

**FACTORS INFLUENCING IMPLEMENTATION OF PERFORMANCE
CONTRACT IN PUBLIC SECONDARY SCHOOLS: A CASE OF ISEMBE SOUTH
SUB COUNTY, MERU COUNTY, KENYA**

BEATRICE WAGATWE MURIITHI

**A Research Project Report Submitted in Partial Fulfillment for the requirements
of the Award of the Degree of Master of Arts in project planning and
management of the University of Nairobi.**

2019

DECLARATION

This research project report is my original work and has never been presented to any Institute for the award of any Degree whatsoever.

Signature: Date:

BEATRICE WAGATWE MURIITHI

L50/10758/2018

This research project report has been submitted to the University of Nairobi for examinations with my approval as the Student Supervisor.

Signature: Date:

Prof. Harriet Kidombo

ODEL Campus

University Of Nairobi

DEDICATION

This research project is dedicated to my dear parents Ephraim and Joan Muriithi and my brother Joseph Muriithi, whose sacrifice towards giving me education remains a treasure. I also wish to thank my lovely husband Antony Kithinji and my son Shawn Muthomi for their immense love and support.

ACKNOWLEDGEMENT

I wish to acknowledge God for giving me strength during the writing of this Research Project. Further, I acknowledge my Supervisor Prof. Harriet Kidombo who, through her guidance and her patient direction, steered me even outside the normal call of duty. I sincerely thank her. I also thank the Centre Organizer at University of Nairobi, Meru Learning Centre Mr. Amos Gitonga for his inspiration and guidance towards earning this degree. I thank all the lecturers and staff at University of Nairobi, Meru Learning Centre who contributed towards earning this degree.

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	v
LIST OF TABLES	ix
LIST OF FIGURES	x
ABBREVIATIONS AND ACRONYMS	xi
ABSTRACT	xii
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem	6
1.3 Purpose of study	7
1.4 Objectives of the study	7
1.5 Research Questions	7
1.6 Significance of the Study.....	8
1.7 Delimitation of the Study	9
1.8 Limitations of the Study	9
1.9 Basic Assumptions of the Study	10
1.10 Definition of Significant Terms Used in the Study.....	10
1.11 Organization of the Study.....	11
CHAPTER TWO	12
LITERATURE REVIEW	12
2.1 Introduction.....	12
2.2 Implementation of Performance Contract	12
2.3 Availability of Resources and Implementation of Performance Contract.....	13
2.4 Level of Awareness and Implementation of Performance Contract	15
2.5 Teacher’s Attitude and Implementation of Performance Contract	16
2.6 Training and Implementation of Performance Contract.....	18

2.7 Communication from the Principals/County Director’s and Implementation of Performance Contract.....	19
2.8 Theoretical Framework	21
2.8.1 Human Capital Theory	21
2.8.2 Stakeholder Theory	21
2.8.3 Resource Based Theory	22
2.9 Conceptual Framework	23
Figure 1: Conceptual Framework	24
2.10 Knowledge Gap.....	24
CHAPTER THREE	26
RESEARCH METHODOLOGY	26
3.1 Introduction.....	26
3.2 Research Design.....	26
3.3 Target Population	26
3.4 Sample size and Sampling Procedures	27
3.4.1 Sampling Size	27
3.4.2 Sampling Procedures.....	28
3.5 Research Instruments	28
3.6 Pilot Testing	29
3.7 Validity of Research Instruments.....	29
3.8 Reliability of Research Instruments	29
3.9 Data Collection Procedures	30
3.10 Data Analysis Techniques	30
3.12 Ethical Considerations	31
3.13 Operationalization of Variables	31
CHAPTER FOUR.....	35
DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF FINDINGS.....	35
4.1 Introduction.....	35

4.2 Response Rate	35
4.3 Reliability Analysis	35
4.4 Demographic Information	36
4.4.1 Gender of the Respondent.....	36
4.4.2 Period Working with Public Secondary Schools	37
4.4.3 Level of Education	37
4.4.4 Age Bracket	38
4.5 Factors Influencing Implementation of Performance Contract	38
4.5.1 Availability of Resources.....	39
4.5.2 Level of Awareness	40
4.5.3 Teacher’s Attitude	42
4.5.4 Training.....	44
4.5.5 Communication from the Principals/County Director’s.....	45
4.5.6 Implementation of Performance Contract in Public Secondary Schools	47
4.6 Regression Analysis	47
CHAPTER FIVE.....	51
SUMMARY OF THE FINDINGS DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS	51
5.1 Introduction.....	51
5.2 Summary.....	51
5.3 Discussion of the Findings.....	52
5.3.1 Availability of Resources.....	52
5.3.2 Level of Awareness	53
5.3.3 Teacher’s Attitude	54
5.3.4 Training.....	54
5.3.5 Communication from the Principals/County Director’s.....	55
5.4 Conclusions.....	55
5.4 Recommendations	56

5.6 Recommendations for Further Research	58
REFERENCES	59
APPENDICES	68
Appendix I: Letter of Transmittal.....	68
Appendix II: Research Questionnaire	69

LIST OF TABLES

Table 3.1: Target Population	27
Table 3.2: Sampling Frame	28
Table 3.3: Operationalization of variables	32
Table 4.1: Response Rate	35
Table 4.2: Reliability Analysis	36
Table 4.3: Gender of the Respondent.....	36
Table 4.4: Period Working with Public Secondary Schools	37
Table 4. 5: Level of Education	37
Table 4.6: Age Bracket.....	38
Table 4.7: Availability of Resources Influence on Implementation of Performance Contract	39
Table 4.8: Adequate Resources Aspects Influence on Implementation of Performance Contract	40
Table 4.9: Level of Awareness Influence on Implementation of Performance Contract.....	41
Table 4.10: Influence of Level of awareness Aspects on Implementation of Performance Contract	41
Table 4.11: Extent of Teacher’s attitude Influence on Implementation of Performance Contract	42
Table 4.12: Teacher’s attitude Aspects Influence on Implementation of Performance Contract	43
Table 4.13: Extent of Training Influence on Implementation of Performance Contract.....	44
Table 4.14: Training Aspects Influence on Implementation of Performance Contract	44
Table 4.15: Communication from the Principals/County Director’s Influence Implementation of Performance Contract	45
Table 4.16: Aspects of Communication from the Principals/County Director’s Influence Implementation of Performance Contract	46
Table 4.17: Trend of Implementation of Performance Contract in Public Secondary Schools	47
Table 4.18: Model Summary	47
Table 4.19: ANOVA Test.....	48
Table 4.20: Coefficients of Determination.....	48

LIST OF FIGURES

Figure 1: Conceptual Framework	24
--------------------------------------	----

ABBREVIATIONS AND ACRONYMS

CDF: Constituency Development Fund

DFID: Department for International Development

GOK: Government of Kenya

LDC: Least Developed Countries

M&E: Monitoring and Evaluation

NGO: Non-Governmental Organisations

O&M: Operations and Maintenance

PM: Project Management

ROK: Republic of Kenya

SPSS: Statistical Package for Social Sciences

UNDP: United Nations Development Programme

UNICEF: United Nations Children Fund

ABSTRACT

Performance contract has been introduced in secondary schools. Performance contract is generally influenced by the poor analysis of organization's procedure that is inappropriate, invalid and unreliable. Even though, the proponents of PC have identified a number of secondary school preconditions for successful implementation of PC in any school. Ineffective performance contracts have been contributed by lack of critical management tools which are pre-requisite for effective performance management. The purpose of the study was to determine the factors that influence implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya. The study was guided by the following objectives; to determine the influence of availability of resources, level of awareness, teacher's attitude, training and communication from the principals/county director's on implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya. The study was grounded on human capital theory, stakeholder theory and Resource based theory. The study was carried in 23 secondary schools in Igembe South Sub County, Meru County, Kenya where the target population was 208 comprising of principal and deputy principals, teachers and ministry of education officials in Meru County. A sample size of 135 for the study with the population of 208 is obtained using Morgan and Krejcie (1970) model. The study selected the respondents using stratified proportionate random sampling technique. For the purpose of this study, the researcher used a semi structured questionnaire as the primary data collection tool. The questionnaire was structured to include both closed, open-ended and matrix questions to allow variety. Unstructured questions were open-ended and present the respondent with the opportunity to provide their own answers. A pilot test was conducted to detect weakness in design and instrumentation and to provide proxy data for selection of a probability sample. A construct composite reliability co-efficient (Cronbach alpha) of 0.7 or above, for all the constructs, is considered to be adequate for this study. Data was analyzed using Statistical Package for Social Sciences (SPSS Version 25.0). All the questionnaires received were referenced and items in the questionnaire were coded to facilitate data entry. After data cleaning which entails checking for errors in entry, descriptive statistics such as frequencies, percentages, mean score and standard deviation was estimated for all the quantitative variables. Inferential data analysis was done using multiple regression analysis to determine the relative importance of each of the independent variables and information presented in form of tables. The study deduced that transport infrastructure, consistency of funds, information communication and technology and that budget allocation greatly influence implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya. Moreover, it was revealed that stationery have a moderate influence on implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya. The study concluded that availability of resources had the greatest influence on implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya followed by training, then level of awareness then communication from the principals/county director's while teacher's attitude had the least influence on the implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya. The study recommended that the Government of Kenya conducts workshops and other forms of training for head teachers to enable them share their experiences on the implementation of performance contracting in their respective public schools. The head teachers, school committees and parents should be organized to raise funds for building and equipping libraries and for provision of suitable teaching facilities.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Enhancing performance is fundamental to the continuous process of the institution. 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. Performance contracting is an agreement between a government and a public agency which establishes general goals for the agency, sets targets for measuring performance and provides incentives for achieving these targets. They include a variety of incentive- based mechanisms for controlling public agencies, controlling the outcome rather than the process (Perera, Zhou, Udeaja, Victoria & Chen, 2016).

Performance Contracts are a fraction of the emerging public sector reforms that are meant to improve competence and efficacy in management and service delivery. Performance Contracts are an acclaimed tool for ensuring accountability and efficiency of public officers because it measures the extent to which the agreed targeted results are achieved. Performance Contract (PC) can be defined as a liberally negotiated performance treaty between the management of the agency and the government, standing-in as the owner of a government agency. The Performance Contract stipulates the intentions, obligations and responsibilities of the two contract parties that are geared towards achieving the mutually agreed results. The use of performance contracts has been acclaimed as an effective and promising means of improving the performance of public enterprises as well as government departments. The fundamental principle of performance contracting is the devolved management style where emphasis is management by outcome rather than management by processes (Ricker, 2018).

Organizations usually measure employee performance by assessing how much contribution the employee is making towards its growth. Performance appraisal refers to the evaluation of employees, providing them with valuable feedback and creating a positive effect on future performance (Bohlander & Snell, 2010). Employee performance depends upon several

factors such as; conducive work environment, work profile, compensation, bonus system, job satisfaction, organization policies and technology. According to the National Center for Education Statistics (2014), approximately 20% of school age children are living in poverty. These children often do not come to school physically, emotionally, or cognitively ready to learn when the primary focus may be daily human survival. These factors play an important role in determining the employee productivity and hence the overall organizational development (Gomes & Romao, 2014). Performance management (PM) is a concept in the field of human resource management which is goal-oriented directed toward ensuring that organizational processes are in place to maximize the productivity of employees, teams and ultimately, the organization. It is a major phenomenon in accomplishing organizational strategy because it involves measuring and improving the value of the workforce. Moreover, implementation of performance contract in schools is a new concept in Kenyan schools (Gianneto, 2009).

Globally, 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. Performance contract is used as a management tool to help teaching sector executives and policy makers to define responsibilities and expectations between the contracting parties to achieve common mutually agreed goals. Performance contract System originated in France in the late 1960s. It was later developed with great deal of elaboration in Pakistan and Korea and thereafter introduced to India. 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 teacher's PC programs begun receiving nationwide public attention in 1970-71 and were spurred by the US office of Economic Opportunity (OED).

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 Malaysia and India has sparked a great deal of interest around the world. 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. Continuous training on PC on all cadres of members of staff is needed to help

them understand and internalize PC for easier implementation. This training is crucial in assisting staff in linking their duties with the bigger picture of the institution in form of strategic objectives. Knowledge of strategic planning, development of work plans and monitoring capacities among the staff is central to the success of PC and the teacher's attitude and their technical knowledge is essential (Wheelen & Hunger, 2011).

The best practice has been drawn from countries such as Korea china U.S.A, Uk, Moroko and Malaysia but domesticated to suit the native context. The driving force for performance contracting originated from the perceptions that the performance of the public sector had been consistently falling below the expectations of the public. The decline was associated with excessive controls, multiplicity of principles, frequent political interference, poor management and outright mismanagement. The use of Performance Contracts has been acclaimed as an effective and promising means of improving the performance of public enterprises as well as government departments. A large number of governments and international organizations are currently implementing policies using this method to improve the performance of public enterprises in their countries (Birech, 2011).

In Africa, drastic and fundamental changes are increasingly occurring in the environment in which organizations operate. An obvious manifestation of the responses towards this turbulent environment is the introduction of performance contracting as part of the broader public sector reforms aimed at improving seminars in the management of the services. Performance contract has been adopted in developing countries in Africa including Nigeria, Gambia and Ghana. The concept of performance contracting was introduced by the government of Kenya in line with the economic recovery strategy for wealth and employment creation and vision 2030. It was introduced into the public service by the government in mid-2003. Even then, it has not been implemented across the board as it started with the top officers and is still being rolled down to the lower cadre of officers. Development and implementation of performance contracting is part of the reforms intended to improve the performance of teaching service especially in improving provision of an all-inclusive quality education that is accessible and relevant. The strategic plan is the corner stone for the design and development of performance contracts. The contracts are also intended to guide the teacher's decisions in prioritizing adequate resources and building commitment among them to ensure achievement of the set targets (Migosi, 2017).

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. 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 in improving transparency, accountability and responsiveness in the Public service. Other African countries like Ghana are slowly picking the queue. It is important for any project aimed at addressing development issues to have an effective M & E system to ensure efficient services delivery with long term intention of sustainability of the project benefits and policy implementation (Services Regulatory Board, 2014).

Performance contract in Kenya is a hybrid system borrowed from the international best practices and balanced scorecard. The balanced score card connects the government's vision, mission and strategic objectives in provision of desired results to its citizens and stakeholders is needed, financial/budget, internal process and capacity building (learning and growth) and links long-term targets and annual budgets to strategic objectives (Wanyama, 2013).

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. Education sector in Kenya 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). 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.

According to TSC Corporate Communications Division 2016, in learning institutions, performance management is a systematic process of improving an institutions' performance by developing individual performance targets and those of teams. This enables heads of institutions and teachers to be involved in improving the success of their schools. The Kenya

government introduced performance management in 2003 as part of its public-sector reform programme. This ensured that all public officers except for teachers were put under performance management programmes. In January 2016, Teachers Service Commission rolled out Performance Contracting for Head of Institutions (PC) and Teacher Performance Appraisal and Development (TPAD) for all teachers. 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.

The Performance Contract has been cascaded from the Commission Secretary and the process involves all cadres of TSC employees for complete integration. The integration includes linking the performance Contracts with the performance appraisal system and the performance incentives and sanctions. TSC, Corporate communication, (2016) states that heads of institutions negotiate on targets to be set with their respective TSC County Directors thereafter sign the performance contract. A signed Performance contract is an agreement between the teacher and the Teachers Service Commission which is done at the beginning of every year. Improvement in individual or institutional performance only occurs when there is a feedback mechanism for evaluation. Feedback is having the outcomes of work communicated to the employee or institutions. For an individual employee, performance measures create a link between their own behaviour and the organization's goals.

According to the TSC Handbook (2015), the performance contract is a commission's management tool for measuring performance against set performance targets. It is a freely negotiated performance agreement between the TSC, acting as the manager of the teaching force in the public schools, and the heads of public schools. The performance Contract specifies the mutual performance obligations, intentions and responsibilities of the parties for a given contract period. management tool for measuring performance against set performance targets. It is a freely negotiated performance agreement between the TSC, acting as the manager of the teaching force in the public schools, and the heads of public schools. The performance Contract specifies the mutual performance obligations, intentions and responsibilities of the parties for a given contract period.

Meru County is found in the eastern region of Kenya, approximately 225 kilometers northeast of Nairobi. The population in the county according to the 2009 Kenya National Bureau of Statistics is 1,365,301 people. The county is made up of 15 education divisions and zones.

Staffing is inadequate for both teachers and education officers. Majority of the students are attending government institutions at the schooling levels except for professionals and vocational training where private institutions absorb most students. Even though performance contract is implemented in Kenya schools, in Meru County it is still experiencing poor implementation (Ngware, Oketch & Ezeh, 2011).

1.2 Statement of the Problem

The continuous need to improve seminars in secondary schools in light of scarce resources and the high public expectations. In January 2016, Teachers Service Commission rolled out Performance Contracting for Head of Institutions (PC) and Teacher Performance Appraisal and Development (TPAD) for all teachers. The Government has also insisted that teachers must sign PCs just like other public servants. Teacher, however have continuously rejected the signing of PCs as they consider them punitive and untenable. However, Performance contract is generally influenced by the poor analysis of organization's procedure that is inappropriate, invalid and unreliable. Even though, the proponents of PC have identified a number of secondary school preconditions for successful implementation of PC in any school. In effective performance contracts have been contributed by lack of 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 (Fukuyama, 2017).

Despite the introduction of performance contract in secondary schools, Igembe South Sub County in Meru County, service delivery in has continued to be wanting. These raises concern on the role played by Performance Contract on improving teachers' job performance and the role of TSC in the supervision of PC implementation. Additionally, there is no empirical evidence that teachers' in secondary schools are adhering to the stipulated measures and standards especially in terms of service delivery (Mutai, 2018). Implementation of performance contract in public secondary schools in Igembe South Sub County has been poor. Teacher refusal and objection of the PC formed a key component of the strike last year. They argue that, the nature of their work does not entail teaching only hence, difficult to be appraised well. This resistance can also be due to dissatisfaction in terms of remuneration and lack of trust. The government in the past had handled teachers in a way that made them to develop mistrust. (Karuti, 2015).

Previously, studies have been conducted concerning performance contract such as Kwedho (2015) who focused on effectiveness of performance contracts among secondary school teachers in Nairobi City County, Kenya, Agatu (2011) established the factors influencing resistance to performance contracting among public secondary schools' principals in Rarieda District, Kenya, Muraguri (2015) did an evaluation of performance contract in relation to teachers' job performance in public tertiary institutions in Nyeri County, Kenya, Jonyo (2017) assessed the performance management in Kenyan public schools: implications and challenges. However, none of these studies focused on factors influencing implementation of performance contract in public secondary schools. A case of Igembe South Sub County, Meru County, Kenya, a gap that this study sought to bridge.

1.3 Purpose of study

The purpose of the study was to establish the factors influencing implementation of performance contract in public secondary schools. A case of Igembe South Sub County, Meru County, Kenya.

1.4 Objectives of the study

The study was guided by the following objectives;

- i. To establish the influence of availability of resources on implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya.
- ii. To determine how level of awareness influence implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya.
- iii. To assess the influence of teacher's attitude on implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya.
- iv. To examine the influence of training on implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya.
- v. To establish the influence of communication from the principals/county director's on implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya.

1.5 Research Questions

The study sought answers on the following research questions.

- i. To what level does availability of resources influence implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya?
- ii. How does level of awareness influence implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya?
- iii. How does teacher's attitude influence implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya?
- iv. To what extent does training influence implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya?
- v. How does communication from the principals/county director's influence implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya?

1.6 Significance of the Study

The information obtained in this study would be significant to the, secondary school teachers county government, policy makers and academicians and researchers as discussed in this section.

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. 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.

The findings of this study would contribute immensely and positively to the county management as it may assist ministry of education in addressing the issues that negatively influence effective implementation of Performance contracting among Secondary School teachers. Evaluation may provide performance feedback mechanisms for all Performance contracting among Secondary School teachers done in the county. For the Public Institutions in Kenya the study findings would be of good importance by contributing to a better understanding and knowledge of strengthening proper implementation of Performance contracting.

The information obtained in this study would be significant to the policy makers/ministry of education as it would give a rational evaluation of implementation of Performance

contracting among Secondary School teachers and bridge the gaps that are there during the implantation of and projects by the governments. The study would assist policy and decision makers adopt sustainable strategies towards implementation of performance contracting among secondary school teachers.

The study also aims at providing empirical literature on implementation of performance contracting among secondary school teachers to project management students as a step for further research that would add to the body of knowledge of factors influencing implementation. The study would benefit researchers and scholars who may use its findings as a reference and to enrich implementation performance contracting among secondary school teachers and for further research on Performance Contracting.

1.7 Delimitation of the Study

This study was conducted to determine the factors influencing implementation of performance contract in public secondary schools. The study focused on Igembe South Sub County, Meru County, Kenya. The study specifically established the influence of adequate resources, level of awareness, community participation, training and communication from the principals/county director's on implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya. The study was carried in 23 secondary schools in Igembe South Sub County, Meru County, Kenya where the respondents were principal and deputy principals, teachers and ministry of education officials in Meru County. The study was carried out in a period of four months.

1.8 Limitations of the Study

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. 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.

Moreover, the study anticipated encountering some limitations that might hinder access to information that the study sought. The respondents targeted in this study might be reluctant in giving information fearing that the information being sought might be used to intimidate them or print a negative image about them. The researcher hoped to handle this by carrying

an introduction letter from the county to assure them that the information they give was treated with confidentiality and was used purely for academic purposes. 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. In addition, the findings of this study was limited to the extent to which the respondents were willing to provide accurate, objective and reliable information. The researcher checked for consistency and test the reliability of the data collected.

1.9 Basic Assumptions of the Study

Assumptions are statements of what the researcher believes to be facts but cannot be verified. The respondents answered the interview questions in an honest and candid manner. The inclusion criteria of the sample are appropriate and therefore, assures that the respondents have all experienced the same or similar phenomenon of the study. Respondents have a sincere interest in participating in your research and do not any other motives. Finally, the study assumes that external factors like conflict did not arise as this influenced the process of data collection and hence the completion of the project.

1.10 Definition of Significant Terms Used in the Study

The following are the definitions of terms that were used throughout this study:

Adequate resources: this is the availability of enough resources required to carry out the tasks. They can be people, equipment, facilities, funding, or anything else capable of definition (usually other than labour) required for the completion of an activity

Communication from the principals/county director's: is a set of knowledge, skills and attitudes needed to fulfill a certain purpose in a project.

Level of awareness: is the state or ability to perceive, to feel, or to be conscious of events, objects, or sensory patterns. In this level of consciousness, sense data can be confirmed by an observer without necessarily implying understanding. More broadly, it is the state or quality of being aware of something

Teacher's attitude: is defined within the framework of social psychology as a subjective or mental preparation for action. It defines outward and visible postures and teachers' beliefs

Training: is a process that helps improving performance and achieving results. Its goal is to improve current and future management of outputs, outcomes and impact. It is mainly used to assess the performance of projects, institutions and programmes set up by governments, international organizations and NGOs.

1.11 Organization of the Study

This study is organized into five chapters. Chapter one contains the introduction to the study. It presents background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the Study, delimitations of the study, limitations of the Study and the definition of significant terms. On the other hand, chapter two reviews the literature based on the objectives of the study. It further looked at the conceptual framework and finally the summary. Chapter three covers the research methodology of the study. The chapter describes the research design, target population, sampling procedure, tools and techniques of data collection, pre-testing, data analysis, ethical considerations and finally the operational definition of variables. Chapter four presents analysis and findings of the study as set out in the research methodology. The study closes with chapter five which presents the discussion, conclusion, and recommendations for action and further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter provides an extensive literature and research related to factors that influence implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya. This literature review summarizes a diverse spectrum of views about implementation of projects. The chapter is thus structured into theoretical and conceptual framework.

2.2 Implementation of Performance Contract

Project managers and customs consultants, a staged project implementation process is to ensure that the system is delivered on time, to budget and fully operational. The needs of the project are rapidly assessed and configure a template that serves as the basis for the project implementation. Langdon's approach to the project life cycle ensures a significant reduction in implementation costs provides an implementation process with 'An end in mind' and enables customization of the application to the needs. Langdon identifies a number of key stages during project implementation. These includes: - Assignment of a project manager, project kick off meeting, establishment of customer requirement documents, technical design, system testing and implementation and post implementation support (Langdon, 2010).

An experienced project manager is designated to oversee the implementation of a project, who liaises with the client on a regular basis through telephone conferences and attendance at project meetings. He/she works closely with the project team to ensure that the design and implementation of the system runs as smoothly as possible. The project starts with a project kick-off meeting attended by the project manager and any of the clients' key personnel. The project manager outlines details regarding the PM. The meeting is also used to define the study of determining the IT requirements (Mbokazi, 2012).

The information provided at the kick-off meeting will enable a customer requirement document for the final system to be created. This outlines the structure of both the applicable core system and the duty management system. Customs have the opportunity to cement on/amend the functional design. Amendments in later phase cause considerable delay and incur additional costs. Once the functional design is completed, it is transformed into a technical design, identifying the activities necessary for generating the interfaces and setting

up the duty management system according to the specifications of the client. This also identifies the requirements of the customs (Ndung'u, 2016).

Performance management aims at by and large to attaining operational effectiveness which in a broader sense refers to a number of practices that allow an organization to better utilize its resources. The quest for productivity, quality and speed has spawned a remarkable number of management tools and techniques; total quality management, benchmarking, re-engineering and change management to mention just a few. All these, if pursued from strategy angle leads to emphasis being put on the wrong place. Typically, public agencies either are not clear about their goals or are aiming at the wrong goals. This lack of clarity can be attributed to the fact that most public agencies have to deal with multiple principals who have multiple (and often conflicting) interests) (Light, 2011).

2.3 Availability of Resources and Implementation of Performance Contract

A major resource in project is finance, without which it cannot operate and so the resource should be given the attention it deserves if the community projects have to survive. If the projects would be sustainable, financial activities in CWP'S should be planned for, recorded, monitored and controlled. Demand for careful project planning has made financial management a key activity in organizations and projects in general (Cheruiyot, 2016). Financial Management is the process of handling the financial assets, including accounting and financial reporting, budgeting, collecting accounts receivable, managing risk, and insurance for a business. Finance manager has not only to plan, procure and utilize the funds but he also has to exercise control over finances. This can be realized through many techniques for instance ratio analysis, financial forecasting, cost and profit control (Mwaura & Ngugi, 2014).

In most cases, a financial project manager plays a key role in developing the long-term financial goals of a company or organization to ensure a profitable future for the firm. Financial planning encompasses setting goals, assessing financial assets and resources, estimating future financial requirements and making plan to achieve monetary goals. Madison continues to suggest that, one systematic tactic for attaining effective management performance is financial planning, budgeting and that sustainability of any project lies in effective financial management right from the implementation to post implementation stage. It is important to lay and plan our budget for the amount of money received (Cheruiyot, 2016).

However, it is doubtful whether the Community projects in different Counties prepare and use budgets appropriately. This makes it necessary to investigate the financial management in these groups. Financial statements contain valuable information that managers can use to analyze past performance of a project. Furthermore, they are used to track the monetary worth of goods and services into and out of the organization. This then calls for the project managers to have a careful financial management strategy to guarantee the effective performance of these projects (Kikuvi, 2016).

Most countries below the Target 10 of MDG are those from Asia and Africa especially the LDCs that have little and constrained financial resources and therefore aren't in the position of acquiring the required infrastructure (pipes, passable ways and electricity to pump the water), sanitized tanks, right reservoirs, proper sanitation disposal latrines among others. Financial resources have been quoted as the major determinant of WSS provision with some governments going into PPPs so as to increase the capital base for the services. In South Africa for example, the MDGs are too far from being realized due to the fact of constrained budget. According to the report published by the WHO (2010) showed that in Soweto, there has been more than 30 companies providing WSS or WSS related services although the slum has been experiencing 78% shortage. The major cause of poor WSS provision in Soweto is due to the fact of the poverty levels of the people and the private/public companies providing WSS in the area are having constrained resources (Booth, 2011).

According to (DFID, 2009), it was found out that 56% of the financial resources allocated to and sewerage companies in South Africa go to planning, management and administration areas whereby only 32% goes to real provision. This leaves most companies constrained with finances in providing essential WSS structures like infrastructure thus limiting their levels of operations; owing to the fact that money is needed to acquire decent pipes, tanks, dig modern pit latrines among others. Access to safe, sufficient and affordable in rural Africa will not increase unless sustainable financing strategies are adopted which ensure the sustainability of existing services. There is therefore a strong need for international donors and national governments to develop practicable long-term financing mechanism. Community financing mechanism to ensure sustainable payment of tariffs must be matched to specific community and their economic characteristics. Innovative strategies are also needed to ensure that rural poor are adequately served for which a realistic, targeted and transparent approach to subsidy is required (Bartram & Cairncross, 2010).

The development approach adopted in Sub Saharan African countries has provided a convenient concept to abrogate responsibilities for long term service provision from implementing agencies, be they Non-Governmental Organizations (NGOs), Bilateral agencies or governmental authorities to poor rural communities. The presumption that once a new supply is constructed and handed over to the user community it can be sustained by community financing of operations and maintenance (O & M) is over-simplistic since long term O & M costs are neither calculated nor communicated to users (Bartram & Cairncross, 2010). Rehabilitation and extension investment needs of most projects are not funded. Implementation of supply systems requires recurrent investments to maintain and expand access and service quality; rehabilitation, expansion of production capacity and distribution network (WSP, 2010).

2.4 Level of Awareness and Implementation of Performance Contract

All over the world people fear change if they are not able to conceptualize its implications. Reasons for resisting change is contributed by fear of the unknown and lack of sufficient information about the change. Lack of information may create fear, sense of inadequacy. Vespoor, Middleton and Rodinelli in Mpapale (2011) assert that the agreeableness to process of change and how successful it is implemented depends on procedures used to introduce change, time available and size of organizations. Teachers have been left out in the process negotiating the contracts and the process has been hurriedly imposed on teachers. This may have led to resistance in signing the contracts by the teachers arguing that they were left out of the negotiation process where issues touching on increased pay for improved performance could be ironed before they are made to sign the PCs (Trompenaars & Hampden-Turner, 2011).

Performance Contract being 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. 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 (Jung, 2011).

To accomplish this task, many people simplify their life, for example by joining a monastery. This avoids a lot of the stimuli that takes your attention away from what's happening now.

Through continued experience of the present you start to realize some things that you never noticed when you were always distracted, things that aren't true like your always-assumed identity with your body/mind. The fact that we all think that we are individual people. That belief obviously causes attachment to what happens, because identifying as an isolated person means you feel the need to acquire some things and reject others, to experience certain feelings but not others, so that your body/mind is protected and favored (Gunaratana, 2010).

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.

The way teachers adopt PC has been to a large extent based on psychological theories that affect human behavior. For instruction to be effective, it must be adjusted to reflect research-based practices regarding how students receive and process new information. The knowledge about brain function and its effects on learning have the potential to revolutionize teaching and learning. Brain-based learning has resulted from educators and researchers applying the findings of brain research to guide teaching practice. This requires instructors to understand how the brain works and how to design instruction with that information in mind. To be able to do so, it is essential that teachers have the knowledge about the basics of brain-based learning and what do they feel about it (Clark & Mayer, 2016).

2.5 Teacher's Attitude and Implementation of Performance Contract

Attitude is very important when you are a teacher. It affects your students in many ways and can shape their learning experience. Teaching is an art and the quality of teaching depends on the love, dedication and devotion of the teacher towards the subject of the knowledge. The quality of any teaching programme cannot rise above the quality of its teachers. Negative school environments not only affect students' health and well-being but also adversely affect LGBT students' academic achievement and goals, leading, for example, to higher

absenteeism, lower grade point averages, and lower educational aspirations. For example, the reported grade point average (GPA) for students who had higher levels of victimization based on their sexual orientation or gender expression was significantly lower than for students who experienced less harassment and assault (Kosciw et al., 2016).

Inclusive curriculum can have a large impact. For example, in schools where students report usage of an inclusive curriculum, LGBTQ students feel safer, are absent less frequently, and feel more connected to their schools; they also feel more accepted by their peers (GLSEN, 2011). Clark and Blackburn (2009) assert that ELA teachers can be powerful instruments in curbing homophobia and heterosexism in schools. They underscore the reading of LGBT-themed literature as one mechanism for accomplishing this. For example, there are more and more quartered resources and sessions available at national conferences and The National Council of Teachers of English has spoken out in favor of strengthening teacher knowledge of lesbian, gay, bisexual, and transgender (LGBT) issues (Gause, 2011)

Other studies also report a hesitance on the part of teachers to implement curriculum related to LGBTQIA issues (Thein, 2013). The possibilities seem to remain just that possibility rather than reality. There are competing perceptions related to visibility of gender and sexual minorities. On one hand, many argue that there is greater visibility for LGBTQIA people in society than ever before, as indicated by media portrayals. But on the other hand, as Mayo (2009) and others argue (Page, 2017), there remains a profound silence around LGBTQIA people and issues in schools. Given this apparent national queer ambivalence, and given the importance of the curriculum and how it represents and constitutes knowledge, I wanted to explore how teachers are (or are not) enacting a queer-inclusive curriculum and to gauge their comfort levels and awareness of resources.

The emphasize of student-centered educational topics is usually on the effect of teachers' attitudes on students' academical success with a lack of lifespan developmental perspective. A teacher with his teaching methods and furthermore with his attitudes and behaviours, provides his students to gain a mentally healthy personality and to have a new clear world view by leaving unforgettable traces on them. This is a prepatory study to uncover how attitudes of teachers affect the personalities and performances of students (Ford & Whiting, 2011).

2.6 Training and Implementation of Performance Contract

No matter how careful job applicants are screened, typically a gap remains between what employees do know and what they should know. Training about performance appraisal is needed to fill this knowledge gap that exists before appraisal is done. Employees/appraisee will need guidance on how to prepare for and conduct a self-review discussion. As minimum instructional materials, perhaps in the form of a brief manual should be provided. Most training in organizations is directed towards upgrading and improving on employees' technical skills. Technical training has become increasingly important today for two reasons; new technology and new structural designs. For example, the public service changed from the old rating appraisal system of scarce appraisal to an open system of appraisal. Training has become increasingly important because of the changes in organization design. As organizations flatten their structures, expand their use of teams and breakdown traditional departmental barriers, employees need to learn a wider variety of tasks and need an increased knowledge of how their organizations operate (Kotter, 2012).

If self-review is adopted as the medium for an annual review, it will not obviate the need for training. Training supervisors to handle this type of discussion could be valuable. It need not be any more extensive than the training given for conventional appraisal programs. In addition, employees will need guidance on how to prepare for the conduct a self-review discussion. As minimum instructional materials, perhaps in the form of a brief manual should be provided. Performance appraisal is an important management tool and managers need to show support of the process in their organizations. It is a duty of managers to ensure that performance appraisal policy is understood accessible and adhered to by all levels of staff. If supervisors play their role in performance appraisal process effectively, the employees will understand them. Supervisors should ensure that their employees are made aware of organizational goals and objectives for easy setting of their targets (Rummler & Brache, 2012).

Likewise, both supervisors and supervisee should get training in performance appraisal management so as to acquire some degree of understanding of the importance of performance appraisal concur with this by saying that there should be adequate training for employees in performance appraisal state that supervisors must be familiar with basic appraisal techniques, understand and avoid problems that can cripple the appraisal process. It is beneficial to train both supervisor and supervisee since both are partners in implementation of performance appraisal. The low level of understanding of performance appraisal process can cause a lot of

confusion among individual workers at all levels. Failure to that may experience difficulties or fail to cope up with setting objectives. If this happens automatically, it will affect implementation of the performance appraisal. Performance appraisal involves a lot of activities from setting objectives to form filling and signing, therefore line managers as appraisers are supposed to have intimate knowledge of appraisal process (Silberman & Biech, 2015).

Training systems are designed and structured in a manner that they aim at informing project management of whether projects implementation is going as planned or it has deviated from its initial plans and thus calling for corrective action. A M&E system that is well-designed therefore, provides relevant data to the management and project implementers on projects progress and whether the projects are meeting objectives (World Bank, 2012). This is depicted in the research which was conducted in Lakes region of Kenya (western parts of and the southern parts of Nyanza) by World Bank that helped in development of basic approach towards an effective implementation of community-based training system (World Bank, 2013).

The World Bank suggested that project monitoring would be of little or no use if it is not consistently supported by all the stakeholders towards addressing the sustainability issues of the projects (World Bank, 2014). The donors, project managers, and staff must all actively participate in the implementation of a training system for its effectiveness in implementation of projects (Dyason, 2010).

2.7 Communication from the Principals/County Director's and Implementation of Performance Contract

Communication is a two-way process of giving and receiving information through any number of channels. Whether one is speaking informally to a colleague, addressing a conference or meeting, writing a newsletter article or formal report. A management scholar Keith Davis has defined communication as the transfer of information and understanding from one person to another person. Communication is inherently a social process whether one communicates face-to-face with a single person or with a group of people via television; it is still a social activity involving two or more people. Communication can be categorized into verbal or non-verbal. Verbal includes oral, written and electronic forms of communication, non-verbal communications includes eye movements, gestures, facial expressions, tone of voice and the like (Dozier, Grunig & Grunig, 2013).

Public school principals today manage people, data, and processes. Principals are tasked with setting goals and motivating constituents to meet these goals. The quality of personnel, teachers, and principals has a significant impact on student test scores (Cullen, Levitt, Robertson & Sadoff, 2013). The quality and performance of a school's teachers and principals accounted for nearly 60% of the school's total impact on student achievement. The principal's impact is of significance due to the actions that they take to hire teachers, create the school-wide conditions that support student learning, and directly influence teacher effectiveness.

In the case of public service, performance appraisal takes the verbal communication which is oral interview between the appraisee and the appraiser both participating and the agreed upon targets are finally written down. Unlike the old system of rating that was nonverbal and only depended on the supervisor's mercy to the supervisee. Performance appraisal programmes are often used as the basis for compensation and promotion decisions. Therefore, the appraised is able to follow-up the recommendations made by the supervisor to ensure that they are implemented by the relevant stakeholders (Dutta & Ghosh, 2010).

Through communication implementers should strive to instill in users a sense of the need to pay for a service. The emphasis must be shifted from paying for maintenance of a facility to paying for the provision of safe, adequate and accessible water. This concept of paying for may be difficult to instill in users in poor rural communities but has the potential to remove many barriers to sustainable community financing. Ideally, tariffs should cater for future system upgrade, rehabilitation and expansion costs as well as ongoing O&M costs. Currently, this occurs very rarely. One of the main constraints to this is the need for a transparent, secure and sustainable method of storing and investing money for future use. Community managed financing mechanisms are rarely able to fulfill these requirements (Bartram & Cairncross, 2010).

In the interests of efficiency, effectiveness, equity and replicability it is now generally accepted that rural communities and users should finance the cost of running their own supplies. It is also commonplace for communities to be expected to contribute to the initial cost of their chosen technology or system. This inevitably places considerable responsibility on the shoulders of the users and makes community financing a crucial issue in the quest for sustainable rural services. It is also essential, however, that communities trust those who are responsible for providing services. It is essential that both existing and new rural services are sustained before ambitious coverage targets can be considered. One of the main reasons for

poor levels of sustainability is prevalence of unacceptable, unaffordable or impracticable financing strategies (Booth, 2011).

2.8 Theoretical Framework

This section discusses the theoretical foundation on which the study was anchored. The study was grounded on human capital theory, stakeholder theory and Resource based theory.

2.8.1 Human Capital Theory

Human capital theory was put forward by Becker in 1964 who argued that entrepreneurial knowledge of an individual gained from education adds economical value to a firm. Skills and knowledge gained through education is of importance to employees as they perform their tasks as it improves their performance. Project management teams require practical skills to run the projects effectively. These skills could be acquired from technical institutions, formal education or on job training. This theory has been put in application in several occasions. The concept has shown the inevitability for the projects management team to have skills and understanding in project management cycle and use of project management tools and techniques in project implementation. The management needs analytical expertise, creativity and the ability to interpret it and apply the skills (Kerzner & Kerzner, 2017).

This theory addresses research question four which seeks to know how communication from the principals/county director's influence implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya. The theory assists in the understanding of communication from the principals/county director's in the implementation of PC.

2.8.2 Stakeholder Theory

This theory was postulated by Evans and Freeman in 1988 who argued that companies do explicitly manage their relationships with different stakeholder groups for them to achieve the projects. Stakeholders of a project can be internal (owners, customers, employees, and suppliers), and external (governments, competitors, consumer advocates, conservationists, broadcast/social media, among others). Freeman (1984), describes these actors as any group or individual who can influence or is influenced by the achievement of the projects 's objectives

According to Freeman (2001), managers have to gain the support of their stakeholders and need to understand how their companies can influence or be influenced by others, in order to achieve the corporate objectives. It is therefore crucial for a manager to focus on the

relationships of the firm with its stakeholders, by finding ways to balance and to integrate the multiple relationships and objectives that a firm can have (Freeman & McVea, 2001).

Community members are stakeholders in community projects therefore it is important to involve them in projects activity from the start. Stakeholder's theory argues that every legitimate person or group participating in the activities of a firm or organization, do so to obtain benefits, and that the priority of the interest of all genuine stakeholders is not self-evident (Donaldson, and Preston, 1995). The Stakeholder Theory pays the same credence to stakeholders both internal and external; staffs, managers and owners as well as financiers, customers, suppliers, governments, community and special interest groups.

Community participation enhances social cohesion as they recognize the value of working in partnership with each other and organizations. It also adds economic value both through the mobilization of voluntary donations to deliver reinforcement and through skills development, which enhances the opportunities for employment and growth in community wealth, gives citizens the chance to develop the skills and networks that are needed to address social exclusion.

Project manager must ensure the community members voluntarily and actively participate in the projects from the start. This theory also emphasizes that the community members also benefit from their participations. This theory therefore leads to research question three which inquired on how teacher's attitude influences implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya. This theory therefore will assist in the better understanding of the importance of teacher's attitude in the success of PC.

2.8.3 Resource Based Theory

This theory was put forward by Feurer and Chaharbaghi in the year 1995 who argued that it is not the environment but the resources of the organization, which form the foundation of implementing projects. The origins of the resource-based view can be traced back to several authors, Wernerfelt (1984) defined its fundamental principle by stating that, the basis of a competitive advantage of an organization lies in the application of the bundle of valuable resources at the organization's disposal. The resources also have to fulfil the VRIN criteria of being valuable, rare, in-imitable and non-substitutable in order to achieve a sustainable advantage (Barney,2001).

The resource-based view (RBV) aspires to explain the internal sources of a firm's sustained competitive advantage (SCA). Hitt (2005), describe resources in terms of three categories: physical, human and organizational capital which includes capital equipment, the skills of individual employees, patents, finances and talented managers. According to Hitt et al (2005) an organization's unique resources and capabilities provide the basis for a implementation of a project. The RBV explicitly looks for the internal sources of SCA and aims to explain why firms in the same industry might differ in performance. This theory is thus relevant to the study in relation to adequate resources as a factor influencing implementation of PC because for every PC to be successful it requires resources.

2.9 Conceptual Framework

The Conceptual Framework gives a depiction on how the variables are related to one another. The variables defined here are the independent and the dependent variable. An independent variable influence and determines the effect of another variable. These include training, adequate resources, level of awareness, teacher's attitude and communication from the principals/county director's. Dependent variable is that factor which is observed and measured to determine the effect of the independent variable.

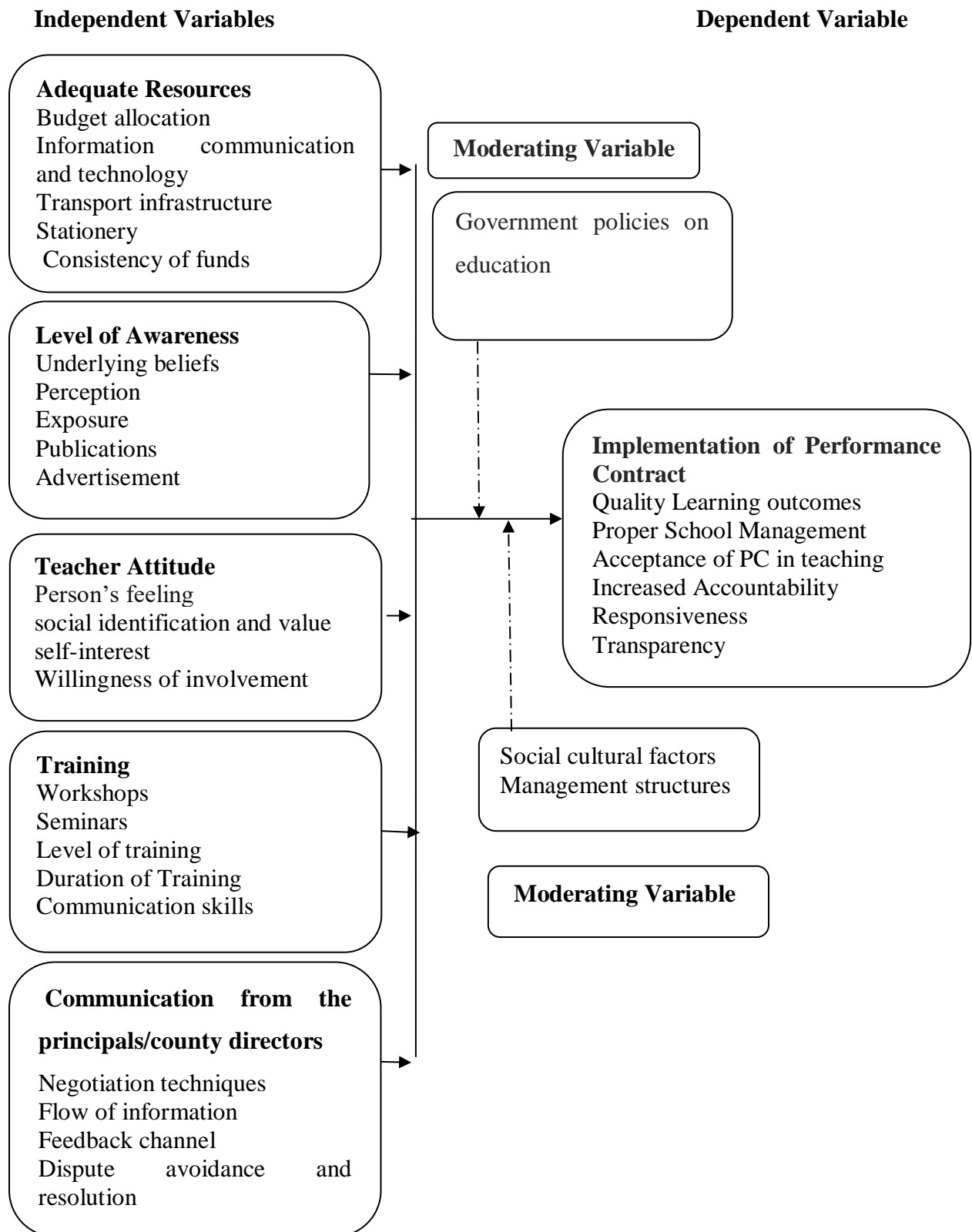


Figure 1: Conceptual Framework

2.10 Knowledge Gap

From the literature reviewed, the needs of the institutions are rapidly assessed and configure a template that serves as the basis for the implementation of PC. An experienced manager is

designated to oversee the implementation of a PC, who liaises with the client on a regular basis through telephone conferences and attendance at project meetings. Training can help projects like any other projects to be implemented effectively. The available literature shows factors that affect the implementation of performance contracting which include the management process like planning, decision making and controlling of the appraisal process that needs to be done by both the appraiser and the appraisee, level of trust that those carrying out the appraisal process have, training which is the knowledge of the appraisal system and communication of the appraisal process that has to be done before appraisal process takes place.

Previously, studies have been conducted concerning performance contract such as Kwedho (2015) who focused on effectiveness of performance contracts among secondary school teachers in Nairobi City County, Kenya, Agatu (2011) established the factors influencing resistance to performance contracting among public secondary schools' principals in Rarieda District, Kenya, Muraguri (2015) did an evaluation of performance contract in relation to teachers' job performance in public tertiary institutions in Nyeri County, Kenya, Jonjo (2017) assessed the performance management in Kenyan public schools: implications and challenges. However, none of these studies focused on factors influencing implementation of performance contract in public secondary schools. A case of Igembe South Sub County, Meru County, Kenya, a gap that this study seeks to bridge.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the procedures and techniques that was used in the collection, processing and analysis of data. Specifically, the following subsections are included; research design, target population and sampling, data collection instruments, data collection procedures and finally data analysis.

3.2 Research Design

A research design is the overall strategy that you choose to integrate the different components of the study in a coherent and logical way, thereby, ensuring you may effectively address the research problem; it constitutes the blueprint for the collection, measurement, and analysis of data (Gorard, 2013). For this study, a descriptive research design was undertaken to ascertain and be able to describe the characteristics of variables of interest. Descriptive research design is the process of collecting data in order to answer questions concerning the current status of the subject of the study. Thus, this approach is suitable for this study, since the study intends to collect comprehensive information through descriptions which was helpful for identifying variables. Descriptive studies describe characteristics associated with the subject population portraying an accurate profile of persons, events or situations. Descriptive surveys are designed to portray accurately the characteristics of individuals, situations or groups. It is used as a needs assessment tool to provide information on which to base sound decisions and to prepare the background for more constructive programmed of educational research.

3.3 Target Population

According to Sekaran and Bougie (2010), a population is the total collection of elements about which we wish to make inferences. The study was carried in 23 secondary schools. The target population for this study composed of county ministry of education officials, principal/deputy principals and teachers Igembe South Sub County, Meru County as shown in Table 3.1.

Table 3.1: Target Population

Managerial Level	Frequency	percentage
County ministry of education officials	42	20.4
Principal and deputy principals	57	27.4
Teachers	109	52.4
Total	208	100

3.4 Sample size and Sampling Procedures

Sampling is a deliberate choice of a number of people who are to provide the data from which a study drew conclusions about some larger group whom these people represent. The section focuses on the sampling size and sampling procedures.

3.4.1 Sampling Size

Sample size can be defined as the number of observations used for calculating estimates of a given population (Smith, 2009). Basing the determination of sample size with Morgan and Krejcie (1970) model, a sample size of 135 respondents were targeted. This was done according to the Krejcie Model. According to Krejcie Model:

$$n = \frac{X^2NP(1 - P)}{d^2(N - 1) + X^2P(1 - P)}$$

Where: n = desired sample size

N = Target population (**208**)

P = Population proportion (**0.5**)

d = degree of accuracy expressed as a proportion (**0.05**)

X² = 3.841 at 95% confidence level

Therefore n = 3.841 × 208 × 0.5(0.5)

$$0.05^2 (207) + 3.841 \times 0.5 \times 0.5$$

n = 135 (rounded off to 1dp)

Table 3.2: Sampling Frame

Managerial Level	Frequency	Ratio	Sample size
County ministry of education officials	42	0.65	27
Principal and deputy principals	57	0.65	37
Teachers	109	0.65	71
Total	208		135

3.4.2 Sampling Procedures

The study selected the respondents using stratified proportionate random sampling technique. Stratified random sampling is unbiased sampling method of grouping heterogeneous population into homogenous subsets then making a selection within the individual subset to ensure representativeness. The goal of stratified random sampling is to achieve the desired representation from various sub-groups in the population. In stratified random sampling subjects are selected in such a way that the existing sub-groups in the population are more or less represented in the sample (Singleton, 2009). The study used simple random sampling to pick the respondents in each stratum.

3.5 Research Instruments

The quality of the research depends on the quality of data hence the importance of data collection process. Data collection tools are the instruments which are used to collect the necessary information (Creswell & Creswell, 2017). This refers to the means the researcher used to gather the required data or information. Although several tools exist for gathering data, the choice of a particular tool depends on the type of research. For the purpose of this study, the researcher used a semi structured questionnaire as the primary data collection tool. The questionnaire was structured to include both closed, open-ended and matrix questions to allow variety.

The structured questions were close ended with alternatives from which the respondent is expected to choose the most appropriate answer (Creswell & Creswell, 2017). Unstructured questions were open-ended and present the respondent with the opportunity to provide their own answers. Matrix questions were also utilized. This type of questions presents the respondent with a range of questions against which they are expected to respond based on a predetermined rating scale. The most commonly used was the Likert scale. These types of scales are used to measure perceptions, attitudes, values and behavior (Wang, 2015). These types of questions are popular with the respondents and researchers as they are easy to fill in,

economical and provide easy comparability. The Likert type of questions enabled the respondents to answer the survey easily and for ease in data interpretation. The survey questionnaire was appropriate since it allows data from the sampled groups to be collected in a quick and efficient manner.

3.6 Pilot Testing

The questionnaire designed by the researcher based on the research questions were pilot tested to refine the questions before it can be administered to the selected sample. A pilot test was conducted to detect weakness in design and instrumentation and to provide proxy data for selection of a probability sample. Creswell and Creswell (2017) asserted that, the accuracy of data to be collected largely depended on the data collection instruments in terms of validity and reliability

3.7 Validity of Research Instruments

To ascertain the validity of questionnaire, a pilot test was carried out. The content validity of the research instrument was evaluated through the actual administration of the pilot group. The study used both face and content validity to ascertain the validity of the questionnaires. Face validity is actually validity at face value. As a check on face validity, test/survey items are sent to the pilot group to obtain suggestions for modification (Creswell & Creswell, 2017). Content validity draws an inference from test scores to a large domain of items similar to those on the test.

3.8 Reliability of Research Instruments

Reliability of the questionnaire was evaluated through administration of the said instrument to the pilot group. The acceptable reliability coefficient is 0.7 and above (Song et al., 2014). The questionnaire was administered to a pilot group of 16 randomly selected respondents from the target population and their responses used to check the reliability of the tool. This comprises 12% of the sample size. A construct composite reliability co-efficient (Cronbach alpha) of 0.7 or above, for all the constructs, is considered to be adequate for this study (Rousson, Gasser & Seifer, 2012). Reliability coefficient of the research instrument was assessed using Cronbach's alpha (α) which is computed as follows:

$$A = k/k-1 \times [1 - \sum (S^2) / \sum S^2 \text{sum}]$$

Where: α = Cronbach's alpha

k = Number of responses

$\sum (S^2)$ = Variance of individual items summed up

$\sum S^2_{\text{sum}}$ = Variance of summed up scores

3.9 Data Collection Procedures

The research data was collected using semi-structured questionnaires. In order to ensure uniformity in response and to encourage participation, the questionnaires were kept short and structured with mostly multiple-choice selections in a Likert scale. The questionnaires were preferred in this study because respondents of the study are literate and quite able to answer questions asked adequately. According to Creswell and Creswell (2017), questionnaires are commonly used to obtain important information about a population under study. The researcher obtained an introductory letter from the University to collect data. The researcher personally administered the questionnaires to the respondents, allow the respondents to fill them and then collect them later: the drop and pick later method.

3.10 Data Analysis Techniques

The completed questionnaires were edited for completeness and consistency. The data was then analyzed using descriptive statistics and inferential statistics. The descriptive statistical tool (SPSS V.25.0) helped the researcher in the analysis of the data. This generate quantitative reports through tabulations, percentages, and measure of central tendency. The findings were presented using tables for further analysis and to facilitate comparison. A multiple regression model was applied to determine the relative importance of each of the independent variables. The linear regression analysis is chosen as the approach to analyze the data. The regression model was as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \epsilon$$

Where: -

Y= Implementation of performance contract

β_0 =constant

$\beta_1, \beta_2, \beta_3, \beta_4$ and β_5 = regression coefficients

X_1 = adequate resources

X_2 = level of awareness

X_3 = teacher's attitude

X_4 = training

X_5 = communication from the principals/county director's

ϵ =Error Term

3.12 Ethical Considerations

In order to conduct the study, the researcher observed the following standards of behaviour in relation to the rights of those who become subject of the study or are influenced by it: First, in dealing with the respondents, they were informed of the objective of the study and the confidentiality of obtained information, through a letter to enable them give informed consent. Once consent is granted, the respondents maintained their right, which entails but is not limited to withdraw or decline to take part in some aspect of the research including rights not to answer any question or set of questions and/or not to provide any data requested; and possibly to withdraw data they have provided. Caution was observed to ensure that no participant is coerced into taking part in the study and, the researcher seeks to use minimum time and resources in acquiring the information required. Secondly, the study adopted quantitative research methods for reliability, objectivity and independence of the researcher. While conducting the study, the researcher ensured that research ethics are observed. Participation in the study was voluntary. Privacy and confidentiality was also observed. The objectives of the study was explained to the respondents with an assurance that the data provided was used for academic purpose only.

3.13 Operationalization of Variables

The operationalization of variables was shown in Table 3.3.

Table 3.3: Operationalization of variables

Objectives	Type of Variable	Indicator	Measuring of Indicators	Tools of analysis	Type of analysis
To determine the influence of availability of resources on implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya.	Independent	Availability of resources	Budget allocation Information communication and technology Transport infrastructure Stationery Consistency of funds	Percentages Mean score	Descriptive statistics Regression analysis
To establish the influence of level of awareness on implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya.	Independent	Level of awareness	Underlying beliefs Perception Exposure Publications Advertisement	Percentages Mean score	Descriptive statistics Regression analysis

To assess the influence of teacher's attitude on implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya.	Independent	Teacher's attitude	Person's feeling social identification and value self-interest willingness of involvement	Percentages Mean score	Descriptive statistics Regression analysis
To evaluate influence of training on implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya.	Independent	training	Workshops Seminars Level of training Duration of Training Communication skills	Percentages Mean score	Descriptive statistics Regression analysis
To examine the influence of communication from the principals/county director's on	Independent	Communication from the principals/county director's	Negotiation techniques Flow of information Feedback channel Dispute avoidance and	Percentages Mean score	Descriptive statistics Regression analysis

<p>implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya.</p>			<p>resolution</p>		
	<p>Dependent</p>	<p>Project implementation</p>	<p>Quality Learning outcomes Proper School Management Acceptance of PC in teaching Increased Accountability Responsiveness Transparency</p>	<p>Mean score</p>	<p>Descriptive statistics Regression analysis</p>

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF FINDINGS

4.1 Introduction

This chapter presents the findings obtained from the data collected using questionnaires. It discusses the characteristics of the respondents and their opinions on the factors influencing implementation of performance contract in public secondary schools based on a case of Igembe South Sub County, Meru County, Kenya. The researcher summarized the collective reactions of the respondents and presented in tables with their interpretations presented in prose.

4.2 Response Rate

The researcher administered questionnaires to 135 respondents but only 98 were able to return fully filled questionnaires. This gave a response rate of 72.6% which was within what Saunders (2011) prescribed as a significant response rate for statistical analysis and established it at a minimal value of 50%.

Table 4.1: Response Rate

	Respondents	Response Rate
Response	98	72.6%
Non-response	37	27.4%
Total	135	100

4.3 Reliability Analysis

Reliability analysis was subsequently done using Cronbach's Alpha which measures the internal consistency by establishing if certain items within a scale measure the same construct. The Cronbach Alpha was established for every objective which formed a scale. Table 4.2 shows the reliability analysis results.

Table 4.2: Reliability Analysis

	Alpha value	Comments
Availability of resources	0.741	Reliable
Level of awareness	0.843	Reliable
Teacher's attitude	0.719	Reliable
Training	0.762	Reliable
Communication from the principals/county director's	0.784	Reliable

The findings in Table 4.2 illustrates that all the five variables were reliable as their reliability values exceeded the prescribed threshold of 0.7, Kothari (2004). This, therefore, depicts that the research instrument was reliable and therefore required no amendments.

4.4 Demographic Information

The study sought to enquire on the respondents' general information including gender, work experience in public secondary schools, their level of education and their age bracket. This general information is presented in form tables with frequencies and percentages.

4.4.1 Gender of the Respondent

The respondents were asked to indicate their gender. The findings for gender distribution of the respondents was as presented in Table 4.3.

Table 4.3: Gender of the Respondent

	Frequency	Percent
Male	51	52
Female	47	48
Total	98	100

From the findings, most of the respondents were male as shown by 52% while 48% of the respondents were female. This shows that the researcher considered all the respondents in collecting the data and hence the data was of high quality and could be used in assessing the factors influencing the implementation of performance contract in public secondary schools.

4.4.2 Period Working with Public Secondary Schools

The respondents were also requested to indicate the number of years they have been working with public secondary schools. Their responses were as shown in Table 4.4.

Table 4.4: Period Working with Public Secondary Schools

	Frequency	Percent
Less than 1 years	12	12.2
1 to 3 years	41	41.8
3 to 5 years	33	33.7
Above 5 years	12	12.2
Total	98	100

From the findings in Table 4.4, 41.8% of the respondents indicated that they have been working in public secondary schools for 1 to 3 years, 33.7% indicated 3 to 5 years while 12.2% indicated that they have been working in public secondary schools for less than 1 years and above 5 years. This implies that majority of the respondents had worked in public secondary schools long enough to comprehend and give data on factors that influence implementation of performance contract in public secondary schools.

4.4.3 Level of Education

The respondents were again asked to indicate their level of education. Their responses were as presented in Table 4.5.

Table 4. 5: Level of Education

	Frequency	Percent
Diploma	33	33.7
Degree	57	58.1
Masters	8	8.2
Total	98	100

As per the Table 4.5, 58.1% of the respondents showed that they had a degree and 33.7% of the respondents indicated that they had a college diploma while 58.1% of the respondents indicated that they had masters. This implies that majority of the respondents were learnt enough to understand the subject under study and give reliable data. It also implies that the minimum academic qualification for county ministry of education officials, principal and deputy principals and teachers was a diploma in education.

4.4.4 Age Bracket

The respondents were also requested to indicate their age bracket. The age distribution is presented in Table 4.6.

Table 4.6: Age Bracket

	Frequency	Percent
20-30 years	2	2
31-40 years	37	37.8
41-50 years	47	48
51 – 60 years	12	12.2
Total	98	100

The majority of the respondents indicated that they were aged between 41 and 50 as shown by 48%. Others indicated 31 to 40 years as shown by 37.8%, 51 to 60 years as shown by 12.2 % and 20 to 30 years as shown by 2%. This shows that most of the respondents were mature enough to cooperate and give information on the subject under study. Also data collection covered all the age groups who diverse opinions and hence the data collected was of high quality.

4.5 Factors Influencing Implementation of Performance Contract

The purpose of the study was to establish the factors influencing implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya. The study specifically focused on influence of adequate resources, level of awareness, teacher’s attitude, training and communication from the principals/county director’s. The findings were presented in various sub sections.

4.5.1 Availability of Resources

The researcher asked the respondents using a Likert scale of 1-5 to indicate the extent to which adequate resources influence implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya. Their responses were presented in Table 4.7.

Table 4.7: Availability of Resources Influence on Implementation of Performance Contract

	Frequency	Percent
Low extent	7	7.1
Moderate extent	26	26.2
Great extent	42	42.9
Very great extent	23	23.8
Total	98	100

From the findings, the study found that adequate resources influence implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya greatly as shown by 42.9%, moderately as shown by 26.2%, very greatly as shown by 23.8% and lowly as shown by 7.1%. This clearly implies that adequate resources influence implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya greatly.

Moreover, the researcher further requested the respondents to use a Likert scale of 1-5 and indicate the extent to which aspects of availability of resources influence implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya. Their responses were presented in Table 4.8.

Table 4.8: Adequate Resources Aspects Influence on Implementation of Performance Contract

	Mean	Std. Dev.
Budget allocation	3.929	0.677
Information communication and technology	3.976	0.811
Transport infrastructure	4.333	0.687
Stationery	3.310	1.047
Consistency of funds	4.024	0.811

From the findings, the respondents indicated that transport infrastructure as expressed by a mean of 4.333, consistency of funds as indicated by a mean of 4.024, information communication and technology as shown by a mean of 3.976 and that budget allocation as shown by a mean of 3.929 greatly influence implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya. Furthermore, the respondents indicated that stationery as illustrated by a mean of 3.310 moderately influence implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya.

Further on how various aspects availability of resources influence the implementation of performance contract in public secondary schools in Igembe South Sub County, the respondents indicated that adequate budget allocation makes it easy to implement the performance contract. The respondents also indicated that Information communication and technology and transport infrastructure gives an incentive to effectively implement the performance contract.

4.5.2 Level of Awareness

The respondents were requested by the researcher to indicate the extent to which level of awareness influence implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya using a Likert scale of 1-5. Their responses were as illustrated in Table 4.9.

Table 4.9: Level of Awareness Influence on Implementation of Performance Contract

	Frequency	Percent
Low extent	16	16.7
Moderate extent	19	19
Great extent	51	52.4
Very great extent	12	11.9
Total	98	100

From the results, the respondents indicated that level of awareness influence implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya to a great extent as shown by 52.4%, to a moderate extent as shown by 19%, to a Low extent as shown by 16.7% and to a very great extent as shown by 11.9%. This reveals that level of awareness influence implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya greatly.

The researcher also asked the respondents to indicate the extent to which aspects of level of awareness influence implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya using a Likert scale of 1-5. Their responses were as shown in Table 4.10.

Table 4.10: Influence of Level of awareness Aspects on Implementation of Performance Contract

	Mean	Std. Dev.
Underlying beliefs	2.857	0.647
Perception	4.286	0.596
Exposure	4.333	0.687
Publications	3.310	0.975
Advertisement	4.167	0.621

From the outcomes, the respondents indicated that exposure as expressed by a mean score of 4.333 and perception as shown by a mean score of 4.286 influence implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya to a great extent. Moreover, from the outcomes the respondents indicated that advertisement as expressed by a mean score of 4.167 influence implementation of performance

contract in public secondary schools in Igembe South Sub County, Meru County, Kenya to a great extent. However, the respondents indicated that publications as illustrated by a mean score of 3.310 and underlying beliefs as indicated by an average of 2.857 influence implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya to a moderate extent.

The respondents on the way in which level of awareness influence the implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya, the respondents indicated underlying beliefs like performance contracts are meant to punish teachers hampers the strategies enacted to ensure effective implementation of performance contract in public secondary schools and that advertisement improves the means of exposing the importance performance contracts hence improving its implementation.

4.5.3 Teacher’s Attitude

The researcher also requested the respondents to give their response on the extent to which teacher’s attitude influences implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya. Their responses were as shown in Table 4.11.

Table 4.11: Extent of Teacher’s attitude Influence on Implementation of Performance Contract

	Frequency	Percent
Low extent	14	14.1
Moderate extent	22	22
Great extent	44	45.2
Very great extent	18	18.7
Total	98	100

The respondents indicated that teacher’s attitude greatly influence implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya as illustrated by 45.2%, moderately as illustrated by 22%, very greatly as illustrated by 18.7% and lowly as shown by 14.1%. This implied that teacher’s attitude influence implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya greatly.

The researcher also requested the respondents to give their response on the extent to which teacher's attitude aspects influences implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya. Their responses were as shown in Table 4.10.

Table 4.12: Teacher's attitude Aspects Influence on Implementation of Performance Contract

	Mean	Std. Dev.
Person's feeling	4.381	0.764
Social identification and value	3.976	0.811
Self-interest	2.810	1.065
Willingness of involvement	4.333	0.687
Staff allocation	2.136	0.713

The respondents indicated that person's feeling as illustrated by an average of 4.381 and willingness of involvement as illustrated by an average of 4.333 influence implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya greatly. The respondents also revealed that social identification and value as illustrated by an average of 3.976 also influence implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya greatly. Moreover, the respondents showed that Self-interest as illustrated by an average of 2.810 moderately influence implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya.

On the ways in which teacher's attitude influence the implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya, the respondents indicated that Negative school environments not only affect students' health and well-being but also adversely affect LGBT students' academic achievement and goals, leading, for example, to higher absenteeism, lower grade point averages, and lower educational aspirations and that student-centered educational topics is usually on the effect of teachers' attitudes on students' academical success with a lack of lifespan developmental perspective.

4.5.4 Training

The researcher asked the respondents to give their response on the extent to which training influences implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya. Their responses were as shown in Table 4.11.

Table 4.13: Extent of Training Influence on Implementation of Performance Contract

	Frequency	Percent
Low extent	14	14.3
Moderate extent	47	47.6
Great extent	37	38.1
Total	98	100

As per the results, the respondents revealed that training influences implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya to a moderate extent as shown by 47.6%, to a great extent as shown by 38.1% and to a Low extent as shown by 14.3%. This clearly reveals that training influences implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya to a moderate extent.

The researcher further asked the respondents to give their response on the extent to which training influences implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya. Their responses were as shown in Table 4.14.

Table 4.14: Training Aspects Influence on Implementation of Performance Contract

	Mean	Std. Dev.
Workshops	2.786	0.750
Seminars	3.643	1.032
Level of training	4.381	0.764
Duration of training	3.976	0.811
Communication skills	4.333	0.687

From the findings, the respondents indicated that level of training as shown by a mean of 4.381 and that Communication skills as shown by a mean of 4.333 greatly affect the implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County,

Kenya. The respondents also indicated that duration of training as shown by a mean of 3.976 and that seminars as shown by a mean of 3.643 greatly affect the implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya. The respondents further revealed that workshops as shown by a mean of 2.786 moderately influences implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya.

On the views on how training influence the implementation of performance contract in public secondary schools, the respondents indicated training about performance appraisal is needed to fill this knowledge gap that exists before appraisal is done and that training helps teachers to teachers understand the objectives of performance contract that could lead to teachers accepting the implementation of the performance contract. This is because they were known of how to react and behave towards the achievement of the PC goals albeit training if not well structured might also had little impact on performance.

4.5.5 Communication from the Principals/County Director’s

The study sought to find out how communication from the principals/county director’s influence implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya. Thus, the respondents were requested to indicate the extent to which communication from the principals/county director’s influences the implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya using a likert scale of 1-5. Their responses were presented in Table 4.15.

Table 4.15: Communication from the Principals/County Director’s Influence Implementation of Performance Contract

	Frequency	Percentage
Low Extent	9	9.7
Moderate Extent	17	17.2
Great Extent	43	43.4
Very Great Extent	29	29.7
Total	98	100

From the results in Table 4.15, the respondents indicated that communication from the principals/county director's influences the implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya greatly as shown by 43.4%, very greatly as shown by 29.7%, moderately as shown by 17.2% and lowly as shown by 9.7%. This reveals that there is a great extent to which the communication from the principals/county director's affects the implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya.

In addition, the researcher further asked the respondents using a likert scale of 1-5 to indicate the extent to which aspects of communication from the principals/county director's influence the implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya. The findings were as presented in Table 4.16.

Table 4.16: Aspects of Communication from the Principals/County Director's Influence Implementation of Performance Contract

	Mean	Std. Dev.
Negotiation techniques	2.861	0.614
Flow of information	4.302	0.905
Feedback channel	3.078	1.134
Beliefs	3.713	0.923

As per the study results, the respondents indicated that flow of information as expressed by a mean score of 4.3024 and dispute avoidance and resolution as expressed by a mean score of 3.7134 greatly influences the implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya. However, the respondents indicated that feedback channel as shown by a mean of 3.0788 and negotiation techniques as shown by a mean of 2.8612 moderately influenced implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya.

On the how communication from the principals/county director's influence the implementation of performance contract in public secondary schools, the respondents indicated communication is very important in ensuring effective implementation of performance contract in public secondary schools. They also indicated that principals through communication are tasked with setting goals and motivating constituents to meet these goals and that performance appraisal takes the verbal

communication which is oral interview between the appraisee and the appraiser both participating and the agreed upon targets are finally written down.

4.5.6 Implementation of Performance Contract in Public Secondary Schools

The researcher requested the respondents to indicate the trend of the various aspects of implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya for the last five years. Their collective responses were presented in Table 4.17.

Table 4.17: Trend of Implementation of Performance Contract in Public Secondary Schools

	Mean	Std. Dev.
Quality learning outcomes	3.619	0.962
Proper school management	3.833	1.034
Acceptance of PC in teaching	3.071	0.712
Increased accountability	4.167	0.794
Responsiveness	2.746	0.956
Transparency	3.708	0.859

The study indicated that increased accountability as shown by a mean score of 4.167, proper school management as illustrated by a mean score of 3.833, transparency as illustrated by a mean score of 3.708 and quality learning outcomes as indicated by an average of 3.619 have improved for the last five years. Moreover, the respondents indicated that for the last five years, acceptance of PC in teaching as expressed by a mean score of 3.071 and responsiveness as shown by a mean of 2.746 have been constant.

4.6 Regression Analysis

The researcher conducted a multiple regression analysis to test the relationship between the variables. This showed how the dependent variable is influenced by the independent variables.

Table 4.18: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.876	0.768	0.755	1.038

From the findings, the independent variables were statistically significant predicting the dependent variable since adjusted R square was 0.755. This implied that 75.5% variations in

implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya are explained by adequate resources, level of awareness, teacher's attitude and training. Other factors influencing implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya that were not covered in this study accounted for 21.5% which form the basis for further studies.

Table 4.19: ANOVA Test

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	342.126	5	68.425	60.859	.000
	Residual	103.437	92	1.124		
Total		445.563	97			

From the ANOVA Table, p-value was 0.000 and F-calculated was 60.859. Since p-value was less than 0.05 and the F-calculated was greater than F-critical (2.4472), then the regression relationship was significant in determining how adequate resources, level of awareness, and teacher's attitude, training and communication from the principals/county director's influenced implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya.

Table 4.20: Coefficients of Determination

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.267	0.182		6.962	.000
Availability of resources	0.812	0.196	0.714	4.143	.000
Level of awareness	0.712	0.208	0.611	3.423	.001
Teacher's attitude	0.568	0.208	0.462	2.731	.007
Training	0.771	0.312	0.672	2.471	.015
Communication from the principals/county director's	0.673	0.278	0.581	2.421	.018

The established model for the study was:

$$Y = 1.267 + 0.812X_1 + 0.712X_2 + 0.568X_3 + 0.771X_4 + 0.673X_5$$

Where: -

Y= Implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya

X₁= Availability of resources

X₂= Level of awareness

X₃= Teacher's attitude

X₄= Training

X₅= Communication from the principals/county director's

The regression equation above has established that taking (adequate resources, level of awareness, teacher's attitude, training and Communication from the principals/county director's), implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya will be 1.267. The findings presented also show that increase in the adequate resources leads to 0.812 increase in the score of implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya if all other variables are held constant.

Further it was found that if level of awareness increases, there is a 0.712 increase in performances of rural road maintenance projects in Igembe South Sub County, Meru County, Kenya. Further, the findings show that a unit increases in the scores of managements support would leads to 0.568 increase in the scores of performance of the rural road maintenance projects in Igembe South Sub County, Meru County, Kenya. The study also found that a unit increases in the scores of training would lead to a 0.771 increase in the scores of performances of rural road maintenance projects in Igembe South Sub County, Meru County, Kenya. The study further established that a unit increases in the scores of communication from the principals/county director's leads to 0.673 increase in the score of implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya if all other variables are held constant.

Overall, availability of resources had the greatest influence on implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya in Kenya followed by training, then level of awareness then communication from the principals/county director's while teacher's attitude had the least influence on the

implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya in Kenya. All the variables were significant since their p-values were less than 0.05.

CHAPTER FIVE

SUMMARY OF THE FINDINGS DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presented summary of the findings, conclusions as well as the recommendations of the study. This study focused on the factors influencing implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya.

5.2 Summary

The study sought to establish the influence of adequate resources on implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya. The study found that availability of resources influence implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya greatly. The study deduced that transport infrastructure, consistency of funds, information communication and technology and that budget allocation greatly influence implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya. Moreover, it was revealed that stationery have a moderate influence on implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya.

The study further sought to assess the influence of level of awareness on implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya. It was clear that level of awareness influence implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya greatly. The study also established that exposure, advertisement and perception influence implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya to a great extent. Moreover, it was revealed that publications and underlying beliefs influence implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya to a moderate extent.

Further, the study sought to evaluate the influence of teacher's attitude on implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County,

Kenya. The study found that teacher's attitude influence implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya greatly. The study deduced that person's feeling, social identification and value and willingness of involvement influence implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya greatly. Moreover, the study revealed that self-interest moderately influence implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya.

The study finally sought to determine the influence of training on implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya. The study found that training influences implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya to a moderate extent. It was established that level of training, duration of training, seminars and that Communication skills greatly affect the implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya. The study further established that workshops moderately influences implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya.

The study sought to find out how communication from the principals/county director's influence implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya. The study found that there is a great extent to which the communication from the principals/county director's affects the implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya. Further the study found that flow of information and dispute avoidance and resolution greatly influences the implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya. The study also revealed that feedback channel and negotiation techniques moderately influenced the implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya.

5.3 Discussion of the Findings

5.3.1 Availability of Resources

The study established that availability of resources influence implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya greatly.

The study found that transport infrastructure, consistency of funds, information communication and technology and that budget allocation greatly influence implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya. These findings agree with Cheruiyot (2016) who argues that major resource in project is finance, without which it cannot operate and so the resource should be given the attention it deserves if the community projects have to survive. If the projects would be sustainable, financial activities in CWP'S should be planned for, recorded, monitored and controlled. Demand for careful project planning has made financial management a key activity in organizations and projects in general.

Further, it was revealed that stationery have a moderate influence on implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya. This is in line with Mwaura and Ngugi (2014) who argues that a financial project manager plays a key role in developing the long-term financial goals of a company or organization to ensure a profitable future for the firm. Financial planning encompasses setting goals, assessing financial assets and resources, estimating future financial requirements and making plan to achieve monetary goals. Madison continues to suggest that, one systematic tactic for attaining effective management performance is financial planning, budgeting and that sustainability of any project lies in effective financial management right from the implementation to post implementation stage.

5.3.2 Level of Awareness

It was clear that level of awareness influence implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya greatly. The study also established that exposure, advertisement and perception influence implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya to a great extent. Further the study found that publications and underlying beliefs influence implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya to a moderate extent. These findings concur with Vespoor, Middleton and Rodinelli in Mpapale (2011) who assert that the agreeableness to process of change and how successful it is implemented depends on procedures used to introduce change, time available and size of organizations. Teachers have been left out in the process negotiating the contracts and the process has been hurriedly imposed on teachers. This may have led to

resistance in signing the contracts by the teachers arguing that they were left out of the negotiation process where issues touching on increased pay for improved performance could be ironed before they are made to sign the PCs

5.3.3 Teacher's Attitude

The study found that teacher's attitude influence implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya greatly. The study deduced that person's feeling, social identification and value and willingness of involvement influence implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya greatly. Moreover, the study revealed that self-interest moderately influence implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya. This correlates with Gause (2011) who argues that attitude is very important when you are a teacher. It affects your students in many ways and can shape their learning experience. Teaching is an art and the quality of teaching depends on the love, dedication and devotion of the teacher towards the subject of the knowledge. The quality of any teaching programme cannot rise above the quality of its teachers. Negative school environments not only affect students' health and well-being but also adversely affect LGBT students' academic achievement and goals, leading, for example, to higher absenteeism, lower grade point averages, and lower educational aspirations.

5.3.4 Training

The study found that training influences implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya to a moderate extent. It was established that level of training, duration of training, seminars and that Communication skills greatly affect the implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya. The study further established that workshops moderately influences implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya. This agrees with (Rummler and Brache (2012) who argues that training supervisors to handle this type of discussion could be valuable. It need not be any more extensive than the training given for conventional appraisal programs. In addition, employees will need guidance on how to prepare for the conduct a self-review discussion. As minimum instructional materials, perhaps in the form of a brief manual should be provided. Performance appraisal is an important management tool and managers need to show

support of the process in their organizations. It is a duty of managers to ensure that performance appraisal policy is understood accessible and adhered to by all levels of staff. If supervisors play their role in performance appraisal process effectively, the employees will understand them. Supervisors should ensure that their employees are made aware of organizational goals and objectives for easy setting of their targets.

5.3.5 Communication from the Principals/County Director's

The study found that there is a great extent to which the communication from the principals/county director's affects the implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya. Further the study found that flow of information and dispute avoidance and resolution greatly influences the implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya. The study also revealed that feedback channel and negotiation techniques moderately influenced the implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya. These findings are in line with Dutta and Ghosh (2010) who argues that through communication implementers should strive to instill in users a sense of the need to pay for a service. The emphasis must be shifted from paying for maintenance of a facility to paying for the provision of safe, adequate and accessible water. This concept of paying for may be difficult to instill in users in poor rural communities but has the potential to remove many barriers to sustainable community financing. Ideally, tariffs should cater for future system upgrade, rehabilitation and expansion costs as well as ongoing O&M costs.

5.4 Conclusions

The study concluded that availability of resources had a great, positive and significant influence on implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya. This was attributed to great influence on implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya by transport infrastructure, consistency of funds, information communication and technology and that budget allocation.

The study also concluded that level of awareness positively and significantly influence implementation of performance contract in public secondary schools in Igembe South Sub

County, Meru County, Kenya. This was as a result of exposure, advertisement and perception having greatly influence implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya. The study also deduced that publications and underlying beliefs moderately influence implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County.

The study further concluded that teacher's attitude influences implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya significantly. The study deduced that person's feeling, social identification and value and willingness of involvement have great influence on influence implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya greatly. It was also deduced that self-interest moderately influence implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya.

The study also concluded that training significantly and positively influence implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya. The study deduced that level of training, duration of training, seminars and that Communication skills greatly affect the implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya. The study also deduced that workshops moderately influences implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya.

The study also concluded that communication from the principals/county director's influence implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya significantly. The study found that flow of information and dispute avoidance and resolution greatly influences the implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya. The study also revealed that feedback channel and negotiation techniques moderately influenced the implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya.

5.4 Recommendations

The study recommended that the Government of Kenya conducts workshops and other forms of training for head teachers to enable them share their experiences on the implementation of

performance contracting in their respective public schools. Further, it is recommended that the Ministry of Education organizes for training sessions to sensitize teachers on the benefits of performance contracting because training could assist in changing organizational culture. This is because once the management and teaching staff understand how performance contracting works, they would start to appreciate its potential. From this the teachers will have an improved attitude towards performance contracting.

The head teachers, school committees and parents should be organized to raise funds for building and equipping libraries and for provision of suitable teaching facilities. The government should provide more teachers to needy schools in order to minimize the teaching load. The PTA should also aim at employing more teachers on contract. This would enable teachers to work effectively and efficiently.

There should be more consultation between the administration of schools and teacher in the setting up of the performance targets to enable teacher to own their target and work towards achieving them. The targets should be reviewed periodically in order to keep being valid and achievable and need to be communicated as soon as the target period and not later.

The head teacher should communicate to the staff precisely, clearly and accurately in order to achieve positive results and at the stipulated time since failure to inform the members of staff can lead to confusion or in some cases. Employees should be involved and awareness should be created to all staff; frequent meeting should be held to assess PC implementation progress; adequate budget should be allocated to enable achievement of PC targets; PC results should be put before the public for information and ministry ranking be encouraged; and PC should be in line with ministry's objectives/commitments; To ensure efficiency and effectiveness in PC implementations proper communication channels should be availed; transparency and motivation should be enhanced; there should be continuous sensitization on PC.

Feedback on the PC processes should be brought to the staffs who are the implementations and action persons of the PC targets. The leadership of an organization can be regarded as the driving force for an organization on the path of productivity. Top management can give assurance of and commit themselves to modeling the desired behaviors combined with the values that need to be institutionalized. Top management can increase organizational commitment by communicating that they value employees' contribution and that they care about employee's wellbeing.

Teacher should be given enough time to familiarize with PC before it is fully implemented in the public secondary schools. Appropriate media should be used to disseminate information on PC to teachers. The teachers' pay should be improved and they should be accorded more recognition for their job. The teaching conditions in the schools need to be improved in order to boost teachers' morale.

5.6 Recommendations for Further Research

This study was based in Igembe South Sub County, Meru County, Kenya. Therefore the study recommends further studies on factors influencing implementation of performance contract in public secondary schools in other counties in Kenya.

A replica of the study should be carried out incorporating more variables that possibly influence implementation of performance contracts. These variables also include social factors as well as economic factors.

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

REFERENCES

- Admassu, M., Kumie, A. & Fantahun, M. (2002). Identifying Key Characteristics of Technical Project Leadership. *Leadership and Organization Development Journal* 20 (5) 250-267.
- Anderson, P. (2010). *Characteristics of community*. Available on <http://www.psawa.com>. Accessed on 21.07.2015
- Bagheri, A. & Hjorth, P. (2007). Planning for sustainable development: a paradigm shift towards a process-based approach. *Sustainable development*, 15(2), 83-96.
- Barney, J. B. (2001). Resource-based theories of competitive advantage: A ten-year retrospective on the resource-based view. *Journal of management*, 27(6), 643-650.
- Bartram, J. & Cairncross, S. (2010). Hygiene, sanitation, and water: forgotten foundations of health. *PLoS medicine*, 7(11), 367.
- Batchelor, S., McKemey, K. & Scott, N. (2000). *Exit Strategies for Resettlement of Drought Prone Populations (Project Technical Report)* UK: Gamos Ltd
- Booth, D., Hanmer, L. & Lovell, E. (2000). Poverty and transport: *A report prepared for the World Bank in collaboration with DFID. Final report and Poverty and Transport toolkit*.
- Cheruiyot, S. C. (2016). *Factors influencing performance of community-based projects in Bomet County*. Doctoral Dissertation, University of Nairobi.
- Clark, R. C. & Mayer, R. E. (2016). *E-learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning*. John Wiley & Sons.
- Creswell, J. (2012). *Research Design: Qualitative and Quantitative Approaches*. New York: *Thousand Oaks*.
- Creswell, J. W. & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. London: Sage publications.
- DFID (1998). *Guidance Manual on and Sanitation Programs*. London: DFID

- DFID (2001). *Addressing the Crisis: Healthier and more productive lives for poor people, Strategies for achieving the international development targets*. UK: Department for International Development
- DFID, (2011). *Sustainable Livelihood*. London: DFID.
- Donaldson, T. & Preston, L. E. (1995). The stakeholder theory of the corporation: Concepts, evidence, and implications. *Academy of management Review*, 20(1), 65-91.
- Dozier, D. M., Grunig, L. A. & Grunig, J. E. (2013). *Manager's guide to excellence in public relations and communication management*. Routledge.
- Dutta, P., & Ghosh, S. K. (2010). Performance appraisal system of AB Bank limited, ABBL.
- Dyason, B. (2010). *Action Plan: Training Reporting and Research*. Pretoria: © Department of Basic Education and MIET Africa.
- Everlyne, M. K. (2013). *Factors affecting access of supply in Kisauni area, Mombasa county, Kenya*, Doctoral Dissertation, University of Nairobi.
- Feurer, R. & Chaharbaghi, K. (1997). Strategy development: past, present and future. *Training for quality*, 5(2), 58-70.
- Ford, D. Y., & Whiting, G. W. (2011). Beyond testing: Social and psychological considerations in recruiting and retaining gifted Black students. *Journal for the Education of the Gifted*, 34(1), 131-155.
- Freeman, C. (1984). *Long waves in the world economy*. London: F. Pinter.
- Freeman, R. E. & McVea, J. (2001). A stakeholder approach to strategic management. *The Blackwell handbook of strategic management*, 23(4), 183-201.
- Gakubia, R., Pokorski, U. & Onyango, P. (2010). Upscaling Access to Sustainable Sanitation. In *Presentation at the Follow-up Conference of the International Year of Sanitation (IYS), 26th January, Tokyo, Japan*. Accessed at: http://www.waterforum.jp/eng/iys/agenda/doc/session1/12_Dr_UlrikePokorski.pdf.
- Gause, C. P. (2011). Resources and References. In *Diversity, Equity, and Inclusive Education* (pp. 61-125). SensePublishers.

- Gebrehiwot, M. (2006). *An Assessment of Challenges of Sustainable Rural Supply: The Case of Ofla Woreda in Tigray Region*. MSc Thesis, Regional and Local Development Study (RLDS). A.A.U. Ethiopia.
- Global Fund, (2012). *Sustainability of and sanitation programme in upgraded urban centres in Africa*. UK: WB.
- GOK (2010). Kenya national strategic plan. Ministry of planning and national development and vision 2030. Nairobi, Kenya: Government Printer.
- GoK, (2009). *Kitui District Development Plan 2008-2012* Nairobi: Government Printer.
- Gok, (2009). *Privatization in Kenya, Issue Paper* Nairobi: Government Printer.
- GoK, (2013). *Ministry of Devolution and Planning; Kitui County Development Profile* Nairobi: Government Printer.
- Görgens, M., Nkwazi, C. & Govindaraj, C. (2005). Malawi – Developing a National Multisector HIV/AIDS Training System. Malawi: Government Printers.
- Government of Kenya (2006). *Kenya National Development Report: A Report Prepared for the UN World Development Report II*. Nairobi: Ministry of and Irrigation.
- Gunaratana, H. (2010). *Mindfulness in plain English*. ReadHowYouWant. com.
- Hayuma, P. J. (2011). *Factors affecting sustainability of community development projects in Morogoro district, Tanzania*. Doctoral dissertation, Sokoine University of Agriculture.
- IFAD, (2007). Strategic Framework 2007-2010 Retrieved on January 20, 2014, from <http://www.ifad.org/sf/>.
- IFAD, (2012). *Role of Training in the sustainability of WB funded projects in africa*. New York: McGraw Hill.
- IRC International and Sanitation Centre. (2011). Assessing progress towards sustainable service delivery, Ethiopia. *Lessons for Rural Supply*. 4(23),23-67.
- IRC, (2002). *Participatory Learning and Action Initiative*. IRC: Delft, The Netherlands. Available at <http://www.irc.nl/projects/genini/plaresults.html>

- Joint Monitoring Programme for Supply and Sanitation (2014): Improved Sanitation Coverage Estimates –Kenya. Retrieved from http://en.wikipedia.org/wiki/Water_supply_and_sanitation_in_Kenya#cite_note-47 JMP_table-1: Retrieved on 24th January 2014.
- Jung, C. S. (2011). Organizational goal ambiguity and performance: Conceptualization, measurement, and relationships. *International Public Management Journal*, 14(2), 193-217.
- Kamencu, E. M. *The impact of corporate social responsibility on community social development. A case of Meru municipality*. Unpublished MBA Dissertation. University of Nairobi.
- Kerzner, H., & Kerzner, H. R. (2017). *Project management: a systems approach to planning, scheduling, and controlling*. John Wiley & Sons.
- Khan, K. (2003). *Strengthening of training systems*. London: Islamabad.
- Kikuvi, k. M. (2016). *Determinants of successful implementation of performance contract in Kenya: a case of informal settlement in Mombasa County, Kenya*. Doctoral Dissertation, University of Nairobi.
- Kothari, C. (2004). *Research Methodology, 2nd edition*. New Delhi: New age International publishers
- Kotter, J. P. (2012). *Leading change*. Harvard business press.
- Krejcie, R.V. & Morgan, D.W. (1970) *Determining Sample Size for Research Activities Educational and Psychological Measurement* 18 (30), 607-610.
- Langdon, (2010) *Key stages to project implementation*. London: Sage publication.
- Langdon, J. & Arts, J. (2016). The importance of cultural aspects in impact assessment and project development: reflections from a case study of a hydroelectric dam in Brazil. *Impact Assessment and Project Appraisal*, 34(4), 306-318.
- Light, P. C. (2011). *Making nonprofits work: A report on the tides of nonprofit management reform*. Brookings Institution Press.

- Liu, B. M., Collick, A. S., Zeleke, G., Adgo, E., Easton, Z. M. & Steenhuis, T. S. (2008). Rainfall-discharge relationships for a monsoonal climate in the Ethiopian highlands. *Hydrological Processes*, 22(7), 1059-1067.
- Mbokazi, W. (2012). *The role of a formal treatment support partnership between communities based organizations (CBO) and a company in levels of adherence of employees on anti-retoviral treatment*. Doctoral dissertation, Stellenbosch: Stellenbosch University.
- Millennium Development Goals Report. (2008). New York, NY: United Nations, 2008. Print African Population and Research Health Centre, 2002 Population and Health Dynamics in Nairobi's Informal Settlements, *Report of the Nairobi Cross-sectional Slums Survey (NCSS) 2000*. <http://www.aphrc.org/insidepage/page.php?app=downloads&articleid=2>
- Momanyi, C. (2009). The Effects of Sheng'in the Teaching of Kiswahili in Kenyan Schools. *Journal of Pan African Studies*, 2(9).
- Mulwa, M. M. (2013). *Factors influencing sustainability of supply projects in Central Division, Machakos District of Machakos County, Kenya*. University of Nairobi, M.A Thesis, Unpublished.
- Munyoki, J. M. & Mulwa A. S. (2012). *Social Science Research: A hand Book (First Edition)* Nairobi: Downtown Printing Works Ltd.
- Murni, P.O., Juliane, K. & Blair E. (2004). Australian Conservation and Reuse Research Program: Literature review of factors influencing public perceptions of reuse. *Australian Association*. 2(12), 1-27.
- Mutulili. G. G. (2004). *The Relationship between Beneficiaries Participation in Formulation and Project Success*, Unpublished MBA Dissertation. University of Nairobi.
- Muyui.N. (2015). *Factors influencing sustainability of community projects: a case of Kitui West Sub County*. Doctoral dissertation: University of Nairobi.
- Mwaura, M. & Ngugi, K. (2014). Factors affecting performance of community-based organizations projects in Kisii County Kenya. *International Journal of Social Sciences Management and Entrepreneurship*, 1 (2), 51- 67.

- Ndung'u, k. S. (2016). *Factors influencing sustainability of projects in schools: a case of Muthithi ward schools, Kigumo, Murang'a, Kenya*. Doctoral Dissertation, University of Nairobi.
- Ngware, M. W., Oketch, M., & Ezech, A. C. (2011). Quality of primary education inputs in urban schools: Evidence from Nairobi. *Education and Urban Society*, 43(1), 91-116.
- Niyi, G. & Felix, O. (2012). *Assessment of Rural Supply Management in Selected Rural Areas of Oyo State, Nigeria and Kenya*. ATPS Working Paper, Series No. 49.
- Njuguna, H. (2014). *Factors Influencing Sustainability Of Donor Funded Projects: The Case Of And Sanitation Projects In Laikipia East District, Laikipia County, Kenya*. Unpublished. University of Nairobi.
- Oraro, E. J. (2012). *Determinants of Delays in Construction of Community Projects in district. A Case of GOK UNICEF WASH Programme*, Doctoral dissertation, MA Thesis. University of Nairobi. Nairobi, Kenya.
- Polit, D. F. & Beck, C. T. (2013). Is there still gender bias in nursing research? An update. *Research in nursing & health*, 36(1), 75-83.
- Rao, E.O., Midega, C. & Wesonga, M. (2015). *A situational analysis of agricultural production and marketing, and natural resources management systems in West Kenya*. Unpublished MBA Dissertation. University of Nairobi.
- Republic of Kenya (2009), *Igembe District Development Plan 2008-2012, Kenya vision 2030. Towards a globally competitive and prosperous Kenya*. Nairobi: Government Printers.
- Republic of Kenya (2012): *National Policy*. Nairobi: Government Printers.
- Rousson, V. & Gasser, T. (2004). Simple component analysis. *Journal of the Royal Statistical Society: Series C (Applied Statistics)*, 53(4), 539-555.
- Rummler, G. A., & Brache, A. P. (2012). *Improving performance: How to manage the white space on the organization chart*. John Wiley & Sons.
- Sekaran, U. & Bougie, R. (2010). *Research methods for business: A skill building approach*. Chichester: John Willey & Sons Ltd.

- Services Regulatory Board. (2014). *Impact: A Performance Review of Kenya's Services Sector 2013 - 2014*. Services Regulatory Board. August 2015. p. 32. Retrieved 14 December 2015.
- Silberman, M. L., & Biech, E. (2015). *Active training: A handbook of techniques, designs, case examples and tips*. John Wiley & Sons.
- Singleton, K. J. (2009). *Empirical dynamic asset pricing: model specification and econometric assessment*. New York: Princeton University Press.
- Smith, J. A. (Ed.). (2015). *Qualitative psychology: A practical guide to research methods*. London: Sage.
- Smith, K. G. & Hitt, M. A. (Eds.). (2005). *Great minds in management: The process of theory development*. London: Oxford University Press on Demand.
- Statistics, A. D. (2013). *Australian Bureau of Statistics*. London: Canberra.
- The Millennium Development Goals Report. (2012). New York: United Nations. <http://mdgs.un.org/unsd/mdg/Resources/Static/Products/Progress2012/English2012.pdf>. Accessed 2012
- Trompenaars, F., & Hampden-Turner, C. (2011). *Riding the waves of culture: Understanding diversity in global business*. Nicholas Brealey International.
- UNDP (2006). *Human Development Report 2006 –Beyond scarcity: Power, poverty and the global crisis*. New York: United Nations Development Programme.
- UNDP-World Bank. (2012). *The Millennium Development Goals Report*. New York: UN.
- UNESCO (2009). *World development report, vol. 3: in a changing world*. London: UNESCO
- UN-HABITAT (2003). *The challenge of slums; Global report on human settlements*. London: Earth scan. Retrieved on 10th June 2012. <http://www.unhabitat.org>.
- UNICEF (2012). Progress on drinking and sanitation: 2012 update. Available at <http://www.unicef.org/media/files/JMPReport2012.pdf>: Retrieved on 22nd January 2014.

- UNICEF, (2012). *A Trainer's Manual for Community Managed Supplies in Kenya*. Available at <http://www.unicef.org/media/files/JMPReport2012.pdf>: Retrieved on 22nd February 2012
- UNICEF, Government of Kenya, and WSP. (2008). Are Your Hands Clean Enough? Study of Hand washing with Soap Behavior in Kenya; MWI. 2008. Sample Survey on Sanitation 2008.
- United Nations Development Programme [UNDP]. (2014). *Human Development Report 2006. Beyond Scarcity: Power, Poverty, and the Global Crisis*. London: Palgrave Macmillan.
- UN-Water. (2010). *Coping with scarcity: a strategic issue and priority for system-wide action*.
- USAID KENYA. (2014). <http://kenya.usaid.gov/programs/water-and-sanitation/projects>
- USAID, (2011). Emergency livelihood recovery intervention (ELRI), FAFI-district-Garissa County- North Eastern Kenya, Horn relief USAID OFDA.
- Wagah, G. G., Onyango, G. M. & Kibwage, J. K. (2010). Accessibility of services in Kisumu municipality, Kenya. *Journal of Geography and Regional planning*, 2(5), 114.
- Wang, X. & Van Wart, M. (2007). When public participation in administration leads to trust: An empirical assessment of managers' perceptions. *Public Administration Review*, 67(2), 265-278.
- Water, U. N. (2015). *Waste Management-A UN-Analytical Brief*. New York: McGraw Hill.
- Wates, N. (2014). *The Community Planning Handbook: How people can shape their cities, towns & villages in any part of the world*. London: Routledge.
- Waweru, S. K. (2010). Middle-class "Christ is the Answer Ministries"(CITAM) and the urban poor: a study of community action with recommendations.
- Wernerfelt, B. (1984). A resource-based view of the firm. *Strategic management journal*, 5(2), 171-180.
- Wesonga, C.A. (2015). *Determinants of Sustainability of Donor Funded Projects: A Case of Resources Users Associations in Bungoma County Kenya*. School of Continuing and Distance Education. University of Nairobi.

- Wheelen, T. L. & Hunger, J. D. (2011). *Concepts in strategic management and business policy*. Pearson Education India.
- WHO (2003). Diet, nutrition and the prevention of chronic diseases: report of a joint WH.
- WHO (2012). Global Monitoring framework and strategy for the Global Plan towards the elimination of new HIV infections among children by 2015 and keeping mothers alive(EMTCT). WHO Library Cataloguing.
- WHO/UNICEF (2014). *Progress on Sanitation and Drinking 2014 update*. New York: UN Plaza
- World Bank (2010). *World Development Indicators* (Washington, DC: The World Bank); as posted on the World Bank website (downloaded on October 5, 2010).
- World Bank (2012). *Partnership for Capacity Building in Africa*, Washington D.C: World Bank
- World Bank (2013). *Sri Lanka Impact Evaluation Study. Community Supply and Sanitation Project*. Washington, DC: The World Bank
- World Health Organization (2013). Sanitation and hygiene in East Asia: towards the targets of the Millennium Development Goals and beyond.
- Zikmund, W.G. (2003). *Business Research Methods (7thed.)*. New York: McGraw Hill.

APPENDICES

Appendix I: Letter of Transmittal

Dear Sir/ Madam,

RE: ACADEMIC RESEARCH PROJECT

I am a student of Master of Arts in Project Planning and Management at University of Nairobi. I wish to conduct a research on Factors Influencing Implementation of Performance Contract in Public Secondary Schools. A Case of Igembe South Sub County, Meru County, Kenya. A questionnaire has been designed and will be used to gather relevant information to address the research objective of the study. The purpose of writing to you is to kindly request you to grant me permission to collect information on this important subject from your organization.

Please note that the study will be conducted as an academic research and the information provided will be treated in strict confidence. Strict ethical principles will be observed to ensure confidentiality and the study outcomes and reports will not include reference to any individuals.

Your acceptance will be highly appreciated.

Yours faithfully,

Beatrice Wagatwe Muriithi

L50/10758/2018

Appendix II: Research Questionnaire

This questionnaire is to collect data for purely academic purposes. The study seeks to examine the *Factors Influencing Implementation of Performance Contract in Public Secondary Schools. A Case of Igembe South Sub County, Meru County, Kenya*. All information will be treated with strict confidence. Do not put any name or identification on this questionnaire.

SECTION A: DEMOGRAPHIC INFORMATION

(Please tick (√) appropriate answer)

- 1) Please indicate your gender: Female [] Male []

- 2) For how long have you been working with public secondary schools?

Less than 1 year	[]	1 to 3 years	[]	
3 to 5 years	[]	Above 5 years	[]	

- 3) State your highest level of education

Certificate []	Diploma []	Degree []	Masters []	PhD []
-----------------	-------------	------------	-------------	---------

Others (Specify) -----

- 4) Please Indicate your age bracket 20-30 yrs [] 31-40 yrs []

41-50 yrs []	51 – 60 []
---------------	-------------

SECTION B: FACTORS THAT INFLUENCE IMPLEMENTATION OF PERFORMANCE CONTRACT IN PUBLIC SECONDARY SCHOOLS IN IGEMBE SOUTH SUB COUNTY, MERU COUNTY, KENYA

Availability of resources

- 5) To what extent does availability of resources affect the implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya?

Not at all	[]	Low extent	[]	
Moderate extent	[]	Great extent	[]	
Very great extent	[]			

- 6) To what extent do the following influence the implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya?

	Very great extent	Great extent	Moderate extent	Low extent	Not at all
Budget allocation					
Information communication and technology					
Transport infrastructure					
Stationery					
Consistency of funds					

7) In your view how do the above aspects of availability of resources influence the implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya?

.....
.....
.....

Level of awareness

8) To what extent does level of awareness influence the implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya?

- Not at all [] Low extent []
Moderate extent [] Great extent []
Very great extent []

9) To what extent do the following influence the implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya?

	Very great extent	Great extent	Moderate extent	Low extent	Not at all
Underlying beliefs					
Perception					
Exposure					
Publications					
Advertisement					

10) In what way does level of awareness influence the implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya?

.....

Teacher’s attitude

11) To what extent does Teacher’s attitude influence the implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya?

Not at all [] Low extent []
 Moderate extent [] Great extent [] Very great extent []

12) To what extent do the following influence the implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya?

	Very great extent	Great extent	Moderate extent	Low extent	Not at all
Person’s feeling					
social identification and value					
self-interest					
Willingness of involvement					

13) In what way does teacher’s attitude influence the implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya?

.....

Training

14) To what extent does training influence the influence implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya?

Not at all [] Low extent []
 Moderate extent [] Great extent []
 Very great extent []

15) To what extent do the following influence the implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya?

	Very great extent	Great extent	Moderate extent	Low extent	Not at all
Workshops					
Seminars					
Level of training					
Duration of Training					
Communication skills					

16) In your view how does training influence the implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya?

.....

Communication from the Principals/County Director's

17) To what extent does communication from the principals/county director's influence the implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya?

- Not at all [] Low extent []
 Moderate extent [] Great extent []
 Very great extent []

18) To what extent do the following influence the implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya?

	Very great extent	Great extent	Moderate extent	Low extent	Not at all
Negotiation techniques					
Flow of information					
Feedback channel					
Dispute avoidance and resolution					

19) In your view how does communication from the principals/county director's influence the implementation of performance contract in public secondary schools in Igembe South Sub County, Meru County, Kenya?

.....
.....

Implementation of Performance Contract

20) What is the trend of the following aspects of implementation of performance contract for the last 5 years? Where, 5 = greatly improved, 4= improved, 3= constant, 2= decreased, 1 = greatly decreased

	1	2	3	4	5
Quality Learning outcomes					
Proper School Management					
Acceptance of PC in teaching					
Increased Accountability					
Responsiveness					
Transparency					

Thank you for Participating