalty to the implementation process. He cites the leadership commitment to the change process as a factor influencing resistance to change. Rap and Kauffman (2005) cites leadership as a major factor influencing resistance to change. He states that the leadership must not spare any effort to persuade the employees to adopt their ideas.

The targets set do influence PC implementation. Management goodwill and ownership to drive the process are critical for effective implementation of PC. The level of success of PC depends on the degree of participation in planning and on personal acceptance of the goals, indicators and targets set. Therefore effective implementation of PC is likely to be successful if it rests on meetings and consensus between the enterprise and their government supervisors, rather than a top down imposition of plans and targets (Songs, 1983)

Organizational culture helps in nurturing and dissemination of core values. Culture is a set of assumptions that members of an organization share in common (shared beliefs and values). Implementation of new strategy will be concerned with adjustments in the structures, employees, systems and style of doing things in order to accommodate the perceived needs of the strategy. Therefore for PC implementation to be effective there should be a fit between the new changes and the firm's culture (Pearce and Robin, 1997). Reward and punishment also does influence implementation of PC. Reneging is likely to occur when contracted performance is not rewarded. Reneging is not a problem when performance is verifiable because contracts can be made legally enforceable. The problem is more interesting when performance measures cannot be contracted upon because they are not verifiable by a third party (The Economist. 1992)

1.1.4 Implementation of Performance Contracting

The implementation of PC involves the establishment of the mission and vision of an organization or sector. Then there is the setting of the strategic plans which clearly defines where the firm is, where it wants to be and how that is to be achieved. Performance target are then formulates and a mechanisms to evaluate the same is worked out (Kiragu and Mutahaba 2005). It is these targets that are used to measure the performance of the individual employees also referred to as performance appraisal.

In 2003, the Government made a commitment to introduce performance contracts strategy as a management tool to ensure accountability for results and transparency in the management of public resources (AAPAM, 2005). To that end a Performance Contracts Steering Committee (PCSC) was established in August 2003 and gazetted on 8th April, 2005 with a mandate to spearhead the introduction and implementation of PC in the entire public sector. In the implementation of performance contracts, the steering committee is assisted by an Ad-hoc Negotiations and Evaluation Task Forces whose members are drawn from outside the public service. The ad-hoc task forces are responsible for negotiating and evaluating performance contracts of ministries/departments, state corporations and local authorities on behalf of the Permanent Secretary, Secretary to the Cabinet and Head of the Public Service. The task-forces are independent and comprises of eminent private sector practitioners, retired public servants with a track record, business executives and academia (Kiragu and Mutahaba 2005). This ensures independence in the entire process of setting performance targets and their evaluation. The steering committee developed tools and instruments for introducing and implementing performance contracts and evaluating the same. In addition to the development of tools and instruments, preparations were made for the introduction of performance contracts included a series of sensitization/training workshops conducted since 2004. Also include were subsidiary legislation for state corporations and local authorities; model performance contracts and matrices; training manual and information booklet; and guidelines for contracting and evaluation of ministries/departments, state corporations and local authorities (Government of Kenya 2003).

The actual implementation process involves identifying performance targets after the budget process has been completed and institutions were also informed about their resource allocation. This ensures that the set targets are realistic and achievable within the allocated resources (Government of Kenya 2003). The targets for the institutions usually freely negotiated and not imposed arbitrarily by the government. The implementation process involves the carrying out of a SWOT analysis in order to determine the institution's performance capacity. This helps to determine whether the targets being developed are realistic, achievable, measurable, growth oriented and benchmarked to performance of similar institutions. The targets are then factored in the PC. The targets are also vetted to ensure that they are linked to the strategic objectives of the institutions, anchored on the strategic plans, growth oriented and relevant to the mandate of the institution (Government of Kenya 2003). The PC is then rolled out for implementation. The evaluation exercise is done ex ante. Thus performance evaluation by the ad hoc evaluation committee is based on a comparison of achievements against the targets agreed at the signing of the contract. The negotiation of targets to be included in the contract is conducted by the ad hoc negotiation committee. The final contract is however between the government and the agency. The performance indicators are agency specific and are developed by the respective agencies upon agreeing on the targets. The actual achievements of the agencies are rated against the set performance targets (Kiragu and Mutahaba 2005)

1.1.5 Public Secondary Schools in Ndeiya Division of Limuru District

Educational organizations change overtime due to external pressures by the volatile environment around them. Indeed, it is essential to sustain stability of schools and give place to effective education. Hence, it is vital to contribute continuous improvement practices with changing conditions in order to achieve school effectiveness. Change practices in schools include different approaches to curriculum, management structures, educational programs, students and teachers having various backgrounds. In order to adjust these changes, it's necessary for schools to be flexible; be able to propose organizational strategies while facing change (Rosenblatt, 2004).

Many organizations have been suffering from serious problems which stem from unclear and conflicting objectives, and a lack of autonomy and accountability (Kobia and Mohammed, 2006). This necessitated the introduction of PC. Performance Contract is an agreement between a government and a public agency which establishes general goals for the agency, sets targets for measuring performance and provides incentives for achieving these targets (Hunter and Gates, 1998). At the time the government of Kenya started introducing PC the performance of the public sector had gone down (AAPAM, 2005).

Ndeiya Division is situated in the larger Limuru District. The area is classified as a hardship area and it is for this among other reason why it has been chosen for the study. There are nine public secondary schools in Ndeiya division of Limuru. The schools fall under different categories with some being provincial and others are district schools. There are two full boarding girls' secondary schools and two partial boarding girls' secondary schools. There is one partial boarding boys' and two day boys' secondary schools. There are two mixed day secondary schools in the area. There are about 150 teachers who are currently teaching in these public secondary schools. The nine schools in Ndeiya division have for long been performing poorly. Though the introduction of PC has encountered resistance by the teachers in the area it might be the tool needed to improve the performance of the school in the area. The government has already rolled out PC on a pilot basis in the area.

1.2 Research Problem

According to Coch and French (1948) resistance is connected to change in organizations. They describe resistance of employees as one of the most serious obstructions for the changes that management considers to be necessary. There are many causes of resistance to change. At the individual level there are psychological factors such as resentment, frustration, fear, feelings of failure, and low motivation (Coch& French, 1948). Watson (1969) highlights preference for stability, habit, persistence, selective perception and retention, conservatism, tradition, self-distrust, and insecurity. Mullins (1999) discusses selective perception, habit, inconvenience or loss of freedom, economic implications,

security in the past, and fear of the unknown. Conner (1998) mentions that loss of control is the most important cause of resistance.

African countries emerged from the structural adjustment programmes (SAPS) era of the 1980s strained by the several reforms in public sector management. Governments were encouraged to deregulate public enterprises and ensure that they are run more like private sector business (World Bank 1989). The emphasis of this shift in public management was on maintaining a macro-economic stability, lowering inflation, cutting deficit spending and reducing the scope and cost of government (Therkildsen 2001). It is these challenges that led to introduction of New Public Management (NPM) models in most African countries. The NPM concepts incorporates the application of private sector management systems and managerial techniques into public services (Farnham and Horton, 1993). Performance measurement is often taken to be fundamental to delivery of improved services as part of (NPM). The use of performance data to inform management is not a new concept. Measuring and reporting on organizational performance focuses the attention of public managers and oversight agents, as well as the general public, on what, where and how much value programs provide to the public (Thomson 2007).

The Government of Kenya through the ministry of education is in the process of introducing performance contracting in the teaching profession. The introduction of performance contract in public secondary schools is indeed change. Just like any other change process, it was bound to generate resistance. The main unions representing the teachers in Kenya i.e. Knut and Kuppet came out strongly against the introduction of performance contracts in the profession. During the time of the introduction of performance contracts in 2003, the Government of Kenya indicated that performance contracts had their origin in the general perception that the performance of the public sector in general and government agencies in particular had consistently fallen below expectations (AAPAM, 2005).

In Kenya, Choke (2006) study was on the perceived link between strategic planning & performance contracting in state corporations in Kenya. He found that most managers perceive PCs as a management tool useful in achieving set targets. Kiboi (2006) studied the management perception of performance contracting in state corporations and got similar results. Korir (2005) studied the impact of performance contracting at the East African Portland Cement. His study found that in the presence of PCs there led to a corresponding improvement in performance. Mwangeli (2010) studied challenges of strategy implementation at the Machakos branch of equity bank Kenya, she found that most challenges faced by the bank were under control as the management took the necessary measures to combat them. Akinyi (2010) studied teachers' perception towards performance management contracts: a survey of public secondary schools in Siaya district. The study showed that most teachers are aware of performance contracting and majority had received information about performance contracting from various sources. A majority of the respondents viewed PC as an effective tool for improving performance in public institutions, Boyani (2010) studied challenges of implementing change programs at city council of Nairobi. The study established that the respondents were in agreement that challenges do exist in the implementing the change programs in the organizations. No similar studies have therefore been done. This problem statement leads to the following question: what are the factors that have influenced teachers in the Kenyan public secondary schools in Ndeiya division of Limuru into resisting change specifically the introduction of performance contracts?

1.3 Research Objective

To determine the perceived factors, influencing teachers resistance to the implementation of performance contracting in public secondary school in Ndeiya division of Limuru District.

1.4 Value of the Study

The study will be important to the teachers service commission (TSC). The study will provide the TSC with insight into the factors that are influencing high school teachers into resisting performance contracts.

This study will enable the ministry of education to understand why the teachers in the public secondary school are unwilling to sign the performance contracts.

This study will also assist the two main teachers unions KUPPET and KNUT to understand why their members are reluctant to sign the performance contracts.

The head teachers of public secondary schools who are agents of the T.S.C. and the ministry of education in the institutions they are stationed will also benefit from this study. They are supposed to oversee the signing of the performance contracts at their station. This study will assist them to understand why teachers are resisting performance contracts. In a nutshell the study will provide more information to teachers on P.C. It is possible that some of the teachers who are against P.C. are misinformed, a situation that might have created unnecessary fears among them.

Scholars will also find this study important as the study will increase to the body of knowledge in this area and provide possible research questions for future studies.

CHAPTER TWO LITERATURE REVIEW

2.1 Introduction

This chapter introduces the review of related literature on resistance to change in organizations. It covers related literature on communication, motivation, environment and leadership and their influence on the introduction of change. Also included in this chapter is the conceptual frame work.

2.2 Theoretical Orientation

The happiness and success theory attempts to relate success of work and happiness. According to the theory people feel happy when they feel to be achieving their set goals, and especially when it is a hard-won goal. Positive anticipation and attendant happiness happens when one predicts that he will achieve his goals and feel confident about those predictions. According to this view, happiness is not a permanent state, and no matter what one gets, he will always swing between happiness and sadness. (Hilmer,1993).

Secondly, people feel a sense of self significance where they have made positive impact on other people they care about. This sense of significance grows with the size of the impact and the number of people impacted on. Thus if they save the world they will feel pretty significant (Korir, 2005).Thirdly, an individual's sense of legacy has to do with what they leave behind. If they can establish values that help others find future success then they will feel a strong sense of success. The happiness and success theory suggests why it is important to involve employees in setting the performance contract goals so that they can derive happiness from their successes and hope to leave a legacy of key accomplishments. (Industry Commission of Australia 1996)

2.3 Resistance to Change

Resistance to change is a factor to be considered in any change process within an organization, since a proper management of resistance is the key for change success or failure. Resistance to change is defined as any phenomenon that hinders the process at its beginning or its development, aiming to keep the current situation. In organizations there is always that trend to resist any new changes either to the process, routine or even the

management. Resistance to change can also be defined as any form of resistance experience within a firm after the deliberate introduction of new ways of thinking, acting and operating (Schalk, Campbell and Freese, 1998). Watson (1969) sees resistance to change as a natural reaction of individuals and social systems originating from the need for a relatively stable situation. (Kotter, Schlesinger, & Sathe, 1979) sees resistance as an inevitable reaction to change, as people are limited in the capability to change and to understand what is good for the organization. Mullins (1999) defines resistance as the forces against change in work organizations. He views resistance as a common phenomenon as people are naturally wary of any change. Conner, (1998) states that resistance to change is a natural reaction of people to anything that significantly interrupts their status quo.

Coch and French (1948) highlighted some of the common causes of resistance as, turnover, low efficiency, restriction of output and aggression against management. Watson (1969) discusses how expressions of resistance alter during a change process. In the early stage almost everyone openly criticizes the implemented changes. In the second stage innovators and opponents become clearly identifiable. The third stage is marked by confrontation and conflict. In the fourth stage, innovators become powerful and opponents retreat to latent resistance. In the fifth stage, opponents become alienated from the organization. Kotter and Schlesinger (1979) mention that negative responses to change from individuals and groups can vary from passive resistance to aggressive attempts to undermine it.

2.4 Factors Influencing Resistance to Change

The dynamic nature of the environment both internal and external means that the firm must also continuously change to adapt to the changes in its environment. The change required by a firm in order to adapt to a certain change must be properly formulated. Formulating of an appropriate change strategy is not enough. For effective change implementation, the change must be supported by decisions regarding the appropriate organization structure, organizational culture, communication and leadership. Successful change implementation therefore (David 1997) must consider issues central to its

implementation which include, matching organizational structure to the intended change, developing an efficient communication system, creating a supportive organizational culture among other issues.

2.5 Resistance to Change Empirical Review

It has been established that at least more than half of all the organisational change programs fail, reach a deadlock, or do not reach the desired results, which they were aiming at (BennebroekGravenhorst et al., 1999). There are many reasons for the failure of so many organisational change efforts, such as the organisational culture, the timing of the change effort, and the role of change-agents (BennebroekGravenhorst et al., 1999). Poorly managed change results in rumors and resistance to change, Common ways for effectively managing change include encouraging participation from employees, addressing their concerns in the change process, or ensuring that leaders act as role models for the changes (Heracleous, 2002).

2.6 Performance Contracting

Nellis (1989) has defines performance contracts as a freely negotiated agreement between the government acting as the owner of a public enterprise and the enterprise itself in which the intentions, obligations and responsibilities of the two parties are freely negotiated and then clearly set out. It is an agreement between two parties that clearly specifies their mutual performance obligations, intentions and responsibilities. Performance contracts whether in public or private sector, have the major objective of providing a performance management technique that draws on performance measurement and monitoring and gives a basis for performance appraisal and rewards. According to England, R. (2000) a performance contract addresses economic, social or other tasks that an agency has to discharge for economic performance or for other desired results. It organizes and defines tasks so that management can perform them properly and effectively. It also assists in developing points of view, concepts and approaches for determining what should be done and how to go about it. (Armstrong, 2001).

2.6.1. Communication Barriers

Communication barriers may lead to information distortion or misinterpretations (Hutt *et al.*, 1995) Proper communication of the impending changes may substantially reduce resistance to the change. Many are the time that the communication of the impending changes is not done effectively. The workers therefore do not have enough information on the impending changes. The information gaps are more often but not completed through hearsay and speculations which presents the changes in negative light therefore fostering resistance. Changes within an organization start with key decision makers. It is up to them to pass along the details to team members and ensure all questions and complaints are handled before changes go into effect. Unfortunately, as news of a change spreads through the hierarchy, details are sometimes skewed and members end up receiving inaccurate, second-hand information. Poor communication can therefore cause resistance to change.

Robertson *et al.*, (1993), states that an effective change will result in employees who have successfully adopted the new change. When employees have to change, or are changing, low levels of resistance to change within the organization should exist, to make the change effort successful. One main purpose of communication during organizational change process can be to prevent resistance to change, or at least try to reduce it. When resistance to change levels is low within an organization the effectiveness of the change-effort will be higher. Communication reduces the high levels of uncertainty which is bound to impact negatively on the readiness for change. Change can bring about uncertainty in job insecurity. These feelings of uncertainty occur when the organization is undergoing changes with loss of jobs.

2.6.2. Performance Measurement

One of the challenges of PC is the failure to articulate precisely how the specific performance measure will be defined, calculated and reported during the contract duration (Grinblatt and Titman, 1989). For example, if the output requires a number, the measure field should specify duplicated or unduplicated count and any other information necessary to ensure that all contracts are reporting the information in the same manner. If

the outcome requires the reporting of a percentage, the measure field should define both the numerator and denominator of the calculation. Departments may establish performance goals for the duration of the contract or may identify goals on an annual basis (either by year of the contract or by fiscal year) and amend the contract based on experience, available funding, changes in target population or other variables (Kiboi, 2006).

In some cases, it may be difficult to identify concrete outcomes or results for a service. For example, training and education services might be provided with the goal of disseminating information and modifying people's behavior. In such case it may be difficult or impossible measure that actual performance. Departments have to consider some factors when identifying goals: actual performance data, specific goals for groups or individual, geographic consideration, funding levels or other variables that impact on performance and overall organization goals for all employees. In these cases, the development of or output measures such as the number of people served or the number of training sessions or outcome measures to evaluate the impact of the training effort such as test should be developed (Korir, 2005).

In order for PC to be useful, it must be clear to everyone precisely what is being measured and how the measures are calculated. This however may be difficult to achieve. Any ambiguities about what and how performance is being measured should be eliminated before the contract is executed (Musa, 2001). It is the responsibility of each department to define that term job in a way that addresses some of those unique characteristics of a particular job, such as any requirements concerning the number of hours worked each week, qualifying wage, benefit requirements and job retention requirements that, without being defined, might lead to disagreement between the employer and employee. If a performance measure requires delivery within a specific timeframe this should be state clearly.

2.6.3 Leadership Commitment to Change

The most important thing when implementing change is the top management's commitment to the change itself. This is undoubtedly a prerequisite for effective implementation. Therefore, top managers must demonstrate their willingness to give energy and loyalty to the implementation process. This demonstrable commitment becomes, at the same time, a positive signal for all the affected organizational members (Miller, 2002). Resistance may emanate from the management of organizations who may choose not to implement some change sometimes because leaders are afraid of uncertainty. They may fear the change of the *status quo* (Beer and Eisenstat, 1996).

To successfully improve the overall probability that the strategy is implemented as intended, senior executives must abandon the notion that lower-level managers have the same perceptions of the strategy and its implementation, of its underlying rationale, and its urgency. Instead, they must believe the exact opposite. They must not spare any effort to persuade the employees of their ideas (Rap and Kauffman, 2005).

2.6.4. Motivation

Motivation can be defined as the influence or drive that causes us to behave in a specific manner and has been described as consisting of energy, direction, and sustainability (Kroth, 2007). In any organization a leader's ability to persuade and influence others to work in a common direction reflects his or her ability to motivate. A leader's ability to influence is based partly on his skill and partly on the motivation level of the individual employee. Motivation theories explore the multiple approaches to meeting individuals' needs, including expectancy theory (Vroom, 1964), need theory (Maslow, 1970), reinforcement theory (Skinner, 1971), and the widely used goal theory (Karloly, 1993). It has been shown that predictors of motivation include job satisfaction, perceived equity, and organizational commitment (Schnake, 2007). In other words, motivation is either positively or negatively affected by the experience an employee has within a given work environment and with his leaders. Carlisle and Murphy (1996) contend that motivating others requires skilled managers who can organize and provide a motivating environment: communicate effectively, address employees' questions, generate creative

ideas, prioritize ideas, direct personnel practices, plan employees' actions, commit employees to action, and provide follow-up to overcome motivational problems.

In an organization there may be lack of motivation among employees who value change results less than managers value them (Waddell and Sohal, 1998) The employee may be lacking the necessary motivation to accept or deal with the impending change especially the case where the employee do not place much value on the changes. They will therefore resist the changes until they get the required motivation factors. Where the changes are introduced without addressing the motivation need chances are that the changes will fail.

2.6.5 Organizational Structure

The organizations structured should be structures in such a way that it can respond to pressure to change from the environment and pursue any appropriate opportunities which are spotted in the environment (Lorsch 1967). According to Thompson and Stickland (1980) strategy formulation requires the abilities to conceptualize, analyze and judge, implementation involves working with and through other people and institutions of change. It is important therefore that in designing the structure and making it operational, key aspects such as empowerment, employee motivation and reward should be considered. Owen (1982) states that strategy and structure need to be matched and be supportive of each other, in order to achieve the set objectives. Structure is the means by which the organization seeks to achieve its strategic objectives and implement strategies and strategic changes (Thompson 1997). The structure of an organization is designed to breakdown how work is to be carried out in business units and functional departments. Employees work within these divisions and units and their actions take place within a defined framework of objectives, plans, and policies. Successful strategy implementation depends on how a firm is organized. The structure helps an organization identify its activities and the way in which it will coordinate them to achieve the firm's strategies. It also provides managers with a vehicle to exploit fully the skills and capabilities of the employees with minimal costs and at the same time enhance the firm's capacity to achieve efficiency, quality, innovation and customer responsiveness (Pearce & Robinson, 2007).

2.6.6 Targets

State enterprises account for about 10 percent of gross domestic product (GDP) in developing countries. These enterprises are often the largest and most valuable or problematic firms, with monopolies in mining, petroleum, infrastructure, and heavy industry. Performance contracts have been observed to be most important for these firms. Before the PC was put in place most governments were trying to run their state enterprises without any form of performance measurement and evaluation. As one architect of performance contracts noted, this was like playing football without rules, scoreboards, or referees.(World Bank. 1995). For this reason government agencies have been performing very poorly.

Performance contracts seemed a logical solution to this problem, since similar contracts had been successful in the private sector. It has been difficult to accurately measure the effort expended by their agents (managers) or sort it out from other factors affecting performance. These agency problems are compounded in the public sector, where politicians have many points of view and bureaucrats have many different agendas. Under such circumstances it is hard to judge performance and to motivate managers and hold them accountable for results. Moreover, unlike private owners, politicians may not benefit from better performance, and so may try to make managers serve objectives that conflict with efficiency, such as rewarding political supporters with jobs or subsidies. (Domberger, S,1998).

2.6.7 Reward and Punishment

There is likely to be some negative reaction by employees where contracted performance is not rewarded. Reneging is not a problem when performance is verifiable because contracts can be made legally enforceable. The problem is more interesting when performance measures cannot be contracted upon because they are not verifiable by a third party. Reputation is the most obvious limit on dishonest behavior by firms. Firms that renege will face higher costs of recruiting in the future, but with imperfect information the costs of malfeasance may not be completely internalized. Given this, the literature in this area emphasizes ways of organizing employment that reduce or eliminate

a firm's financial incentive to renege, thereby enhancing efficiency. There are several possibilities. One way for an organizational is to commit to a fixed wage bill, with the division of wages among workers depending on some measure of relative performance (Carmichael 1983)]. This tournament structure can provide optimal incentives while eliminating the firm's incentive to claim poor performance. Even so, real world examples in which employers truly recommit to a wage bill are rare. The usual examples of alleged tournaments partnerships in law and accounting firms or executive promotion contests do not typically involve recommitment of the firm's total wage bill.

The other institutional mechanisms that reduce financial incentives to renege are up-or-out contracts and attaching wages to jobs or tasks. In up- out contracts the term employs a worker for a fixed probationary period, during which it observes the worker's performance. At the end of the period the firm has the option of retaining the worker at wage X or terminating the relationship. The contract can enhance efficiency because it eliminates the firm's ability to save money by falsely claiming that the worker's performance was inadequate (Kahn and Huberman 1988). The firm must either pay Y or terminates the worker. Like fixed wage bill models, real world examples of up-or-out employment contracts are rare. Instead, most large organizations are characterized by long-term employment relationships and by promotion-based reward systems. Prendergast (1992) shows that this system, in which wages are tied to job titles, can induce optimal skill collection by workers and obviate the firm's incentive to renege. The key idea is that skills must be task-specific, so the firm gains nothing by denying promotions (and raises) to qualified workers.

2.6.8 Organizational Culture

Another major challenge in strategy implementation is cultural and behavioral in nature, including the impact of poor integration of activities and diminished feelings of ownership and commitment (Aaltonen and Ikåvalko, 2002). Corboy and O'Corrbui (1999), has identified the deadly sins of strategy implementation which includes: a lack of understanding of how the strategy should be implemented; customers and staff not fully appreciating the strategy; difficulties and obstacles not acknowledged, recognized or

acted upon; and ignoring the day-to-day business imperatives. Marginson, (2002) contend that strategy implementation evolves either from a process of winning group commitment through a coalitional form of decision-making, or as a result of complete coalitional involvement of implementation staff through a strong corporate culture.

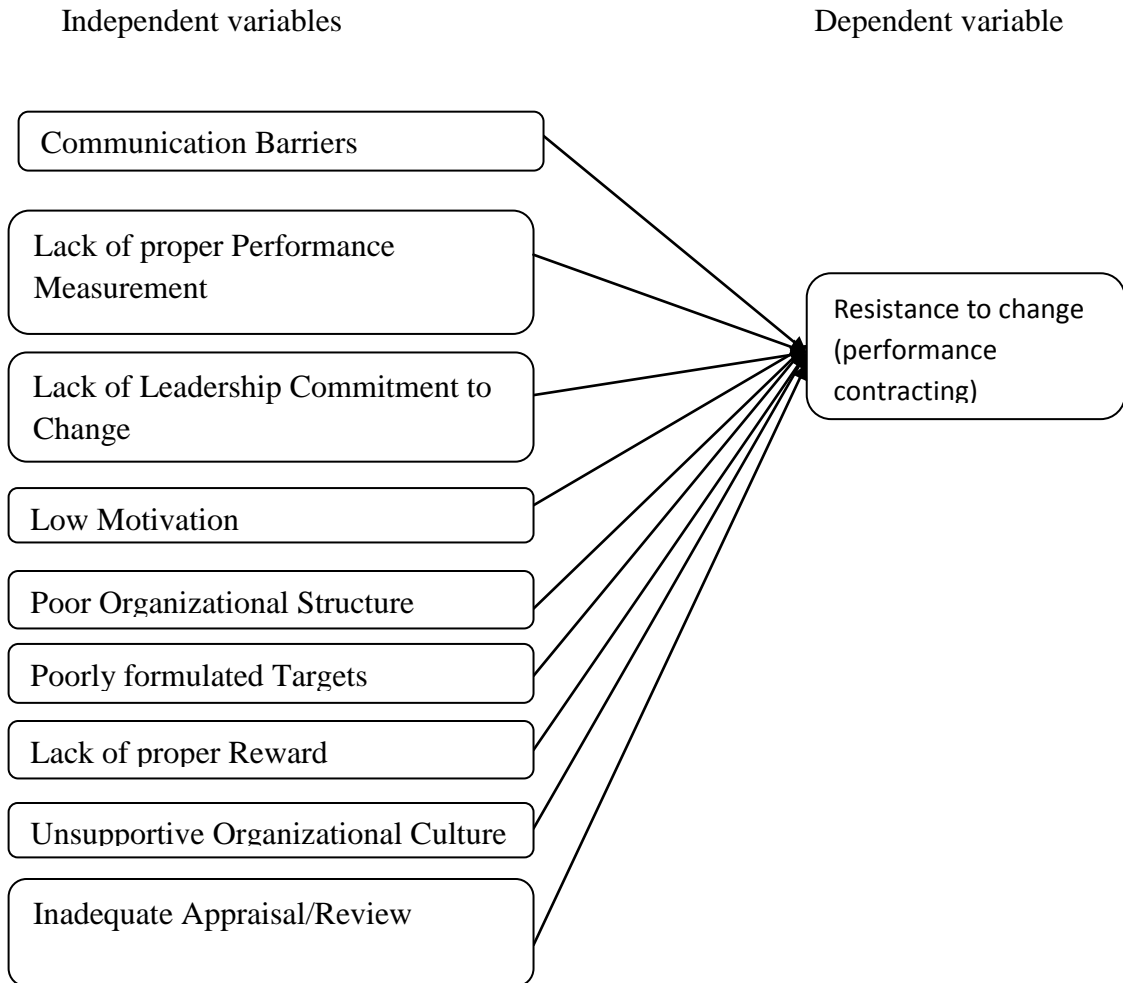
Organizational culture refers to the leadership style of managers included here is how they spend their time, what they focus attention on, what questions they ask of employees, how they make decisions; also the organizational culture (the dominant values and beliefs, the norms, the conscious and unconscious symbolic acts taken by leaders (job titles, dress codes, executive dining rooms, corporate jets, informal meetings with employees).

2.6.9 Performance Appraisal/Review

Performance appraisal is feedback that involves the direct evaluation of individual performance by a supervisor, manager or peers. Most organizations have some kind of evaluation that is used for performance feedback pay administration and in some case counseling and developing employees. Thus performance appraisal represents an important link between goal setting and process and reward systems. Managers should do three things well in the process of performance management. These are to define performance through goal setting, measures and assessment, facilitate performance by identifying obstacles to good performance and providing resources to accomplish objectives and encourage performance by providing a sufficient number of rewards that people care about and doing so in timely and fairly manner (Cascio, 1998, Cummings & Worley, 2005)

2.7 Conceptual Framework

Fig 1.1 conceptual framework



Source: (Author, 2014)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methodology that the researcher intends to use in the study. The chapter describes the research design, the target population, sample size and sampling procedure, research instrument, data collection procedure and data analysis techniques.

3.2 Research Design

The study will utilize the descriptive survey design. The descriptive approach has been chosen since it allows the results to be presented through simple statistics, tables, mean scores, percentages and frequency distributions, (Mugenda and Mugenda, 2003). The focus of the study is to analyze factors influencing the implementation of performance contracts in public secondary schools in Ndeiya Division, Limuru District. The study is based on data to be collected across nine schools at one point in time. The major purpose of descriptive survey is to describe the state of affairs as it exists at present (Kothari, 2004).

3.3 Target Population

Target population implies the specific group relevant to a particular case (Sapsford, 2007). The study will focus on 150 teachers who are currently teaching in public secondary schools within Ndeiya Division.(Limuru District K.C.S.E analysis, 2013). This was a census study since all the 150 teachers in the area were targeted to participate in the study.

3.4 Data Collection

The study will make use of primary data in this study. The most common methods of data collection in descriptive survey design are the questionnaire and interviewing (Orodho, 2003). The study will use structured questionnaire to be administered to the population of 150 Public secondary school teachers in Ndeiya Division. The questionnaire will have

two sections. The first section will obtain general information from the respondent while the other section will obtain information pertaining to the introduction of PC.

The researcher will present an introduction letter to the Principals of the selected schools in order to be permitted to undertake the study. For the schools that are far from all-weather roads, the researcher will make use of a motor-bike. The researcher will personally drop and pick the questionnaires in order to minimize chances of manipulation of data. The information collected will form the basis of the study conclusions on the factors influencing the implementation of performance contracts in public secondary school in Kenya.

3.5 Data Analysis

Data analysis techniques involves the process of coding, data entry and data analysis in order to make interpretation possible. The researcher will utilize the descriptive statistics to analyze the data. Descriptive statistical tools, for instance, frequencies, percentages, means and standard deviation will be used. Factor analysis will also be used to determine which factor is most dominant.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents data analysis and discussion of the research findings. The purpose of the study was to investigate the perceived factors influencing public secondary school teachers resistance to the implementation of performance contracting in Ndeiya division, limuru district, kenya. The findings of the study were based on the following research question: what are the factors that have influenced teachers in the Kenyan public secondary schools in Ndeiya Division of Limuru into resisting change specifically the introduction of performance contracts?

4.2 Response Rate

Response rate is the proportion of the targeted population that actually participated in all the stages of the research procedures. According to Mugenda and Mugenda (2003), a 50 percent response rate is adequate, 60 percent response rate is good and above 70 percent response rate very good. Table 4.1 gives a summary of the response rate:

Table 4.1: Response Rate

Target respondents	population	Response	Return rate
Teachers	150	88	58.66

Source: (Author, 2014)

Table indicates that, out of the 150 teachers targeted 88 completed and returned the questionnaire. This translated to 56.66 percent, which was deemed adequate for data analysis.

4.3 Demographic Information

This section presents the demographic information of the respondents in the study. It provides a summary on gender, age, marital status, and teaching experience, teaching subjects, level of education and school category of teachers.

4.3.1 Distribution of Respondents by Gender

Gender of the respondents was considered in order to highlight the ratio of male and female teachers working in the area under study. The gender distribution of the teachers is shown in Table 4.2.

Table 4.2: Gender composition

Gender distribution	f	%
Male teachers	44	50
Female teachers	44	50

Source: (Author, 2014)

Table 4.2 shows that 50% of the teachers were male while 50% were female.

4.3.2 Respondents' Age Distribution

The researcher sought to identify the respondents' ages. This would assist the researcher to establish whether age had any effect on teachers' resistance to performance contracting. Table 4.3 has a summary of the findings.

Table 4.3: Teachers age distribution

Age category(in yrs)	f	%
Below 30	8	9.1
30- 40	22	25
41- 50	48	54.54
Above 50	10	11.36
Total	88	100.00

Source: (Author, 2014)

Table 4.3 shows that only 9% of the teachers were in the youthful age. Most of the teachers (55%) were 41-50 while 25% were within the 30-40 years range . 11% of the teachers are above 50 years and therefore preparing for retirement. The table shows that majority of the teachers were experienced enough to offer quality service to the students. According to Nzuve (1998), as people mature and gain more experience, they become more willing and ready to assume higher responsibilities and deal with complex tasks.

4.3.3 Respondents' Marital Status

The researcher sought to identify the respondents' marital status. This would assist the researcher to establish whether marital status had any effect on teachers' resistance to performance contracting. Table 4.4 has a summary of the findings.

Table 4.4: Teachers' marital status

Teachers' marital status

	f	%
Married	53	60
Single	26	30
Separated	9	10
Divorced	0	0
Total	88	100.0

Source: (Author, 2014)

4.3.4 Respondents' working experience

The researcher sought to find out how many years the teachers had taught in Ndeiya Division as shown in Table 4.3.

Table 4.5: Respondents' teaching experience

Teaching experience	f	%
Below 5 years	30	34
6- 10 years	34	39
11- 20 years	16	18
Over 21 years	8	9
Total	88	100.0

Source: (Author, 2014)

From the table 4.5 most teachers at 39% had been working there for 6-10 years. Teachers with an experience of over 21 years were 9% while those with an experience of between

11 to 20 years were 18%. An equally large number 34% of the teachers had a teaching experience of below 5 years. The teachers in the last category were new and less experienced in the teaching job.

4.3.5: Respondents' level of Education

The researcher sought to identify the respondents' level of education. This would assist the researcher to establish whether level of education had any effect on teachers' resistance to performance contracting. Table 4.5 has a summary of the finding.

Table 4.6: Respondents' level of education

Teachers' level of education	f	%
Diploma	16	18.18
Bachelors degree	62	70.46
Masters degree	10	11.36
Doctorate	0	0
Total	88	100.0

Source: (Author, 2014)

Table 4.6 above indicates that 18.18% of the secondary school teachers in the study had at least a diploma in education. These are the least qualified teachers working under the TSC in any secondary school. Majority of the teachers at 71% had a bachelor degree. Only 11% of the teachers had a masters degree while no teacher in the area had a doctorate degree. The table also implies that the area teachers were not well motivated to undertake higher education. This may be as a result poor road network in the area which adversely affects the teachers' mobility to major towns where institutions of higher learning are located.

4.3.6 Respondents' Teaching Subjects

The researcher sought to find out the teaching subjects of the teachers as shown in table 4.7.

Table 4.7: Respondents' teaching subjects

Teachers' teaching subjects	f	%
Humanities	32	36.36
Mathematics	16	18.18
Languages	10	11.36
Science	20	22.73
Total	88	100.0

Source: (Author, 2014)

From the table 4.7 above, majority of the teachers, that is 36.36% working in Ndeiya Division were teaching humanities subjects. A paltry 18.18% of the area teachers were in mathematics. The teachers who taught sciences were 22.73 percent of all the teachers in Ndeiya Division. Those who taught languages were 25.73%.

4.4 Factor Influencing Resistance to Change

Data was collected on the nine factors which had been identified in the literature review. In the questionnaire the respondents were asked to indicate their level of agreement or disagreement with statements about each barrier. The results are presented in tables 4.8 to 4.16. The abbreviations reflected at the top of each table stands for the following: SA-strongly agree, AG-agree, AND-neither agree nor disagree, DA-disagree and SDA-strongly disagree. Each was also give a score as follows: SA-5, AG-4, AND-3, DA-2 and SDA-1. The mean for each statement was computed by dividing the sum of the product of the frequency and the score by the number of respondents i.e. $(\sum(f \times \text{score}) \div 88)$. The grand mean was computed by dividing the sum of the mean for the statements by four.

4.4.1 Communication Barriers

The researcher sought to know whether communication barriers were a cause of resistance to PC among teachers. Table 4.8 below shows the results.

Table 4.8: Communication barriers

Rating	SA		AG		AND		DA		SDA		Score
	5	4	3	2	1						
Comm. barriers	f	%	f	%	f	%	f	%	f	%	mean
Use of tech terms In PC	20	27.73	26	29.54	12	13.64	18	20.45	12	13.64	3.27
Poor attitude to PC	16	18.1	28	31.82	10	11.36	16	18.18	18	20.45	3.09
Limited time to familiarize with PC	32	36.36	30	34.09	2	2.27	8	9.09	14	15.91	3.59
Use of wrong media to disseminate information on PC	22	25	30	34.09	16	18.18	14	15.91	6	6.82	3.55
Grand mean											3.38

Source: (Author, 2014)

Asked whether the use of technical terms in PC led to the teachers' resistance to PC, 22.73% of the teachers reported that they strongly agreed while 13.64% of the teachers strongly disagreed. 29.54% of the teachers agreed that use of technical term in PC was resulting into them not understanding the whole concept of performance contracting and

therefore fostering resistance. 13.64% of the respondents neither agreed nor disagreed while 20.45% disagreed. A majority of the teachers 57.27 agreed that the use of technical terms was causing resistance to PC. Asked whether the teachers had not been given enough time to familiarize and understand what PC was all about, 34.09% of the teachers agreed while 36.36% strongly agreed. 9.09% of the teachers disagreed. The teachers who strongly disagreed comprised 15.91% while those who neither agreed nor disagreed comprised of 2.27%. The majority 70.45% agreed that teachers were not given enough time to familiarize with PC.

As concerns the choice of media used to disseminate information to the teachers on PC, a convincing majority that is 34.09% of the teachers agreed that wrong choice of media was used while 25% strongly agreed. A dismal 6.82% strongly disagree while 15.91% disagreed. 18.18% of the teacher neither agreed nor disagreed. Asked whether poor attitude towards PC was leading to resistance 18.18% strongly agreed, 31.82% agreed while 18.18% neither agreed nor disagreed. Those who disagreed were 38.63%. Communication barriers was ranked the third most importance factor influencing resistance to PC with a grand mean of 3.38.

4.4.2 Motivation

The researcher sought to know whether motivation was a cause of resistance to PC. Table 4.9 below shows the results

Table 4.9: Motivation as a cause of resistance to PC

Rating	SA		AG		AND		DA		SDA		Score
	5	4	3	2	1						
	f	%	f	%	f	%	f	%	f	%	mean
Poor pay for teachers	26	29.55	28	31.82	10	11.36	8	9.09	16	18.18	3.45
No recognition for teachers	32	36.36	23	26.14	11	12.5	4	4.55	10	11.36	3.7
Teachers working conditions	22	25	24	27.27	30	34.09	14	15.09	2	2.27	3.98
Teachers level of training	4	4.55	6	6.82	10	11.36	18	20.45	50	56.82	1.18
Grand mean											3.24

Source: (Author, 2014)

When asked whether poor pay was causing resistance to PC, 31.82%, of the teachers agreed that it was indeed a cause of the resistance to PC while a paltry 9.09% of the teachers disagreed. Those who strongly disagreed made up 18.18% while those who strongly agreed made up 29.55%. 11.36% of the teachers neither agreed nor disagreed. The majority 61.37% agreed that poor pay was causing resistance to PC.

Asked whether lack of recognition was causing the resistance, 36.36%, of the teachers reported that they strongly agreed while 26.14% agreed. A dismal 4.55% disagree while 11.36 strongly disagreed. Those who neither agreed nor disagree comprised 12.5%. The majority 62.5% agreed that lack of recognition was causing resistance to PC. As pertains to the teachers working conditions 25% of the teachers strongly agreed that indeed working conditions were a source of resistance to PC. Those that agreed were 27.27% while 15.09 disagreed. However, a dismal 2.27% of the teachers strongly disagreed.

Those that neither agreed nor disagreed were 34.09%. A majority agreed that working conditions were causing resistance to PC. When asked whether lack of proper training was causing resistance to PC, 56.82%, strongly disagreed while a dismal 4.55% strongly agreed. The teachers who agreed were 6.82% while those who disagreed were 20.45%. Those that neither agreed nor disagreed were 11.36%. The majority at 72.27% of the teachers disagreed that poor training among teachers was causing resistance to PC. Motivation was ranked the six important factor influencing resistance to PC with a grand mean of 3.24.

4.4.3 Performance Measurement

The researcher sought to know whether performance measurement was a cause of resistance to PC. Table 4.10 below shows the results

Table 4.10: Performance measurement

	SA		AG		AND		DA		SDA		mean
	f	%	f	%	f	%	f	%	f	%	
PC has been introduced in the school	10	11.36	40	45.45	16	18.18	10	11.36	12	13.64	3.30
Information on how teaching is measured is provided	22	25	32	36.36	10	11.36	14	15.09	10	11.36	3.48
PC used for evaluation of teacher performance	26	29.54	28	31.82	18	20.35	10	11.36	6	6.82	3.66
Feedback teachers performance is provided	30	34.09	14	15.09	14	15.09	12	13.62	18	20.35	3.30
Grand mean											3.44

Source: (Author, 2014)

When asked whether PC had been introduced in their workstation, 45.45%, agreed while 11.36% strongly agreed. Those that disagreed were 11.36% while those that strongly disagreed were 13.62%. Those that neither agreed nor disagreed comprised 18.18%. The majority of the teachers at 56.81% agreed that PC had been introduced in their workstation. Asked whether teachers are provided with information on how teaching is measured, 36.36% agreed, 25% strongly agreed while 11.36% strongly disagreed. Those that disagreed were 15.09% while 11.36% neither agreed nor disagreed. A majority at 61.36% agreed that teachers were given enough information on how teaching was being measured.

Concerning the use of PC in the evaluation and control of teacher performance, a majority 31.82% agreed while a paltry 6.82% of the teachers strongly disagreed. Those that strongly agreed were 29.54% while those who disagreed made 11.36%. Those who neither agreed nor disagree were 20.35%. A large percentage of the teachers at 61.36% agreed that PC was being used for evaluation of teachers' performance at their station.

As pertains to provision of feed back on their performance, a majority at 34.09% of the teachers indicated that they strongly agreed while 20.35% indicated that they strongly disagreed. Those that agreed were 15.09% while those that disagreed made 13.62%. Those that neither agreed nor disagreed made up 15.09% of the teachers. Most of the teachers at 49.18% agreed that feedback was being provided. Performance measure was the second most important factor influencing the implementation of PC among secondary school teachers in Ndeiya division of Limuru with a grand mean of 3.44.

4.4.4 Leadership Commitment to Change

The researcher sought to know whether leadership commitment to changewas the cause of resistance to PC. Table 4.11 shows the results

Table 4.11: Leadership commitment to change

Rating	SA		AG		AND		DA		SDA		mean
	Score	5	4	3	2	1	f	%	f	%	
Head teachers are loyal to PC	f	%	f	%	f	%	f	%	f	%	mean
Head teachers are loyal to PC	16	18.18	18	20.45	26	29.54	18	20.45	10	11.36	3.14
Teachers are provided with the Resources they need	22	25	26	29.54	18	20.45	16	18.18	6	6.82	3.48
There is good relationship Btw head teachers and teachers	18	20.45	20	22.73	32	36.36	16	18.18	2	2,27	3.41
Evaluation is seen to be fair to all teachers	14	15.91	24	27.27	18	20.45	24	27.27	8	9.09	3.14
Grand mean											3.29

Source: (Author, 2014)

When asked if the head teachers at their school showed willingness and spent energy and were loyal to the implementation of PC, 18.18% strongly agreed while 11.36% strongly disagreed. Those that agreed and disagreed were 20.45% respectively while those that neither agreed nor disagreed were the majority at 29.54%. On the issue of provision of adequate resources to the teachers to do their job, a majority 29.54% agreed that they were provided with enough resources. Those that strongly agreed were 25% while

18.18% disagreed. A dismal 6.82% strongly disagree while 20.45% neither agreed nor disagreed. A majority at 54.54% agreed that teacher were provided with enough resources to do their job.

Asked whether there exists good relationship between the teachers and the head teacher, a majority at 36.36% neither agreed nor disagreed while 20.45% strongly agreed. Those that agreed made up 22.73% while those that disagreed were 18.18%. A dismal 2.27% of the teachers indicated that the relationship between the teachers and the head teacher was not good. A large percentage at 43.18% of the teachers agreed that there was a good relationship between the teachers and the head teacher.

Asked whether they thought that evaluation of individual teachers performance was fair in their school, 27.27% agreed while an equal percentage disagreed. Those who strongly agreed were 15.91%. A paltry 9.09% of the teachers strongly disagreed while those that neither agreed nor disagreed were 20.45%. Leadership commitment to change was ranked fifth among the nine factors influencing the implementation of PC among teachers in Ndenya with a grand mean of 3.29.

4.4.5 Performance Targets

The researcher sought to know whether target set for teacher was the cause of resistance to PC. Table 4.12 below shows the results

Table 4.12: Performance Targets

Rating	SA		AG		AND		DA		SDA		
Score	5		4		3		2		1		
	f	%	f	%	f	%	f	%	f	%	mean
Targets are set for all teachers	18	20.45	42	47.72	14	15.90	6	6.18	8	9.09	3.64
Targets are in line With schools objectives	16	18.18	38	43.18	20	22.72	12	13.63	2	2.27	3.61
Set targets are achievable	14	15.90	28	31.18	28	31.18	14	15.90	4	4.54	3.39
Targets are agreed btw teachers and administration	14	15.90	24	27.27	32	36.36	14	15.90	4	4.54	3.34
Grand mean											3.50

Source: (Author, 2014)

Asked whether target were set to be met by teachers in their schools a majority 47.72% agreed while 20.45% strongly agreed. Those that disagreed were 6.81% while 15.90% neither agreed nor disagreed. A dismal 9.09% of the teachers strongly disagreed. Targets were met in most schools as indicated by a score of 68.17%. When asked whether they thought the targets set were in line with the schools objective, the majority at 43.18% agreed while 13.63% disagreed. Those that strongly agreed were 18.18% while 22.72% neither agree nor disagreed. A dismal 2.27% strongly disagreed.

On the issue of the ability of teacher to achieve the set targets 15.90% strongly agreed that the target set were achievable. Those that agreed and those that neither agreed nor

disagreed were 31.81% respectively. Those that disagreed were 15.90% while a dismal 4.34% strongly disagreed. Target set were generally achievable in most schools.

Concerning the performance target, a majority at 36.36% neither agreed nor disagreed that the set target were mutually agreed between the teachers and the administration of the school. Those that strongly agreed were 15.90% while a similar percentage at 15.90% disagreed. A dismal 4.54% strongly disagreed while 27.27 agreed. The targets that had been set to be achieved by teachers was the most dominant factor influencing teachers resistance to PC with a grand mean of 3.50.

4.4.6 Reward and Punishment

The researcher sought to know whether reward and punishment was the cause of resistance to PC. Table 4.13 shows the results.

Table 4.13: Reward and punishment

	SA		AG		AND		DA		SDA		mean
	f	%	f	%	f	%	f	%	f	%	
Teachers are motivated to work hard	12	13.63	36	40.90	20	22.72	12	13.63	8	9.09	3.36
Compensation is given to teachers For their hard work	12	13.63	20	22.72	22	25	22	25	18	20.45	3.05
Initiative of teachers is rewarded	4	4.54	10	11.3	30	34.09	16	18.18	28	31.81	2.39
Teachers Wages is pegged to performance	6	6.81	0	0	16	18.18	22	25	54	61.36	2.00
Grand mean											2.70

Source: (Author, 2014)

When asked whether teachers were given motivational rewards for high performance a majority at 40.90% agreed while the percentage of those who strongly agreed and disagreed made up 13.63% each. Those that neither agreed nor disagreed were 22.72% while a dismal 9.09% strongly disagreed. Teachers in the area were given rewards for their high performance indicated by a score of 54.53% by the teachers who agreed.

Asked whether they were compensated for their hard work 20.45% of the teachers strongly disagreed while 13.63 strongly agreed. Those that disagreed and those that neither agreed nor disagreed were 25% each. The percentage of those that agreed was 22.72%. As to whether personal initiative of teachers was rewarded the majority comprising 34.09% neither agreed nor disagreed. A large percentage of the teachers at 31.81% strongly disagreed while 11.3% agreed. Those that disagreed were 18.18% while a dismal 4.54% strongly agreed.

When the teachers were asked whether one's wages depended on their performance, a convincing majority comprising 61.36% strongly disagreed. None of the teacher (0%) agreed while 25% disagreed. Those that strongly agreed were 6.81% while 18.18% of the teachers neither agreed nor disagreed. Teachers pay was not pegged on one's performance as indicated by the percentage of 86.36 of the teachers who disagreed. Reward and punishment was ranked the eight important factor influencing the resistance to PC with grand mean of 2.70.

4.4.7 Organizational Culture

The researcher sought to know whether organizational culture was the cause of resistance to PC. Table 4.14 shows the results

Table 4.14: Organizational culture

Rating	SA		AG		AND		DA				
SDA											
Score	5		4		3		2		1		
	f	%	f	%	f	%	f	%	f	%	mean
All teachers sign PC	8	9.09	10	11.36	24	27.27	18	20.45	28	31.18	2.45
Information on changes provided to teachers Is provided to teachers	8	9.09	38	43.18	14	15.90	12	13.63	16	18.18	3.11
Teachers are involved In decision making	8	9.09	16	18.18	18	20.45	20	22.72	26	29.54	2.55
Suggestion and decisions made by teachers is valued by administration	4	4.54	12	13.63	18	20.45	18	20.45	36	40.90	2.20
Grand mean											2.58

Source: (Author, 2014)

Asked whether all the teachers in their school did sign performance contracts a majority at 31.81% strongly disagreed. Those that agreed were 11.36% while those that disagreed were 20.45%. Those that neither agreed nor disagreed were 27.27% while a dismal 9.09% strongly agreed. A large percentage of the teachers at 52.26% disagreed that PC were being signed in their stations. As to whether teachers were informed on changes that

affected them in school a majority 43.18% agreed while 13.63% disagreed. Those that strongly disagreed were 18.18% while those that neither agreed nor disagreed were 15.90%. A dismal 9.09% of the teachers strongly agreed. Information on changes was communicated to teachers as indicated by 52.26% of the teachers who agreed.

Concerning teachers involvement in decision making, 29.54% indicated that teachers were not involved in decision making. 18.18% agreed while 22.72% disagreed. A dismal 9.095% strongly agreed while 20.45% neither agreed nor disagreed that teachers were involved in decision making in their schools. The majority at 52.26% disagreed that teachers were involved in decision making. Asked whether suggestions and decisions made by the teachers were taken seriously by the administration in their schools, a majority at 40.90% strongly disagreed while 4.54% strongly agreed. Those that agreed were 13.63% while those that disagreed were 20.45%. The number of teachers who neither agreed nor disagreed made up 20.45%. A majority at 61.35% indicated that teachers their decisions and suggestions were not taken seriously by the administration. Organization culture the least factor influencing teachers resistance to PC with a grand mean of 2.58.

4.4.8 Organizational Structure

The researcher sought to know whether organizational structure was the cause of resistance to PC among teachers. Table 4.15 shows the results

Table 4.15: Organizational structure

Rating	SA		AG		AND		DA		SDA		
Score	5	4	3	2	1						
	f	%	f	%	f	%	f	%	f	%	mean
Teachers are empowered to make decisions	4	5.90	22	25	16	18.18	22	25	24	27.27	2.55
Teachers know their Duties	36	40.90	32	36.36	14	15.90	6	6.81	0	0	4.11
Authority is delegated	18	20.45	22	25	22	25	18	20.45	8	9.09	3.27
Teachers know whom they are answerable to	22	25	40	45.45	8	9.09	8	9.09	8	9.09	3.61
Grand mean											3.39

Source: (Author, 2014)

Asked whether teachers were empowered to make decisions on their own 27.27% of the teachers strongly disagreed while 5.90% strongly agreed. Those who agreed and those who disagreed were 25% each while those who neither agreed nor disagreed were 18.18%. the majority of the teachers at 45.45% indicated that they were not empowered to make decisions. The majority of the teachers at 40.90% strongly agreed that teachers knew their specific duties in their school while none 0% strongly disagreed. Those who agreed were 36.36% while those who disagreed were 6.81%. 15.90% of the teachers neither agreed nor disagreed that teachers knew their specific duties in their school.

When the teachers were asked whether authority was delegated at their schools 9.09% strongly disagreed while 20.45% strongly agreed. Those who agreed were 25% while those who disagreed were 20.45%. The percentage of those who neither agreed nor disagreed was 25%. A majority at 40.9% disagreed that authority had been delegated in their schools. When asked whether each teacher knew whom they were answerable to in the schools a majority 45.45% agreed while 9.09% disagree. Those that strongly agreed were 25% while those who strongly disagreed were 9.09%. 9.09% of the teachers neither agreed nor disagreed. A large percentage of the teachers at 70.45% agreed that each teacher in their school knew their specific duties. Organization structure was ranked the fourth among the nine factor influencing resistance to PC with a grand mean of 3.39.

4.4.9 Appraisal /review

The researcher sought to know whether Appraisal /review of teachers was the cause of resistance to PC among teachers. Table 4.16 shows the results

Table 4.16: Appraisal /review

Rating	SA		AG		AND		DA		SDA		
Score	5	4	3	2	1						
	f	%	f	%	f	%	f	%	f	%	mean
All teacher participate in Performance appraisal	4	4.45	14	15.9	36	40.91	24	27.27	10	11.36	2.75
PA is seen to be fair to all	2	2.27	12	13.64	30	34.9	20	22.73	24	27.27	2.52
PA score known by teachers	2	2.27	30	34.9	24	27.27	16	18.18	26	29.55	3.07
Teachers are Involved in PA	8	9.09	18	20.45	20	22.73	18	20.45	24	27.27	2.64
Grand mean											2.75

Source: (Author, 2014)

When asked whether all teachers participated in performance appraisals 40.91% of the teachers neither agreed nor disagreed. Those who strongly agreed made up 4.55% while 11.36% strongly disagreed. Those who agreed were 15.91% while those who disagreed 27.27%. Asked whether they thought that the appraisals were fair to all teachers the majority at 34.9% neither agreed nor disagreed. Those who strongly agreed were 2.27% while 24.27% strongly disagreed. Among the same teachers 13.64% agreed while 22.73% disagreed.

When the teachers were asked whether they were informed about their appraisal score after the exercise 34.9% agreed while 18.18% disagreed. Those who strongly agreed were a dismal 2.27% while 29.55% strongly disagreed. Among the same teachers 27.27% neither agreed nor disagreed. The majority of the teachers at 47.73% disagreed that they were informed of their appraisal scores. Concerning their involvement in performance appraisal the majority at 27.27% strongly disagreed that they were involved while 9.09% strongly agreed. Those who agreed were 20.45% while those who disagreed were a similar percentage at 20.45%. 22.73% of the respondents neither agreed nor disagreed. Appraisal and review was ranked the seventh among the nine factors influencing the resistance to PC among teachers with a grand mean of 2.75.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter contains a summary of the entire study and the conclusions. The recommendations on the findings are discussed after which areas of further research are suggested.

5.2 Summary of the Findings

The purpose of the study was to investigate the perceived factor influence public secondary schools teachers resistance to the implementation of performance contracting in Ndeiya Division, Limuru District. A questionnaire for the teachers guided the study. The questionnaire was validated through consultations with the supervisors and other educational research experts. The study was conducted using the descriptive survey design. The study targeted 150 secondary schools teachers in all the 9 public secondary schools in Ndeiya Division.

Findings revealed that the majority at of teachers saw the use of technical terms in PC as a cause of resistance to PC. Asked whether teacher had not been given enough time to familiarize and understands what PC was all about, most agreed. A majority of teachers agreed that wrong choice of media was used to disseminate information on PC to teachers. Poor pay and lack of recognition was cited another cause of resistance by a majority at teachers. As pertains to the teachers working conditions a majority agreed that indeed working conditions were a source of resistance to PC. Teachers however disagreed that lack of proper training was a cause of resistance to PC. It was also revealed that PC had been introduced in the majority of the stations.

Teachers had been provided with adequate information on PC. PC was also being used in most stations to evaluation the teachers' performance. The majority of teacher got feed back on their evaluation scores. Head teachers in the area did not give energy and loyalty to the implementation of PC however it was evidence that the same head teachers were availing adequate resources to teacher to do their jobs. There was generally a good relationship between the teachers and the head teachers in most institutions. The

evaluation of teachers was however seen to be unfair by many. Target to be achieved had been set in most schools. Most teachers agreed that the targets were in line with the schools objectives and a large number also indicated that the targets were achievable. Most teachers reported that they were motivated and rewarded for high performance. An equally large number also indicated that they were compensated for their hard work. In most of the schools the personal initiative of teachers was however not rewarded

When the teachers were asked whether one's wages depended on their performance a convincing majority disagreed. A majority indicated that they signed PC in their institutions and were also informed of changes affecting them in their institutions. The study revealed that teachers in the area were not adequately involved in decision making and that their suggestions and decisions were not taken seriously by the administration of their schools. On the issue of empowerment the majority indicated that they were not empowered to make decision. A majority of the teachers reported that they knew their specific duties in their school. Most schools had delegated authority to teachers and each teacher knew whom they were answerable to in the school. Most teachers reported that they were not informed of their appraisal scores and were also not involved in the appraisal process.

The targets that were set to be met by teachers was the factor that had the greatest influence in the teachers resistance to PC. This was ranked number one. Performance measure was the second most important factor influencing resistance ranked at position two. The third most important factor that was influencing resistance was communication barriers. Organization structure was ranked fourth while leadership commitment to change was ranked fifth. Organization culture was perceived as the least factor influencing resistance followed by reward and punishment which was ranked eighth. Motivation was ranked sixth while appraisal and review was ranked seventh.

5.3 Conclusion

After careful analysis of the perceived factors influencing teachers resistance to the implementation of PC in public secondary school in Ndeiya Division, Limuru District, the study concluded that the factors that have been cited by other researchers as influencing resistance to change were indeed influencing the resistance to the implementation to PC in public secondary school in Ndeiya Division, Limuru District. These factors were communication barriers, lack of performance measurement, lack of leadership commitment to change, low motivation, poor organizational structure, poorly formulated targets, lack of proper reward, unsupportive organizational culture and inadequate performance appraisal.

The factor that was perceived as being the most important factor influencing resistance to the implementation of PC was the targets that were set to be met by teachers. This was ranked first among the nine factors and was followed by performance measure which was ranked second and communication barriers which was ranked third. The organization structure in the institutions was ranked the fourth among the factors while leadership commitment to change was ranked fifth. Organization culture was perceived as the least important factor influencing resistance with a ninth rank among the nine factors. Reward and punishment was ranked the second least important factor influencing resistance to PC. It was ranked eighth. Motivation was ranked sixth while appraisal and review was ranked seventh among the nine factors.

5.4 Recommendations

Following the research findings and conclusions, the following recommendations were made:

Measures should be put in place to change teachers' poor attitude towards PC as this was resulting to resistance to PC.

Teacher should be given enough time to familiarize with PC before it is fully implemented in the public secondary schools.

Appropriates media should be used to determinate information on PC to teacher.

The teachers pay should be improved and they should be accorded more recognition for their job.

The teaching conditions in the schools needed to be improved in order to boost teachers' moral.

Head teacher should give energy and loyalty or the implementation of PC to ensure successful implementation.

Head teacher should strive to ensure that the evaluation of individual teachers is fair to all
There should be more consultation between the administration of schools and teacher in the setting up of the performance targets this would enable teacher to own their target and work towards achieving them.

Teachers should be rewarded for personal initiative and for high performance to boost their motivation.

Attempts should be made to ensure that wages is pegged to performance in order to motivate hardworking teachers and discourage poor performance.

PC should be introduced in all schools to be signed by all teachers. Without performance measurement teachers are unlikely to work hard.

Teachers should be regularly informed of changes that affect them in school. This will reduce conflict between the teachers and the administration.

The views and decisions taken by teachers should be taken seriously by the administration.

Attempts should be made to disclose the PA score of individual teachers. This would enable them know how they are performing and therefore assist them improve on weak areas.

5.5 Suggestions for further research

The study found that teachers working in Ndeiya Division had not been adequately motivated to work hard in their teaching job. There were communication barriers, lack of proper performance measure, poor appraisal, lack of reward, poor culture, lack of leadership commitment to change all, which resulted to the resistance to the implementation of PC. Further research needs to be carried out in the following areas:

Since the study was carried out in one Division only, more studies should be replicated in the other Divisions of Kiambu County and even in the other 46 Counties in order to corroborate the research findings.

There is need for further research on other factors influencing resistance to performance contracting. This research dealt with nine factors their could be other factors.

Further research should be carried out on factors influencing resistance to performance contracting in private secondary schools.

Comparative research should be carried out on factors influencing resistance to performance contracting in public and private primary schools in the area.

Studies may also be done on the factors influencing resistance to performance contracting using an interview guide rather than questionnaire which was used in this study.

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APPENDICES

Appendix I: Transmittal Letter

University of Nairobi,
P.O. Box 30197,
Nairobi.

Dear principal,
.....secondary school,
Ndeiya- Limuru.

Dear Sir/ Madam,

RE: Questionnaire on Performance Contracting

I am a postgraduate student at the University of Nairobi currently carrying out a study on factors influencing teachers' resistance to the implementation of performance contracting in Ndeiya Division, Limuru District.

Your school has been selected to take part in the study. I am therefore humbly requesting for your permission to gather the required information at your school. The responses are strictly meant for the study and your school's identity will be treated with confidentiality. Your support will be highly appreciated.

Yours sincerely,
Ngigi Harrison Njaaga

Appendix II: Teacher's Questionnaire Guide

You are politely requested to fill this questionnaire that seeks to find out the factors influencing teachers' resistance to performance contracting among secondary school teachers. The information obtained is strictly for research purpose and will be treated with confidentiality. For each of the item, tick the appropriate box that indicates your correct details.

Section I: Background Information

1. What is your gender? Male () Female ()
2. What is your age in years? Below 30 () 30-40 () 41- 50 () Over 50 ()
3. What is your marital status? Single () Married () Separated ()
Divorced ()
4. For how long have you worked in Ndeiya Division under the TSC?
Below 5 years () 5-10 years () 11-20 years ()
over 21 years and above ()
5. What are your teaching subjects? Sciences () Mathematics ()
Languages () Humanities ()
6. What is your level of education? Diploma () Bachelors degree () Masters ()
Doctorate ()
7. What is the category of your school? National () County () District ()

Section II: This section provides you with items related to your work. The items are divided into sub-items. Please indicate your level to which you agree or disagree with each sub-item by putting a tick in the number that represents your feelings. The key to the scale is provided below:

5) - Strongly Agree 4) - Agree 3) - neither Agree nor Disagree 2) – Disagree.

1) - Strongly Disagree

Please indicate the extent to which you agree or disagree with the following statements	5	4	3	2	1
1) Use of technical terms in PC has made it difficult for teachers to understand PC this has led to resistance to PC (performance contract)					
2) Teachers poor attitude of towards PC has led to resistance					
3) Teachers have not been given enough time to familiarize with information on PC this has led to resistance to PC					
4) Wrong media has been used to disseminate information on PC.					
5) Teachers are not paid well that is why they are resisting PC					
6) Teachers are not getting enough recognition for their work that is why they are resisting PC					
7) Teaching environment is not conducive.					
8) Teachers are not well trained that is why they are resisting.					
9) PC has been introduced in you institution.					
10) PC does provide information on how teaching is to be measured.					
11) Performance measurements are used to evaluate, control and improve operations process in order to ensure that the school achieves its goals and objectives					
12) Teacher regularly gets feedback on their performance					
13) The Head Teachers has shown willingness and given energy and loyalty to the implementation of PC					

14) The Head Teachers provides the necessary resources to the teachers to do their job,					
15) There is good relationship between the teachers and the Head Teacher in your institution.					
16) There is fair evaluation of individual Teacher's performance in your school.					
17) Target are set to be met by teachers					
18) Set targets are in line with the schools objectives					
19) The set targets are achievable by the teachers					
20) Set targets are mutually agree between teachers and administration					
21) Teachers are given motivational rewards for high performance					
22) Teachers are compensated for their hard work					
23) Personal initiative by teachers is rewarded					
24) Wages among teachers depends on ones performance					
25) All teachers in our school signs performance contracts					
26) Teachers are informed of changes that affects them in the school					
27) Teachers are involved in decision making					
28) Suggestions and decisions made by teachers are taken seriously by the administration.					
29) All teachers undergoes performance appraisal					
30) Teachers perceive the appraisal as fair to all teachers					
31) Teacher are informed about their appraisal scores after the appraisals					
32) Teachers are involved in their appraisal together with their appraisers					
33) Teachers are empowered to to make decisions on their own					
34) All teachers know their specific duties in the school					
35) Authority has been delegated in our school					
36) Each teacher knows who they are answerable to in the school.					

Thank You for Your Co-operation.