

**DETERMINANTS OF TEACHERS' PERCEPTION ON THE
IMPLEMENTATION OF PERFORMANCE CONTRACT IN PRIMARY
SCHOOLS IN KASIPUL DIVISION, HOMABAY COUNTY, KENYA**

Martha Auko Owuor

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the Award of the Degree of Masters in Educational Administration**

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DECLARATION

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

.....

Martha Auko Owuor

E55/76887/2014

This research project has been submitted for examination with our approval as university supervisors.

.....

Prof. Ursulla Okoth

Associate Professor

Department of Educational Administration and Planning

University of Nairobi

.....

Dr. Rueben Mutegi

Lecturer

Department of Educational Administration and Planning

University of Nairobi

DEDICATION

I dedicate this work to my husband Mathew Otieno and my children Esther Caren,
Mike Louis and Wesley Blessing.

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ACRONYMS AND ABBREVIATIONS

CSO	Curriculum Support Officer
CNSA	Creation of Next Step Agencies
FPE	Free Primary Education
GOK	Government of Kenya
KICD	Kenya Institute of Curriculum Development
KNUT	Kenya National Union of Teachers
KUPPET	Kenya National Union of Post Primary Education Teachers
NACOSTI	National Commission for Science, Technology and Innovation
OECD	Organization of Economic Cooperation Development
PC	Performance Contracting
PCSC	Performance Contracting Secretariat Committee
PSA	Public Service Agreement
PM	Performance Management
RBM	Result Based Management.
TPAD	Teachers Performance Appraisal and Development
TSC	Teachers Service Commission

ABSTRACT

The study purpose was to establish the determinants of perception of teachers on the performance contract in Kasipul Division, Rachuonyo South Sub-County of Homabay County in Kenya. Specifically, the study was set to establish how sensitization, trade unions, collegialism and personal characteristics like age, gender and education influence the teachers' perception on the performance contract implementation. The study adopted descriptive survey design where the target population consisted of 183 head teachers, 800 teachers, KNUT and TSC officials. The sample consisted of 50 head teachers, 150 teachers, 18 KNUT officials from the zones and 15 TSC officials. Random sampling was used to select all the participants. The study used questionnaires and interview schedule to collect data. Quantitative data, which include responses in the questionnaires were tabulated and analyzed using the Statistical Package for Social Scientist (SPSS) computer software. Descriptive Statistics used such as frequencies, percentages, and pie –charts were used to analyze quantitative responses. Qualitative data was analyzed using content analysis where responses were grouped into themes. The study established that sensitization of teachers on performance contract positively and to a very great extent influence their perception towards PC implementation as it makes them aware of what is expected from them, teachers' trade unions do not support PC and this negatively influences teachers' perception towards implementation process, collegiality is a vital aspect of teacher professional development and a vehicle to increase teacher knowledge on performance contract. It influences on teachers' perception on the implementation of performance contract. Personal characteristics such as age, gender and education were found to influence teachers' perception on the implementation of performance contract. The following recommendations were made: The teachers service commission should ensure that not only head teachers are sensitized on performance contract but all teachers, trade unions should stop opposing and inciting teachers on implementation of performance contract and support TSC to increase productivity and service delivery among teachers, collegiality should be encouraged in all schools and older and female teachers should be motivated and encouraged to embrace performance contract for effective implementation. Suggestions for further studies include; the relationship between teachers service commission and teachers' unions on teachers' perception towards the implementation of performance contract, institutional factors influencing teachers' perception towards the implementation of performance contract and a replica of the study should be carried out in secondary school in the same area.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Performance Contracting (PC) is a management science branch used for control systems of the management. It is a broadly written agreement between managers of enterprises owned by the state who promise to attain particular targets in a certain period of time and the government that promise rewards and remunerate the achievement (Shirley and Xu, 2000). Performance Contract entails setting targets, measuring performance indicators, vision and articulating vision and objectives in organizations (Obong'o, 2009). The Organization of Economic Cooperation and Development (OECD, 1999) states that targets are set by two parties in the performance contract are agreed on mutually.

Performance Contract was instituted to perform these roles; thus improve efficiency, increase policy control and make departments more productive. In the UK, the PC was implemented as a Public Service Agreement (PSA) scheme in the public sector in 1998 which established a collection of targets of performance for all agencies of government (Metawie & Gilman, 2005). Between 1987 and 1997, major public service changes were implemented and the main objective was to make public services more transparent and accountable.

Performance contract Implementation in the teaching profession had a purpose of service delivery revolutionization in the public sector (schools) (Obong'o, 2009, Muthaura, 2007, Kobia and Mohammed, 2006).The latter (Kobia and Mohamed) The latter (Kobia and Mohamed) concluded that a deepening study needed an understanding of the contracting success roles on variables such as efficiency, motivation for employees, culture and effectiveness of the organization.

According to TSC (2017), the performance contract shall ensure that structures are formed to ensure the fairness of all public services consumers, to make public services fair and impartial. It also helps to create a culture of responsibility, honesty, openness and promotion of public service values and principles. The TSC supportive structure has defined reporting procedure and well defined communication channels.

The determinants to perceptions on teachers' performance contracts include sensitization which enlightens the expected person facilitating success and results based on evaluation against the set targets instead of bureaucratic rules and regulations conformity (Hale, 2004). The PC is a tool to measure success against the performance targets agreed. It is a document with legal consequences that describes boundaries, laws and obligations (Carol, 1996; Scaife, 2009). Sensitization leads to efficiency hence improved performance at the work place.

The trade unions such as KNUT have always had the history of protecting the teachers' rights and shielding them from implementation of strict policies from the employer. The unions have also agitated for better salaries and better working conditions for its members. These functions have made the teachers to always trust the unions hence believe what the unions tell them without trying to get information from other sources (KNUT, 2006). Introduction of PC was viewed by the teachers with suspicion as unnecessary imposition meant to push a punitive labor procedure through the back door (Komora, 2010).

Collegiality Performance focuses not only on individual employees but also in teams. In groups teachers can identify their areas of weaknesses and try to discover solutions to them. According to Andrews, 2014 teachers who work in environments where collegiality is practiced *become* more open to new ideas such as Performance Contracting, new teaching methods and resources (Retallic & Butt, 2004).

Shirley and Xu, (2000) highlights various factors that could impede implementation of performance contract such as fear of not achieving the set targets. Teachers who work together are versatile and agile during changing times and meet better demands that normally waste teachers' energy and resources on their own. The key to facilitating changes in schools by creating cooperative

cultures based on the principles of university, transparency and confidence (Jarzabkowski, 1999).

Teacher characteristics such as age, gender and education high performance relies on the presence of the need knowledge, abilities and capabilities (Armstrong, 2009). The performance outcome may sometimes be based on an individual's academic or professional qualification. There may be variations among individuals as far as mental factors are concerned (Trayi, 1999). Age as a determinant of teachers' perception of PC with effort determines how much one can achieve, a young and energetic teacher can positively and easily accept changes that come with performance contract. Organization performance comprises the actual output as (in school improved performance and good school management) measured against its intended result (Armstrong, 2009).

Teachers always believed that their performance was measured and reflected through the end year exams that the learners sat for hence they viewed performance contract as an evil plan. They too felt that causes of non-productivity might not be highlighted and that it would be blamed on the teachers instead of factors such as physical facilities, poverty, and culture hence teachers needed to be sensitized (Gitlin & Smyth, 1989).

Perception on implementation is a way by which persons construe their sensory impressions in an attempt to give explanation to their situation (Robbins, 2005). Perception is not mostly reality based but is simply an outlook from a particular person's analysis state of affairs. Perception is vital in studying human behaviour in organizations (Nzuve, 1999). What people perceive can be substantially different from the reality. The same thing is perceived differently by individuals depending on their personality needs, experiences and many other factors (Bateman, 1991; Siddiqui, 2009). Perception affects the work and interactions of people in various ways related to organizational behavior factors like entities, groups and structures. Perception relates to both to the body and the mind and can be measured qualitatively in terms of factors such as emotions, prior experiences and their requirements. People's attitudes greatly influence what they get interested in, what they commit to memory and how they interpret information (Fieldman, 2009).

In Kenya PC is a hybrid system that was copied from the International Best Practices and Balanced Score Card. These have been drawn from South Korea, India, Australia, South Africa, USA, Indonesia, Malaysia and Morocco, but have been localized (Koech, 2012). In Korea, performance contract was a successful venture in the public enterprise. The Korean government has implemented the PC signing model through the quality contract scheme, emphasizing increases efficiency, weight assignments in the goals and a system of rewards to reward or

punish management in the event of success or failure by the public enterprise (PCSC, 2005). The introduction of PC in India showed an effective success by realization of target achievement, enhanced autonomy of public enterprises including contribution to the government in terms of dividends and surpluses which were identified to have greatly increased overtime (PCSC, 2005).

In Senegal the PC scheme offers the officers a chance of increasing independence as well as reduced interference from outside the corporate activities management (OECD,1994). The quality contracts in Morocco were signed in 2003, and the service was improved, the cost reduction and greater management flexibility was announced (PCSC,2005). In the late 1960s, France was the first to adopt a quality agreement as a public service management mechanism, followed by New Zealand (Kobia and Mohammed, 2006). United States joined in 1993 where performance contract was made part and parcel of the Government Performance and Result Act.

Countries like Belgium, France, New Zealand and USA which are classified as developed countries used performance contract and achieved some degrees of success. India, Malaysia and South Korea are also noted to have put performance contract into practice and achieved a success in improving the public sector (Trivedi, 1990). In 1999 there was a report on evaluation in France that showed that performance contract was put in place (practiced) to improve public service

by using management indicators for ascertaining efficiency, productivity and quality (Grapinet, 1999).

In a study that was done at the Ministry of Education showed that PC is perceived as a noble idea. Unfortunately the way implementation is done without involving the stakeholders who are believed to be education officials, teachers and teacher unions has led to the negative perception. (Gaconi, 2007). Is PC a solution to elusive subject of poor performance. These issues call for an investigation.

This became part of Creation of Next Step Agencies (CNSA) (Doris, 2013). Performance Contract then spread to Asia in parts such as India, Pakistan, Korea, China and Sri Lanka although in select enterprises (OECD, 1997). Performance Contract was also adopted in Latin America thus Argentina, Brazil, Bolivia, Columbia and Venezuela. The concept was efficiently approved in Pakistan, Bangladesh as well as Sri-Lanka (Trivedi, 1990). It was then introduced in Africa in small scale in the 1990s in various countries such as Ghana, Gambia, Guinea, Madagascar, Morocco and Zaire (Trivedi, 1990). In the Kenya administration of public companies in 1989, the idea of quality contracting was implemented first. These contracts failed to achieve what had been expected. In January 2003, Performance Contracts were re- introduced through a presidential initiative. By August 2003, Performance Contract Steering Committee was

appointed and in 2004 May, Performance Contracts were introduced on pilot basis (Doris, 2013).

According to the TSC Rachuonyo South sub –county officer, Performance Contract is an annual contract between the TSC and heads of institution against the set targets. The prior preparations were: Sensitization at all levels of the school administrators. They were inducted on TPAD (Teachers Performance Appraisal and Development), PC and uploading of information from the computers on PC and TPAD. The rest of the teachers in the learning institutions are to be inducted by the head teachers and the Curriculum Support Officers (CSOs).The Teacher Unions were also involved in sensitization from the National level, County to the Sub –County levels. The total number of teachers sensitized was from 176 Public Primary School heads totaling to 352 school administrators, union officials excluded.

The Teacher Unions were initially negative at the inception and implementation levels as they viewed it as necessary imposition destined to push punitive labor procedures through the back door (KNUT, 2006). The teachers also believed that the government found it easy to introduce PC in the midst of legal pay dispute with teachers thus making them treat it with contempt , (Oluoch , 2016).The unions had other reasons such as huge work load occasioned by population explosion in public schools due to FPE but later they accepted the performance

contract idea. The head teachers plus the rest of the teachers had same negative attitude but later gave in to TSC's demands. The Unions had always tried to sabotage PC implementation by misadvising teachers. The TSC Sub-County officer admitted that there has been positive deviation in teacher management and child performance. The teachers in Kasipul had a positive opinion towards performance contract and felt that it enabled them to assess themselves well and maximize the given opportunity but pointed out on inadequate sensitization hence yearning for more sensitization.

1.2 Statement of the Problem

Great confusion reigns, teachers have caught an acute phobia of PC. Not even school administrators are in a position to make head or tail of what PC is. On the other hand, the government through TSC has remained firm that all teachers must sign the PC, arguing that PC will infuse sanity and sobriety in the teaching profession, eradicate laziness among teachers and gauge individual teacher's productivity hence easing teacher promotion (Oluoch, 2016). The teachers on the other hand reason that the social economic variations among the regions (schools) make it difficult to gauge and compare teachers' performance. So the government and teachers must retreat and call a board to come up with a unanimously agreeable PC implementation scheme.

Previous studies have been done on performance contracts in learning institutions mostly in post – primary institutions which include (Ngina, 2010; Mpapale, 2011; Joseph, 2012, and Muriithi, 2014) who did their studies before the implementation of the performance contracting in January 2016 and hence there is limited literature on implementation of performance contracting in primary schools that is why this study is being done on factors of Perception of Primary Teachers on the Performance Contract Implementation in Kasipul Division, Rachuonyo South Sub- County, Homa Bay County, Kenya.

1.3 Purpose of the Study

The purpose of the study was to investigate the determinants of perception of teachers on the performance contract in Kasipul Division, Rachuonyo South Sub-County of Homa Bay County in Kenya.

1.4 Objectives of the Study

The research was guided by the following objectives

- (i) To establish the extent to which sensitization has influenced teachers perception in the performance contract implementation in Rachuonyo South sub-county, Homa Bay County in Kenya.
- (ii) To establish the extent to which the trade unions have influenced teachers' perception in the performance contract implementation.

(iii) To establish the influence of collegialism on teachers' perception in performance contract implementation.

(iv) To establish the extent to which teachers' age, gender and education level influence teachers' perception in the performance contract implementation.

1.5 Research Questions

The study tried to answer the following research questions:

(i) To what extent has sensitization influenced the teachers' perception on the performance contract implementation in Kasipul Division, Rachuonyo South Sub-County, and Homa Bay County in Kenya?

(ii) In what ways have trade unions influenced the level of teachers' perception on the performance contract implementation?

(iii) How does collegiality influence the perception of teachers on the performance contract implementation?

(iv) How do teachers' characteristics such as age, gender and education of teachers influence the perception of teachers on the performance contract implementation?

1.6 Significance of the Study

The study findings would be of significance to the stake holders in education such as; TSC who may use the finding as a base their future decisions on targets for

performance contracting on teachers. The Board of Management and, the school sponsors may use findings to put in learning resources and other requirements to encourage good performance. The study may also benefit learners in terms of its contribution towards improving the quality of education that they receive. The results may also contribute to the pool of knowledge to researchers in education particularly this new area of performance contracting.

1.7 Limitation of the Study

Performance Contracting is a relatively new area of study with recent studies concentrating their research findings in the corporate world and tertiary institutions, with little focus on primary and secondary schools. The scanty literature may lead to the need for wider reading from a global perspective. The study involved more respondents who may have fear of giving honest answers hence assuring them of confidentiality. Wider area of coverage was also another limitation hence the researcher not being able to question or cover the entire area of coverage as expected.

1.8 Delimitation of the Study

The study was delimited to public primary schools in Rachuonyo South Sub-county and the respondents as the teachers, head teachers, TSC and KNUT officials. The other delimitation focused on the determinants of perceptions of teachers towards performance contract implementation.

1.9 Assumptions of the Study

This study assumed that;

- (i) All teachers were aware of their roles as instruments of change especially in this era which nations seek to gain competitive edge over others.
- (ii) All public primary schools in Rachuonyo Sub-county have knowledge of Performance Contract management practices and that the respondents gave accurate and honest responses.
- (iii) All public primary schools teachers in Rachuonyo South sub-county had commitments towards raising the standards of education in their schools and improving on efficiency of resources available.

1.10 Definition of Significant Terms

The following terms have been used in the study:

Collegiality refers to the relationship between colleagues (those who work together) which helps them understand and accept changes such as PC easily.

Contract refers to an agreement between two or more contracting parties to carry out a certain work, often temporary or of a fixed duration, and usually subject to a written agreement.

Determinants refers an element that identifies or determines the nature of something such as Performance Contract.

Implementation of Performance Contract refers putting agreements on how jobs are done.

Perception refers to opinion held by teachers on Performance Contract.

Perception to Performance Contract refers to the belief or opinion often held by teachers and based on experience, values and beliefs held about performance contracting.

Performance Contracting refers to a management tool for assessing performance against negotiated performance target.

Sensitization-Is a process of making teachers aware of Performance Contract.

Teachers' Characteristics refers to pointing out teachers in terms of age, gender and education.

Trade Unions refers to an organization of teachers who have come together to have collective bargaining power over the employer .(KNUT and KUPPET)

1.11 Organization of the Study

The study consists of five chapters. In Chapter presents the context of the study, the problem statement, the goal of the study, the intent of the study, the research goals, study constraints, assumptions, descriptions of relevant conditions and structure of the study. Chapter two has introduction, the concept of performance contracting, sensitization of teachers and the perceptions to performance contracting, influence of trade unions towards teachers' perception to performance contract, collegiality of teachers and perceptions to performance contracting, influence of personal characteristics on perceptions to performance contracts,

literature review summary, theoretical framework and finally the conceptual framework.

Chapter three has introduction, research design, population targeted, size and procedures of the sampling, research instruments, instruments validity and reliability, procedures of data collection, techniques for analyzing data and ethical consideration finally references and appendices. Chapter four has introduction, response rate, and demographic information, influence of sensitization, trade unions, collegiality and personal characteristics on teachers' perception on the performance contracting implementation of. Chapter has the summary of the study, conclusions, recommendations based on the results and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter contained the literature review of relevant studies which focused on the performance contract concept, how the following factors influence perception of teachers to performance contracting: sensitization, trade unions, collegiality, and teacher characteristics such as gender, age and education. It also has literature reviewed summary, frameworks for theories and concept.

2.2 The Concept of Performance Contracting and Its Usefulness

Performance Contract is a management tools range used to define responsibilities and opportunities between two parties to achieve the mutually established results (OECD, 1999). According to Domberger, (1998), PC is part of a wider reforms in the sector intended to advance efficiency and efficiency while decreasing costs. (TSC, 2017) document states that PC should help teachers to be more responsible and comply with professional practices at the institutional level.

The PC was introduced in Belgium PC at the beginning of the 1990s in order to achieve savings. Bouckaert, Verhoest and De Corte (1999) observed that in addition to the cost saving deal, a company's financial, human and internal management has significantly increased its independence. In 1970s USA education system experimented with performance contracting in 150 schools to

deliver instruction in reading, a great improvement was noted. The contract teacher programs and curricula allowed for a major and positive impact of the quality of the training contracts on Niger, and on other African countries including Bukina Faso, Cameroon, Ivore Coast, Madagascar, Mali, and Senegal (Bourdon and Michaelowa, 2005).

The Kenyan model of performance contracting did well especially by Kenya's winning 2007 UN Public Service Award in category 1 in enhancing Transparency, Accountability, Receptiveness and Responsiveness in the Public Service (RoK, 2010). According to the TSC (2017) PC should ensure quality implementation of the curriculum and that satisfactory teaching and learning materials approved by KICD are available. Joseph (2012) who studied the factors influencing teachers' level of preparedness before the implementation of PC in 2016 found that teachers and their trade unions were not well prepared for PC.

Similar results were found by Muriithi (2014) having done a study in Laikipia Central District showed that teachers' level of knowledge on PC was relatively low. The main sources of information on changes proposed on education was the media and teachers' unions which were also not sensitized and other professional associates. This put together with other studies shows that Rachuonyo South Sub-County teachers were ill prepared for the PC and that there was inadequate literature on PC. Employee motivation is also plays an important role in PC

implementation. Teachers are less motivated as some schools have less facilities like laboratories, insufficient books, poor buildings among others yet teachers are expected to meet the targets set.

2.3 Sensitization of Teachers and Perceptions to PC

This may also be termed as preparedness. It's a main step in the performance contract implementation so as to achieve the expected targets. Some of the methods in which the teachers could be prepared is through doing prior research, planning and organizing in service training sessions for the same. Piloting would also be done to test the viability of the exercise (Joseph, 2012). The school administration would also be informed on the parts they would play in the implementation of performance contract.

Kiruthu (2008), describes the technical proficiency importance as the key determinants of PC implementation successfulness, since good training and expertise underpins the ability of employees (learners). The document No. (2005) highlights and underlines the importance of the Kenyan Government by reviewing training programs on a regular basis to comply with the main functions and policy guidelines.

For better execution, managers and employees should be able to understand and administer the quality contract objectively. USGAO (1999), Newcomer and Poate

(1997) affirms that learning should be improved as education gives management, workforce and other important shareholders the requisite knowledge and skills to incorporate and use in advance of performance.

Poate (1997) explains that training is expected to be necessary at 2 levels when new systems are implemented; knowledge of the elementary concepts related to the fundamental reforms principles and functioning sustenance for target definition; builds reporting, reviewing and assessment performance indicators. Perception means the process of selecting, organizing and interpreting information to produce messages and meanings (Schiffans and Knuk, 1994). Perception is measured through satisfaction and so teachers needed adequate information to select from what is good and what is not favorable for them in the PC scheme (Komora, 2010). A positive perception of performance contract motivates teachers to work hard towards meeting the set targets (Ngahu, 2008).

2.4 Influence of Trade Unions on Teachers' Perception to PC

Presently, teachers have two trade unions; KNUT as well as KUPPET. KNUT is the biggest trade union for teachers in Kenya. It was formed on 4th December 1957. Its' first secretary general was Joseph Kioni. Kuppet was formed between 1960 – 1993. Both of them were formed to fight for the rights of teachers. Watson (1969) established in his study that resistance to performance contract implementation, may be preferred for stability, as a habit, for choosy awareness

and preservation, for traditionalism tradition, self-distrust and insecurity feeling. Mullins (1999) explains that trade unions may also resist because of inconveniences, economic implications, freedom loss, and security in the past and fear of the unknown.

Conner (1998) pointed that loss of control which also applies is the most key resistance cause. Ngigi (2014) also studied and found out that teachers unions in Kenya came out strongly and opposed the PC implementation in the teaching profession. Akinyi (2010) also studied teachers' perception on PC management implementation in Siaya District established that most teachers received information on PC from several sources including teacher unions.

Heracleous (2002) encourages workers to engage in the change process, discuss their concerns in the change process, or ensure members serve as role models for change which TSC did not do. For PC to be useful (Ngigi, 2014) explains that it must be made clear to everyone and how the measures are calculated. Any ambiguities and uncertainties about what and how performance is being assessed needs elimination before the execution of contract (Musa, 2001).

Appropriate media should be used to determine information on PC to the teachers (Ngigi, 2014). These crucial roles have made the teachers have a lot of trust in these unions as they have faith that it is for their own benefit (KNUT, Education

Policy Document, 2006). As the performance contract policy was rolled down from the teacher employer, the unions realized that this would reduce their responsibilities hence they opposed it and teachers followed suit. Mbugua (2013) found out that during PC signing in 2008 in the tertiary education institutions, there was resistance from teachers, principals and Kenya National Union of Teachers undoubtedly as a result of inadequate information, incompetence and unpreparedness consequent feeling.

Nonetheless, good performance depends on the availability of the necessary resources and learning inputs. A circular from KNUT signed by its Secretary General Mr. Wilson Sossion KNUT/ CIRC/122/ 1/ 2016 dated 11th Jan, 2016, giving a directive to its members not to participate in the PC and appraisals until they (KNUT) get further directions after TSC has engaged union in analyzing and agreeing on the tool to be used in PC implementation.

2.5 Collegiality of Teachers and Perceptions to PC

This is strong and healthy relationship among teachers themselves at their work place. Good schooling is a key source of employee development for professional growth, student learning and the success of the company. This strong and healthy relationship between teachers is a key component of the efficacy and development of school teachers. (Husseyin Uzumboylu, 2012). Authentic teamwork is an essential feature of success, as leaders constantly share their thoughts and know-

how and develops a general consensus of organizational objectives and the ways in which they achieve their goals (Leonard and Leonard, 2003). This unity makes it easy for the teachers to accept the policies from TSC or resist.

It creates a sense of belonging that makes ties more cohesive, allows teachers to survive with insecurity and difficulty and react effectively to fast changes that create a risky environment (Jarzabkowski, 1999). Collegiality is regarded as a key professional education aspect and a tool for growing teacher knowledge (Jarzabkowski, 2003). Collegiate communities generate an accommodating climate that upsurges teacher invention and interest and continually supports staff improvement.

2.6 Personal Characteristics of Teachers and Perception to PC

These characteristics include age, gender and education level. Normally it is perceived that teachers who are of low ages and have attained higher level of education do respond faster to changes as their understanding is faster compared to those of older ages of 50years and above. One's age also increases the level of performance as it is strengthened by experience at the place of work, Okumbe (2001) points out that as the employees approach retirement, they wane out and depreciate as they age and their professional and physical abilities wear out this lowers their productivity. As per Skirbekk (2003), personal features like education

level, age and training also affect the implementation and increase to a certain extent the level of performance.

Schmidt (1986), quote from Maurer and Rafuse (2001), agrees but says work awareness also is a significant predictor for employment success. Practice may strengthen the connection between education and work success. Any mental or physical limitations associated with age can be compensated by more expertise and experience. Individuals behave differently at certain stages of their lives. Bloom (2001) holds the views at particular age groups, individuals may be flexible or even adaptable especially during young age but as people advance in age they become rigid with fixed ideas. This in relation to the Performance Contracting policy, may be a pointer to the fact that the policy is being received with mixed reactions hence conveying a complexity in implementing the policy in educational institutions (Mpapale, 2011).

Performance traits may be based on academic or professional qualification of individuals hence significant in determining and influencing the outcomes. Difference between individuals may be greater as far as mental factors are concerned (Tyagi, 1999). This too has implications on the way teachers view performance contracting practices like appraisals. Lepak and Smell (2009) observed that a person's education accomplishment is part of an institutional human resource and a fundamental talent in employer's productivity. Work output

too is determined by the level of education when rapid technological and legislative changes take place, demanding new skills of the middle and beyond employees, Maurer (2001) found that it is necessary for old employees and younger people to remain to be interested in learning and evolving their qualifications at work..

Bloom (2001) points out that at certain instances and occurrences factors such as cultural influences, physiological and other biological reasons may at times bring out the differences in the way, male individuals and female individuals understand ideas, situations and even objections. This too may help elucidate perceptions teachers hold about the policy of performance contracting in the educational institutions (Ombogo, 2011).

2.7 Summary of Literature Review

Joseph (2012) concluded that teachers and their unions were not well prepared for performance contracting and recommended that they should be trained /sensitized sufficiently through in-service courses or pre-service training. Ngina (2010) concluded that Performance contract had greatly improved efficiency in service delivery at the TSC and recommended its use in different organization. Muriithi (2014) found out that teachers' level of knowledge on performance contracting was relatively low, and that their main sources of information on changes proposed in education was; the media, the teachers' unions, and professional

associates. Joseph (2012), Ngina (2010) and Muriithi (2014) studied before PC was implemented. So this study will still be looking at sensitization, training on PC for stake holders. The study will also investigate the role of teachers characteristics which are age, academic qualification and gender in PC implementation which they did not investigate.

The study also established that there were high levels of resistance among the teachers to performance contracting. There was also a recommendation that Teachers' Service Commission (TSC) should work on strategy to address the information gaps concerning the performance contracting of teachers and also to ensure that all schools meet the institutions pre-conditions for successful implementation of PC in schools.

2.8 Theoretical Framework

Performance Contracting can be viewed under the goal setting theory whose main proponent were Edwin Locke and Gary P. Latham in 1960. Edwin Locke and Garry Latham studied theory of the setting of goals for many years. This theory is why clear objectives and adequate feedback motivate employees. It emphasizes that working to achieve a goal is also a major motivation that improves performance in turn.

Latham studied the effects of goal setting in the work place. The theory goes hand in hand with performance contract as the PC requires employees to set goals. Five concepts can therefore boost employee success chances through Latham and Locke: transparency, difficulty, engagement, input and complexity of tasks. All these principles apply in performance contract. In setting goals, the goals have to be clear, so that one knows what to achieve, assess findings precisely and identify which behaviour to reward that is why mnemonic SMART is useful.

When setting targets, people are often inspired by inspiring goals, but it is crucial not to set objectives which require time to achieve them. Group Leader (TSC) Securing Teame Commitment, to be effective when teams must understand and accept the goals. This applies to teachers and TSC verses KNUT .Where teachers unions complained of not being involved in PC planning and implementation.

The theory can be explained that individuals are allowed to create goals freely. And after doing this they are compelled to achieve the goal they had just set (Lathan, Winters & Locke, 1994). Suggestions is another idea and suggestions should be heard to determine the success of the group (teachers). Feedback helps us (TSC) to understand the expectations of people (teachers) and to change the challenge to achieve their objectives. One can as well measure his progress by simply checking how well they are doing (teachers themselves).

The scope of tasks can also be taken into account to ensure that work is not frustrated by highly complex priorities and assignments. People working in complicated and challenging tasks can often get too hard if they do not take the complexity of the job into account (Lathan , 1994) The importance of the targets must be explained in order for those being contracted to understand and accept them whenever they are set. The employees should be influenced of the importance of attaining the set goals as a means of making them committed to the achievement of the goals. Once an employee has set his/her goals to be achieved then he/she responds accordingly. The goal setting theory is viable in performance contract implementation because members are likely to commit to it as long as they believe that the goal is achievable. The motivation of the business (TSC) is consistent and is trustworthy for the person who assigns it.

The goal setting theory puts more strength on the motivating power of designing appropriate work plans and getting the employees committed to them than on the reward to be achieved that may accrue from the performance (Masden, 2004). Several studies that have been done have found out that goals when accomplished by self-efficacy stir up the effect of personality measure on which performance is based (Locke, 2001).Goal setting is something that many of us recognize as a vital part of achieving success especially in performance contract implementation.

When self-efficacy is higher such people set higher goals and become more committed to such goals and ensure they find better strategies of achieving the set goals, different from people with low self-efficacy. The limitations presenting it include; goal conflict whereby personal goals may conflict organizational goals. Seijits and Latham (2000) forwarded a solution to this after carrying out a research stated that if unique difficult goals of the person are matched with team objectives to maximize performance are improved. The other limitation is that goal setting encourages riskier behaviour in an effort to fulfill the objective. In an effort to perform one may use unfit strategies. Goal setting theory is important because it helps create friendly competition between team members or departments which encourage people to work harder; this is one of the things PC embraces.

2.9 Conceptual Framework: Teachers' Perception Determinants on the Performance Contract Implementation

The following are the determinants that aid in the implementation of performance contract.

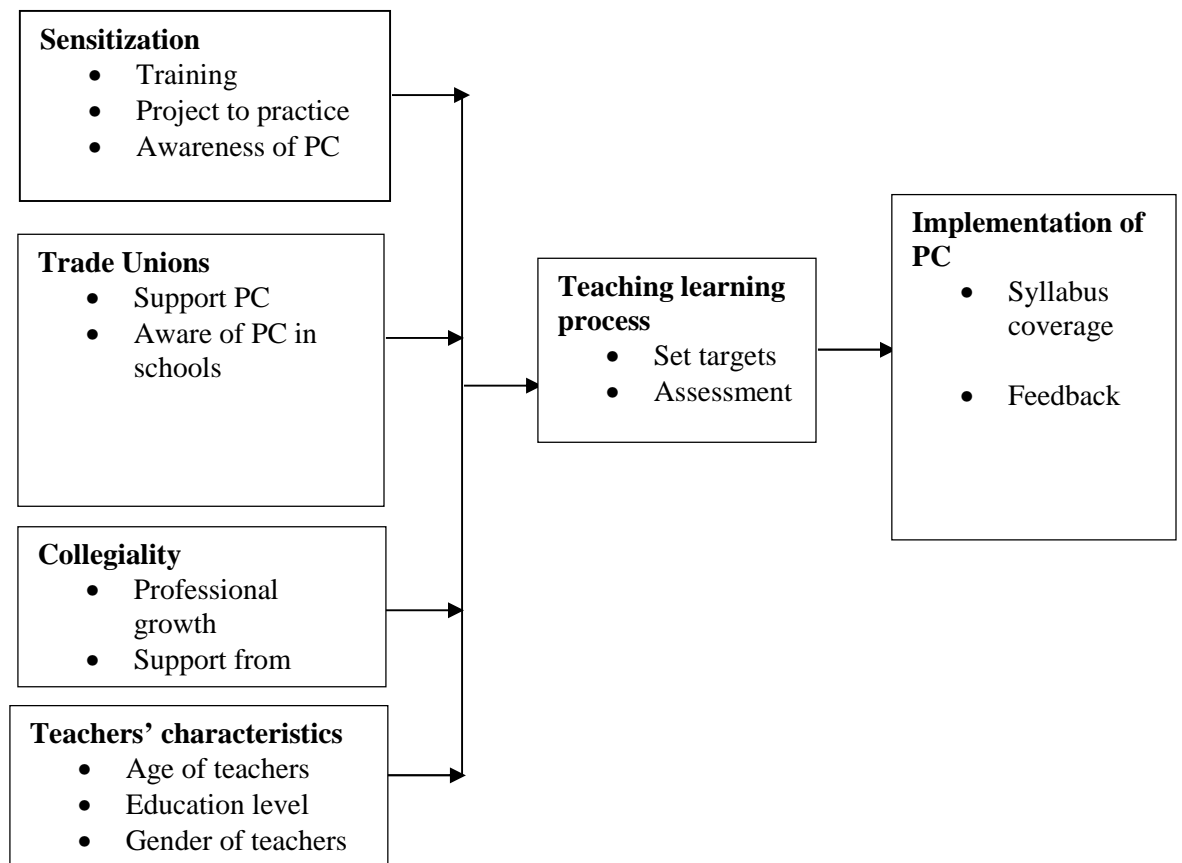


Figure 2.1: Conceptual Framework

Figure 2.1 shows the relationship between the variables. The determinants Sensitization, Trade Unions, Collegiality and teachers' personal characteristics (such as age, gender and level of education of teachers) influence performance contract as shown.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter covered the methodology that was followed in completion of the study. It covers the following sub-sections; design of the research, population targeted, size of the sample and procedure for sampling, research instrument, instruments validity and reliability, procedures for data collection, analysis of data and ethical consideration.

3.2 Research Design

The study adopted descriptive survey design. This is a information collection method by questionnaires administration to individuals sampled. It is utilized in information collection about the attitude of the people's, opinions and habits on a educational or social issues variety (Orodho, 2009). The study preferred descriptive survey method because the researcher intended to describe specific characteristics of a group of persons, objects or institutions to produce statistical information on Teachers' Perception on Performance Contract in Rachuonyo South Sub-County in Homa Bay County.

3.3 Target Population

Target population represents the total number of units for which the study is designed to be carried out. Based on the data from Rachuonyo South Sub-County

Directorate of Education office, by December 2016, there were 183 public primary schools with 183 head teachers, 800 teachers and KNUT officials.

3.4 Sample Size and Sampling Procedure

Sampling is a sampling technique used as members of that target population to pick a certain number of subjects from a target population (Mugenda & Mugenda, 2003). The sampling procedure used was random sampling based on responsibility, age and sex. For it was applicable where samples were picked from each sub-groups thus zones. As per Mugenda and Mugenda (2003), a sample size of 30 percent for a small population less than 10000 individuals is considered adequate. Out of 183 respondents' 20% of that is 36 head teachers. 20% of 800 teachers was 160 teachers, 14 Trade Union officials and 10 TSC officials.

That means at least 2 teachers per school were selected randomly and finally 2 KNUT officials from each of the zones by the researcher. The sampling procedure used was random sampling. Random sampling is the key to obtaining a representative sample (Kohen and Manion, 1980). Here, every sample of a given size such as head teachers, teachers, Knut officials and TSC office in the population is given an universal probability of representation. In this method, a number is given to item of population. These numbers are placed in containers and then are picked at random hence are the ones selected.

Table 3.1 shows the sample size.

Table 3.1: Sample Size

Zones	No. of schools	Head teacher	Sample	Teachers	Sample
Nyang'ieia	24	24	4	107	21
Atandi	25	25	3	118	25
Oyugis	30	30	7	122	38
Ramba	26	26	5	124	18
Ayiengo	26	26	8	133	26
Ober	25	25	4	106	18
Awach	27	27	5	90	14
Total	183	183	36	800	160

3.5 The Research Instruments

The data was collected utilizing Questionnaires and interview guides. Mugenda and Mugenda (2014) states that explains that questionnaires are generally utilized in obtaining key data since they are developed for addressing a particular objective. Kombo and Trump (2006) tells that questionnaires are appropriate for gathering data over a large sample while Saleemi (2014), explains that questionnaire method is less expensive and is helpful to collect information from a wide area. The head teachers questionnaire had questions both open and closed.. Section A soliciting general information and section B likert scale items on Sensitization and PC, Section C Trade Unions and PC, Section D Teacher

Collegiality and PC, Section E Teacher Characteristics (age, education and gender) and finally section implementation of PC indicator.

Interview guide gives an indepth information on a topic which is appropriate for the study (Mbweza, 2006). Saleemi (2014), notes that the information collected through interviews is reliable and accurate and adds that it is a good method for intensive investigation. The interview guide was utilized to get information from the Teacher Unions and TSC. The part 1 closed items sought to collect the respondents demographic information. Part 2 contains; Section A on Sensitization and PC, B Trade Unions and PC, C Collegiality and PC and Section D on Individual Characteristics (age, gender and education level) and its effect on Performance Contract.

3.6 Validity of the Instruments

Validity is the degree to which the data analysis results actually depict the under investigation phenomenon (Orodho, 2009). Validity of the content was conducted to assess whether the questionnaire content is appropriate and applicable to the study objectives. Pretesting was done in 10 schools thus 8 head teachers, 40 teachers, one KNUT official and one TSC official were interviewed. Expert opinion was sought from the supervisors who are specialized in this study field by to review autonomously the each item relevance in the research instruments (Mugenda,2003) .Validity was also ascertained through piloting the research

instruments in several schools in Rachuonyo South in Oyugis Sub-County which were also included in the sample studied.

3.7 Reliability of the Instruments

Reliability is defined as a measure of tools used to assess and evaluate the quality of research instruments to produce reliable outcomes or data following multiple trials (Mugende & Mugenda, 2003). After one week, the instruments were given twice to the same subjects. A reliability coefficient was computed from the two scores obtained using Pearson Product Moment Correlation Coefficient (r) between the determinants of teachers' perception and PC implementation.

Where

ΣX = Summation of X distribution scores in

ΣY = Summation of Y distribution

Σ = Symbol of summation

ΣX^2 = Summation of X distribution squared scores

ΣY^2 = Summation of Y distribution squared scores

ΣXY = Summation of products of paired X and Y scores

N = The total number of subjects.

$$\begin{aligned}
r &= \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{N \sum x^2 - (\sum x)^2} \sqrt{N \sum Y^2 - (\sum Y)^2}} \\
&= \frac{151 - (36)(115)}{\sqrt{720 - 720^2} \sqrt{6793 - 6793^2}} \\
&\quad - 3989 \\
&\frac{-3989}{\sqrt{517680 - 46138056}} \\
&\quad - 3989 \\
&= \frac{4887128.63}{-3989} \\
&= -8.162
\end{aligned}$$

When the value of (r) is equal to +1.00, the two sets are in perfect agreement and is -1.00 then they are in disagreement. The value of reliability coefficient obtained from the two trials was -8.162. According to Mbwesa (2006) a coefficient between 0.7 to 1.00 is considered reliable.

3.8 Data Collection Procedure

The researcher got a letter of introduction from the University of Nairobi to seek a research permit from NACOSTI, after successful defense and proposal approval. This was followed by seeking permission from Rachuonyo South Sub-County Educational Office followed by visits to the schools and booking of appointment. The questionnaires were administered to the respondents by researcher in person which they completed and collected immediately they were filled. The researcher interviewed the Trade Union and TSC officials and responses were recorded.

3.9 Data Analysis Techniques

Data analysis involves searching and organizing of collected data from the respondents in groups, or classes on the common characteristics basis (Orodho, 2009). In this study quantitative data, were coded, and entered into computer using the Statistical Package for Social Scientist (SPSS) computer software. Descriptive Statistical analysis used include frequencies and percentages. The tables and pie-charts were utilized in presenting quantitative data.

Descriptive statistics were used in analysis of quantitative data by computing frequencies so as to establish relationships patterns. Qualitative data analysis transforms data into findings. Descriptive narrations was also used to present the responses.

3.10 Ethical Consideration

The researcher sought clearance from the university and got the permit for carrying out the research and made visits to the schools to book appointments with the heads of the institutions. On the collection of data the study purpose was explained to the respondents; those who accepted to be part of the study had confidentiality and anonymity assurances.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

The study purpose was to find out the determinants of perception of teachers on the performance contract in Kasipul Division, Rachuonyo South Sub-County of Homa Bay County in Kenya. This chapter brings forth the data analysis, presentation and interpretation of findings. The data was analyzed using descriptive statistics where frequencies, percentages, graphs and pie charts were utilized in analyzing quantitative responses. The analysis of Qualitative data was done by content analysis by grouping responses into themes.

4.2 Response Rate

Response rate is the percentage of a sample that does, in fact, agree to participate in a study (Bryman, 2012). Table 4.1 shows the response rate for the study.

Table 4.1: Response rate

Targeted respondents	Total sample	Number of usable questionnaires/ interview schedule	Response rate Percent (%)
H/ teachers	50	36	72
Teachers	150	115	76.7
Teachers unions	18	14	77.8
TSC	15	10	66.7

Table 4.1 shows a response rate of (72%) on head teachers (76.7%) on teachers' response, (78%) on Unions and (66.6%) on TSC staff in the Sub County's response. This indicates that the response rate is appropriate for data analysis. Orodho (2009) argue that more than 50 percent response rate is identified as suitable.

4.3 Demographic Information

One of the research questions sought to determine to which extent age and education level determine the perception of teachers towards the performance contracting implementation.

Academic level enables the researcher to analyze those who understand and embrace PC concept faster and understand the level of education of his respondents.

4.3.1 Gender

This section presents the head teachers, teachers and union officials distribution by their gender, age bracket, highest academic qualification and teaching experience. The respondents were asked to state their gender. The findings are shown in Table 4.2.

Table 4.2: Distribution of respondents by gender

Gender	H/teachers		Teachers		Unions officials	
	f	%	F	%	f	%
Male	24	66.7	67	58.3	7	70.0
Female	12	33.3	48	41.7	3	30.0
Total	36	100	115	100	10	100

The data in Table 4.2 show that Most of head-teachers (66.7%) are male while females are 33.3%. This indicates that there is gender disparity in the headship of school. Although majority of heads are male, most of teachers (58.3%) are males while females are 41.7%. This is an indication that male teachers were represented that their females counterparts.

4.3.2 Highest Education Level

Academic level enables the researcher to analyze those who understand and embrace PC concept faster and understand the level of education of his respondents.

The study also sought to examine the respondents' academic qualification. The results are revealed in Table 4.3.

Table 4.3: Distribution of respondents by academic qualification

Qualification	H/teachers		Teachers		Unions officials	
	f	%	f	%	f	%
P1	-	-	59	51.3	-	-
Diploma	13	36.1	18	15.6	-	-
Bachelors	15	41.7	27	23.5	7	70.0
M.Ed.	8	22.2	11	9.6	3	30.0
Total	36	100	115	100	10	100

The findings on Table 4.3, discloses that most of the head-teachers (41.7%) had bachelors' degree. This indicates that they are qualified. This could be as a result that the current policy on promotion of teachers by Teachers Service Commission (TSC) is pegged on not only merit but also on academic qualification and performance contracting. Most of teachers (51.3%) have P1. P1 is the qualification for one to teach in primary school.

4.3.3 Experience as an Administrator

Experience enables the researcher to identify the respondents who have had the responsibility of leadership in schools and have been sensitized on PC and are believed to have passed the same information to the rest of the staff. They should also be able to defend the concept of PC.

The examination of head teachers experience was sought in their currents posts.

The findings are shown in Table 4.4.

Table 4.4: Distribution of respondents by experience in current post

Years	H/teachers/		Unions officials	
	f	%	f	%
1 – 3 years	8	22.2	7	70
4 – 6 years	5	13.9	3	30
7 – 9 years	15	41.7	-	-
Over 9 years	8	22.2	-	-
Total	36	100	10	100

The findings in Table 4.4 indicate that Most of head-teachers have been in their current position for between 7 – 9 years. This implies that they have knowledge and experience about performance contracting.

4.3.4 Age of Teachers

A healthy organization needs to have a balanced and well age bracket distribution for allowing smooth organizational characteristics passage through generations (Armstrong, 2003).

Age matters in transmission of new knowledge and accepting change. Older people (teachers) will not embrace change easily compared to the younger generation.

The study sought establishing the age bracket of teachers. Results are shown in Table 4.5.

Table 4.5: Distribution of teachers by age

	Frequency (f)	Percent (%)
20 – 30years	15	13.2
31 – 40 years	50	45.7
41 – 50 years	30	21.2
Over 50 years	20	19.9
Total	115	100

The results on Table 4.5 indicates that most of teachers (45.7%) are aged between 31 – 40 years. This implies that they are still young and could perceive PC positively. Wayne (2010) noted that young teachers’ versatility within a school systems, might enhance the motivation of teachers, satisfaction as well as overall new ideas positive perception.

4.3.5 Teaching Experience

Teachers having long teaching experience understand how they have been achieving good results for instance if collegiality works or not. Their vast knowledge will enable embrace the best variables. The study as well sought

establishing the teachers teaching experience. The results are revealed in Table 4.6.

Table 4.6: Teaching Experience Distribution among Teachers

	Frequency (f)	Percent (%)
1 – 5 years	18	17.2
6 – 10 years	50	41.7
11 – 15 years	22	18.5
Over 15 years	25	22.6
Total	115	100

The results on Table 4.6 shows that majority of teachers (41.7%) have an experience in teaching of between 6 – 10 years. This implies that they are more experienced on and have knowledge about implementation of PC. Experience of the employees' is a significant factor in any organization's policy implementation (Armstrong, 2009).

4.4 Sensitization and the Teachers' Perception on the Performance

Contracting Implementation

4.4.1 Sensitization and the Performance Contract Implementation

The study sought establishing the extent to which sensitization has influenced the teachers perception on the performance contract implementation. The head teachers were told to indicate their agreement level with the various statements

relating to extent sensitization influenced the teachers' perception on the performance contracting implementation (Scale SA = strongly agree A = agree NO = No Opinion D = disagree SD =strongly disagree.)

Table 4.7 shows the response of head teachers on the performance contract sensitization.

Table 4.7: Head teachers responses on sensitization

Statement	SA		A		NO		D		SD	
	f	%	f	%	f	%	f	%	f	%
i. I was in-serviced on PC	23	63.9	15	41.7	5	13.9	3	8.3	0	0
ii. I understand well the concept of PC	10	27.8	17	47.2	4	11.1	4	11.1	1	2.8
iii. I sensitized teachers on PC	14	38.9	22	61.1	0	0	0	0	0	0
iv. I still need more sensitization on PC	28	77.8	8	22.2	0	0	0	0	0	0
v. Feedback on PC evaluation is always communicated back to staff immediately.	0	0	0	0	0	0	10	27.8	26	72.2
vi. I can advise other organizations to do more sensitization on PC to the teachers	19	52.8	12	33.3	5	13.9	0	0	0	0
vii. I got information on PC from other sources apart from my employer and union	5	13.9	15	41.7	6	16.7	6	16.7	4	11.1

N=36

The results on Table 4.7 indicate that many head teachers (77.8%) agreed that they were in-serviced on PC. This implies that they have knowledge about PC.

Majority (75%) understand well the concept of PC. 77.8% of head teachers had sensitized teachers on PC but they still needed to be sensitized more. Most of head-teachers (72.2%) were in strong disagreement that feedback on PC evaluation is always communicated back to staff immediately. This implies that it takes time before the respondents get feedback on PC evaluation and this may hinder its effectiveness.

Most of the head-teachers (52.8%) strongly agreed that they can advise other organizations to do more sensitization on PC to the teachers while 13.9% of the population have no opinion about that. 46.7% of the head teachers were in agreement that they got information on PC from other sources apart from my employer and union. They indicated internet and media as other source of information on PC which means teachers also receive information from other sources not only unions and their employer.

4.4.2 Extent Sensitization Influence Perception of Teachers

The researcher also requested the Teachers to indicate their agreement level with various statements relating to extent sensitization influenced the perception of teachers on the performance contracting implementation. The response is indicated in Table 4.8.

Table 4.8: Teacher responses on sensitization

Statement	SA		A		NO		D		SD	
	f	%	f	%	F	%	f	%	f	%
i. I feel adequately informed on PC	0	0	7	6.1	2	19.1	13	13.3	73	63.5
ii. I have received in-service training on PC	0	0	0	0	27	23.5	32	27.8	56	48.7
iii. I am well aware of my competency areas	2	1.7	11	9.6	18	15.7	53	46.1	31	27
iv. Performance targets are attainable	14	12.2	21	18.3	5	4.3	47	40.9	28	24.3
v. My working environment is conducive to achieving my targets	3	2.6	17	14.8	0	0	23	20	72	62.6
vi. I would like performance contract to stay	0	0	0	0	0	0	36	31.3	79	68.7

N=115

The data in Table 4.8 indicated that most of teachers (63.5%) strongly disagreed that they feel adequately informed on PC. This implies that they lack adequate information on PC while (6.1%) of the teachers accepted that they were adequately informed about performance contract, this little percentage must be made of the head teachers since they were sensitized by the TSC. (19.1%) had no opinion about performance contract.

Most of the teachers (48.7%) strongly disagreed that they had obtained in-service training on PC. This implies that many teachers have not been trained on PC. OECD (1999) identifies preparation as a significant determinant of work success — related practices. (23.5%) of the teachers had no opinion on receiving in service training on performance contract while (27.8%) denied receiving in service training on performance contract.

Most of the teachers (46.1%) disagreed that they are well aware of their competency areas. While (9.6%) of the teachers agreed that they were well aware of their competency areas. This means that many teachers don't know their competency areas. 40.9% of teachers disagreed that performance targets are attainable. This implies that many teachers perceive performance targets as not achievable. The (40.9%) of the teachers disagreed that their performance targets are attainable while (18.3%) of the teachers agreed that the targets set are attainable.

Most of the teachers (62.6%) strongly disagreed that their working environment is conducive to achieving their targets. This implies that the working condition for most of teachers is poor which hinders achievement of set targets. Pfeiffer (2003) argues that conditions of working are one of the major factors in making sure that quality contracts are performed effectively. The work situation of workers is important if the dreams of an individual are exemplified in such a way that they are able to live only with the activities carried out at their work place (Pinaki, 2000). 68.7% of teachers would not like performance contract to stay. This implies that they have a negative attitude on PC.

Many PC studies show that PC was regarded as an important and promising resource for improved teacher performance at primary, secondary and government schools Kwedho (2015). Investigated the level of teachers awareness on PC in secondary schools ,examine how the provision of adequate resources influences effectiveness of PC implementation and finally to establishing the teacher unions influence on the effectiveness of PC implementation in Nairobi County secondary schools.

The findings were majority of the teachers were not aware of the meaning, importance and requirement of PC and that most teachers trust their unions to make decisions affecting their welfare especially in unclear circumstances. He

recommended that adequate resources are key to effectiveness of PC implementation in schools.

Kisui (2011) studied Factors Influencing Implementation of PC in public Teacher Training Colleges in Nairobi Zones .The researcher sought establishing the extent to which training of principals and lecturers on PC influences their ability to implement PC. The findings were ,key factors influencing implementation of PC were lack of proper and effective training of all stakeholders and recommended that there should be effective and purposeful training every stakeholders participated in the implementation of PC to stamp out the negative attitude by some officers and that the government should provide funds for teacher training colleges for successful implementation of the PC since the benefits outweigh the cost.’

4.4.3 Trade Union Support for Performance Contract

The study sought to establish from Trade union officials whether they supported PC. The results are presented in Figure 4.1.

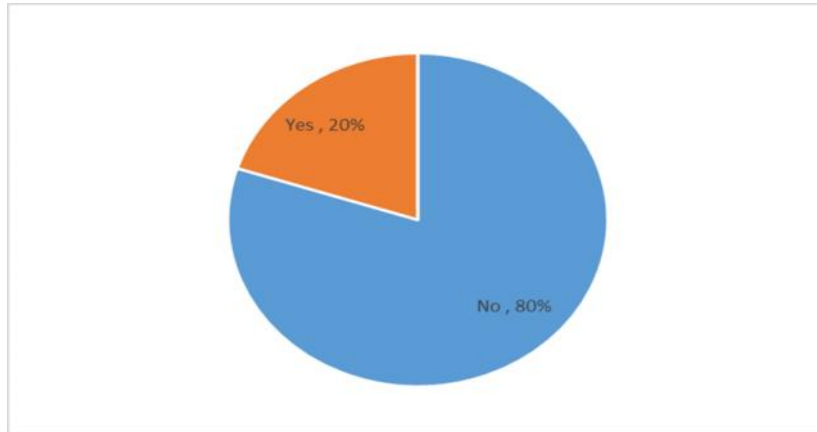


Figure 4.1: Trade Union officials' responses on support of PC

The data in Figure 4.1 shows that majority of union officials (80%) do not support PC. This implies that majority are against implementation of PC by TSC.

4.4.4 Trade Union Officials' Sensitization on Teachers Signing PC

Most of the officials (100%) revealed that they were aware of PC implementation. This implies that the union officials know that teachers have signed PC with their employer TSC.

The study sought to establish whether union officials had sensitized teachers on PC. Majority (100%) indicated that even though they are against its implementation, they have sensitized their members on PC. The sensitization involved definition of performance contracting, the contents (details) of PC, the parts teachers play in PC implementation and how the PC would be assessed. The sensitization was organized at zonal levels, teachers from specific zones met at specified schools for the sensitization. This implies that teachers have been sensitized by their unions on PC.

4.4.5 TSC Response on Influence of Sensitization on PC Implementation

The ten TSC officials indicated that one of the mechanisms that were put in place in implementing PC was to sensitize the head teachers. The majority of officials (100%) indicated that sensitization positively influenced the perception towards PC implementation as it makes teachers be aware of what is expected from them. This is an indication that there is a positive association between sensitization and the perception towards PC implementation.

The study sought establishing from TSC staff the extent to which sensitization influenced the teachers' perception on performance contract implementation. The teachers were to specify the extent level.

The table 4.9 shows the degree to which sensitization influenced performance contract implementation.

Table 4.9: Extent sensitization influences on PC implementation

	Head teachers		Teachers	
	Frequency	Percent (%)	Frequency	Percent
Extent	(f)		(f)	(%)
Very great extent	16	44.4	60	52.17
Great extent	10	27.8	25	21.74
Average	8	22.2	20	17.39
No influence	2	5.56	10	8.70
Total	36	100	115	100

The data in Table 4.9 shows that Most of head-teachers (63.8%) and most of teachers (67.8%) indicated that sensitization influence the teachers' perception on the implementation of performance contract to a very great extent. This means that sensitization has an influence in the teachers' perception on the implementation of PC.

To others (5.51%) and (8.70%) the sensitization had no influence on performance contract implementation. These are the teachers whom we may refer to as" have no opinion " towards performance contract implementation.

To the head teachers who are in (22.3%) and teachers who are found in the category of (17.39%) it can be said that performance contract implementation sensitization had little impact on their performance and even attitude.

4.5 Influence of Trade Unions on the Implementation of Performance

Contracting

4.5.1 Trade Unions Influence on Performance Contract

The study sought establishing if the trade unions such as KNUT and KUPPET have influenced the teachers' perception on the implementation of contract of performance. The study required the head teachers to rate various statements.

Table 4.10 shows the reaction of head teachers and deputy lead teachers to the impact of trade unions on contract execution (Scale SA= strongly agree NO) (No Opinion D= strongly disagree SD= strongly disagree.).

Table 4.10: Head teachers responses trade union influence on PC

Statement	SA		A		NO		D		SD	
	f	%	f	%	f	%	f	%	f	%
i. Our unions support PC	0	0	0	0	7	19.4	12	33.3	17	47.2
ii. The trade unions give us more information on PC.	8	22.2	4	11.1	8	22.2	4	11.1	12	33.4
iii. I feel secure under my union even after signing PC	17	47.2	19	52.8	0	0	0	0	0	0
iv The appraisal targets are attainable	3	8.3	5	13.9	0	0	20	55.6	8	22.2
v I trust the information I receive from my union about PC	14	38.9	22	61.1	0	0	0	0	0	0

N = 36

The result in Table 4.10 indicate the Most of head-teachers and (47.2%) strongly disagree that their unions support PC. This implies that teachers' trade unions do not support PC. The unions have been opposing PC as it undermines the scheme of service for teachers and it add no value to performance. The findings concur with Kwedho (2015) who found that teachers' unions were uncomfortable with PC.

Further (33.3%) of the head teachers strongly disagreed that trade unions give them more information on PC. This means that teachers do not get a lot of information about PC from unions. Most of head-teachers (47.2%) strongly agree that they feel secure under their union even after signing PC. This implies that unions have an perception of teachers' influence on the implementation of PC.

Most of the headteachers (61.1%) agreed that they trust the information they receive from unions about PC. This means that if the information does not support PC, its implementation will be negatively affected. (Gaconi , 2007) identified sabotage by teachers unions as a main challenge in the PC implementation in the teaching profession in Kenya.

Some of the head teachers (22.2%) strongly disagree that the appraisal targets are attainable this means that they set targets that they can't attain.

4.5.2 Teacher Response on Performance Contract Implementation

The teachers were also to indicate their agreement level with the following statements linked to the ways in which the trade unions have influenced the teachers' perception on the implementation of performance contract

The Table 4.11 shows how the teachers responded to the question on the trade unions' influence on the performance contract implementation.

Table 4.11: Teachers responses to Trade Union influence

Statement	SA		A		NO		D		SD	
	f	%	f	%	f	%	f	%	f	%
i. My trade union supports PC	0	0	0	0	0	0	39	33.9	76	66.1
ii. My trade unions is aware that I signed PC and protects me	41	35.7	74	64.3	0	0	0	0	0	0
iii. I believe in what my trade union informs me about PC.	25	21.7	63	54.8	4	3.5	16	13.9	7	6.1
iv I appreciate my unions opinion towards PC	87	75.7	28	24.3	0	0	0	0	0	0
v Our unions follow the constitution when advising on PC	69	60	46	40	0	0	0	0	0	0

N = 115

The data in Table 4.11 indicates that most of teachers (66.1%) strongly disagreed that their trade union supports PC. This means that teachers' trade unions do not support PC implementation and this may negatively influence teachers' perception on the implementation of PC.

Most of teachers (64.3%) agreed that their trade unions were aware that they signed PC and protects them.

The most (64.3%) of the teachers strongly agreed that they believe in what their trade union informs them about PC. This means that teachers' trade unions have influence on teachers' perception towards implementation of PC. Most of teachers (60%) also strongly agreed that their unions follow the constitution when advising on PC. 6.1% of the teachers do not believe in what their trade union informs them about performance contract while (3.5%) have no opinion towards what the trade union says about performance contract. (0%) does not appreciate the trade unions' opinion towards performance contract implementation. None of them believe that the trade union follows the constitution when advising on performance contract implementation.

4.5.3 Impact of Implementation of PC on Teachers

The unions and the TSC have different opinions on the impact of the implementation of PC. The unions argue that the process is cumbersome and diverts teachers' attention from learners. Unions further argue that PC subjects

teachers to a lot of out-of-class paper work and it is a major contributor of poor performance in national examinations because teachers could not complete the syllabus in time. The system is discriminative, subjective and degrading. On the other hand, TSC argue that the system is effective assessment tool and has improved curriculum delivery. PC has reduced absenteeism among teachers and improved learning in schools.

4.5.4 Union Responses on PC Implementation

The study sought establishing the teachers' unions influence on teachers' perception on the performance contract execution. The outcomes are revealed in Table 4.12.

Table 4.12: Influence of unions Responses on PC implementation

	Head teachers		Teachers	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Yes	22	61.1	101	87.8
No	14	38.9	14	12.2
Total	36	100	115	100

The data in Table 4.12 shows that most of head-teachers (61.1%) and most of teachers (87.8%) agreed that teachers unions influence teachers' perception positively.

4.6 Collegiality and Perception of Teachers on the Implementation of Performance Contract

4.6.1 Teacher Collegiality on Performance Contract Implementation

The researcher sought establishing how collegialism influences perception of teachers on the performance contracting execution. The teachers were to specify their agreement level with the following statements on collegiality.

Teachers responses to items on how collegiality influences performance contract implementation are revealed in Table 4.13.

Table 4.13: Teachers responses on collegiality influence on PC

Statement	SA		A		NO		D		SD	
	f	%	f	%	f	%	f	%	f	%
i. Working together is healthy	46	40	59	51.3	10	8.7	0	0	0	0
ii. Working together helps me achieve my targets	64	55.7	51	44.3	0	0	0	0	0	0
iii. Every successful organization supports collegiality	43	37.4	72	62.6	0	0	0	0	0	0
iv Collegiality helps me achieve my professional growth and development and understand student behaviour	26	22.6	61	53	3	2.6	12	10.4	13	11.3
N = 115										

The results in Table 4.13 shows that most of teachers (51.3%) agreed that working together is healthy. This means that they encourage team work while carrying out their duties. Teachers who work together are more resilient in changing times and better meet new requirements, which normally wear out the energies and assets of teachers who work alone (Jarzabkowski, 1999).

Kaplan and Norton (2001) suggest that team effort should be integrated into the balance scorecard and should be embraced rather than emphasize individualism in practice. The most of teachers (55.7%) strongly agreed that working together helps them achieve their targets. This implies that working as a team makes it easier to meet the set targets. (62.6%) of teachers agreed that every successful organization supports collegiality. This means that collegiality increases productivity that is why successful organizations support it.

Most of teachers (53%) agreed that collegiality helps them achieve their professional growth and development and understand student behavior. This means that collegiality influences teachers' professional growth and development. An important source of improved professional growth in teachers is active collegiality in schools (Shah, 2012). Some of the (11.3%) of the teachers strongly disagree that collegiality helps them achieve their professional growth, development and make them understand student behaviour.

4.6.2 i) KNUT

When interviewed the trade unions and TSC officials had this to say, The study sought to establish from KNUT officials how collegiality is applicable in teaching profession. Shared preparation and planning, mutual development and training, teachers talking about teaching and presence of observers in classroom were cited as elements of collegiality. Union officials indicated that by having a common target to achieve and setting common rules that govern all, teachers see themselves as colleagues.

ii) TSC

The most of teachers viewed collegiality as a vital teacher professional development aspect and a vehicle for increasing knowledge of teacher on performance contract. Collegiality among teachers increased their satisfaction with the PC and made them easily adapt it. Collegiality put together seasoned and new educators to improve beginners ' skills and confidence in PC matters. TSC officials agreed that collegiality when applied in classroom situation is very applicable and useful hence should be encouraged among the teachers but when collegiality is used by the teacher trade unions to oppose performance contract, then it would be wrongly used.

Table 4.14: Headteachers responses on collegiality influence on Performance

Contract

Statement	SA		A		No		D		SD	
	f	%	f	%	f	%	f	%	f	%
i) Working together is healthy	10	27.8	26	72.2	0	0	0	0	0	0
ii) Working together helps me achieve my targets.	8	22.2	23	63.9	5	13.9	0	0	0	0
iii) Every successful organization supports collegiality.	9	25	27	75	0	0	0	0	0	0
iv) Collegiality helps me achieve my professional growth and development and understand student behavior.	9	25	18	50	4	11.1	5	13.9	0	0

N=36

The results on Table 4.14 shows that (100%) of the headteachers agree that working together is healthy.

The majority of the headteachers (86.1%) agree that working together helps them achieve their targets while 13.9% disagree that it does not necessarily need collegiality to achieve their targets. Teachers can work on their own.

All the headteachers interviewed (100%) agree that every successful organization must support collegiality.

Most of the head teachers (75%) agree that collegiality helps them achieve their professional growth and development and that collegiality aids in understanding student behaviour while (11.1%) have no opinion towards that and 13.9% disagree with the idea.

4.6.3 Influence of Collegiality on Performance Contract Implementation

The researcher sought establishing the teachers' perception collegiality influence on the performance contract execution. The headteachers were to explain if they apply collegiality as a practice to enhance the performance contract execution.

The findings are in Table 4.14.

Table 4.15 below shows the influence of practice of collegiality has on the performance contract execution.

Table 4.15: Influence of collegiality on PC implementation

	Head teachers		Teachers	
	Frequency	Percent	Frequency (f)	Percent
	(f)	(%)		(%)
Yes	26	72.2	99	86.1
No	10	27.8	16	13.9
Total	36	100	115	100

The data in Table 4.15 shows that Most of head-teachers (72.2%) and most of teachers (86.1%) agreed that collegiality influences on teachers' perception on the implementation of performance contract .Collegiality influences positively on performance contract implementation (26.1%) of the head teachers disagreed that collegiality does not have much impact on teachers perception on performance contract implementation .The headteachers believe in individual work and effort. As heads they use their leadership skills well as others follow. In the same way 13.9% of the teachers also have similar opinion.

4.7 Personal Characteristics and Perception of Teachers on the Implementation of Performance Contract

4.7.1 Teacher Characteristics on PC Implementation

The study sought establishing the extent to which individual features such as age, gender and education influences teachers' perception in the performance contract execution. The head teachers were to specify their agreement level with the various statements (Scale SD is strongly Disagree, D is Dasgree, NO is No Opinion, A is Agree and SA is strongly disagree.)

Table 4.16 reveals the responses of head teachers' on personal characteristics on PC.

Table 4.16: Head teachers' responses on personal characteristics influence on PC

Statement	SA		A		NO		D		SD	
	f	%	f	%	f	%	f	%	f	%
i. Age influences perception on PC	13	36.1	18	50	5	2.8	0	0	0	0
ii. Performance contracting is disliked by older members of the profession	10	27.8	26	72.2	0	0	0	0	0	0
iii. Conducting appraisals is quite an easy task	0	0	0	0	0	0	10	27.8	26	72.2
iv Female teachers dislike PC than male teaches	13	36.1	15	41.7	2	5.6	4	11.1	2	5.6
v Performance contracting is favored by teachers with high qualifications	4	11.1	2	5.6	2	5.6	13	36.1	15	41.6
vi. Teacher education variation influence achieving targets in the appraisal forms	12	33.4	16	44.4	4	11.1	4	11.1	0	0

N = 36

The results in Table 4.16 indicates that Most of head-teachers (53.3%) agree that age influences teachers perception on PC. This means that age of a teacher determines how he/she perceives PC. The younger teachers are flexible and adaptable to changes brought in by implementation of PC. (Bloom, 2001) holds the view that at particular age groups individuals may be flexible or even adaptable especially during young age but as people advance in age they become rigid with fixed ideas.

This in relation to the performance contracting policy may be a pointer to the fact that the policy is being received with mixed reactions hence bringing a complexity in implementing the policy in schools. Most of head teachers (40%) agreed that female teachers dislike PC than male teaches. This means that gender influences the perception of teachers towards PC implementation. Most of head-teachers (66.7%) agree that performance contracting is disliked by older members of the profession.

This is as a result of the process involving a lot of paper work and also digitalization involved. Ahuja (1999) found that older individuals sometimes depict rigid fixed minds on opinions and do not readily absorb change. (53.3%) of respondents strongly disagreed that performance contracting is favored by teachers with high qualifications. This means that qualification and PC are not positively related. PC considers productivity and not qualification of an

individual. (Mpapale, 2011) found that higher qualifications are not closely linked to effective implementation of PC. Many head teachers (46.7%) agreed that teacher education variation influence achieving targets in the appraisal forms. The teachers were requested to indicate their agreement level with various statements with respect to extent to which personal characteristics such as age, gender and education influences teachers' perception in the implementation of performance contract. (Scale SD is strongly Disagree, D is Disagree, NO is No Opinion, A is Agree and SA is strongly disagree.)

Table 4.17: The extent of personal characteristics influence on performance contract implementation

Statement	SA		A		NO		D		SD	
	f	%	f	%	f	%	f	%	f	%
i) Age influences perception on PC.	40	34.8	60	52.2	10	8.7	5	4.3	0	0
ii) Performance contracting is disliked by older members of the profession.	30	26.1	70	60.9	5	4.4	10	8.7	0	0
iii) Conducting appraisal is quite an easy task.	0	0	0	0	5	4.3	20	17.4	90	78.3
iv)Female teachers dislike PC more than male teachers.	0	0	5	4.4	20	17.4	30	26.1	60	52.2
v) Performance contracting is favoured by teachers with high qualifications.	30	26.1	20	17.4	34	29.6	6	5.2	25	21.7
vi) Teacher education variation influence achieving targets in appraisal forms.	50	43.5	30	26.1	10	8.7	15	13.0	10	8.7

N=115

Majority of the teachers (87%) agree that age influences perception on performance contract implementation while (8.7%) of the population have no opinion and (4.3%) disagree with the opinion.

The majority of the teachers (87%) agreed that PC is disliked by the older members of the profession while 4.4% of the population interviewed have no opinion towards it and (8.7%) disagree .

Conducting appraisal is an easy task,(95.7%) of the teachers interviewed disagree to that while (4.3%) have no opinion towards it and no teacher agrees that appraisal is an easy task.

The majority of the teachers (78.3%) disagree that female teachers dislike PC more than male teachers while (17.4%) have no opinion to that and 4.4% agree to it.

There are varied opinions towards the point that performance contracting is favored by teachers with high qualifications, (43.5%) agree to it while (29.6%) have no opinion towards it and (26.9%) disagree.

Teacher education variation influence achieving targets in appraisal forms also has varied opinions as (69.6%) of the teachers agree to it while 8.7% have no opinion and (21.7%) of the teachers disagree with the opinion.

4.7.2 Personal Characteristics Influence on PC Implementation

The study sought establishing the extent to which personal characteristics influence the teachers' perception on the performance contract execution. The respondents were requested to indicate the extent level. The findings are presented in Table 4.18.

Table 4.18 shows the extent of personal characteristics influence on implementation of performance contract.

Table 4.18: Extent of teachers' personal characteristics influence on PC implementation

Extent	Head teachers		Teachers	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Very great extent	16	44.5	53	46.1
Great extent	13	36.1	41	35.7
No extent	7	19.4	21	18.2
Total	36	100	115	100

The data in Table 4.18 shows that many head teachers (52.8%) and many of teachers (46.1%) indicated that personal characteristics influence the teachers' perception on the performance contract execution greatly. This means that personal characteristics have an influence in the teachers' perception on the implementation of PC.

At the same time (16.7%) of the head teachers believe that personal characteristics do not have influence in performance contract implementation. (18.2%) of the teachers also have the same opinion. They believe that performance contract implementation does not depend on teachers personal characteristics like age, gender and education level but on spirit of hard work.

Table 4.19 shows teachers' responses on attitudes towards performance contract implementation.

Table 4.19: Teacher responses on attitudes towards implementation of PC

Statement	SA		A		NO		D		SD	
	f	%	f	%	f	%	f	%	f	%
i. I like PC	0	0	0	0	0	0	37	32.2	78	67.8
ii. I signed PC since it was a TSC directive	54	47	61	53	0	0	0	0	0	0
iii. I clearly understand what PC is	23	20	37	32.2	15	13	28	24.3	12	10.4
iv I am appraised in my classroom environment and it is not my responsibility.	63	54.8	47	40.9	5	4.3	0	0	0	0

N = 115

The findings in Table 4.19 indicate that most of teachers (67.8%) strongly disagree that they like PC. This implies that most of teachers do not like performance contract. Further, most of teachers (53%) agreed that they signed PC since it was a TSC directive. This means that majority did not sign PC willingly but because it was an order from the employer. Many teachers (32.2%) agreed that they clearly understood what PC was. This means that they have knowledge about PC. Most of teachers (54.8%) further stated that they are appraised in their classroom environment and it was not their responsibility.

CHAPTER FIVE
SUMMARY, CONCLUSIONS , RECOMMENDATIONS AND
SUGGESTIONS

5.1 Introduction

This chapter presents the study summary, conclusions, recommendations and further studies suggestions.

5.2 Summary of the Study

The study purpose was to find out the determinants of perception of teachers on the performance contract in Kasipul Division, Rachuonyo South Sub-County of Homa Bay County in Kenya. Specifically, the study was set to establish how sensitization, trade unions, collegialism and personal characteristics such as age, gender and education influence the teachers' perception on the performance contract execution. The study adopted descriptive survey design where the target population consisted of 183 head teachers, 800 teachers, 14 KNUT officials and 10 TSC officials.

The sample consisted of 36 head teachers, 160 teachers, 14 KNUT officials from the zones and 10 TSC officials. The study used Random sampling in selecting all the participants. The study utilized questionnaires and interview schedules in data collection. Researcher was issued with a NACOSTI research permit, and

permission from Rachuonyo South Sub-County Educational Office, where validation was done.

The findings were that many head teachers agreed that they were in-serviced on PC. They sensitized teachers on PC but they still needed to be sensitized more. Majority of the respondents strongly disagreed that feedback on PC evaluation was always communicated back to staff immediately. Most of the respondents were in strong agreement that they can advise other organizations to do more sensitization on PC to the teachers.

Many head teachers agreed that they got information on PC from other sources apart from my employer and union. Most of union officials were awareness about teachers signing PC and they had sensitized their members. The TSC officials indicated that one of the mechanisms that were put in place in implementing PC was to sensitize the head teachers. Sensitization positively and to a very great extent influenced the perception towards PC implementation as it makes teachers be aware of what is expected from them.

Many head teachers and most of teachers strongly disagree that their unions support PC. The unions have been opposing PC as it undermines the scheme of service for teachers and it adds no value to performance. Head teachers feel secure under their union even after signing PC. The study found that unions said that the

process is cumbersome and diverts teachers' attention from learners. PC subjects teachers to a lot of out-of-class paper work and it is a major contributor of poor performance in national examinations because teachers could not complete the syllabus in time. The system is discriminative, subjective and degrading. The union views negatively influences teachers' perception on the implementation of performance contract.

Most of teachers agreed that working together is healthy and help them achieve their targets. Teachers who cooperate are versatile and stronger at dealing with new PC demands in times of transition. Most of teachers agreed that collegiality helps them achieve their professional growth and development and understand student behavior. The study establish that collegiality is applicable in teaching profession through; shared preparation and planning, mutual development and training, teachers talking about teaching and presence of observers in classroom.

Majority of respondents viewed collegiality as a vital teacher professional development aspect and a vehicle for increasing knowledge of teacher on performance contract. Most of head-teachers and teachers were in agreement that collegiality influences on teachers' perception on the implementation of performance contract.

Age was identified by majority of respondents to influences perception on PC. The younger teachers were flexible and adaptable to changes brought in by implementation of PC. Many respondents agreed that female teachers dislike PC than male teaches. Majority of respondents agree that performance contracting is disliked by older members of the profession. This is as a result of the process involving a lot of paper work and also digitalization involved. Majority of respondents strongly disagreed that performance contracting is favored by teachers with high qualifications. Many head teachers agreed that teacher education variation influence achieving targets in the appraisal forms.

5.3 Conclusions

Based on the foregoing findings, several conclusions were arrived at;

Sensitization of teachers on performance contract was positive and to a very great extent influenced their perception towards PC implementation as it makes them aware of what is expected from them.

Teachers' trade unions did not support PC and this negatively influences teachers' perception towards implementation process. Unions sabotage implementation process by inciting teachers not to sign PC and this affect effective implementation of the programme.

Collegiality makes teachers to working together as well as becoming more flexible in change times as well as coping better with new demands brought about by PC. It influences on teachers' perception positively on the implementation of performance contract.

Personal characteristics such as age, gender and education were found to influence teachers' perception on the implementation of performance contract. Younger teachers are flexible and adaptable to changes brought in by implementation of PC. Female teachers dislike PC than male teaches and implementation of PC is not favored based on education qualification.

5.4 Recommendations

The following recommendations were made by the study:

- i. The Teachers' Service Commission should ensure that not only head teachers are sensitized on performance contract but all teachers for adherence. This should have been done before the implementation of PC. TSC should have also ensured all teachers attend in-service training for effective implementation. It should have been done to the lowest level that is the nearest locality to ensure 100% attendance before its implementation.

- ii. KNUT and KUPPET should stop opposing and inciting teachers on implementation of performance contract and support TSC to increase productivity and service delivery among teachers.
- iii. Head teachers: Collegiality should be encouraged in all schools by head teachers through shared preparation and planning, mutual development and training, teachers should also be encouraged to discuss feedback from classroom visits after teaching.

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- iv. Teachers should be motivated and encouraged to embrace performance contract by the Ministry of Education or County Government for effective implementation of curriculum and school management.
- v. BOM: The Board of Management should be sensitized on performance contract and be able to motivate the teachers well as they work to implement performance contract and meet their targets.
- vi. Teachers: Teachers should embrace Performance Contract since the outcome has been found to be positive .

5.5 Suggestions for Further Study

The study suggests that there is a need to explore these areas;

- Institutional factors affecting perception of teachers towards the performance contract implementation

- A similar study needs to be conducted in secondary school in the same area on determinants of secondary teachers' perception on the performance contract implementation in secondary schools in Kasipul Division , Homabay County, Kenya
- The findings for this research could be used for further research to find out how the implementation is taking place and its impact.
- Further research should be done for bench marking.
- A replica of the study should be done to find out how other countries successfully to implement PC and how they dealt with similar challenges.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Martha Auko Owuor,
P. O. Box 470 – 40222
OYUGIS.
5TH July 2018.

The Principal,

Dear Sir/Madam,

RE: LETTER OF INTRODUCTION

I am a post graduate student at the UON, Department of Educational Administration and Planning. I am carrying out a research on **The Perception of Teachers on Implementation of Performance Contract in Kasipul Division, Oyugis Sub-County, Homa Bay County, Kenya.**

Your institution has been selected to participate in the study and I request you to allow me collect data in your institution. The attached questionnaires have been designed to assist me gather information for the purpose of research only. Respondents will not be required to write their names or the name of the institution. Respondents are kindly requested to respond to all items thoughtfully and honestly. Information received will be for the purpose of the study.

Thank you in advance.

Yours Faithfully,

Martha Owuor.

APPENDIX II: HEAD TEACHERS' QUESTIONNAIRE

This questionnaire is designed to gather data about the perception of teachers towards the implementation of performance contracting. Do not write your name or the name of your school. Fill the questions as honestly and correctly as possible.

Section A: Bio Data

1. Gender Male () Female ()
2. Years of experience in your present post () years
3. Teacher's academic qualification
P1(...)......Diploma(S1)(...)......Graduate...(....)......MED(...)......
PhD(...)......Others(specify).....

Section B: Sensitization and Performance contracting

Please indicate the extent you agree with the following statements on performance contract. (If Yes put a tick ())

SA: Strongly Agree A: Agree D: Disagree SD: Strongly Disagree

NO: No Opinion

4		SA	A	NO	D	SD
i.	I was in-serviced on PC					
ii.	I understand well the concept of PC					
iii.	I sensitized teachers on PC					
iv.	I still need more sensitization on PC					
v.	Feedback on PC evaluation is always					

	communicated back to staff immediately.					
vi.	I can advise other organizations to do more sensitization on PC to the teachers					
vii.	I got information on PC from other sources apart from my employer and union					

5 To what extent does sensitization influence the teachers' perception on the implementation of performance contract?

Very great extent [] Great extent [] No extent []

Section C: Teacher Unions and Performance Contracting

Please indicate the extent to which you agree with the following statements on the implementation of performance contracting in your school. (If Yes put a tick ())

6		SA	A	NO	D	SD
i.	Our unions support PC					
ii.	The trade unions give us more information on PC.					
iii.	I feel secure under my union even after signing PC					
iv.	The appraisal targets are attainable					
v.	I trust the information I receive from my union about PC					

7 Section D: Teacher Collegiality and Performance Contracting.

a) How does collegiality influence teachers' perception on the implementation of performance contract in your staff?.....

b) How does your staff view collegiality in line with performance contract?.....

c) How do you encourage collegiality among your staff as performance contract is implemented?.....

8 Section E: Teacher Characteristics (age, education and gender) and PC

Please indicate the extent which you agree with the following statements on the contribution of performance contracting and the challenges it comes with. (If Yes put a tick ())

	Statement	SA	A	NO	D	SD
i.	Age influences perception on PC					
ii.	Performance contracting is disliked by older members of the profession					
iii.	Conducting appraisals is quite an easy task					
iv.	Female teachers dislike PC than male teaches					
v.	Performance contracting is favored by teachers with high qualifications					
vi.	Teacher education variation influence achieving targets in the appraisal forms					

9 To what extent do personal characteristics influence the teachers' perception on the implementation of performance contract?

Very great extent [] Great extent [] No extent []

Thank you for participating.

APPENDIX III: TEACHERS' QUESTIONNAIRE

This questionnaire is designed to gather information about the perception of teachers on the implementation of performance contracting .Do not write your name or the name of your school. Please answer honestly and correctly.

Section A: Bio Data

Where appropriate use a tick ()

1 Gender:	Male()	Female ()		
2 Age	20-30yrs	31-40yrs	41-50yrs	over 50yrs
3 Teaching experience	1-5yrs	6-10yrs	11-15yrs	over 15yrs
4 Responsibility	Senior Teacher	Head of Department	Class Teacher	
5 Highest professional qualification	P1	Diploma S1	Graduate	MEd PhD

Section B: Sensitization and Performance Contracting.

6		SA	A	NO	D	SD
i.	I feel adequately informed on PC					
ii.	I have received in-service training on PC					
iii.	I am well aware of my competency areas					
iv.	Performance targets are attainable					
v.	My working environment is conducive to achieving my targets					
vi.	I would like performance contract to be to stay					

Please put a tick ()

7 To what extent does sensitization influence the teachers' perception on the implementation of performance contract?

Very great extent	Great extent	No extent

Section C: Trade Unions and PC

8 Please put a tick () numbering 1 2 3 4 5 6

		S A	A	NO	D	SD
i.	My trade union supports PC					
ii.	My trade unions is aware that I signed PC and protects me					
iii.	I believe in what my trade union informs me about.					
iv.	I appreciate my unions opinion towards PC					
v.	Our unions follow the constitution when advising on PC					

Section D: Collegiality and PC

Please put a tick ()

9		SA	A	NO	D	SD
i.	Working together is healthy					
ii.	Working together helps me achieve my targets					

iii.	Every successful organization supports collegiality					
iv.	Collegiality helps me achieve my professional growth and development and understand student behaviour					

10 Section E: Personal Characteristics on Influence of implementation of PC

To what extent do personal characteristics influence the teachers’ perception on the implementation of performance contract?

		Very great extent	Great Extent	Less Extent	No Extent
i.	Age				
ii.	Educational level				
iii.	Gender				
iv.	Teaching Experience				

Attitude / Indicator of implementation of PC

Please indicate the extent to which you agree with these statements on performance contract.

11a		SA	A	NO	D	SD
i.	I like PC					
ii.	I signed PC since it was a TSC directive					
iii.	I clearly understand what PC is					
iv.	I am appraised in my classroom environment and it is not my responsibility.					

11b) I think PC is successful because it has enabled me to achieve to achieve the objectives of the TSC.....

11c) In your opinion ,do you think PC concept is a good TSC practice?.....

11d)The TSC exaggerates the expectations from the teachers at the beginning of every year.....explain your answer in

(d) above.....

Thank you

APPENDIX IV: TRADE UNIONS' INTERVIEW GUIDE

This questionnaire is designed to gather data about a study on performance contract. Do not write your name. Please fill the questions honestly and correctly.

Section A) Bio Data

- 1. Gender Male () Female ()
- 2. Post held in union.....
- 3. Teacher academic qualification.....
- 4. Years in the present post.....

Section B: Sensitization and Performance Contract

- 5) Do you support PC?
- 6) Are you aware that teachers have signed performance contract with the employer Teachers Service Commission?.....
- 7) Explain how you sensitize teachers on PC?.....
- 8) How is the performance contract the best contract for the teachers? Explain

Section C: Unions and Performance Contract.

- 9) What have you done to ensure PC is friendly to the teachers.....
how?.....
- 10) Would you propose performance contract to be here to stay for the teachers?
(yes) (No).....Give an explanation for your
answer.....

11) How is appraisal applicable in the teaching profession?.....

12) How has PC enhanced professional development of your teachers?.....how.....

Section D: Collegiality and PC

13) How is collegiality applicable in Performance Contract?.....

14) How can you use collegiality to motivate teachers to embrace PC?.....

15) Collegiality plays an important role in Unions . Explain.....

Section E: Teachers' Characteristics (age and education level) and PC

16) How do you encourage teachers of all ages to embrace PC?.....

17) To what extent does age influence PC implementation?.....

18) To what extent do teachers understand the concept of PC?.....

19) To what extent does education level influence PC implementation?.....

a) Have cases of indiscipline arisen due to pc implementation..... how was it handled.....?

Thank you for participating.

APPENDIX V: INTERVIEW GUIDE FOR TSC STAFF

1. What mechanisms did you put in place to implement PC?.....
2. Have the teacher unions in any way sabotaged the PC implementation?
..... explain your answer.....
3. In your opinion is there any positive impact among your employee since the implementation of PC?.....
4. How do the following influence the perception towards PC implementation
 - (i) Teacher Unions.....
 - (ii) Collegiality.....
 - (iii) Teachers' education.....
 - (iv) Teachers' Age.....
 - (v) Teachers' Gender.....
5. What are the challenges faced in PC implementation by TSC staff?.....

General Questions on PC

6. Is TSC justified in implementing PC in schools in public primary learning institutions?.....
7. Is the working environment conducive for teachers in target setting?
8. If teachers would have been consulted before implementation, would there have been different results?

9. What other challenges arise from the implementation of performance contracting among the teachers and unions?
10. Is there any information you wish to share about your experience with performance contracting your employees?

Thank you

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APPENDIX VII: RESEARCH AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349,3310571,2219420
Fax: +254-20-318245,318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/19/15714/27857**

Date: **31st January, 2019**

Martha Auko Owuor
University of Nairobi
P.O. Box 30197-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “*Determinants of primary teachers performance on the implementation of Performance Contract in Primary Schools in Kasipul Division Rachuonyo South Sub County Homa Bay County Kenya*” I am pleased to inform you that you have been authorized to undertake research in **Homa Bay County** for the period ending **31st January, 2020**.

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Homa Bay County.

The County Director of Education
Homa Bay County.

For Detailed Copy, visit the Website: <http://www.nacosti.go.ke>