

**EFFECTIVENESS OF PERFORMANCE CONTRACTS AMONG
SECONDARY SCHOOL TEACHERS IN NAIROBI CITY COUNTY,
KENYA**

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in Master of Education in Corporate Governance

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DECLARATION

I declare that this research proposal is my original work and has not been submitted for award of a degree in any other university.

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DEDICATION

This research project is dedicated to my children Cyprian and Sharon and my siblings: George, Gerald, Geoffrey, Meg, Praxie and Eileen.

ACKNOWLEDGEMENT

I thank the Almighty God for giving me strength to undertake and accomplish this study. To Him, be the glory!

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ABBREVIATIONS AND ACROYNMS

BOM	Board of Management
ERS	Economic Co-operation and Development
ERSWEC	Economic Recovery Strategy for Wealth and Employment Creation
FPE	Free Primary Education
FSE	Free Secondary Education
GoK	Government of Kenya
GPRA	Government Performance and Result Act
MOEST	Ministry of Education, Science & Technology
PC	Performance Contract
PS	Principal Secretary

ABSTRACT

The use of Performance Contracts has been acclaimed as one effective and promising means of improving the performance of teachers and secondary schools and Government departments. The main purpose of the study was to investigate the effectiveness of performance contracts among secondary school teachers in Nairobi City County, Kenya. The study was guided by the following objectives; to establish teachers' awareness level of PC in secondary schools, to examine how the provision of adequate resources influences effectiveness of performance contracts among secondary schools teachers, to establish the influence of teachers' trade unions on the effectiveness of Performance Contract and to establish factors hindering effectiveness of Performance Contracting among secondary school teachers in Nairobi City County. The study employed exploratory survey design. The target population was teachers in secondary schools in Nairobi City County. The study employed stratified random sampling for the schools and the secondary school teachers. The sample size was 20 secondary schools in Nairobi County and 300 secondary school teachers. Primary and secondary data were used of which primary data were collected through the use of questionnaires and secondary data through literature review and from published and unpublished scholarly reports, and government documents. Descriptive statistics comprising of frequencies and percentages were used to analyze data statistics comprising frequencies. The key findings for the study are; majority of the teachers are not aware of the meaning, importance and requirements of the performance contract in addition they lack adequate information on the role of PC in schools; Adequate resources are key to effectiveness of PC in schools, the study revealed that most schools lack adequate resources, facilities and infrastructure and these could not only hinder the effective implementation of PC in schools but also hinder the effectiveness of the PCs in improving teaching and learning. In addition lack of adequate resources is a threat to teachers since resources play a key role in PC in enabling players meet their targets. Most teachers trust their trade unions to make decisions affecting their welfare and especially in unclear circumstances. Several factors hinder the effectiveness of PC in secondary schools and they cut across inadequate knowledge by key players in PC process and role, lack of adequate resources, trade union influence, negative attitude and the fear that the PCs can be used to victimize teachers. The study strongly recommends that the government organizes workshops and seminars to sensitize teachers and key stakeholders on the benefits and requirements of PC.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Performance contracting is a branch of management science referred to as Management Control System. It is a contractual agreement to execute a service according to agreed-upon terms, within an established time period, and with stipulated use of resources and performance standards. A Performance Contract is a statement in writing about expectations of the managers and the employees and commitments for the coming period. There are two parties to the performance contract: statement of key responsibilities and standards of performance for each of those responsibilities. According to Messah and Kariuki, (2011), Performance based contracting has been utilized by both the private and public sectors as an effective way of providing and acquiring quality goods and services within available budgetary resources. Whereas within the private sector, profit orientation and competitiveness have necessitated the introduction of performance contracts, the public sector has taken long to embrace the practice.

The concept of Performance contracting is historical. Performance contracts were first introduced in France after the publication of the famous Nora Report on the reform of state owned enterprises in France. They were introduced in the US in 1993 as part of the Government Performance and Result Act

(GPRA) Today, almost all Organization for Economic Co-operation and Development (OECD) Countries use some variant of Performance Contracts in managing the public sector (Obongo, 2009). In Latin America, Performance Contracting has been used in different times in Argentina, Brazil, Bolivia and Venezuela (GoK, 2010). In France, PC was put in place to improve public service through use of management indicators to measure efficiency, productivity and quality (Grapinit, 1999). Contract plans for improving the public sector was not successful in Swaziland because the institutions to implement the contracts did not get adequate preparation.

The USA, England, Singapore, Sweden, Finland and New Zealand to mention a few are some of the countries that have implemented PC in the educational system. In the USA where PC is well entrenched in the education system across the states, with school boards as the PC Managers. The National Education Assessment by the US Department of Education (2010) indicates thirty six states already provide some form of merit pay for teachers PC programs begun receiving nationwide public attention in 1970-71 and were spurred by the US office of Economic Opportunity (OED). Initially there were implementation problems arising from challenges from teachers' unions and professional groups, but eventually the proponents have been able to overcome the barriers. However, the practice continues to draw mixed reactions and empirical studies have produced contradicting evidence. A 2009 analysis of a major program in Texas that linked teachers' pay to student achievement gains to tests, showed no evidence to success. According to a

study by Solomon and Podgursky (2009), on the pros and cons of Performance based compensation for teachers in the USA and it was concluded that although the PC practice faces a serious number of objections, these can be dealt with.

The issue of Performance Contracting has been acclaimed as an effective means of improving performance in public enterprises as well as government departments all over the world. Its success such as diverse countries like France, Pakistan, South Korea, Malaysia and India has sparked a great deal of interest around the world. Education sector in many African countries is confronted with many challenges which constrain their delivery capacities. They include the human resource factor relating to shortages of manpower in terms of numbers, key competencies, lack of appropriate mind sets and accountability (Gok, 2010).

Since independence in Kenya performance of Education sector has been deteriorating largely as a result of management systems which put emphasis on compliance with processes rather than results. This coupled with the absence of clear well formulated objectives made it difficult to assess institutional and individual performance (Government of Kenya, 2005a). Recognizing that the Public Services efficiency sets standards of performance on the other sectors, the government embarked on a series of public sector reforms in 1993 aimed at improving the service delivery and effective utilization of resources. Among the strategies adopted in this regard were; the

Repaid Results Initiative (RRI), Performance Contracting (PC), Citizens Service Delivery Charter, Transformative Leadership and Institutional Capacity Building (Gok 2003). Among these initiatives, Performance Contracting has had the highest impact on service delivery. It is based on the premise that what gets measured gets done, that if you cannot see and measure success, you cannot reward it. If you cannot recognize failure, you cannot correct it and if you can demonstrate results, you can win public support (Trivedi, 2000).

The Economic Survey in Kenya, 2004 indicates that the recurrent government spending on education has been higher than any other social sector spending, that is, 73% of the social sector expenditure. Further the education recurrent budget rose from 35% of the public sector recurrent budget in 2000 to 39% in 2004. Therefore the ever increasing spending on education, stakeholders and financiers require evidence of effective and responsible use of resources allocated. Wagner, (ibid) further asserts that there is general agreement that school performance and the quality of school programmes are best understood in terms of results and output and that agencies, have no right to know about these results and the cost/benefits associated with their schools. He also points out that many proposals on accountability focus on the accountability of teachers because they assume that teachers are responsible for student performance. Of the various forms of accountability proposed for education, the concept of Performance Contracting is often cited as the most effective strategy to assure accountability for results (CER, 1997).

Proponents of PC have identified a number of secondary school preconditions for successful implementation of PC in any school. First there is need for the Government (as principals) to explicitly state their objectives, prioritize and translate them into performance improvement targets. Second, the principals need to credibly signal their commitment to the contract such as through delegation of meaningful autonomy to senior managers. All necessary is functional managerial systems where quality information is available and well managed. Monitoring and Evaluation of activities and outcomes is also necessary to ascertain the level of performance. There are also critical management tools which are pre-requisite for effective performance management. These include strategic plans, work plans, service charters, balanced score cards and performance appraisal systems to which performance contracts are aligned. These tools are essential in establishing standards, objectives and targets to be met; as well as measuring of performance.

In Education, PC involves first establishing a fairly definitive set of performance or learning objectives, followed by evaluating or measuring student progress which reflects teacher performance toward the set objectives over a period of time, then reporting of the progress as measured after which rewards are assigned or withheld on the basis of such performance. The teachers are mainly held accountable because it is assumed they are responsible for the management of the school plant and the student performance, the output which defines the school quality (Eshiwani, 1993).

The implementation of the process for PC began in Kenya in 2004 with many ministries and state corporations signing performance contracts with their respective agencies as stipulated in Legal Notice No. 93 of 2004 at the launch of the KESSP (2005) the education Permanent Secretary (PS) reiterated that the implementing of the proposed programmes, the government expected effective delivery of services at all levels of education and training and that there would be need to build reform minded teams with a commitment for change towards a results based management. Teachers were asked to be reform minded and will to adapt to the continuously changing education system and accept to enter into performance contracts with their employer by July 1, 2005. Also stakeholders in education have intermittently indicated that schools and teachers should be held accountable for school performance. Most organizations placed on PC have reported improved service delivery. The review of PC in the Public Sector (Republic of Kenya, 2010) and the National Customer Satisfaction Survey Report (Republic of Kenya, 2009); show that PC in public service in Kenya has yielded significant benefits to the country. The reports point out some of the benefits as: improved transparency, responsiveness to public service, accountability as well as improved profit levels.

However, the teaching force in Kenya has persistently resisted PC in schools leading to speculations that “teachers do not fully understand the concept and benefits PC or that if they do, then they have fundamental reasons for the outright rejection of the idea” (Oswago, 2005). The general observation is that

the raging dispute between teachers and the Government over PCs is a clear demonstration of poor communication about a new policy. Indeed a cursory perusal of circulars from the Ministry of Education (MOE) and the Teachers Service Commission (TSC) to schools does not reveal any official communication concerning PC for the aversion teachers have for the idea of PC, was clearly demonstrated when they shouted down the education minister and his PS at the 2005 Kenya Secondary Schools Heads Association (KSSHA) Annual General Meeting in Mombasa. However, the TSC in 2008 hardened its stance saying that those teachers who failed to sign the PCs would be sacked. In this light, it will be interesting to establish the effectiveness of Performance Contract among teachers in secondary schools in Nairobi City County.

It is important to note that Kenyan version of PC in theory is applauded as an example of International best practices (Trivedi, 2007), however, there seems to be a state of concern on effectiveness of implementation of PC among secondary school teachers as seen in teachers reluctance to fill the PC (RoK, 2010). The issue of performance among secondary schools in Kenya has been and still remains to be of concern among various stakeholders. For instance, Nyamongo (2012) observed that there have been a number of issues affecting the overall performance of students in Nairobi. It is believed that the Performance Contracts would create a management system that focuses on the attainment of desired results and instilling a framework of accountability. With the implementation of Performance Contracting in the last ten years

(since 2004), there is need to investigate the factors influencing effectiveness of PCs on performance among secondary school teachers in Nairobi City County, Kenya.

1.2 Statement of the Problem

The continuous need to improve efficiency and effectiveness in secondary schools in light of scarce resources and the high public expectations, all schools were put on Performance Contracts by the Government. The Government has also insisted that teachers must sign PCs just like other public servants (Gaconi, 2008). Teacher, however have continuously rejected the signing of PCs as they consider them punitive and untenable. Teachers seem to be reluctant in signing PCs due some reasons not yet established through research.

The previous studies conducted by Ogoye, (2002) on performance contracting have concentrated on implementation while one study had tackled the general impact of performance contracting in state corporations (Korir, 2006). Research studies conducted by Njeri, (2011); Mbugua, (2011) and Mpapale, (2011) have also not raised issues on effectiveness of PCs among secondary school teachers in Nairobi City County. A knowledge gap exists regarding the effectiveness of performance contracting among teachers in secondary schools in Nairobi City County. It is from this background that this study sought to

establish the effectiveness of performance contracting as practiced among secondary school teachers in Nairobi City County.

1.3 Purpose of the study

The purpose of this study is to establish the effectiveness of performance contracts among secondary school teachers in Nairobi city county Kenya.

1.4 Research objectives

The objectives of the study were;

1. To establish teachers' awareness level of Performance contracting in secondary schools in Nairobi City County, Kenya.
2. To examine how the provision of adequate resources influences effectiveness of Performance contract among secondary schools teachers in Nairobi City County, Kenya.
3. To establish the influence of teachers' trade unions on the effectiveness of Performance Contract among secondary school teachers in Nairobi City County, Kenya.
4. To determine factors hindering effectiveness of Performance Contracting among secondary school teachers in Nairobi City County, Kenya.

1.5 Research Questions

In order to achieve the foregoing objectives of the study, the following questions were addressed.

1. What is the teachers' awareness level of Performance contracting in secondary schools in Nairobi City County, Kenya?
2. How does the provision of adequate resources influence effectiveness of the performance contracts among teachers in Nairobi City County, Kenya?
3. What is the influence of teachers' trade unions on the effectiveness of Performance Contract among secondary school teachers in Nairobi City County, Kenya?
4. What factors hinder effectiveness of Performance Contracting among secondary school teachers in Nairobi City County, Kenya?

1.6 Significance of the study

Findings of this study may contribute to a pool of research work on education particularly to the area of Performance contracting among Secondary School teachers which has not been thoroughly researched on. TSC and MoEST may also find important data on which to base their future decisions and policies on Performance contracting for secondary teachers. The findings of this study may provide secondary school teachers with scholarly platform on which to base their future arguments for and against the contract. The study may also benefit learners in terms of contribution towards improving quality education.

1.7 Limitations of the Study

1. Performance Contracting is a relatively new area of study with little focused on secondary schools. Due to the limited literature on PC in secondary schools this study has concentrated on review of related literature, research studies and findings in the corporate world and tertiary institutions.
2. Lack of information by respondents on Government Policy guidelines pertaining to PCs was thought that it could hinder respondents giving accurate and informed opinion about PCs since they may not have been sensitized or trained on Performance contracting process.
3. Further, the secondary schools visited could have been operating on different management structures and the teachers would have been reluctant to voice their opinions freely.

1.8 Delimitation of the Study

The study targeted public secondary schools in Nairobi City County and therefore did not cover other counties. The study relied on the teachers in secondary schools in Nairobi City County which may have not provided a conclusive result that can be generalized to the whole country.

1.9 Basic Assumptions

1. All teachers in Nairobi City County have knowledge of PC management practices.

2. All the teachers in secondary schools in Nairobi City County have commitments towards raising the standards of education in their schools, improving efficiency of available resources and attainment of desired results.

1.10 Operational definition of significant terms

Accountability refers to obligation by teachers to give a report, description, explanation, or justifying analysis on their performance at work to their employer (the TSC) and the stakeholders who may include parents, sponsors and school management boards.

Basic Education Act 2012 refers to any ruling of Parliament governing Education in the country

Education refers to development process provided by a school or other institutions for acquisition of desired knowledge, skills and attitude which encompasses activities, processes and concepts.

Effectiveness refers to the capability of producing the desired results

Efficiency refers to ability to avoid wasting materials, energy, efforts, money, and time in doing something or in producing a desired result.

Influence refers to the power to have an effect on persons or things.

Motivation refers to the extent to which persistent effort is directed to a goal.

Performance refers to the manner one carry's out their task diligently and effectively in terms of delivery.

Performance Contract refers to a freely negotiated performance agreement between teachers and their employer (the TSC) in which the intentions,

obligations, responsibilities and powers of the parties are clearly specified.

Policy refers to a state of conduct within an organization/institution.

Quality refers to the degree of excellence in academic performance.

1.11 The Organization of the study

The study comprises of five chapters. Chapter one presents the introduction comprising of background to the study, statement of the problem, purpose of the study, objectives, research questions, significance of the study, basic assumptions, definition of the terms and the organization of the study. Chapter two comprises of literature review of relevant literature related to this study with themes derived from the study objectives.

Chapter three deals with research methodology covering research design, sample size and sampling procedures, research instruments and their validity and reliability, data collection procedure and data analysis. Chapter four contains data analysis, presentation and interpretation. Chapter five summarizes the research findings, makes conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter on literature review discusses literature related to this study topic. The sources of information in this literature review include seminar reports, discussion paper series, daily newspapers and other media reports, empirical research reports, published books on educational and performance management and various policy documents. The review seeks to synthesize definitions of PC; outline the successes and challenges in implementing PC in secondary schools as well as the lessons learned from the experiences. The themes under which the literature was reviewed are: teachers' awareness level of Performance contracting, adequate resources' influence on effectiveness of Performance contract, teachers' trade unions' influence on the effectiveness of Performance Contract and factors hindering effectiveness of Performance Contracting in addition to Historical background on PC, Policy guidelines on PC, Rationale for introducing PC in Secondary schools and evaluating school performance. Theoretical and conceptual frameworks are also provided.

2.1 Rationale for Introduction of PC in Education.

The introduction of contracts and management by results is used to increase performance and pursue accountability among other objectives. Basic concerns which comprise a major component of the rationale behind the demand for greater accountability on the part of teachers and school managers

are related to efficiency and effectiveness. Rising costs in the provision of education have led taxpayers and other financiers to demand that teachers and schools be held accountable for greater efficiency especially when increased funding is required.

The Economic Recovery Strategy for Wealth and Employment Creation (ERSWEC 2003-2007) identified education as one of the key pillars in bridging the poverty gap in Kenya. With teachers accounting for about 55% of the public service workforce the TSC had to take key reform measures in line with the government public service reform agenda which put emphasis on improved service delivery. To enhance the reform agenda that put emphasis on improved service delivery, the commission adopted the performance improvement strategy that entails strategic planning, introduction of PC and other results-based management initiatives.

PC is perceived as a way of improving student performance and accountability in schools especially where standardized test scores, graduation rates and school attendance are poor (Pordgusky and Solomon, 2000). For example, with the rapid expansion of education in Kenya especially with the inception of the Free Primary Education (FPE) and Free Secondary Education (FSE), emphasis has shifted from the mere provision of Education to the issue of quality education offered in schools. Studies designed to assess learning outcomes at various stages of schooling in Kenya have come up with reports indicating high rates of graduates to be functionally illiterate. Hence, the

rising public spending on education and falling standard implies considerable inefficiency in translating spending into learning outcomes, a key factor that has led the stakeholders to call for PC of schools and teachers. For instance, following poor performance in schools in the USA Maverick educators, administrators and elected officials pushed for introduction of PC starting in the mid-1990s.

Similarly, in Sierra Leone, the Government has accepted the recommendation to implement PC of head teachers and principals of secondary schools and tertiary institutions informed by the principles of RBM as outlined in the Government White Paper of 2010. This followed an inquiry into the poor performance of pupils in two major examinations the 2008 Basic Education Certificate Examination (BECE) and 2009 West African Senior School Certificate Examination (WASSC). Findings from other African countries Burkina Faso, Cameroon, Cote d'Ivoire, Madagascar Mali and Senegal showed significant and other positive effect of PCs on learning (Bourdon and Michadowa, 2005). Other African countries including Nigeria, Rwanda, South Africa, Tanzania and Zimbabwe have expressed interest in the Kenyan model of PCs especially after Kenya's winning 2007 UN Public Service award in category 1 in improving transparency, accountability and responsiveness in the Public service (Gok, 2010). Other African countries like Ghana are slowly picking the queue.

Management experts argue that result based management is the most ideal type for those in the teaching profession. This is because among other things, the PC practice enables management to break down institutional strategic objectives into deliverables and provide indicators of the impact of efforts made through compliance with set budgetary levels and costs (IPPAR, 2008) Such concerns have led to such calls for teachers to sign performance contracts to ensure accountability and improved educational outcomes.

Clearly, the general feeling among the stakeholders is that the education system in Kenya has issues relating to effectiveness and efficiency, and that placing teachers and managers of schools on PC can, to a great extent, address these issues. However, of great concern is that over seven years since this idea was first proposed, and it has not been effectively implemented. The implication is that for as long as PC is not implemented, then the desired accountability, improved performance and by extension public support will continue to be elusive in the education sector. It has also been observed that the teaching force may constitute a major inertial factor in the introduction of any educational change (Fullan, 2001). It is therefore imperative for the policy makers to win the support of teachers for PC, so as to gain its benefits.

Much of the literature reviewed, focused on the benefits associated with PC in Education but had not sought to find out schools' perception of the rationale presented for the introduction of PC in schools and in particular the implementation of PC among teachers in secondary schools as well as the

benefit of this in Education. This study seeks to establish the factors that influence effective implementation of PC among teachers in secondary schools.

2.2 Policy guidelines on Performance Contract

Policy guidelines on PCs are issued by the Government to provide guidance and standardization to all MDAs so that content of the model are not altered. In line with Government requirements, (Rok, 2010); educational institutions are expected to anchor their PCs on their strategic plans from which objectives should be drawn. Institutions should set growth oriented targets relevant to the mandate of the agency and fully linked with budgets. Once negotiated, vetted and signed, performance contracts cannot be changed midstream.

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

Vetting of the draft is done to ensure that contracts comply with the guidelines which are updated annually. After vetting, Board of Management (BOM) as the body mandated to manage running of schools on behalf of the Minister for MOEST are supposed to sign the contract with head teachers of institutions

who in turn sign the contract with the teachers. Implementation of PCs is monitored through the submissions of quarterly progress reports by BOMs to the PS, PC Department and to the Controller and Auditor General. According to Sinutu (2008), poorly implemented regulations arise out of lack of information and expertise pertaining to the PCs by implementing bodies which may hinder effective implementation of PCs in among secondary school teachers. The Performance Contracting Implementation Stages and Cycle is displayed in Figure 1 below.

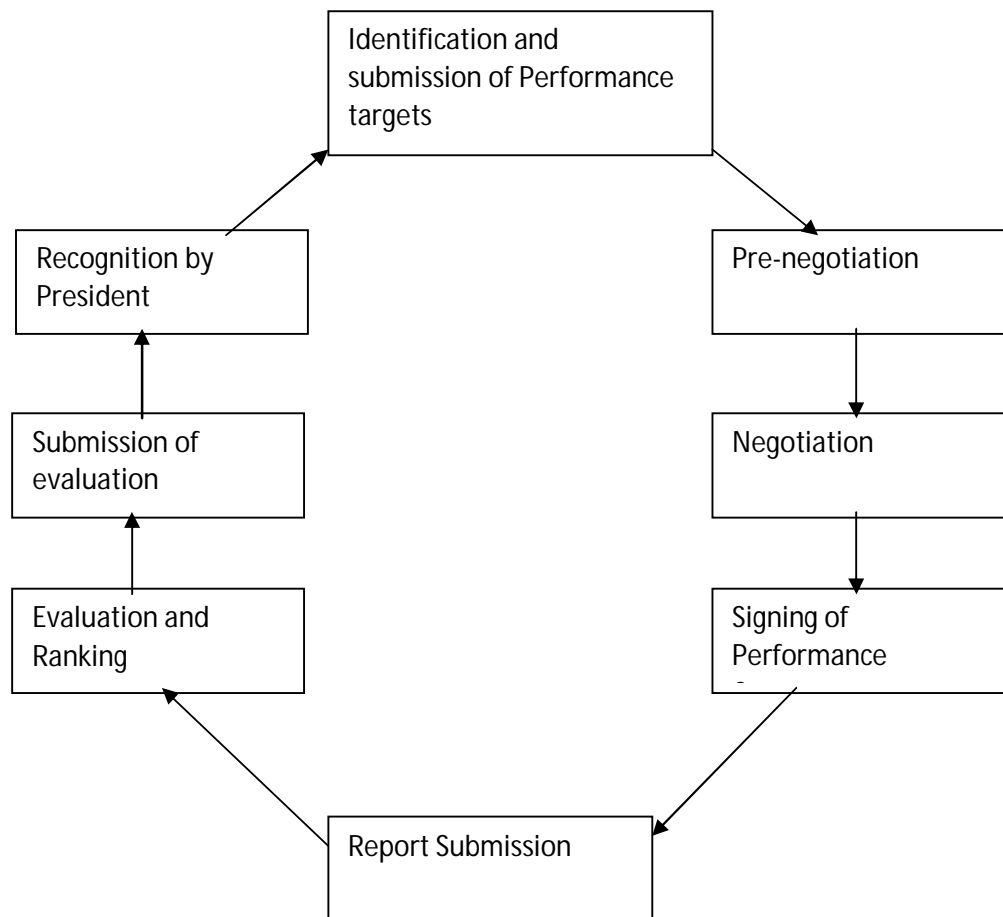


Figure 1: The Performance Contracting Implementation Stages and Cycle

Source: A panel of Review of Performance Contracting Republic of Kenya

2.3 Teachers' awareness and Importance of Performance contracting

Performance Contract is an agreement between the Government and a Public Agency which establishes general goals for the Agency, set targets for measuring performance and provides incentives for achieving these targets (Trivedi, 2003). The use of Performance Contract has been acclaimed as one effective and promising means of improving the performance of secondary schools and Government departments. It is considered an essential tool for enhancing good governance and accountability for results in schools. There has been the persistent belief that the fundamental issues and problems in education could be resolved or at least better managed if schools and those who teach in them were more 'accountable' (Wagner, 1989).

Civil Service reforms in developing countries emerged as a deliberate action to improve efficiency, effectiveness, professionalism and democratic character with a view to promoting better delivery of public good and services with increased accountability. Such actions included improving human resource management, training, enhancing pay and benefit while strengthening transparency and combating corruption. PCs in USA required companies to sign a contractual agreement to perform services according to the agreed upon terms within an established time period, and with a stipulated use of resources and performance standards, to ensure accountability in public education (Ascher, 2011).

The expected outcomes of the introduction of performance contracts in Kenyan teaching service include: improved teaching delivery, improved efficiency in resources utilization; institutionalization of a performance oriented culture, measurement and evaluation of teaching performance.

2.4 Provision of adequate resources and effectiveness of Performance Contracting

According to Olembo (1986), schools are severely affected by lack of financial resources. The majority of the teachers in developing countries are also faced with challenges in the financial management. Kamau (1990), says that management of school finances especially at a time when countries are facing acute shortage of resources has been a major challenge in the schools.

A study by Bush and Ochoro, (2006) aimed at examining challenges facing new principals in Africa revealed that most head teachers lack adequate funding for their schools. Principals/Heads of Secondary schools have faced challenges in many ways including; lack of financial support or delayed funding, which culminate in unaffordable secondary school fees (Koros, Ngware and Sang 2006). These results in slow pace of fund disbursement by the Ministry of Finance as well as other issues of depositing funds to wrong bank accounts (Koros, et al, 2006).

Teachers are an indispensable resource in teaching and learning. Eshiwani, (1985); Kiragu, (1966) seem to indicate a universal belief that a professionally

trained teacher contributes positively to effective learning. Kwamboka (2000) asserts that secondary school administration face an acute shortage of teachers following the introduction of free and compulsory primary education and the waiving of tuition fees for all students in public secondary schools (Mwanzia, 2004). The country recommended ratio of teachers to students is one to 45(1:45), but many teachers are handling classes up to 60 students. This has led to deteriorating of academic standards in the schools (Mutiira, 2004). There is not only a shortage of qualified teachers in Kenyan secondary schools but also teachers are leaving the profession to take up non-teaching employment (Wafubwa, 2007), a great number of qualified graduate teachers leave the profession soon after entering it. This loss of qualified teachers from schools has led to poor performance of such schools.

Head teachers are faced with challenges in managing their schools due to lack of adequate physical facilities which are related to lack of funds. There is evident relationship between availability of physical facilities and student achievement. Studies conducted in Ghana and Uganda by Olateju, (1988) indicates lack of physical facilities and teaching and learning materials was positively correlated with poor student performance.

Amutabi (2002) in a study on political interference in the running of education in post-independence Kenya revealed that politicization of decision making in the education sector in Kenya had adversely affected education. The study further revealed that some politicians with vested interest in some schools

interfered with the management of the school creating major challenges for the school principals

2.5 Teachers' trade unions and the effectiveness of Performance Contract

Proponents of PC in education propose that merit pay should be practised along with high school quality teacher training and improved professional development. Review of literature on the Kenyan experience reveals that PC have drawn the heaviest criticism from teachers unions. Similarly, teachers and school administrators shift blame for poor performance on other factors such as social ills and funding issues, and are not keen on PC. A key challenge in the implementation of PC in the teaching profession in Kenya has been identified to be sabotage by teachers unions who claim that they have not been incorporated in the process by the Government and lack of sensitization of teachers on the PC concept (Gaconi, 2007).

Eberts (2007) on 'Teachers' Unions and Students Performance' notes that recently unions have become more supportive of school reform, moving from an adversarial bargaining model to a more collaborative one in which teachers and administrators share common goals and hold joint responsibility. Eberts view is that one reason that unions have been slow to embrace reform efforts is the lack of consensus on their effectiveness. It is generally observed that in Europe, and North America PC has become somewhat less controversial and has even been given a high priority on some union's bargaining agendas. The

England case further reveals that involvement of stakeholders in developing the contract is vital. The Kenyan context reveals that the policy makers have not yet succeeded in bringing the teachers' unions and professional groups on board, and that these groups have adopted an adversarial bargaining stance, which may have contributed to the teachers' reluctance to accept PC. The literature however, does not reveal any studies focusing on the role of the unions and professional bodies in introducing PC to teachers. Therefore this study sought to establish the extent of the unions' influence on teachers' implementation of PC.

The PC experience in England indicates a lot of opposition from teachers' unions which has eventually been overcome. The National Union of Teachers in 1999 launched an opposition in response to the introduction of performance management and the Threshold and organized a number of protest events, including a March and a rally in London, (February 2000). In 2006, there was another flurry of activities when it became clear that UK proposed to use performance management in schools as a way of promoting performance related pay. Currently the school Teacher's Pay and Conditions Document (STPCD) an annually-published document which forms part of the contract of all teachers in maintained schools in England and Wales.

2.6 Teachers' Attitude on Performance Contracting

If performance was going to be judged on how well students fare in national examinations then thousands of teachers who worked in poorly equipped and

understaffed schools are likely to be locked out of bonuses and promotions forever while their colleagues in modern, well equipped institutions, who taught the cream of students will be enjoying rewards which should not be wholly credited to them (Business Daily, 2008). On the other hand, examination based contracts were likely to be controversial because helping students to pass examinations was the goal of every teacher. Further it was noted that teachers were ready to support performance contracting provided that their salaries were harmonized, so that they measured up to their peers in the rest of the public sector; staffing shortages were resolved, teething problems in the implementation of the free secondary education were sorted out and the Kenya National Examinations Council was overhauled to avoid result fiasco recurring every year.

2.7 Factors hindering effectiveness of Performance Contracting

People resist anything that may leave them worse off than they are in terms of job content, work condition, work load, income and personal power base, but accept the material aspects of the change more readily and faster than non-material change (Sagimo, 2002). According to Ngare (2008), the controversy on signing performance contracts was due to ignorance of what the performance contract entails. The source also indicated that performance contracting for teachers was to take into consideration factors such as physical facilities, teachers and the caliber of the students in a particular school. In the same paper, it was also argued that performance contracts were modified

forms of schemes of work that were currently being used by teachers in setting the academic targets.

According to Aduda (2008), teachers feared that the contracts could annul the existing contracts that the teachers already had and that teachers' performance was measured every year through the results schools attained in the national examinations. The other contention was that the role of KNUT is collective bargaining and therefore there was no way a teacher could be awarded individually. Ngare (2008) reported that Kenya Union of Teachers did not see the need for performance contracts as they felt that when one is already permanent and pensionable, they were not required not to work on any other contract. This clearly showed that there was a huge knowledge gap in the teaching fraternity as to what performance contracts are. He further reported that the government of Kenya had taken a hardened position that any teacher who was not ready to sign performance contract to quit from teaching as it was not ready to discuss policy issues. This assertion was dismissed by KNUT and argued that, dialogue was required and not threats.

A study by Nzyoka (2009) on Teachers' Opposition to PC in Yatta Kenya established that teachers were opposed to introduction to PC due to different operational environments for schools and difficulty in setting targets. Other challenges identified in the implementation of PC in Kenya include; limited resources, highly ambitious targets, inadequate training of staff involved and negative attitudes due to disparities between PC and other performance management tools and other instruments (Kenya PC Review Report, 2010).

Another key challenge in the implementation of PC in the teaching profession in Kenya has been identified to be sabotage by teachers unions who claim that they have not been incorporated in the process by the Government and lack of sensitization of teachers on the PC concept (Gaconi 2007). The opposition to the contracts appeared to be based on the fact that KNUT stood to be the biggest losers if the contracts were effected since this arrangement could push collective bargaining agreement to the periphery and hence the union becoming irrelevant (Aduda, 2008).

Kobia and Mohammed (2008) observes that, lack of adequate resources, resources not being released on time, high ambitious set performance targets and unplanned transfer of staff were other reasons that affected effectiveness of performance contracting in the Kenya public institutions. Aduda (2008) suggests that the Government need to rethink the strategy of implementing performance contracting and recommended that the Government hold discussions with KNUT and explain clearly to them what performance contracting was all about and what it sought to achieve.

2.8 Theoretical framework

The Goal Setting Theory of Motivation informs performance management (Locke and Latham, 1990). The Theory emphasizes focused efforts on high performance towards set goals and is based on the premise that set goals affect action (Locke and Latham, 2002). In relation to the PC, Goal Setting theory itself applies to objectives, key performance indicators and targets. Locke and

Latham (ibid) argue that goal setting is effective for any task where people have control over their performance. Following the principles of the Goal Setting Theory, it is clear that elements of goal setting are present in various degrees of all aspects that relate to performance management practice. According to the theory workers should be assigned tasks which are clearly defined and that will take a day's effort to accomplish, and should be given standard conditions to finish the task. The PC concept is mainly concerned with increased productivity and efficiency at work.

2.9 Conceptual Framework

With respect of PC among secondary school teachers, the model was conceptualized in the following flow chart:

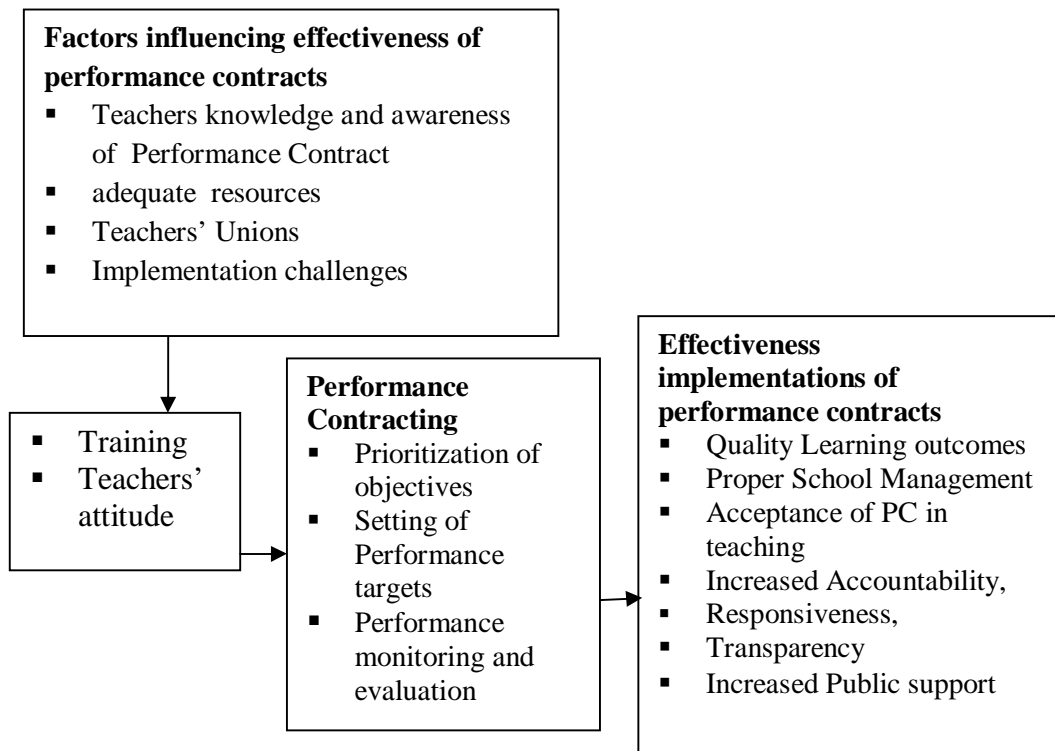


Figure 2.1: Performance contracting among secondary school teachers

The framework illustrates the linkages of study variables in secondary schools. Performance contracting for teachers is perceived to be suitable for it provides the platform for teachers to break down institutional strategic objectives into deliverables. In addition, PC practice is believed to provide a basis for monitoring and evaluation of performance while at the same time giving stakeholders leverage in demanding and getting higher achievement. However, the effective implementation of PC among secondary school teachers is dependent on various factors (the dependent variables) these are mainly the teachers themselves, adequacy of resources, teachers' unions and the extent to which institutional preconditions have been put in place to facilitate effective implementation of PC.

2.10 Summary of Literature Review

The literature review indicates that PC can indeed be successfully introduced into educational practice as in the case of USA, the UK, Singapore and Sweden among others. The influence however, does not detail how the district boards overcame the teachers' and unions' resistance to PC. Also, though PC has been suggested as a way of improving accountability of educational providers and improving education outcomes in schools, the theoretical predictions regarding its effectiveness are ambiguous and the empirical evidence to date is limited and unclear. Further research is necessary to establish not only how stakeholders can be involved in developing such criteria, but also the level of teachers' knowledge, perception, provision of adequate resources and examining other challenges that hinder the

effectiveness of PC implementation among teachers in secondary schools.

This study will address the identified gaps.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Overview

This chapter describes the procedures that were followed in examining the effectiveness of Performance Contract among secondary school teachers in Nairobi City County, Kenya. The areas discussed include: research design, the area of study, target population, sample size, sampling procedures, research instruments and data collection methods, as well as data analysis procedures.

3.1 Study Location

This study was conducted in Nairobi City County. Nairobi City County is one of the forty seven counties in Kenya. There are seven sub counties in this county.

3.2 Research Design

A research design is an arrangement of the conditions for collection and analysis of data in a way that combines their relationship with the purposes of the research (Chandran,2004). The study adopted an exploratory approach using a survey design to investigate the effectiveness of implementation of PC among teachers in secondary schools in Nairobi City County. The survey design was chosen since it is the most suitable method for collecting

information about people's habits, attitudes, opinions or any of the variety of educational and social issues (Orodho, 2008).

3.3 Target Population

A population is considered to be any group of people, events or things that are of interest to the researcher and that they wish to investigate (Sekaran, 2000). The target population of this study was three hundred teachers in twenty secondary schools in Nairobi City County, Kenya.

3.4 Sample size and Sampling Techniques

A sample is a subset of the population in question and consists of a selection of members from the particular population (Sekaran, 2000). The sample comprised of all teachers from 20 randomly selected public secondary schools. Stratified random sampling was conducted to select 20 out of the 60 public secondary schools; where each and every school in the target population had an equal chance of being selected. All teachers in sampled schools formed the sample frame. Twenty (20) out of 60 secondary schools represent population sent over 30% and therefore sufficient enough to generalize results to the entire population.

3.5 Research Instruments

The main research instrument that was used in this study was a questionnaire. The questionnaire for teachers had both structured and unstructured questions which were used to elicit responses from teachers. This instrument was

preferred because questionnaires are suitable for collecting data from a large number of individuals who are able to read and write independently. Orodho (2008) observes that the questionnaire is the most commonly used method when the respondents can be reached and are willing to cooperate.

The first section of the questionnaire collected information on the biographical data of the respondents, such as gender, academic and professional qualifications, and administrative duties. Section two of the questionnaire collected information on the extent of the teachers' awareness level of the PC concept, the implementation of critical management tools at the school level, as well as their opinion on the introduction of PC in schools. The researcher also collected secondary data on Performance Contracting from publications and policy review reports. Some of the publications used included empirical research reports, electronic journals and seminar papers.

3.6 Validity of the Instrument

Validity is important in ensuring the appropriateness of the research instruments. This was procedural in ascertaining the content validity of research instruments so as to ensure the instruments solicited the right information for the study. The term validity indicates the degree to which an instrument measures the construct under investigation. It is also concerned with the degree to which the research instrument accurately measures the concept intended in the study (Orodho, 2004). For a data collection instrument to be considered valid, the content selected and included must be

relevant to the need or gap established. Face and content validity of the questionnaires was ensured by seeking advice from the supervisors and the lecturers. Views on the content and structure of the research instruments were incorporated in the final draft of the instruments.

3.7 Reliability of the instrument

To ensure effectiveness of the research instrument a pre-test was carried out. Piloting of the research questionnaires was carried out at two schools which were randomly selected from Ngong Sub County in Kajiado County. The pilot schools were not included in the sample for the study because they are from a different sub county with similar characteristics with the one under study. Through the piloting the researcher was able to identify the problems and ambiguities that the respondents were to encounter in completing the questionnaire. The piloting resulted in the changing of the wording of some questions in the instrument for clarity.

Reliability is the degree to which measures of a theoretical concept are consistent across repeated attempts to measure the theoretical concept (Orodho, 2004). A test-retest pilot study results was conducted and the scores were then correlated using the Statistical Package for Social Science (SPSS) Computer software. The Pearson correlation coefficient (r) calculated using (SPSS) to establish the level of reliability of the instrument and a score of 0.77 was realized implying that the instrument was reliable.

3.8 Data Collection Technique

The researcher sought and acquired a research clearance permit from National Council for Science and Technology through University of Nairobi. A letter of Introduction was obtained from the County Director of Education, Nairobi City County to be presented to the Head teachers of the sampled schools. A preliminary visit was made to each school to inform the head teachers of the intended research and to agree upon convenient times to administer the questionnaires. The respondents were also assured of the confidentiality in the findings of the study.

3.9 Data Analysis Procedures

Descriptive statistics were used to analyze the data collected. First, primary data from research instruments were validated, edited and then coded. The validation process enabled the researcher to determine the return rates of the questionnaires which stood at 95 thus considered sufficient enough. In editing, the instruments were scrutinized to determine completeness and relevance of the responses. A coding frame was constructed from responses to each of the survey questions and translated the responses into specific categories. The statistical package for Social Sciences (SPSS) was used to analyze the coded items and findings were quantified and then presented using descriptive statistics. Percentages, frequencies and graphs were used to describe and present the data as per the objectives of the study.

3.10 Ethical Considerations

The study was conducted in accordance with research ethics. The respondents were assured that all information that they were going to give was only for the purpose of the study (academic) and not used for any other purpose. The identity of the respondents was kept confidential and the researcher was careful not to infringe on the privacy of the respondents and institutions.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.0 Overview

This chapter deals with the presentation and analysis of data gathered from the study. The data obtained is presented, analyzed and interpreted in order of the research objectives and questions. The purpose of the study was to investigate the effectiveness of performance contracts among secondary school teachers in Nairobi city county, Kenya. To attain this, the study was guided by the following research questions:

1. What is the teachers' awareness level of Performance contracting in secondary schools in Nairobi City County, Kenya?
2. How does the provision of adequate resources influence effectiveness of the performance contract among teachers in Nairobi City County, Kenya?
3. What is the influence of teachers' trade unions on the effectiveness of Performance Contract among secondary school teachers in Nairobi City County, Kenya?
4. What factors hinder effectiveness of Performance Contracting among secondary school teachers in Nairobi City, County, Kenya?

The findings of the study were presented in tables and charts based on the study research questions. Demographic characteristics of respondents are presented as the first section.

4.1 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: The Response Return Rate

Target respondents	Target population	Response	Return rate %
Teachers	300	295	98.3

Table 4.1 indicates that, out of the 300 teachers targeted, 295 completed and returned the questionnaires. This translated to 98.3 percent, which was deemed adequate for data analysis.

4.2 Demographic data of the respondents

The demographic characteristics of teachers were a key concern for this study. This includes sex distribution, academic qualification and teachers' designation.

4.2.1 Sex distribution of respondents

The sex distribution of respondents is presented in Table 2.

Table 4.2: Sex of the respondents

Sex of the Respondents	Frequency	Percent
Female	95	32.2
Male	204	67.8
Total	299	100.0

From the findings in Table 4.2, majority of the teacher respondents were male and the female represented almost half of the male population. This may be a clear indication that majority of the teachers in secondary schools are male.

4.2.2 Academic level of the respondents

Academic qualification of respondents is paramount in understanding the level participants in making decisions. Table 4.3 represents the qualification of respondents in the study.

Table 4.3: Academic Qualification of Respondents

Academic level of the respondents	Frequency	Percent
Bachelor	130	44.1
Diploma	64	21.7
Masters	44	14.9
PGDE	57	19,3
Total	295	100.0

The results in Table 4.3 indicate that majority of the respondents (44.1%) are holders of bachelor's degree which is an indication that most of the teaching force is qualified and therefore in a position to understand the requirements of the PC.

4.2.3 Designation of the Teachers in the school.

The teacher position in the school was a key concern for the study. Figure 4.3 represent the findings.

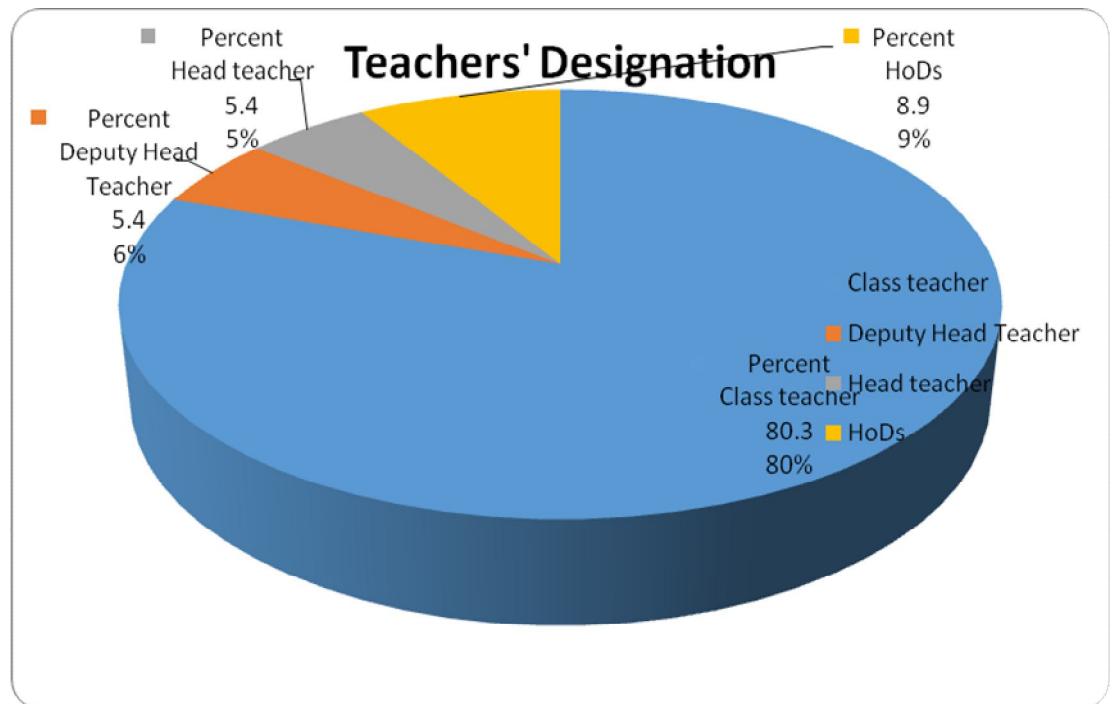


Figure 4.3: Teachers' designation in the school

Findings from Figure 4.3 indicate that majority of the respondents (80%) were class teachers, this was instrumental since the essence of performance contacting is assessing whether teachers are effective in the teaching and the

worth and potentialities of a country get evaluated in and through the work of the teacher. Thus it's key for the class teacher to make the majority as they are the direct contact of learning in schools, they were followed by Heads of department.

4.3 Teachers' awareness level on performance contracting.

The questionnaire also sought to identify different aspects on teachers' awareness level of performance contracting. This included definition of PC, requirement of PC, knowledge on existence of PC, training on PC principles, Source of information on PC signing, importance of performance contracting in management of school resources, importance of performance contracting in enhancing accountability in school management, Role of performance contracting in improving enhancing learning and challenges facing implementation of PC in secondary schools.

Asked on the definition of performance contracting, the findings indicate that 51.9% of the teachers were not sure of the definition of PC while 48.1% felt that they know the definition to a high extent. This shows that a greater percentage of the respondents were not aware the meaning of PC hence the need for the relevant offices to clarify the meaning.

On awareness of the requirements of PC, the study sought to establish whether respondents are aware of the requirements of PC. The findings revealed that only 18.6% of the respondents are aware of the requirements of PC to a high extent whereas 48.5% are aware of the requirements of PC to a very low

extent, 20.3% to a low extent. This shows majority of the respondents are not aware of the requirements of PC hence the need for adequate training, awareness workshops. This is in agreement with Oswago (2005), who noted that teachers do not fully understand the concept and benefits of PC or that if they do, they have fundamental reasons for the outright rejection of the idea.

4.3.1 Awareness of existence of PC

The study sought to find out whether the respondents had seen a Performance Contract document. The study found out that 51.8% of the respondents had seen a PC project document while 49.2% had not seen the document. This shows that majority had seen the document. When asked where they got information that teachers would be required to sign performance contracts the findings are presented on Table 4.4.

Table 4.4: Sources of information on performance contracts

Information source	f	%
Union officials	133	45.1
Other teachers	52	17.6
Media/Internet	84	28.5
Head teacher	26	8.8
Total	295	100.0

The findings in Table 4.4 indicate that majority of the teachers obtained information that they were required to sign the PCs from the Union officials followed by the Media. However, there is need for the information concerning

teachers to be released after thorough consultation and by the respective authorities to enhance transparency.

The study also sought to establish whether the teachers received any training or attended a discussion forum on the principles of performance contracting. The findings indicated that majority of the respondents noted that they had not been trained or attended any discussion forum on the principles of performance contracting. This concurs with a study conducted by Muthee (2004) that noted that some of the challenges of implementation of the PC in secondary schools in Kiambu is lack of training of teachers in performance contracting and basically unclear and/or non-existent terms of performance contracts.

4.3.2 Importance of performance contracting in the management of school resources

The study also sought to establish the importance of performance contracting in management of school resources. The findings are presented in Figure 4.4.

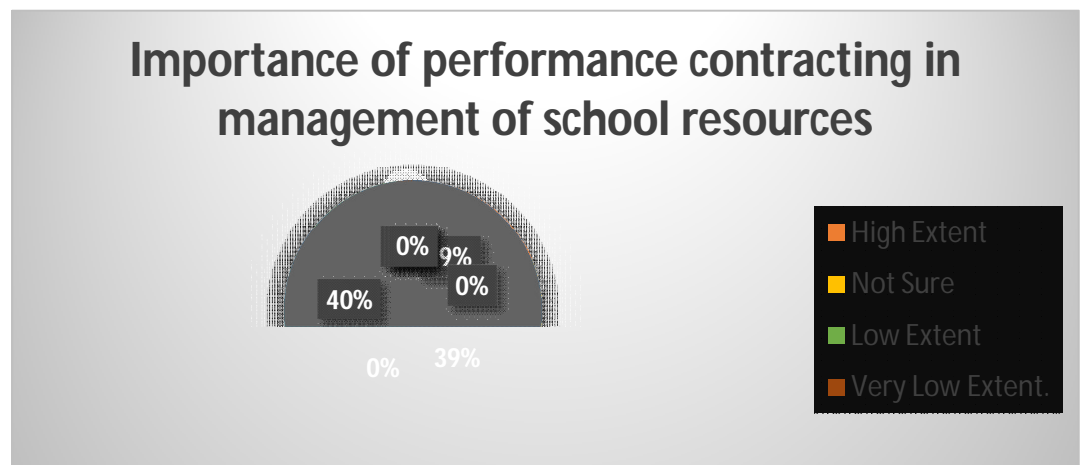


Figure 4.4: Importance of Performance Contracting In Management of School Resources

On the importance of PC on managing school resources a greater percentage of the respondents (42%) felt PC is important in managing school resources to a very low and low extent. This shows that awareness was not properly done for the teachers to understand the role of PC in schools thus, the need to create awareness.

4.3.3 Importance of performance contracting in enhancing accountability in school management.

The study also sought to find out the importance of performance contracting in enhancing accountability in school management. The findings are presented in Figure 4.5.

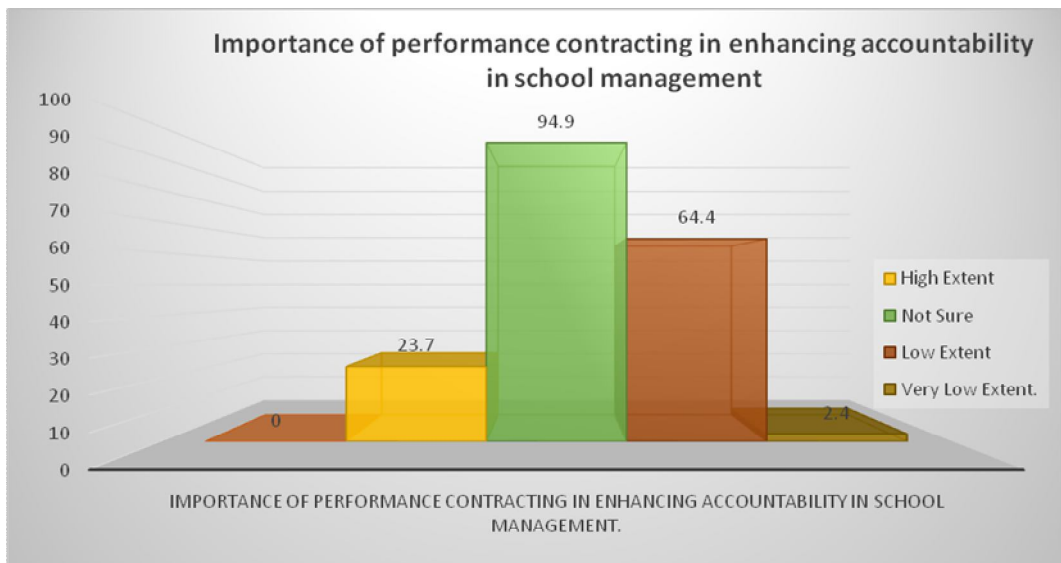


Figure 4.5: Importance of performance contracting in enhancing accountability in school management

The Figure 4.5 display the importance of performance contracting in enhancing accountability in school management, the findings reveal that majority noted that they were not sure whether signing the pc would enhance accountability in school management.

The study also sought to establish the Role of performance contracting in improving/enhancing learning. Over 88% felt that performance contracting has a limited role in improving or enhancing learning. However this disagree with what has been established since ministries that operate by signing a PC have been more effective and performance has improved, thus the need for the Education sector to create awareness on the importance on PC. Asked on whether there are aware of the challenges facing implementation of PC in secondary schools, Over 50% of the respondents are noted to a low and very low extent. Hence almost half are not aware of the implementation of the PC in secondary while a greater percent 25.4% are not sure and only 22.8% are aware of the challenges. This shows there is need to create awareness and training on implementation of PC in education and schools.

4.4 Influence of resources on implementation of performance contracts.

The questionnaire had three items on the influence of resources on implementation of performance contracts. This included to establish whether availability of adequate resources is the most important factor in effective implementation of performance contracts, Limited learning resources hinder effective implementation of performance contracts in most schools,

Performance contracting will give an advantage to schools endowed with better resources and whether the Targets set during Performance contracting should be put into consideration the resources available in a given school. The findings are presented as follows.

4.4.1 Availability of adequate resources and effective implementation of performance contracts.

The study sought to establish whether availability of adequate resources is a determinant in effective implementation of PC. The findings are shown on Figure 4.6.

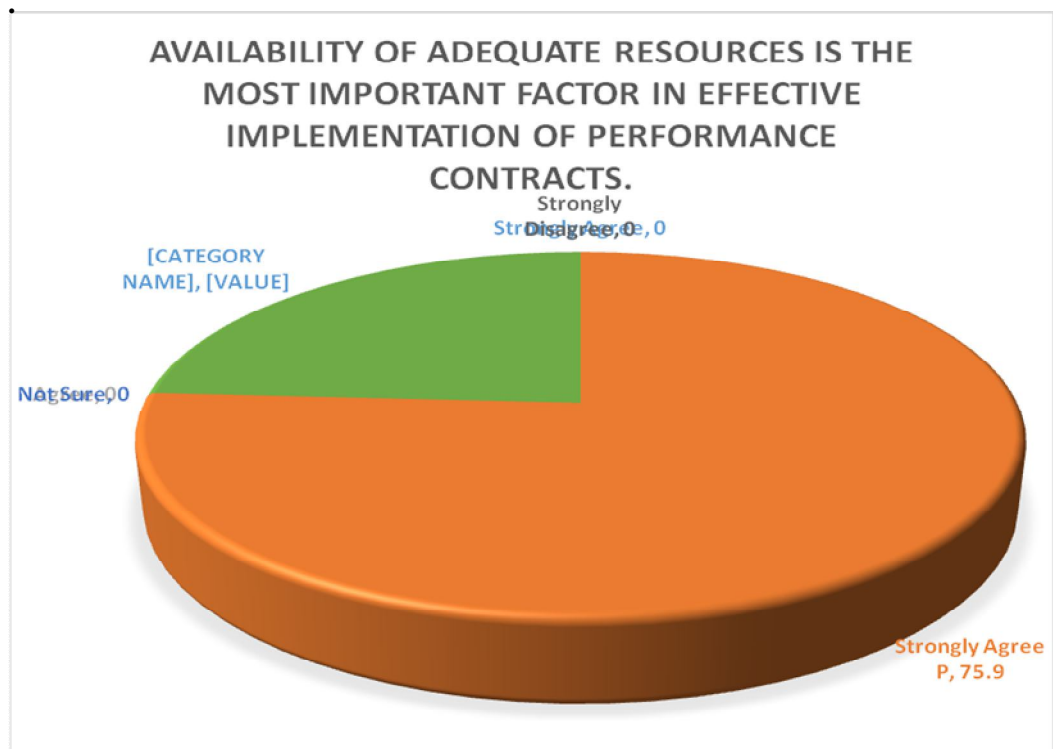


Figure 4.6: Availability of adequate resources and effective implementation of performance contracts

The findings in Figure 4.6 indicate that a greater majority strongly agree that availability of adequate resources is a determinant in effective implementation of PC. Hence availability of adequate resources is the most important factor in the effective implementation of PC.

The researcher also sought teachers' view on whether limited learning resources hinder effective implementation of performance contracts in most schools. The findings indicate that 27.5% and 55.3% noted strongly agree and agree respectively. Hence majority of the respondents agree that limited learning resources hinder effective implementation of performance contracts. This concurs with the previous finding that availability of resources is a determinant of effective implementation of the PC.

Asked on whether performance contracting will give an advantage to schools endowed with better resources, majority of the respondents (52.2%) were not sure whether Performance contracting will give an advantage to schools endowed with better resources, however 41.4% agreed and strongly agreed with the statement. Thus considerations are required in comparing teachers from different schools depending on the infrastructure.

Study sought teachers' views on whether the targets set during Performance contracting should put into consideration the resources available in a given school. The findings are represented in Figure 4.7.

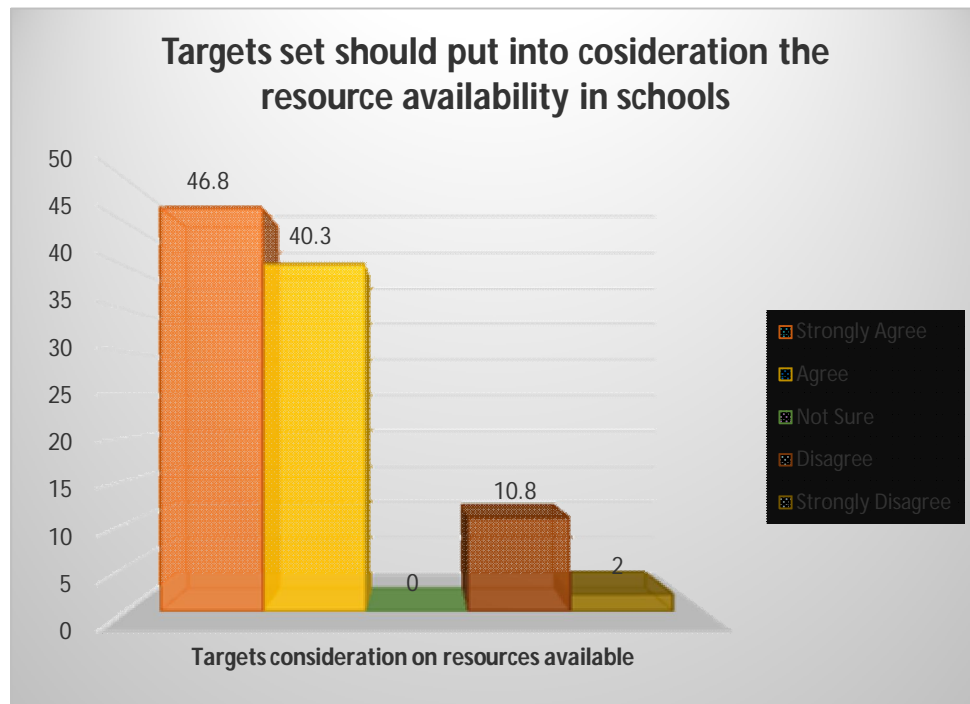


Figure 4.7: Targets set in PC should put into consideration the resources available in a given school.

From the Figure 4.7, majority of the respondents strongly agree and agree that the targets set during Performance contracting should be put into consideration the resources available in a given school. This is key in determining how performance can be measured due to the imbalances of resources experienced in secondary where some schools are very much endowed with resources while others are not. Thus there is need for clear criteria in evaluating the effectiveness of one school versus others.

4.5 Influence of Teachers’ Trade Unions on effectiveness of PC

The researcher sought teachers’ views on the influence of their trade unions on the implementation of performance contracting. The views were sought on; involvement of Teachers’ unions in designing of performance contracts for

teachers, whether the Teachers' unions are uncomfortable with performance contracting for teachers, and whether teachers depended on trade unions to make decisions on signing performance contracts.

Teachers' views on whether unions should be involved in the designing of performance contracts indicate that 33.9% and 20.7% agree and strongly agree that teachers' unions should be involved, while 32.2% were not sure and only 13.2% disagreed. Hence there is need to involve the teachers trade unions in the design since the trade unions represent the teachers, hence their participation is instrumental in the success of the implementation of the PC.

Table 4.5: Teachers' views on the involvement of trade unions in designing of performance contracts

Teachers' views	f	%
Strongly agree	61	20.7
Agree	100	33.9
Not sure	95	32.2
Disagreed	39	13.2
Total	296	100.0

4.5.1 Teachers' unions are uncomfortable with performance contracting for teachers

Teachers were asked their views on whether the Teachers' unions were uncomfortable with performance contracting for teachers. Their responses are provided in Figure 4.8.

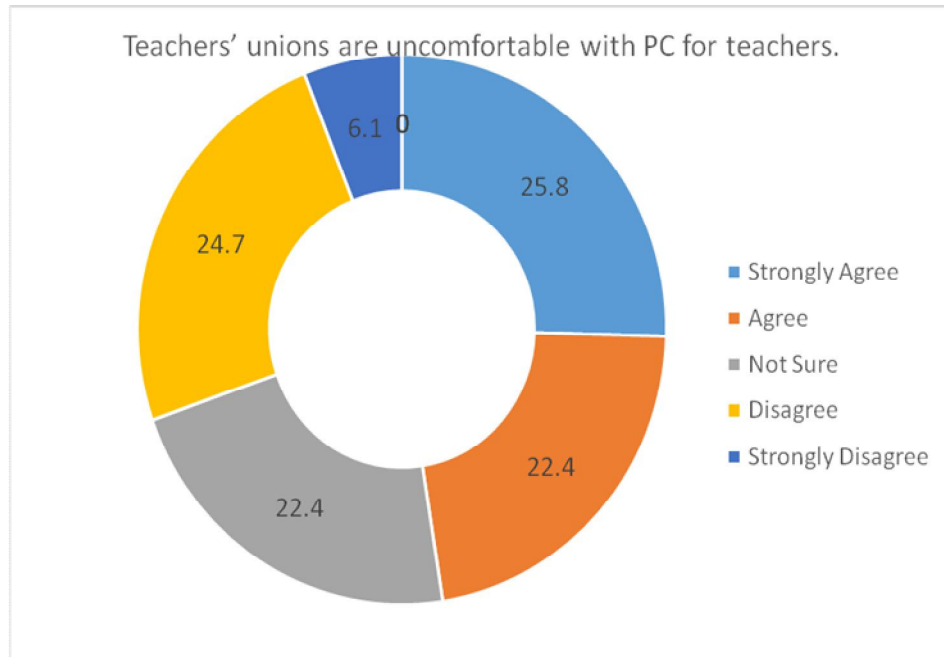


Figure 4.8: Comfortability of teachers' unions on PC with teachers.

The findings in Figure 4.8 reveal a uniform distribution between those respondents who agree and those who are not sure that trade unions are uncomfortable. However majority of the respondents strongly agreed that teachers' unions were uncomfortable.

The study sought whether Teachers depend on their trade unions to make decisions for them on signing performance contracts. The majority of the respondents 52.9% strongly agreed while 25.4% were not sure. However since teachers unions represent the teachers then it is anticipated that their views are a concern to the teachers.

4.6 Factors hindering implementation of performance contracts.

The questionnaire sought the views of teachers on the factors hindering effectiveness of performance contracts. This included; Failure to involve Teachers' unions in the designing PC for teachers, Negative attitude by Teachers' unions. Teachers' dependence on their trade unions to make decisions, Lack of enough resources in some schools, Perception that signing PCs deny teachers promotion, misuse of PCs by BoMs and TSC to victimize teachers and inadequate information about the merits and demerits of performance contracts. The findings are presented in Figure 4.9.

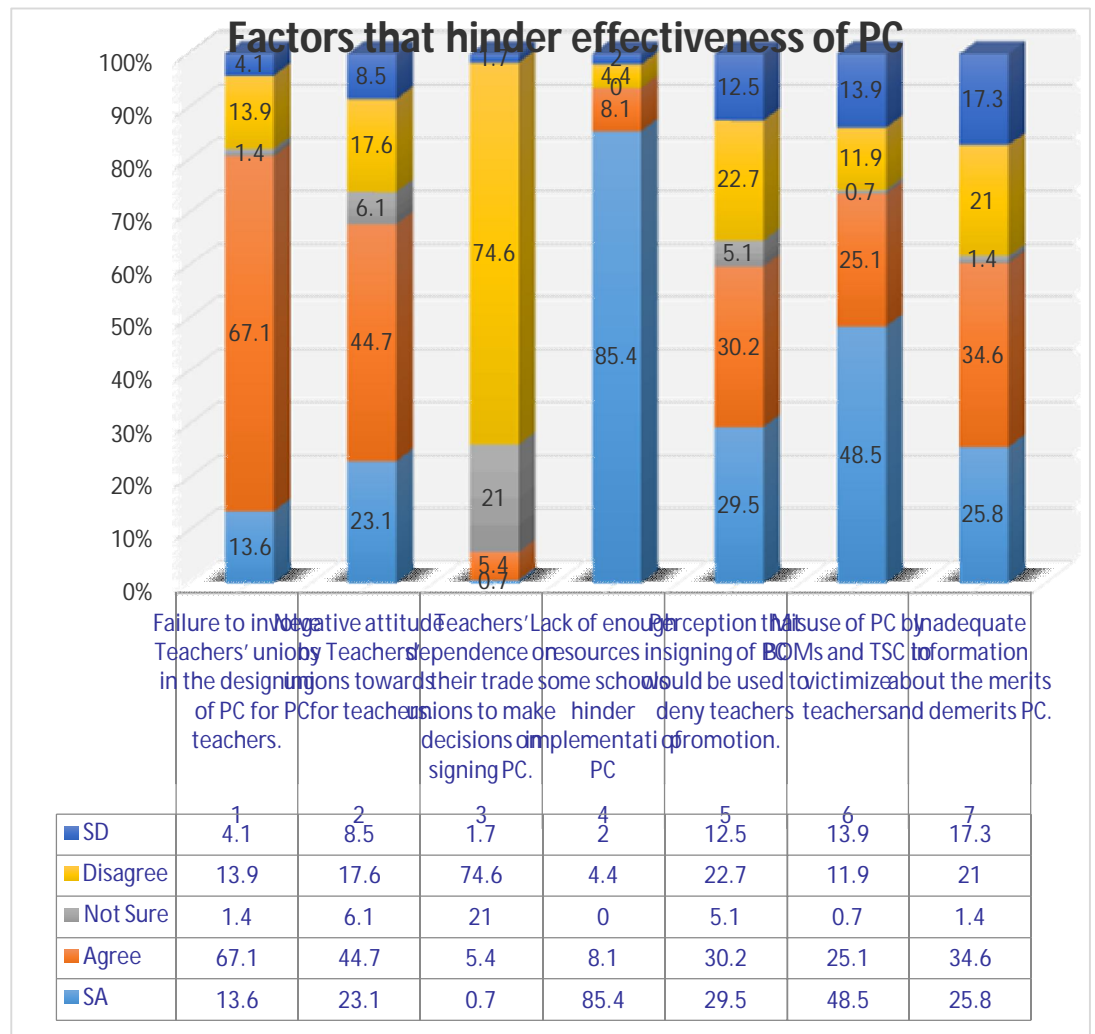


Figure 4.9: Factors that hinder effectiveness of PC

The Findings in Figure 4.9 indicate that the major factors as indicated by majority of the teachers are failure to involve teachers’ unions in designing PC’s, attitude of teachers toward PC implementation, lack of resources, lack of clear information on the role of PC, misuse of PC to victimize teachers and lack of adequate information on PC. In addition lack of adequate resources and imbalances in resource endowment in some schools was a key concern. However, majority of the teachers disagreed that they were not dependent on

the teachers' unions to make decisions on the PC signing. Generally, respondents agreed on teachers' inadequate information on PC, perceived misuse of PC, and inadequate resources as key factors that affected implementation of PC in schools.

The respondents were further asked to give reasons that hindered effectiveness in implementation of performance contracts in secondary schools in Kenya.

The major reasons given from the open ended question were;

1. Lack of training of teachers in performance contracting and its principles hence majority were not aware the expectation and the benefits of performance contracting
2. Failure to involve their unions was a reason given by majority of the respondents. Hence, MoE and TSC need to realize the role of teachers' unions' participation for the successful implementation of the policy.
3. The terms of performance contracts were unclear and/or non-existent. Thus there is need for clear policies to be set. This would also entail setting performance targets in schools in order to bring on board teachers and unions in the implementation of performance contract process.
4. Poor communication about a new policy with majority of the teachers noting they had not received any official communication requiring them to sign the Contracts. This is in agreement with the research observation that perusal of circulars from the Ministry of Education (MoE) and TSC to schools did not show such official communication.

5. Teachers also felt the PCs could nullify the existing contracts the teachers already had with performance in the national examinations and would determine their fate on the employment. This shows there is unclear information of the benefits of the PC and the support to be given to teachers.
6. Some also noted that the position taken by the government for those who failed to sign the contract was more of a threat thus there was need for consensus before they could sign the contract to be implemented in schools.

4.7 Introduction of PC in Schools

Respondents were asked whether PC should be introduced in schools in Kenya. Figure 4.10 illustrates their responses.

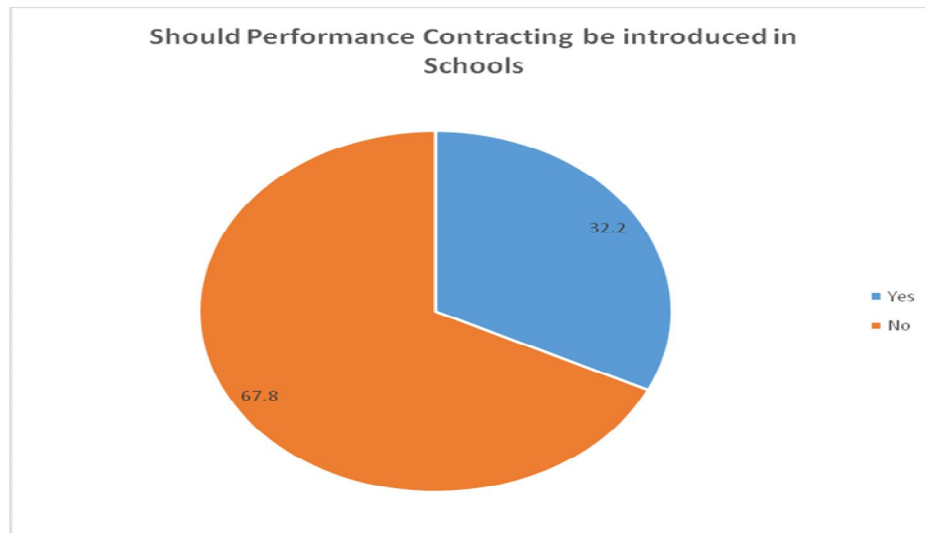


Figure 4.10: Should Performance Contracting be introduced in Schools in Kenya

From the Figure 4.10 it can be concluded that majority of the teachers are unwilling to sign PCs. This is generally because majority of the teachers lack adequate information on the demerits and merits of the role of performance contracting in schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Overview

This chapter deals with the findings, conclusions and recommendations of the study based on the study objectives.

5.1.1 Summary of the study.

The use of Performance Contract has been acclaimed as one effective and promising means of improving the performance of secondary schools and Government departments. It is considered an essential tool for enhancing good governance and accountability results in school. There has been the persistent belief that the fundamental issues and problems in education could be resolved or at least better managed if schools and those who teach in them were more accountable. Thus, with the implementation of Performance contracting in the last ten years (since 2004) there is need to investigate the effectiveness of PCs on performance in secondary schools. The main purpose of the study was to investigate the factors influencing effectiveness of PCs on performance among secondary school teachers in Nairobi City County, Kenya. The study was guided by the following objectives; to establish teachers' awareness level of teachers in secondary schools on Performance contracting, examine how the provision of adequate resources influences effectiveness of Performance contract among secondary schools teachers, the influence of teachers' trade unions on the effectiveness of Performance Contract and

establish factors hindering effectiveness of Performance Contracting among secondary school teachers in Nairobi City County, Kenya. The study employed exploratory survey design. The target population was teachers' secondary schools in Nairobi City County. The study employed stratified random sampling for the schools and the secondary school teachers. The sample size was 20 secondary schools in Nairobi County and 300 secondary school teachers. Primary and secondary data were used of which primary data were collected through the use of questionnaires with both structured and unstructured questions and secondary data were collected through literature review and from government and private sector publications. Quantitative data analysis technique was used to analyze the collected data which included the use of descriptive statistics comprising frequency tables, graphs and charts. Data analysis was done with the help of statistical package for social sciences (SPSS). The key findings for the study are presented in relation to the study objectives and research questions as follows.

Objective one: To establish teachers' awareness level of Performance contracting in secondary schools in Nairobi City County

The study found out that majority of the teachers are not aware of the definition, meaning, importance and requirements of the performance contracts in addition, they lack adequate information on the role of PC in schools such as its role in enhancing accountability in school management and improving learning.

Objective Two: To examine how Provision of adequate resources influence effectiveness of the performance contracts among teachers in Nairobi City County, Kenya.

Availability and adequate resources are key in effective implementation of PC in schools. Thus the study revealed that most schools lacked adequate resources and the imbalances of resources, facilities and infrastructure in most of the schools could not only hinder the effective implementation of PC in the schools but will also hinder the effectiveness of the PCs in improving teaching and learning in the schools. In addition, lack of adequate resources is a threat to teachers since Resources play a key role in PC in enabling players meet their targets. Hence lack of these resources would be a limit to what targets teachers in schools without adequate resources would achieve. These include human resources especially number of teachers which affects the workload of each individual teacher hence his/her effectiveness. Other resources like infrastructure and science equipment are also very important for any effective learning to take place hence need to provide them for effective teaching and learning process.

Objective Three: To establish the influence of teachers' trade unions on the effectiveness of Performance Contracts among secondary school teachers in Nairobi City County, Kenya.

The teachers' unions play a critical role in representing teachers' voices, in addressing crucial matters in the teaching profession. Most teachers trust their trade unions to make decisions affecting their welfare and especially in

unclear circumstances. Thus failure to involve the teachers unions in designing the PC will hinder effective implementation of the PC in schools.

The findings indicate that majority of the teachers agreed teachers' unions should be involved in designing the PC. However they refuted that they don't depend on the teachers' unions to make decisions of signing the PC.

Objective four: To establish factors that hinder effectiveness of Performance contracting among secondary school teachers in Nairobi City County, Kenya.

Several factors hinder the effectiveness of PC in secondary schools in Kenya and they cut across inadequate knowledge by key players in PC process, availability of resources, trade unions' influence and negative attitude. From the findings, the key factors for effective implementation of PC in schools are lack of adequate resources and the inequality in schools on resources endowment, inadequate knowledge about PC by teachers in Nairobi County, failure to involve teachers unions' in designing the PCs for teachers, and the probability that the PCs can be used by the TSC and BoM to victimize teachers. Lack of adequate information can highly affect the ability of teachers to appreciate the importance of PC in education more specifically for accountability and improving learning.

5.2 Conclusions

The research concludes that teachers' awareness level of PC is low especially on the benefits of PC in enhancing accountability and learning achievement. This has led to teachers' non reception of PC in secondary schools since they do not understand its benefits. It is also clear that they do not understand that PC puts into consideration available resources as well as enable acquisition of adequate resources. It has also revealed that teachers' trade unions involvement play a key role in the teachers' acceptance of PC. The study also reveals the perception that PC in schools will disadvantage teachers in denying them promotion, unfair treatment and unnecessary demands and pressure. This is a clear indication that adequate information has not been disseminated to the teachers and schools.

5.3 Recommendations

Based on the findings of the study, the following recommendations were made:

1. The government organizes workshops and seminars to sensitize teachers on the benefits of PC. This should include key stakeholders like BoMs, parents and students so that targets set are understood by all parties and the role of each one of them is well specified during establishment of the PC.
2. The Ministry of Educations Science and Technology (MoEST) should engage teachers' trade unions i.e. KNUT and KUPPET by explaining to

them the importance of PC in enhancing the quality of education in Kenya so that they support the programme and minimize resistance.

3. The MoEST through the Quality Assurance and Standards department should ensure adequate provision of resources in all schools in terms of facilities, teaching and learning resources and, equipment to eliminate the imbalances experienced in schools. In addition the TSC should ensure adequacy of teaching staff in all schools.
4. The MoEST and TSC should have Strategic performance measures that monitor the implementation and effectiveness of education strategies that will be used to determine the gap between actual and targeted performance. This information on strategies should be clearly communicated to the teachers and schools so that they are aware of their expectations for the effectiveness of the Contracts. There is need for close supervision and monitoring of the implementation of the PC by the MoEST, TSC, BoM and Teachers Unions to ensure the PC results are used for purposes of bringing effectiveness in our schools rather than victimization or denying teachers their benefits such as promotion.

5.4 Recommendations for further research

The researcher proposes that further research be carried out on the following;

1. There is need for a research to establish the best way of introducing PC in schools in Kenya to minimize resistance.
2. There is also need to replicate this research in other parts of the country to bridge the gaps that may have been left by this research.

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APPENDICES

APPENDIX I

QUESTIONNAIRE FOR TEACHERS

The researcher is a student at University of Nairobi. This questionnaire is designed to gather information on the factors influencing effective implementation of performance contract (PC) among Secondary school teachers, and all information gathered will be used for the purpose of this study only. Your responses are anonymous; you do not have to indicate your name anywhere in the questionnaire. This survey provides an opportunity to share your thoughts on issues affecting the teaching profession and will take you fifteen (15) minutes to complete.

SECTION A: BIOGRAPHIC DATA

Please answer in the space provided or by placing a tick (✓) on the items that apply to your response.

1. Gender: Male [] Female []

2. Your highest Academic/Professional Qualification
Masters [] Bachelor [] Diploma [] PGDE []
Others (specify)

3. Administrative responsibility in the school (you can tick more than one)
Class teacher [] HoD []
Deputy Head Teacher [] Head teacher []
Others (specify)

SECTION B

This section is designed to gather information on your opinion with regard to a number of issues concerning performance contract in secondary schools

Part 1. Please tick in the appropriate box to indicate your level of awareness of the following aspects pertaining to performance contracting.

Key: VHE- Very High Extent, HE- High Extent, NS- Not Sure, LE - Low Extent, VLE- Very Low Extent.

	Aspect	VHE	HE	NS	LE	VLE
1	Definition of performance contracting					
2	Requirements for performance contracting					
3	Importance of performance contracting in management of school resources					
4	Importance of performance contracting in enhancing accountability in school management.					
5	Role of performance contracting in improving enhancing learning.					
6	Challenges facing implementation of performance contracting in secondary.					

Part 2. Please tick in the appropriate box to indicate your agreement with the following aspects about performance contracting.

Key: SA-Strongly Agree, A- Agree, NS- Not Sure, D- Disagree, SD- Strongly Disagree.

	Aspect	SA	A	NS	D	SD
7	Availability of adequate resources is the most important factor in effective implementation of performance contracts.					
8	Limited learning resources hinder effective implementation of performance contracts in most schools.					
9	Performance contracting will give an advantage to schools endowed with better resources.					
10	Teachers' unions should be involved in the designing of performance contracts for teachers.					
11	Teachers' unions are uncomfortable with performance contracting for teachers.					
12	Teachers depend on their trade unions to make decisions for them on signing performance contracts.					
13	Lack of enough resources in some schools hinder implementation of performance contracts					
14	Signing of performance contracts would be used to deny teachers promotion.					
15	Signing of performance contracts would be used by BoMs and TSC to victimize teachers.					
16	Teachers are not adequately informed about the merits and demerits performance contracts.					

Part C.

Please respond to the items below by ticking on the appropriate choice or filling in the blank spaces.

1. Have you seen a Performance Contract document? Yes[] No[]

2. Where did you first get information that teachers would be required to sign performance contracts Media [] Education Officer(s)[]
 BoM [] Head teacher [] Union officials []
 Other teachers []
 Other sources (specify)
3. Have you received any training or attended a discussion forum on the principles of performance contracting? Yes [] No []
 If yes, please indicate the year when you attended and the convener of the training forum.
4. In your opinion, should schools and teachers like the rest of state institutions be placed on performance contracts? Yes [] No[]
 Please give reasons for your answer in 6 above.

5. State some of the reasons that hinder effective implementation of performance contracts in secondary schools in Kenya.

APPENDIX II

LETTER OF AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254 20-2213471,
2241349, 310571, 2219420
Fax: +254 20 318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utahr House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/15/67035/8883**

Date:

30th November, 2015

Frances Jane Kwedho
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Effectiveness of performance contracts among secondary school teachers in Nairobi City County Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for a period ending **30th November, 2016.**

You are advised to report to **the County Commissioner and the County Director of Education, Nairobi County** before embarking on the research project.

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


SAID HUSSEIN
FOR: DIRECTOR GENERAL/CEO

Copy to:

The County Commissioner
Nairobi County.

The County Director of Education
Nairobi County.


APPENDIX III

PERMIT

THIS IS TO CERTIFY THAT:

MS. FRANCES JANE KWEDHO
of UNIVERSITY OF NAIROBI, 0-200
NAIROBI, has been permitted to conduct
research in Nairobi County
on the topic: EFFECTIVENESS OF
PERFORMANCE CONTRACTS AMONG
SECONDARY SCHOOL TEACHERS IN
NAIROBI CITY COUNTY KENYA
for the period ending:
30th November, 2016

Permit No. : NACOSTI/P/15/67035/8883
Date Of Issue : 30th November, 2015
Fee Received :Ksh 1,000




[Signature]
Applicant's Signature


[Signature]
Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**



REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No. A 7353

CONDITIONS: see back page