

**INFLUENCE OF PERFORMANCE CONTRACTING PRACTICES ON
TEACHERS' SERVICE DELIVERY IN SECONDARY SCHOOLS IN
WESTLANDS SUB COUNTY, NAIROBI COUNTY, KENYA**

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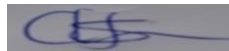
DECLARATION

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

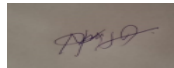


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DEDICATION

This research project is dedicated to my supportive spouse Mr. Alloys Kwengu, my children Margaret, Vitalis, Fortune and Dylan as well as my siblings. You have really walked with me in this journey. It has not been easy at all, but have kept pushing and supporting me.

ACKNOWLEDGEMENT

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

I am deeply indebted to my supervisors Dr. Susan Chepkong' a and Prof. Gerald Kimani for offering me very useful guidance, their tolerance and patience during the numerous discussions that helped me immensely to complete this project.

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ABBREVIATIONS AND ACRONYMS

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

ABSTRACT

Performance Contracts (PCs) are a well recognized and successful strategy that has gained worldwide acclaim for enhancing the performance of government organizations, secondary educational institutions, and teachers. The primary objective of this research was to analyze the impact of principals' use of performance contracting strategies on the provision of services by secondary school teachers in Westland's Sub County, Nairobi County, Kenya. The study sought to ascertain the level of familiarity that secondary school teachers had with performance contracting (PC), evaluate the effect of adequate resources on the efficacy of PCs among secondary school teachers, analyze the impact of teachers' unions on the effectiveness of PC, and identify the obstacles to the adoption of PC among secondary school teachers in Nairobi City County. The research used an exploratory survey methodology, with a specific emphasis on teachers working in high schools situated in the Westland Sub County of Nairobi City County. A stratified random selection technique was used to choose a total of 20 secondary schools in Westland's Sub County, Nairobi County, together with 300 secondary school instructors. The study used a mix of primary and secondary data sources. The collection of primary data included distributing surveys, while secondary data were gathered via an exhaustive literature analysis, including academic publications that were both published and unpublished, as well as official papers. Data analysis included the use of descriptive statistics, namely frequencies and percentages. The study's primary findings indicate that instructors possess little knowledge about the goal, significance, and specifications of performance contracts (PCs). Additionally, they demonstrate a lack of familiarity with the implementation of PCs inside classroom settings. The research also indicates that the presence of enough resources is a necessary condition for the efficacy of personal computers (PCs) in classrooms, and several schools are deficient in these resources, facilities, and infrastructure. This limitation not only hinders the effective implementation of PCs, but it also reduces the likelihood of their improving the teaching and learning environment. Teachers encounter challenges when there is a lack of resources, since these resources are essential in assisting students in attaining the goals outlined in the PC framework. Numerous educators seek counsel from their trade unions about topics that impact their health and well-being, particularly in situations where there is ambiguity. The efficacy of personal computers (PCs) in secondary schools is impeded by many problems, including inadequate understanding among key stakeholders in the PC implementation process, constrained financial resources, interference from labor unions, adverse perceptions, and concerns over the potential misuse of PCs to intimidate educators. The study provides compelling evidence in support of government-funded workshops and seminars aimed at enhancing teachers' and other key stakeholders' comprehension of the benefits and prerequisites of deploying personal computers (PCs).

CHAPTER ONE INTRODUCTION

Background to the Study

Performance contracting is a subset of management science known as Management Control System. A contractual agreement is a legally binding arrangement to carry out a certain service in accordance with predetermined terms, within a specified timeframe, and with specified allocation of resources and performance benchmarks. A Performance Contract is a written declaration outlining the anticipated performance standards for both managers and workers, as well as the obligations they are expected to fulfill in the next term. The performance contract consists of two parties: the declaration of important obligations and the criteria of performance for each of those tasks. Messah and Kariuki (2011) state that Performance oriented contracting is used by both the commercial and governmental sectors to efficiently provide and acquire high-quality products and services within the allocated budget. While the commercial sector has quickly adopted performance contracts due to its focus on profit and competition, the public sector has been slow to implement this practice.

The notion of Performance contracting has a long history. Performance contracts were first used in France with the release of the renowned Nora Report, which focused on the restructuring of state-owned firms in the country. Their introduction in the United States occurred in 1993 as a component of the Government Performance and Result Act.

(GPRA) Currently, the majority of Organization for Economic Co-operation and Development (OECD) countries use a type of Performance Contracts to oversee the public sector (Obongo, 2009). Performance Contracting has been used at various periods in Latin American countries such as Argentina, Brazil, Bolivia, and Venezuela (GoK, 2010). In France, the use of PC aimed to enhance public service by using management indicators to assess efficiency, productivity, and quality (Grapinit, 1999). The contract plans aimed at enhancing the public sector in Swaziland were unsuccessful due to insufficient preparedness of the implementing institutions.

Countries such as the USA, England, Singapore, Sweden, Finland, and New Zealand have included personal computers (PCs) into their educational systems. In the United States, personal computers (PCs) have been deeply ingrained in the education system across the several states, with school boards serving as the managers responsible for overseeing the use of PCs. According to the National Education Assessment conducted by the US Department of Education in 2010, it was found that thirty six states now have some kind of merit-based compensation system for teachers. The broad public awareness of PC programs started in 1970-71 and was pushed by the US office of Economic Opportunity (OED). At first, there were difficulties in implementing the plan due to opposition from teachers' unions and professional organizations. However, the supporters have managed to successfully overcome these obstacles. Nevertheless, the practice still elicits varied responses and scientific research has shown conflicting findings. An examination conducted in 2009 of a significant program in Texas, which connected teachers' salaries to the improvement in students' test scores, revealed little indication of effectiveness. Based on

A research conducted by Solomon and Podgursky (2009) examined the advantages and disadvantages of performance-based remuneration for teachers in the United States. The study indicated that although there are significant objections to this practice, they may be effectively addressed.

Performance Contracting has been widely recognized as a very successful method for enhancing performance in both public corporations and government agencies globally. The success of this endeavor in nations as different as France, Pakistan, South Korea, Malaysia, and India has generated significant global attention. The education sector in several African nations has numerous obstacles that limit its ability to offer services effectively. The human resource element encompasses issues such as insufficient workforce in terms of quantity, essential skills, absence of suitable attitudes, and lack of responsibility (Gok, 2010).

The performance of the education sector in Kenya has significantly declined since gaining independence. This decline may mostly be attributed to management systems that prioritize adherence to protocols rather than achieving desired outcomes. The lack of clearly defined goals, along with this, made it difficult to evaluate the performance of both institutions and individuals (Government of Kenya, 2005a). In acknowledgment of the fact that the efficiency of Public Services establishes benchmarks for performance in other sectors, the government initiated a sequence of public sector reforms in 1993 with the objective of enhancing service delivery and optimizing resource usage. Several tactics were implemented, including the

The mentioned initiatives include Repaid Results Initiative (RRI), Performance Contracting (PC), Citizens Service Delivery Charter, Transformative Leadership, and Institutional Capacity Building (Gok 2003). Performance Contracting has had the most significant influence on service delivery among these programs. The underlying principle is that actions that are quantifiable and observable are more likely to be accomplished, since without visibility and measurement of achievement, it is not possible to provide recognition or incentives. Failure cannot be corrected if it is not recognized, and public support may be won by demonstrating outcomes (Trivedi, 2000).

According to the 2004 Economic Survey in Kenya, the government has consistently allocated a larger portion of its budget to education compared to other social sectors. Specifically, education accounted for 73% of the total social sector expenditure. In 2000, the education recurrent budget accounted for 35% of the public sector recurrent budget. By 2004, this percentage had increased to 39%. Hence, the continuous rise in educational expenditure necessitates stakeholders and financiers to demand proof of efficient and accountable use of given resources. According to Wagner (ibid), it is widely accepted that school performance and the quality of school programs are most effectively evaluated based on outcomes and outputs. Additionally, Wagner argues that agencies do not have the authority to access information on these findings and the accompanying cost/benefits of their schools. Additionally, he highlights that several accountability initiatives primarily center on holding teachers accountable, since they presuppose that instructors bear the responsibility for student achievement. The notion of Performance Contracting is often seen as the most effective technique for ensuring accountability in

education among the several recommended types of accountability (CER, 1997).

Advocates of PC have highlighted many prerequisites for the effective deployment of PC in secondary schools. Initially, it is essential for the Government (acting as principals) to clearly articulate their goals, establish their priorities, and convert them into specific targets for enhancing performance. Furthermore, the principals must effectively demonstrate their dedication to the agreement by granting significant independence to top management. What is required are efficient administrative systems that ensure the availability and effective management of high-quality information. Conducting monitoring and evaluation of activities and results is essential to determine the degree of performance. Additionally, there are essential management tools that are necessary for achieving successful performance management. These include strategy plans, work plans, service charters, balanced scorecards, and performance assessment systems that are associated with performance contracts. These tools are crucial for creating benchmarks, goals, and milestones to be achieved, as well as for evaluating performance.

In the field of Education, Performance Contracting (PC) entails initially defining a clear and specific set of goals or objectives for learning or achievement. This is followed by assessing and monitoring students' progress, which serves as an indicator of the teacher's effectiveness in meeting the established objectives over a specific timeframe. Subsequently, the measured progress is reported, and rewards or consequences are allocated based on the level of performance. The primary responsibility for the administration of the school plant and the performance of the students, which determines the quality of the school, is attributed to the teachers (Eshiwani, 1993).

In 2004, the process of implementing performance contracts (PC) in Kenya began. This involved various ministries and state corporations signing contracts with their respective agencies, as required by Legal Notice No. 93 of 2004. During the launch of the Kenya Education Sector Support Programme (KESSP) in 2005, the Permanent Secretary (PS) of education emphasized the importance of effectively delivering services in all levels of education and training. The government expected the formation of teams that were committed to implementing reform and achieving results through a management approach focused on outcomes. Teachers were required to possess a reformist mindset and be willing to adjust to the ever-evolving education system. They were also expected to agree to performance contracts with their employer by July 1, 2005. Furthermore, education stakeholders have periodically expressed the view that schools and teachers should be held responsible for school performance. The majority of firms that have used PC systems have claimed enhanced service delivery. The evaluation of PC in the Public Sector (Republic of Kenya, 2010) and the National Customer Satisfaction Survey Report (Republic of Kenya, 2009) demonstrate that the implementation of PC in the public sector of Kenya has resulted in substantial advantages for the nation. The papers highlight many advantages, including more openness, increased responsiveness to public service, greater accountability, and higher profitability. Nevertheless, the teaching staff in Kenya has consistently opposed the use of personal computers (PCs) in schools, which has raised suspicions that "teachers either lack a complete understanding of the concept and advantages of PCs, or they have fundamental reasons for outrightly rejecting the idea" (Oswago, 2005). It is often observed that

The intense conflict between teachers and the Government around PCs serves as a blatant manifestation of inadequate communication on a new policy. Upon a brief examination of circulars issued by the Ministry of Education (MOE) and the Teachers Service Commission (TSC) to schools, no official communication regarding the aversion teachers have towards the idea of PC is evident. This aversion was clearly demonstrated when teachers vociferously protested against the education minister and his Permanent Secretary (PS) during the 2005 Kenya Secondary Schools Heads Association (KSSHA) Annual General Meeting in Mombasa. Nevertheless, in 2008, the TSC adopted a more stringent position, stating that instructors who refused to sign the PCs would be terminated from their positions. It would be intriguing to determine the efficacy of Performance Contracts among secondary school teachers in Nairobi City County.

It is worth mentioning that the Kenyan version of professional competence (PC) is widely recognized as a model of international best practices (Trivedi, 2007). However, there is a growing concern about the effectiveness of implementing PC among secondary school teachers, as evidenced by their reluctance to complete the PC forms (RoK, 2010). The issue of academic achievement among secondary schools in Kenya has been and continues to be a subject of concern among many stakeholders. Nyamongo (2012) noted that several factors have impacted the academic achievement of kids in Nairobi. The Performance Contracts are thought to provide a management system that prioritizes achieving desired outcomes and implementing a structure of responsibility. Over the last decade, Performance Contracting has been implemented.

Since 2004, there has been a need to examine the elements that impact the efficacy of personal computers (PCs) on the performance of secondary school teachers in Nairobi City County, Kenya.

The implementation of Performance Contracts has been widely praised as a very successful and promising method for enhancing the performance of teachers, secondary schools, and Government agencies. The primary objective of the research was to examine the impact of principals' performance contracting methods on the service delivery of secondary school teachers in Westland's Sub County, Nairobi County, Kenya. The study aimed to determine the level of teachers' awareness of performance contracting (PC) in secondary schools, assess the impact of adequate resources on the effectiveness of performance contracts among secondary school teachers, analyze the influence of teachers' trade unions on the effectiveness of performance contracts, and identify the factors that hinder the effectiveness of performance contracting among secondary school teachers in Nairobi City County. The research used an exploratory survey methodology. The study focused on educators at

secondary schools located in Westland's Sub County, inside the Nairobi City County. The research used stratified random sampling to choose schools and secondary schoolteachers. The study included a sample of 20 secondary schools located in Westland's Sub County, Nairobi County, as well as 300 secondary school instructors. The study used both primary and secondary data sources. Primary data was gathered via the administration of questionnaires, while secondary data was obtained through a comprehensive evaluation of literature, published and unpublished academic publications, and government records. Data analysis included the use of descriptive statistics, namely frequencies and percentages. The study's main findings indicate that a significant number of teachers lack awareness regarding the meaning, importance, and requirements of the performance contract (PC). Furthermore, they have insufficient information about the role of PC in schools. The study also reveals that the effectiveness of PC in schools heavily relies on the availability of adequate resources. However, a majority of schools lack the necessary resources, facilities, and infrastructure. This not only hampers the successful implementation of PC in schools but also undermines its effectiveness in enhancing teaching and learning. Insufficient resources pose a challenge to instructors, since resources are crucial in facilitating players to achieve their goals in PC. The majority of educators rely on their trade unions to make choices that impact their well-being, particularly in situations that lack clarity. The success of PC in secondary schools is hindered by several problems, including insufficient awareness among key individuals involved in the PC process and their roles, low resources, influence from trade unions, unfavorable attitudes, and the worry that PCs may be used to unfairly target

teachers. The report strongly advocates for the government to provide workshops and seminars aimed at raising awareness among teachers and key stakeholders about the advantages and prerequisites of PC.

Statement of the Problem

In order to address the challenges posed by limited resources and the high expectations of the public, the Government implemented Performance Contracts for all secondary schools, with the aim of enhancing efficiency and effectiveness. The Government has mandated that teachers must sign performance contracts, similar to other public personnel (Gaconi, 2008). However, teachers have consistently refused the implementation of performance contracts (PCs) since they see them as punitive and unfeasible. Teachers are hesitant to endorse personal computers for reasons that have not yet been determined via study.

Prior research by Ogoye (2002) has mostly focused on the implementation of performance contracting, while one study has examined the overall effect of performance contracting in state businesses (Korir, 2006). The research investigations undertaken by Njeri (2011), Mbugua (2011), and Mpapale (2011) have not identified any concerns about the efficacy of personal computers (PCs) among secondary school teachers in Nairobi City County. There is a lack of understanding about the efficacy of performance contracting among teachers in secondary schools in Nairobi City County. This research aimed to investigate the influence of this backdrop.

Assess the efficacy of performance contracting among secondary school teachers in Nairobi City County.

Purpose of the study

The objective of this research is to determine the impact of principals' performance contracting procedures on the delivery of services by teachers in secondary schools located in Westland's Sub County, Nairobi city county, Kenya.

Research objectives

The objectives of the study were;

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

NairobiCityCounty, Kenya.

Research Questions

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

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

Significance of the study

The results of this study may enhance the existing body of research on education, specifically in the field of Performance contracting among Secondary School teachers, which has not been well investigated. TSC and MoEST may also get crucial data to inform their future judgments and policies regarding Performance contracting for secondary teachers. The results of this research may provide secondary school instructors an academic foundation upon which to build.

their forthcoming debates over the merits and drawbacks of the deal. The research may also

enhance the learning experience by making a valuable contribution to the improvement of education quality.

Limitations of the Study

- 1 Performance Contracting is a nascent field of research that has received little attention in the context of secondary schools. Given the scarcity of literature on PC in secondary schools, this study has focused on examining relevant literature, research papers, and results from the business sector and postsecondary institutions.
- 2 The respondents' lack of understanding on the Government Policy guidelines for PCs was believed to potentially impede their ability to provide accurate and well-informed opinions about PCs. This lack of information may be due to a lack of awareness or training on the Performance contracting procedure.
- 3 Additionally, it is possible that the secondary schools visited were using various management systems, which may have resulted in instructors being hesitant to express their ideas without reservation.

Delimitation of the Study

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

Basic Assumptions

1. All teachers in Westland's Subcounty, Nairobi City County have

knowledgeofPCmanagementpractices.

2.

All the teachers in secondary schools in Westland's Subcounty, Nairobi City County have commitment towards raising the standards of education in their schools, improving efficiency of available resources and attainment of desired results.

Operational definition of significant terms

Accountability Teacher accountability is the responsibility of teachers to provide a comprehensive and justified evaluation of their job performance to their employer, the TSC, as well as relevant stakeholders such as parents, sponsors, and school management boards.

Basic Education Act 2012 Denotes any legislation enacted by Parliament that governs the education system in the nation.

Education Education refers to the systematic process offered by educational institutions to acquire desired information, skills, and attitudes, including many activities, procedures, and ideas.

Effectiveness refers to the capacity to achieve the intended outcomes results **Efficiency** refers to the capacity to minimize the consumption of resources, energy, efforts, money, and time in the process of accomplishing a task or achieving a desired outcome.

Influence is the capacity to have a significant impact on others or objects.

Motivation is the measure of how much consistent effort is focused on achieving a goal.

Performance is the act of carrying out a job with diligence and effectiveness,

particularly in terms of delivery.

A Performance Contract is a performance agreement that is freely negotiated.

Amidst the interactions between instructors and their employer, the TSC, the underlying intents,

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

Policy is a set of rules or guidelines that govern the behavior and actions inside an organization or institution.

Quality refers to the extent of superiority in academic achievement.

The Organization of the study

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

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

CHAPTER TWO LITERATURE REVIEW

Introduction

This chapter focuses on conducting a comprehensive review of relevant literature pertaining to the subject matter of this research. The literature study incorporates a range of sources, such as seminar reports, discussion paper series, daily newspapers and other media reports, empirical research reports, published books on educational and performance management, and different policy documents. The purpose of the review is to consolidate several definitions of PC and provide an overview of the achievements and difficulties encountered in implementing PC in secondary schools, together with the insights gained from these experiences. The literature review encompasses several themes, including the level of teachers' awareness of Performance Contracting, the impact of adequate resources on the effectiveness of Performance Contract, the influence of teachers' trade unions on the effectiveness of Performance Contract, and the factors that hinder the effectiveness of Performance Contracting. Additionally, the review covers the historical background of Performance Contracting, policy guidelines, the rationale for introducing Performance Contracting in secondary schools, and the evaluation of school performance. In addition, theoretical and conceptual frameworks are also presented.

Rationale for Introduction of PC in Education.

The use of contracts and performance-based management aims to enhance performance and foster accountability, among other purposes. Primary issues that form a significant part

of the justification for the need for more responsibility from teachers and school administrators

pertain to the optimization of productivity and the achievement of desired outcomes. Escalating expenses in the delivery of education have prompted taxpayers and other funders to insist on more accountability from teachers and schools, particularly when additional financing is needed.

The Economic Recovery Strategy for Wealth and Employment Creation (ERSWEC 2003-2007) recognized education as a crucial element in reducing poverty disparity in Kenya. With teachers accounting for around 55% of the public service workforce the TSC had to implement significant reform steps in keeping with the government public service reform strategy which focused emphasis on enhanced service delivery. In order to strengthen the reform agenda that prioritizes enhanced service delivery, the commission implemented a performance improvement strategy that included strategic planning, the deployment of personal computers (PCs), and other activities focused on achieving measurable outcomes.

The implementation of Performance Contracting (PC) is seen as a means of enhancing academic achievement and responsibility in educational institutions, particularly in cases where there is a lack of satisfactory standardized test scores, graduation rates, and school attendance (Pordgusky and Solomon, 2000). With the tremendous growth of education in Kenya, particularly due to the introduction of Free Primary Education (FPE) and Free Secondary Education (FSE), the focus has switched from just providing education to

ensuring the quality of education provided in schools. Studies conducted to evaluate learning outcomes at different levels of education in Kenya have produced data that indicate a significant proportion of graduates lack functional literacy skills. Therefore, the

The increase in government expenditure on education and the decline in educational standards indicate a significant lack of effectiveness in converting investment into learning results. This has prompted stakeholders to advocate for the performance control of schools and instructors. For example, due to the underwhelming academic results in American schools, forward-thinking educators, administrators, and political officials advocated for the use of personal computers (PCs) beginning in the mid-1990s.

In Sierra Leone, the Government has agreed to adopt the suggestion to carry out Performance Contracting (PC) for head teachers and principals of secondary schools and higher institutions. This decision is based on the principles of Results-Based Management (RBM) as stated in the Government White Paper of 2010. This came after an investigation into the underachievement of students in two significant exams, namely the 2008 Basic Education Certificate Examination (BECE) and the 2009 West African Senior School Certificate Examination (WASSC). The results from several African nations, including Burkina Faso, Cameroon, Cote d'Ivoire, Madagascar, Mali, and Senegal, demonstrated a substantial and favorable impact of personal computers on the process of learning (Bourdon and Michadowa, 2005). Nigeria, Rwanda, South Africa, Tanzania, and Zimbabwe have shown interest in adopting Kenya's model of PCs. This interest has been

sparked by Kenya's achievement of winning the 2007 UN Public Service award in category 1, which recognized their efforts in enhancing transparency, accountability, and responsiveness in the public service (Gok, 2010). Other African nations, such as Ghana, are gradually following suit.

Management experts contend that outcome-oriented management is the most optimal approach for individuals in the field of education. The PC practice allows management to analyze institutional strategic goals and translate them into specific tasks. It also provides indicators to measure the effectiveness of efforts in meeting budgetary targets and controlling expenses (IPPAR, 2008). These issues have prompted demands for teachers to sign performance contracts in order to promote accountability and enhance educational achievements.

Evidently, the prevailing sentiment among the stakeholders is that the education system in Kenya is plagued by problems pertaining to its efficacy and efficiency. It is widely believed that deploying teachers and school administrators on PC may significantly tackle these challenges. Nevertheless, a significant issue arises from the fact that more than seven years have passed since the first proposal of this plan, but it has not been successfully put into action. The inference is that without the implementation of PC, the needed accountability, enhanced performance, and therefore public support would remain difficult to achieve in the education sector. Furthermore, it has been noted that the teaching staff might serve as a significant obstacle while implementing educational reforms (Fullan,

2001). Therefore, it is crucial for policy makers to get the endorsement of teachers for PC in order to reap its advantages.

The research mostly examined the advantages of using personal computers (PCs) in education, but did not investigate schools' perspectives on the reasons given for introducing PCs in schools. Specifically, it did not explore the adoption of PCs among secondary school instructors.

The advantage of this in the field of Education. This research aims to identify the determinants that impact the successful implementation of professional development among teachers in secondary schools.

Policy guidelines on Performance Contract

The Government issues policy guidelines on PCs to ensure uniformity and consistency throughout all MDAs, preventing any modification of the model's content. According to Government regulations (Rok, 2010), educational institutions are required to align their computers with their strategic goals and derive objectives from them. Institutions must to establish growth-oriented objectives that are directly aligned with the agency's purpose and closely tied to budgetary considerations. Once performance contracts have been negotiated, examined, and signed, they cannot be altered over the course of their implementation.

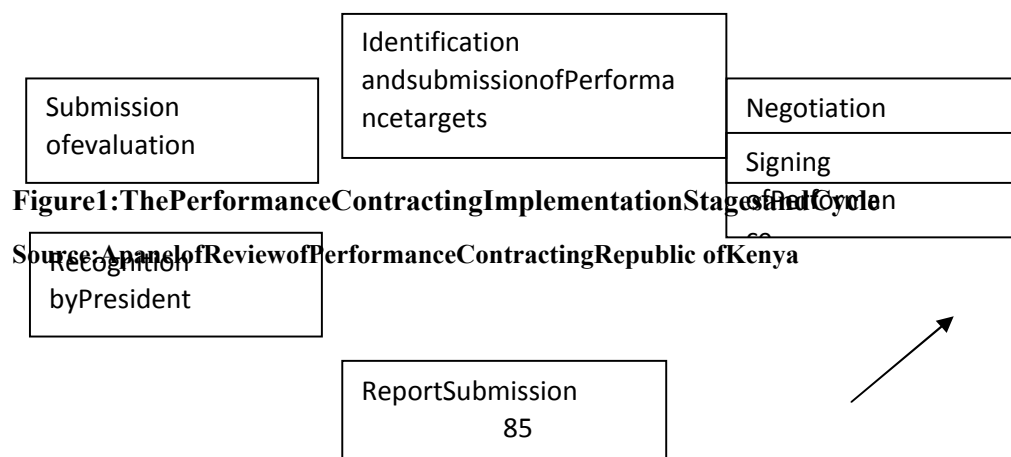
After the release of the PC guidelines, schools must create and engage in discussions on objectives.

Subsequently, performance criteria and work plans are developed to assess performance using performance indicators. The negotiations are conducted without any arbitrary imposition to determine the feasibility, measurability, growth orientation, and benchmarking of the specified objectives with comparable local organizations (Gok, 2005).

The purpose of vetting the draft is to verify that contracts adhere to the criteria, which are revised on a yearly basis. Following the screening process, the Board of Management (BOM), which is responsible for managing schools on behalf of the Minister for MOEST, is required to sign contracts with the head teachers of the institutions.



who thereafter get into the contract with the instructors. PC implementation is overseen by BOMs, who provide quarterly progress reports to the PS, PC Department, and the Controller and Auditor General. Sinutu (2008) suggests that ineffective regulations might result from a lack of knowledge and experience among the implementing authorities responsible for enforcing professional codes (PCs). This lack of understanding may impede the successful implementation of PCs among secondary school teachers. The stages and cycle of implementing performance contracting are shown in Figure 1 below.



Teachers' awareness and Importance of Performancecontracting

A Performance Contract is a formal agreement between the Government and a Public Agency that outlines specific objectives for the Agency, specifies measurable performance targets, and offers incentives for meeting or exceeding these targets (Trivedi, 2003). The implementation of Performance Contracts has been widely recognized as a successful and promising approach to enhancing the performance of secondary schools and Government agencies. It is widely regarded as a crucial instrument for improving effective governance and ensuring transparency in achieving desired outcomes in educational institutions. There is a long-standing idea that the underlying challenges and problems in education might be fixed or more effectively handled if schools and their teachers were held more responsible (Wagner, 1989).

The implementation of Civil Service reforms in developing nations has been a purposeful endeavor aimed at enhancing efficiency, effectiveness, professionalism, and democratic values. The ultimate goal is to facilitate the provision of public goods and services while ensuring more accountability. These activities included initiatives to enhance human resource management, provide training opportunities, improve compensation and benefits, promote transparency, and fight corruption. In the USA, corporations are obligated to sign a contractual agreement with PCs (Public Contractors) to provide services in accordance with predetermined terms, within a certain timeframe, and with specific resource use and performance requirements. This is done to maintain accountability in public education (Ascher, 2011).

The anticipated results of implementing performance contracts in the Kenyan teaching service include

enhanced instruction delivery, increased efficiency in resource use, establishment of a performance-oriented culture, and the assessment and evaluation of teaching performance.

Provision of adequate resources and effectiveness of Performance Contracting

Olembo (1986) asserts that schools suffer greatly from a dearth of financial resources. Financial management poses issues for the majority of teachers in underdeveloped nations. Kamau (1990) asserts that the administration of school finances, particularly during times of severe resource scarcity, has been a significant problem for educational institutions.

A research conducted by Bush and Ochoro (2006) sought to investigate the difficulties encountered by newly appointed principals in Africa. The findings of the study indicated that a majority of head teachers face a shortage of sufficient financial resources for their schools. Principals or Heads of Secondary schools have encountered many obstacles, such as insufficient financial assistance or delayed financing, resulting in costly secondary school tuition (Koros, Ngware, and Sang, 2006). The Ministry of Finance's poor rate of cash distribution, together with the problem of putting monies into incorrect bank accounts, has resulted in these concerns (Koros, et al, 2006).

Teachers are an essential asset in the process of education and acquiring knowledge. Eshiwani (1985) and Kiragu (1966) suggest a widely held view that a competently

An educated instructor enhances the process of acquiring knowledge by making a valuable contribution.

Kwamboka (2000) argues that secondary school administration is confronted with a severe scarcity of instructors due to the implementation of free and mandatory elementary education, as well as the exemption of tuition fees for all students in public secondary schools (Mwanzia, 2004). The appropriate teacher-student ratio in the nation is 1:45, however, some professors are already managing classrooms with as many as 60 pupils. This has resulted in a decline in academic standards in schools (Mutiira, 2004). Kenyan secondary schools are facing a dual challenge of a scarcity of qualified instructors and a high rate of teachers quitting the profession to pursue non-teaching jobs. Additionally, a significant number of competent graduate teachers are departing the profession shortly after joining it. The departure of highly skilled educators from educational institutions has resulted in subpar academic outcomes for these institutions.

Headteachers have difficulties in effectively administering their schools as a result of insufficient physical infrastructure, mostly owing to a lack of financial resources. There is a clear correlation between the presence of physical amenities and student academic performance. Research undertaken in Ghana and Uganda by Olateju (1988) demonstrates that there is a direct relationship between the absence of adequate physical facilities and teaching and learning materials, and low academic achievement among students.

In a research conducted by Amutabi (2002) on political influence in the management of education in post-independence Kenya, it was found that the politicization of decision-making in the education sector had a negative impact on education. The survey further uncovered that some politicians with personal interests are involved in certain schools.

Disrupted the administration of the school, resulting in significant difficulties for the school administrators.

Teachers' trade unions and the effectiveness of Performance Contract

Advocates of using personal computers (PCs) in education suggest that the implementation of merit-based compensation should be accompanied with comprehensive teacher training programs and enhanced professional development opportunities for high school educators. An examination of the literature on the Kenyan experience indicates that teachers unions have expressed the most severe criticism against PC. In a similar vein, educators and school officials deflect responsibility for inadequate academic achievement onto other reasons such as societal problems and financial constraints, and display a lack of enthusiasm towards implementing politically correct measures. An obstacle in implementing professional development in the teaching profession in Kenya is the deliberate interference by teachers unions. These unions argue that they have not been included in the government's decision-making process and that teachers have not been adequately educated about the notion of professional development (Gaconi, 2007).

Eberts (2007) discusses the shift in teachers' unions towards a more cooperative approach in school reform. This change involves moving away from a confrontational negotiating paradigm to a collaborative one, where teachers and administrators work together towards shared objectives and take joint accountability. Ebert's perspective is that the lack of unanimity on the success of reform attempts

has hindered unions from readily embracing them. It is often noted that PC (political correctness) has grown less contentious in Europe and North America, and has even gained significant importance on the negotiating agendas of some unions. The text

The England instance highlights the crucial need of including stakeholders in the development of contracts. In the Kenyan context, it is evident that the policymakers have not been successful in getting the teachers' unions and professional organizations to support their policies. These groups have taken an antagonistic approach to negotiations, which may have influenced the teachers' hesitance to embrace the proposed policy change. No studies in the literature have specifically examined the role of unions and professional organizations in offering professional development programs to teachers. Hence, this research aimed to determine the magnitude of the unions' impact on teachers' execution of PC.

In England, the introduction of PCs in schools faced significant resistance from teachers' unions. However, this opposition was finally overcome. In 1999, the National Union of Teachers initiated a campaign against the implementation of performance management and the Threshold. They planned several protest activities, such as a March and a demonstration in London in February 2000. In 2006, there was a surge of activity in response to the UK's intention to use performance management in schools as a means of incentivizing performance-based compensation. The School Teacher's Pay and Conditions Document (STPCD) is a yearly publication that is included in the contract of all teachers in maintained schools in England and Wales.

Teachers' Attitude on Performance Contracting

If performance were to be evaluated based on pupils' success in national tests, several instructors who were employed in inadequately equipped institutions Understaffed schools may face long-term exclusion from receiving incentives and promotions, while their counterparts at contemporary, well-equipped institutions, who taught high-achieving pupils, will be reaping gains that may not entirely be attributed to their efforts (Business Daily, 2008). Conversely, contracts that relied on tests were prone to controversy due to the fact that the primary objective of every instructor was to assist pupils in successfully passing their exams. In addition, it was observed that teachers were willing to endorse performance contracting as long as their salaries were adjusted to be comparable to those of their counterparts in the wider public sector. Furthermore, they requested that staffing shortages be addressed, issues with the implementation of free secondary education be resolved, and the Kenya National Examinations Council be restructured to prevent the recurrence of annual result failures.

FactorshinderingeffectivenessofPerformanceContracting

Individuals exhibit resistance towards any changes that may result in a decline in their job content, work conditions, workload, income, and personal power base. However, they are more inclined to accept and adapt to changes that primarily involve material elements, doing so more easily and quickly compared to changes that are non-material in nature (Sagimo, 2002). Ngare (2008) argues that the issue surrounding the signing of performance contracts stemmed from a lack of understanding about the content and requirements of the performance contract. The source further said that performance contracting for teachers should evaluate variables such as the quality of the physical infrastructure, the competence of the instructors, and the academic aptitude of the pupils in a certain school. The same study also contended that performance contracts were altered.

Current plans of work used by instructors to establish academic objectives.

Aduda (2008) said that teachers expressed concerns that the contracts may potentially invalidate their current agreements, and that their performance was evaluated annually based on the academic achievements of their schools in national tests. The opposing argument was that the primary function of KNUT is collective bargaining, therefore making it impossible for individual teachers to receive individual awards. In a study conducted by Ngare (2008), it was found that the Kenya Union of Teachers did not see performance contracts as necessary. They believed that once an individual had obtained permanent and pensionable employment, there was no need for them to work under any further contracts. This unequivocally demonstrated a significant deficiency in the teaching profession regarding their understanding of performance contracts. He further said that the Kenyan government had adopted a firm stance, stating that any teacher unwilling to sign a performance contract should resign from their teaching post, since the government was not willing to engage in discussions over policy matters. KNUT rejected this allegation and said that discourse, rather than intimidation, was necessary.

A research conducted by Nzyoka (2009) in Yatta, Kenya, found that instructors were against the use of personal computers (PCs) in schools. This opposition was mostly due to the varying operating conditions of schools and the challenges associated with defining specific goals. Additional obstacles identified in the execution of PC in Kenya encompass restricted resources, exceedingly ambitious objectives, insufficient training of personnel involved, and unfavorable attitudes stemming from disparities between PC and other performance management tools and instruments (Kenya PC Review Report, 2010).

An additional significant obstacle in the implementation of professional development in the teaching profession in Kenya has been recognized as sabotage by teachers unions. These unions argue that they have not been included in the process by the Government and that instructors lack awareness and understanding of the professional development idea (Gaconi 2007). The resistance to the contracts seems to stem from the realization that KNUT would be the most adversely affected party if the contracts were implemented. This outcome might potentially marginalize the collective bargaining agreement and render the union insignificant (Aduda, 2008).

Kobia and Mohammed (2008) note that the success of performance contracting in Kenya's public institutions was hindered by insufficient resources, delayed distribution of resources, lofty performance objectives, and unscheduled personnel transfers. Aduda (2008) proposes that the Government should reconsider its approach to implementing performance contracting. Furthermore, it is suggested that the Government engage in conversations with KNUT to provide a comprehensive explanation of the concept of performance contracting and its intended objectives.

Theoretical framework

The Goal Setting Theory of Motivation is used in performance management, as proposed by Locke and Latham in 1990. The Theory highlights the need of concentrated efforts towards achieving high performance in order to reach certain objectives. It is founded on the principle that the goals that are established have an impact on the actions taken (Locke and Latham, 2002). The Goal Setting theory is applicable to goals, key performance indicators, and targets in respect to the PC. Locke and

Latham (ibid) asserts that goal setting is efficacious for tasks in which individuals possess agency over their performance. The Goal Setting Theory indicates that components of goal setting are present to varying degrees in all areas related to performance management practice. According to the idea, workers should be allocated tasks that are clearly defined and can be completed within a day's worth of labor. Additionally, they should be provided with standardized conditions to complete the assignment. The PC idea primarily focuses on enhancing productivity and efficiency in the workplace.

Conceptual Framework

The flow chart below illustrates the conceptualization of the model about the perception of personal computers (PCs) among secondary school teachers:

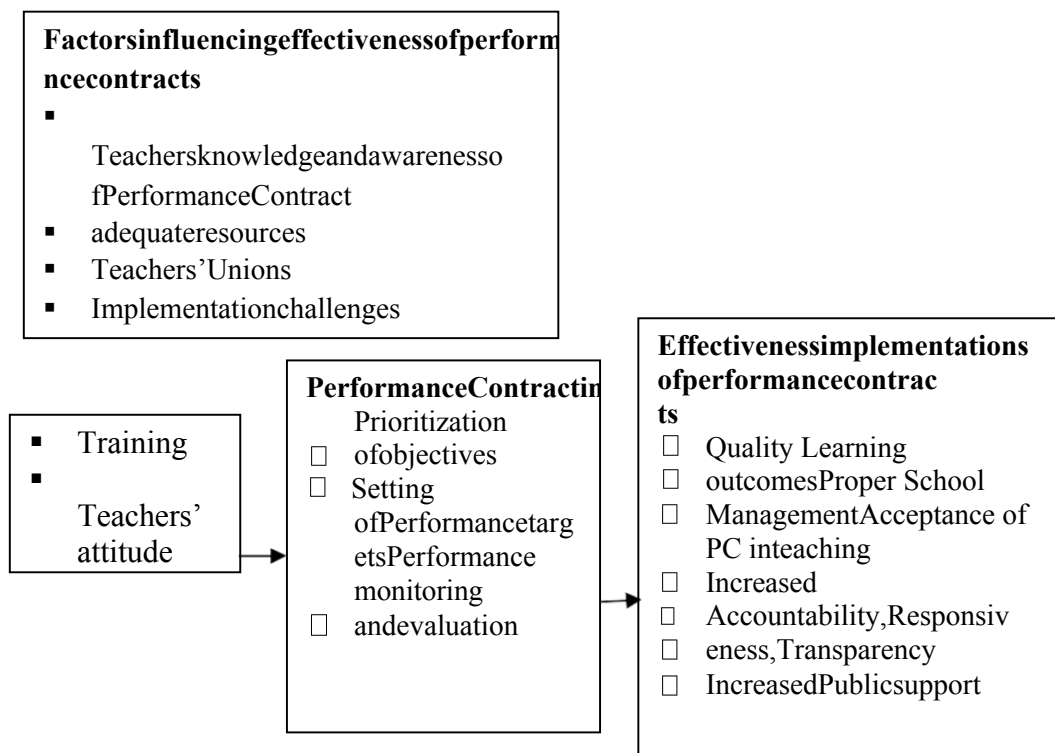


Figure 2.1: Performance contracting among secondary school teachers



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

Summary of Literature Review

The literature study demonstrates that the effective integration of PC into educational practice has been seen in several countries, including the USA, the UK, Singapore, and Sweden. However, the influence does not provide specific information on how the district boards successfully overcome the objections from teachers and unions towards PC. Furthermore, although the implementation of PC has been proposed as a means to enhance the responsibility of educational providers and elevate educational achievements in schools, the theoretical projections about its efficacy are inconclusive, and the existing empirical data is restricted and lacks clarity. Additional investigation is required to determine both the means by which stakeholders may participate in formulating these standards and the extent of instructors' understanding, perception, allocation of sufficient resources, and identification of other obstacles that impede progress.

Evaluating the efficacy of PC integration among educators in secondary schools. This research aims to specifically target and remedy the shortcomings that have been found.

CHAPTER THREE RESEARCH METHODOLOGY

Overview

This chapter outlines the methodologies used to assess the efficacy of the Performance Contract among secondary school teachers in Nairobi City County, Kenya. The topics covered include research design, study domain, target population, sample size, sampling processes, research tools, data gathering techniques, and data analysis procedures.

Study Location

The research was carried out at Westland's Subcounty, located in Nairobi City County. Nairobi City County is among the forty seven counties in Kenya. This county consists of seven sub-counties.

Research Design

A research design refers to the systematic organization of circumstances for the gathering and analysis of data, with the aim of effectively integrating them with the study objectives (Chandran, 2004). The research used an exploratory methodology, using a survey design, to examine the efficacy of implementing Professional Development (PD) among educators in secondary schools within Nairobi City County. The survey design was selected due to its optimal suitability for data collection.

Details on individuals' habits, attitudes, beliefs, or any of the diverse range of educational and social matters (Orodho, 2008).

Target Population

In research, a population refers to a specific group of individuals, events, or objects that are of interest to the researcher and are being studied (Sekaran,

2000). This research focused on a target group of 300 instructors in 20 secondary schools located in Nairobi City County, Kenya.

Sample size and Sampling Techniques

A sample is a smaller group that is representative of the larger population. It is composed of a chosen collection of individuals from the specific population (Sekaran, 2000). The sample consisted of all instructors from 20 public secondary schools that were randomly chosen. A stratified random sampling method was used to choose 20 out of the total of 60 public secondary schools. This method ensured that each school in the target demographic had an equal probability of being picked. The sample frame consisted of all instructors in the sampled schools. Out of the total of 60 secondary schools, 20 of them, which is equivalent to 30% of the population, are considered representative enough to draw conclusions that may be applied to the whole population.

Research Instruments

A questionnaire served as the primary research tool in this study. The questionnaire administered to instructors consisted of both planned and unstructured questions, designed to elicit answers from the teachers. The instrument was

Questionnaires are the best method for gathering data from a broad population of persons who possess the ability to read and write independently. Orodho (2008) notes that the questionnaire is the predominant technique of data collection when respondents are accessible and eager to participate.

The first segment of the survey gathered data on the respondents' biographical information, including their gender, educational and professional credentials, and administrative responsibilities. The second section of the questionnaire gathered data on the teachers' degree of knowledge of the PC concept, the use of critical management tools at the school level, and their perspective on the implementation of PC in schools. The researcher further gathered secondary data on Performance Contracting from publications and policy review papers. The sources used included empirical study reports, internet journals, and seminar papers.

ValidityoftheInstrument

assuring the validity of research tools is crucial for assuring their appropriateness. The process involved in determining the content validity of research instruments was implemented to guarantee that the instruments obtained accurate and relevant information for the study. Validity refers to the extent to which an instrument accurately assesses the concept being studied. It also focuses on the extent to which the research instrument precisely assesses the desired topic in the study (Orodho, 2004). In order for a data collecting instrument to be deemed genuine, the information that is chosen and included must meet certain criteria.

Applicable to the identified need or deficiency. The questionnaires' face and content validity were established by consultation with supervisors and lecturers. Feedback about the content and structure of the research instruments was included into the final version of the instruments.

Reliabilityoftheinstrument

A pre-test was conducted to verify the efficacy of the study equipment. The study questionnaires were piloted at two schools that were randomly chosen from Ngong Sub County in Kajiado County. The pilot schools were excluded from the study's sample due to their belonging to a distinct sub county that has comparable features with the one being studied. By conducting a pilot study, the researcher was able to identify the issues and uncertainties that the respondents would have while filling out the questionnaire. The piloting led to the modification of several questions in the instrument to enhance clarity.

Reliability refers to the extent to which measurements of a theoretical concept remain consistent when the theoretical concept is measured repeatedly (Orodho, 2004). A pilot research was done to assess test-retest reliability, and the scores were then linked using the Statistical Package for Social Science (SPSS) computer software. The Pearson correlation coefficient (r) was computed using SPSS to assess the instrument's reliability. The resulting value of 0.77 indicates that the instrument is reliable.

DataCollectionTechnique

The researcher obtained a research clearance permission from the National Council for Science and Technology, facilitated by the University of Nairobi. A letter of Introduction was acquired from the County Director of Education, Nairobi City County, to be delivered to the Head teachers of the selected schools. Prior to conducting the research, an initial visit was conducted at each school to notify the head teachers about the planned study and to establish mutually agreeable dates for administering the questionnaires. The participants were also guaranteed the anonymity of the study's results.

DataAnalysisProcedures

The data gathered was analyzed using descriptive statistics. Initially, the main data obtained from research instruments underwent a process of validation, editing, and subsequent coding. The validation technique allowed the researcher to ascertain the return rates of the questionnaires, which were found to be 95, indicating a satisfactory level. The instruments were carefully examined throughout the editing process to assess the adequacy and pertinence of the replies. A coding frame was created by categorizing the replies to each survey question into particular groups. The Statistical Package for Social Sciences (SPSS) was used to examine the encoded items. The results were quantified and then presented using descriptive statistics. The data was described and presented using percentages, frequencies, and graphs, in accordance with the study's goals.

Ethical Considerations

The study was done in compliance with research ethics. The participants were guaranteed that any information they provided would only be used for the academic research and not be utilized for any other objectives. The respondents' identities were maintained under strict confidentiality, and the researcher took precautions to ensure that the privacy of both the respondents and institutions was not violated.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

Overview

This chapter focuses on the presentation and analysis of data collected during the research. The acquired data is systematically presented, evaluated, and interpreted according to the predetermined study goals and questions. The research aimed to examine the efficacy of performance contracts among secondary school teachers in Nairobi city county, Kenya. In order to do this, the study was directed by the following research inquiries:

1. What is the degree of understanding among instructors about Performance contracting in secondary schools in Westland's Subcounty, Nairobi City County, Kenya?
2. How does the availability of sufficient resources impact the success of the performance contract among teachers in Westland's Subcounty, Nairobi City County, Kenya?
3. What is the impact of teachers' trade unions on the efficacy of Performance Contracts among secondary school teachers in Westland's Subcounty, Nairobi City County, Kenya?
4. What are the obstacles that impede the efficacy of Performance Contracting among secondary school teachers in Westland's Subcounty, Nairobi City, County, Kenya?

The study's results were presented using tables and charts, which were derived from the research questions of the study. The demographic features of the respondents are shown

asThe first segment.

ResponseRate

The response rate refers to the percentage of the intended population that actively engaged in all aspects of the study process. Mugenda & Mugenda (2003) suggest that a response rate of 50 percent is considered sufficient, while a response rate of 60 percent is deemed satisfactory, and a response rate above 70 percent is considered excellent.

Table 4.1: The Response Return Rate

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

According to Table 4.1, 295 out of the 300 targeted instructors completed and returned the surveys. The translation resulted in a percentage of 98.3, which was considered sufficient for the purpose of data analysis.

Demographic data of the respondents

This research placed significant emphasis on the demographic characteristics of instructors. This encompasses the distribution of sexes, academic qualifications, and designations of instructors.

Sex distribution of respondents

The sex distribution of respondents is presented in Table 2.

Table 4.2: Sex of the respondents

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

According to the data in Table 4.2, most of the teachers surveyed were male, whereas females accounted for almost half of the male population. This strongly suggests that the majority of instructors in secondary schools are male.

Academic level of the respondents

The academic qualifications of the responders are crucial for comprehending the decision-making abilities of the participants. Table 4.3 displays the educational background of the participants in the research.

Table 4.3: Academic Qualification of Respondents

Academic level of the respondents	Frequency	Percent
Bachelor	130	44.1
Diploma	64	21.7
Masters	44	14.9
PGDE	57	19.3
Total	295	100.0

The data presented in Table 4.3 reveals that a significant proportion of the participants (44.1%) has a bachelor's degree. This finding suggests that the bulk of the teaching staff is adequately prepared and capable of comprehending the demands of the PC.

Designation of the Teachers in the school.

The research focused on the teaching role at the school as a primary issue.

Figure 4.3 shows the results.

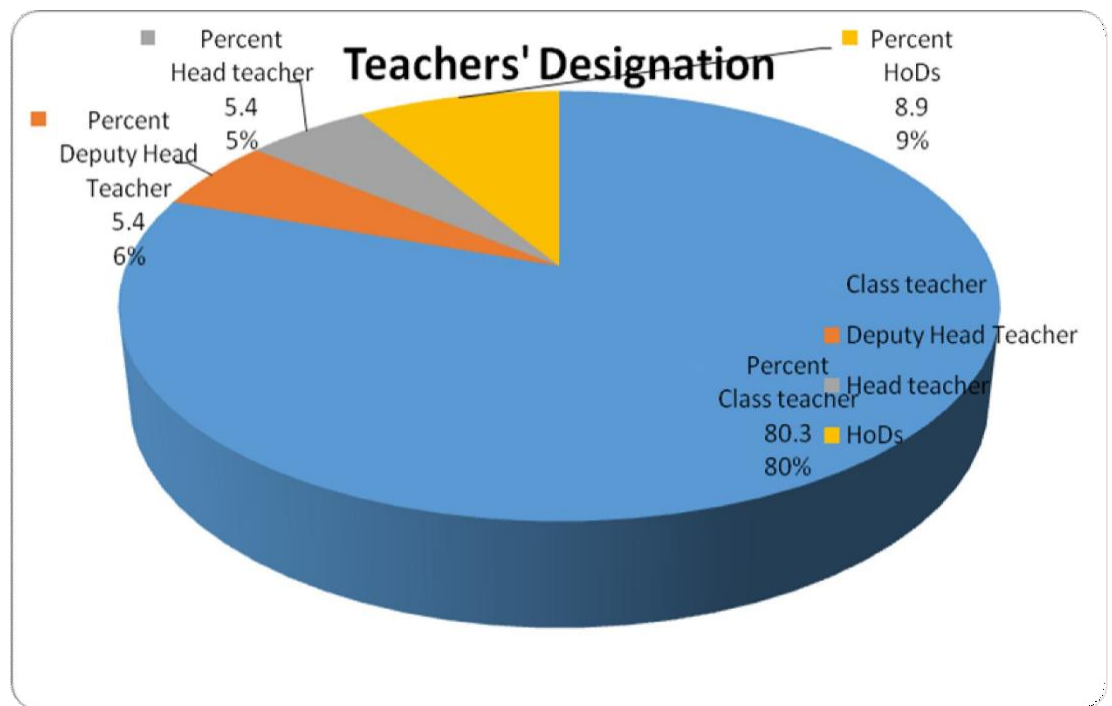


Figure 4.3: Teachers' designation in the school

The data from Figure 4.3 reveals that a significant proportion of the participants (80%) held the position of class instructors. This information is crucial since performance contracting aims to evaluate the effectiveness of teachers in their instructional roles.

The value and capabilities of a nation are assessed via the efforts of its educators. Therefore, it is crucial for the class teacher to play a central role since they are the primary point of contact for learning in schools, followed by the Heads of Department.

Teachers' awareness level on performance contracting.

The questionnaire also aimed to determine several facets of instructors' knowledge about performance contracting. The topics covered in the training session were the definition of PC, the necessary requirements for PC, awareness of PC's existence, instruction on PC principles, sources of information on PC signing, the significance of performance contracting in school resource management, the importance of performance contracting in promoting accountability in school management, the role of performance contracting in enhancing learning, and the challenges encountered in implementing PC in secondary schools.

When questioned about the concept of performance contracting, the results reveal that 51.9% of the instructors were uncertain about the definition of PC, while 48.1% said that they had a strong understanding of the meaning. This indicates that a higher proportion of the participants were unaware of the significance of PC, highlighting the need for the appropriate authorities to provide clarification on its meaning.

The survey aimed to determine the respondents' knowledge on the needs of personal computers (PCs). The results indicated that a mere 18.6% of the participants had a high level of awareness about the needs of personal computers, while 48.5% have a very poor level of awareness regarding these requirements.

To a limited degree, 20.3% to a minimal degree. This indicates that the majority of the respondents lack knowledge about the needs of personal computers, highlighting the necessity for comprehensive training and awareness programs. This aligns with Oswago's (2005) findings, which indicate that instructors

either lack a complete understanding of the concept and advantages of PC, or if they do, they have basic reasons for overtly rejecting the notion.

Awareness of existence of PC

The research aimed to determine if the respondents had encountered a Performance Contract agreement. The survey revealed that 51.8% of the participants had seen a PC project document, whilst 49.2% had not encountered the document. This indicates that the majority of individuals had seen the document. The source of information about the need for instructors to sign performance contracts is shown in Table 4.4.

Table 4.4: Sources of information on performance contracts

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

The data presented in Table 4.4 reveals that a significant proportion of teachers received the necessary information to sign the PCs mostly from Union leaders, followed by the Media. However, there is a need for the dissemination of information about

Teachers will be disclosed after meticulous deliberation and under the supervision of the various authorities in order to promote openness.

The research also aimed to determine if the instructors had any training or participated in a discussion forum about the principles of performance contracting. The results suggested that most of the participants said that they had not received any training or attended any discussion forum about the principles of performance contracting. This aligns with a research performed by Muthee (2004) which observed that one of the difficulties in implementing performance contracting (PC) in secondary schools in Kiambu is the insufficient training of teachers in performance contracting and the presence of vague or non-existent phrases in the performance contract.

Importance of performance contracting in the management of school resources

The research also aimed to ascertain the significance of performance contracting in the administration of school resources. Figure 4.4 displays the results.

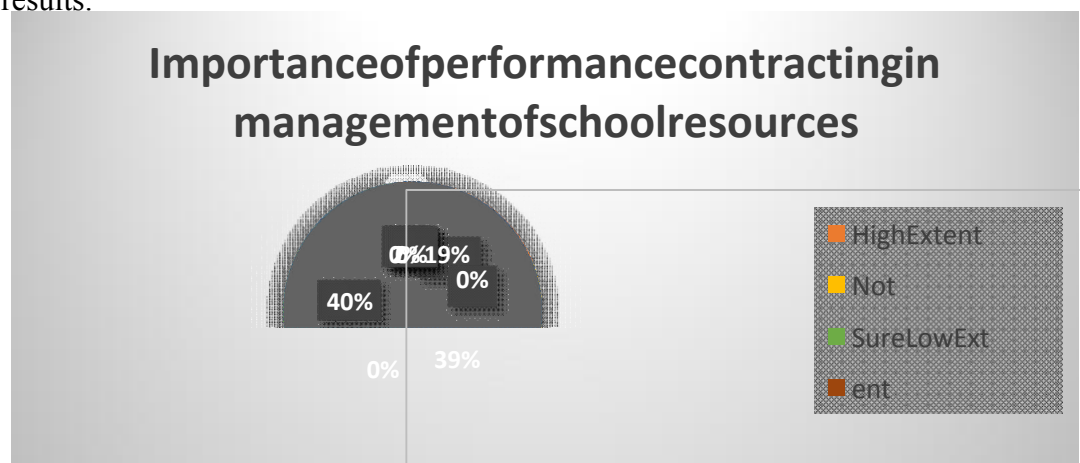


Figure 4.4: Importance of Performance Contracting In Management of School Resources

Regarding the significance of personal computers (PCs) in managing school resources, a majority of the respondents (42%) said that PCs are relevant to a limited level, either extremely low or low. This indicates a lack of adequate information among instructors about the function of personal computers (PCs) in schools. Therefore, it is necessary to raise awareness on this matter.

Importance of performance contracting in enhancing accountability in school management.

The research also aimed to determine the significance of performance contracting in improving accountability in school administration. The results are shown in Figure 4.5.

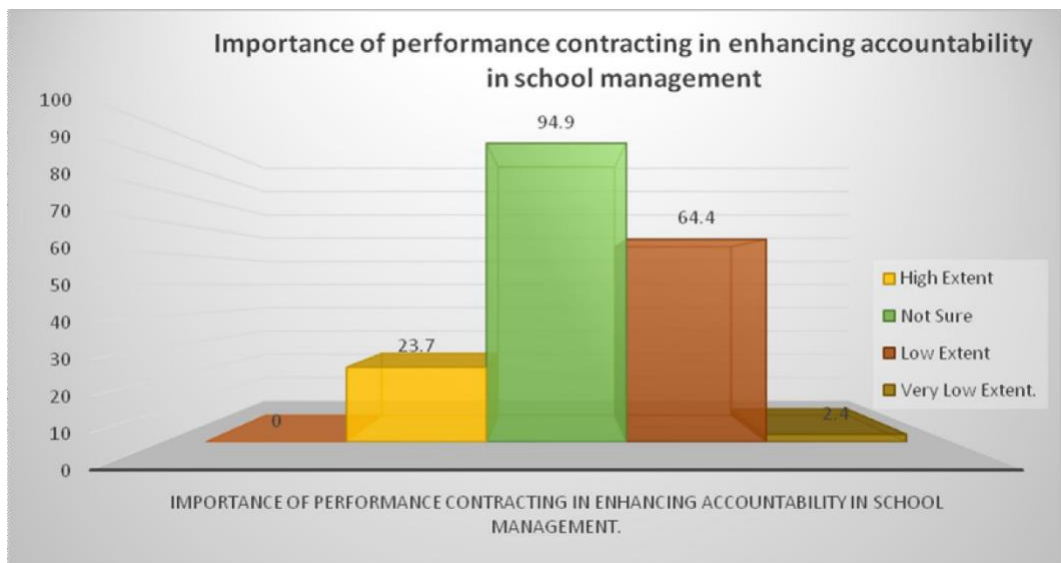


Figure 4.5: Importance of performance contracting in enhancing accountability in school management

The significance of performance contracting in improving accountability in school management is shown in Figure 4.5. The data indicate that a majority of respondents expressed uncertainty about the effectiveness of signing the performance contract in boosting accountability in school management. The research also aimed to determine the impact of performance contracting on improved learning outcomes. A majority of respondents, namely 88%, expressed the belief that performance contracting had a restricted impact on boosting or enhancing learning. However, this contradicts the known fact that ministries that function by signing a PC (Performance Contract) have been more efficient and have shown increased performance. Therefore, there is a need for the Education sector to raise awareness about the relevance of PC. When asked about their awareness of the issues associated with using PC in secondary schools, More than 50% of the participants are seen to have a low or extremely low level. Therefore, over half of the individuals are unaware of the deployment of personal computers in secondary education, while a larger percentage of 25.4% are uncertain, and only 22.8% are knowledgeable of the obstacles associated with it. There is a clear need to establish awareness and training programs for the implementation of personal computers (PCs) in educational institutions and schools.

Influence of resources on implementation of performance contracts.

The questionnaire consisted of three questions that assessed the impact of resources on the execution of performance contracts. This study aimed to determine if the presence of sufficient resources is the primary determinant of successful execution of performance contracts. Insufficient educational materials impede the successful execution of performance contracts in the majority of schools.

Performance contracting will confer an advantage onto schools who possess superior resources. It is important to take into account the available resources in a specific school when determining the targets to be established during performance contracting. The results are presented in the following manner.

4.4.1

Availability of adequate resources and effective implementation of performance contracts.

The research aimed to determine if the presence of sufficient resources is a factor in the successful deployment of PC. The results are shown in Figure 4.6.

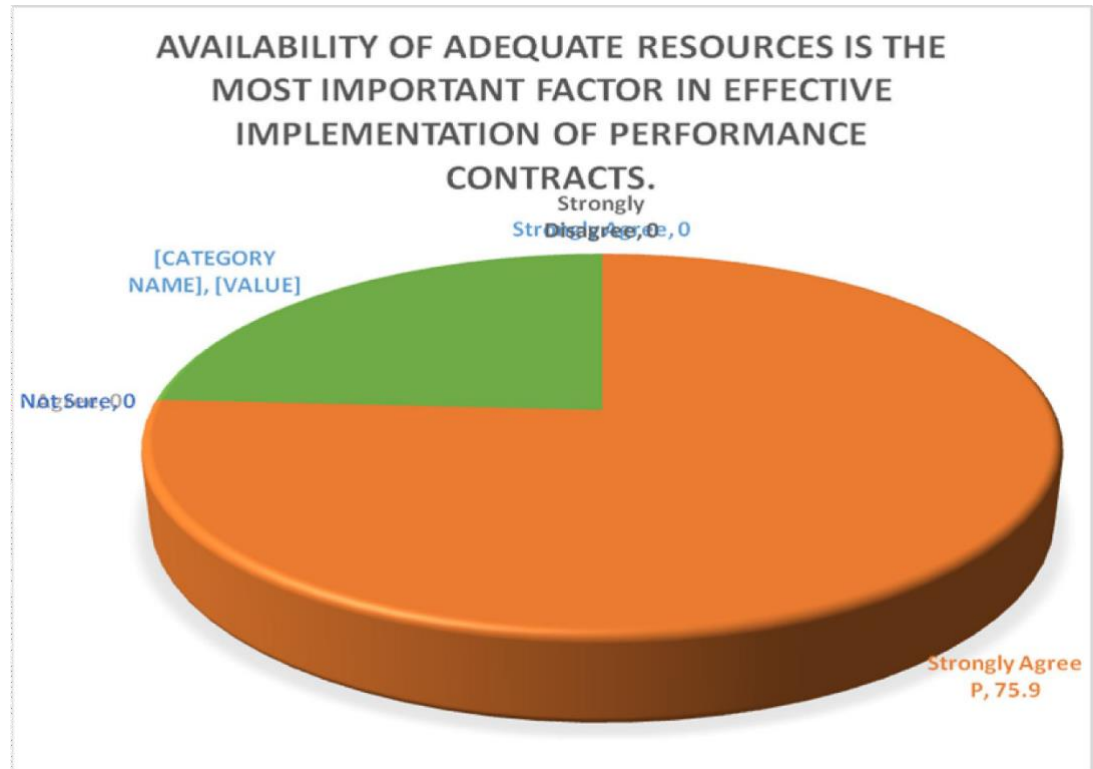


Figure 4.6: Availability of adequate resources and effective implementation of performance contracts

The results shown in Figure 4.6 demonstrate that a significant majority of individuals strongly believe that the presence of sufficient resources is a crucial factor in the successful execution of PC. Therefore, the presence of sufficient resources is the crucial element in successfully carrying out PC.

The researcher also inquired about teachers' perspective on whether the scarcity of learning resources impedes the successful execution of performance contracts in the majority of schools. The results reveal that 27.5% strongly agreed and 55.3% agreed. Therefore, a majority of the participants concur that the restricted availability of educational materials obstructs the successful execution of performance agreements. This aligns with the prior discovery that the presence of resources is a factor that influences the successful execution of the PC.

When asked about the potential advantage of performance contracting for schools with more resources, the majority of respondents (52.2%) expressed uncertainty. However, 41.4% agreed or strongly agreed with the statement. Therefore, it is necessary to take into account several factors when comparing instructors from different institutions, particularly with regard to the quality of the infrastructure.

The study aimed to gather teachers' perspectives on whether the objectives established during Performance contracting should take into account the available resources in a particular school. Figure 4.7 displays the results.

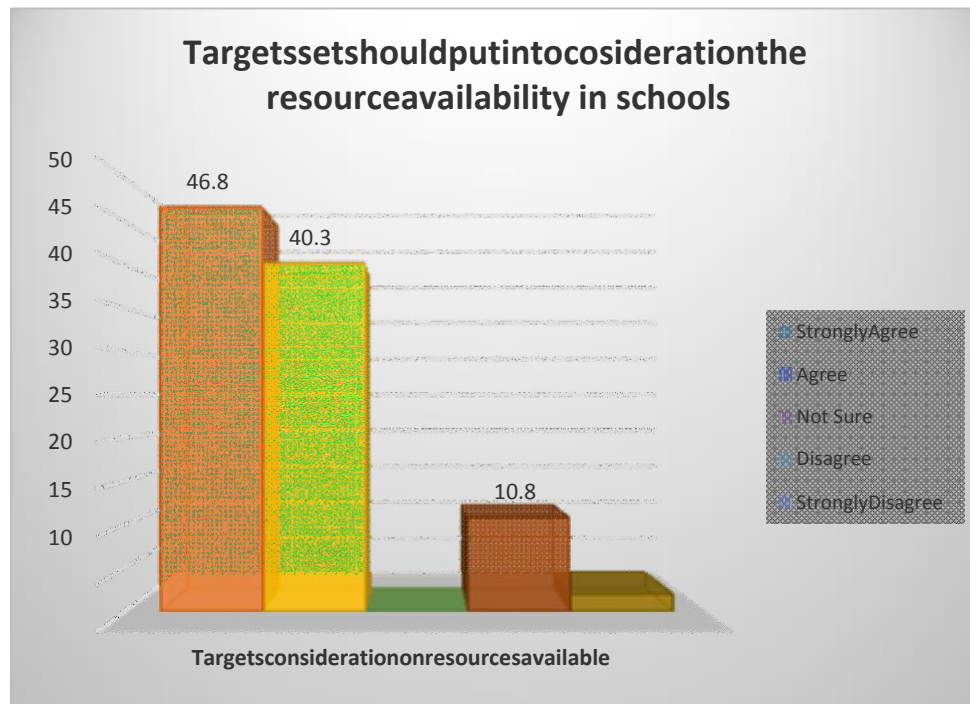


Figure 4.7: Targets set in PC should put into consideration the resources available in a given school.

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

Influence of Teachers' Trade Unions on effectiveness of PC

The researcher solicited the perspectives of teachers on the impact of their trade unions on the execution of performance contracting. Opinions were requested about the participation of Teachers' unions in the development of performance contracts for

Are teachers, namely teachers' unions, opposed to performance-based contracts for teachers? Do instructors rely on trade unions to make judgments about signing performance contracts? According to teachers' opinions, 33.9% agree and 20.7% strongly agree that teachers' unions should participate in the creation of performance contracts. On the other hand, 32.2% were uncertain and just 13.2% objected. Therefore, it is crucial to include the teachers' trade unions in the design process since they serve as representatives of the instructors. Their involvement is essential for the successful implementation of the PC.

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

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

4.5.1 Teachers' unions are uncomfortable with performance contracting for teachers

Teachers were surveyed on the Teachers' unions' stance on performance contracting for teachers. Their replies are shown in Figure 4.8.

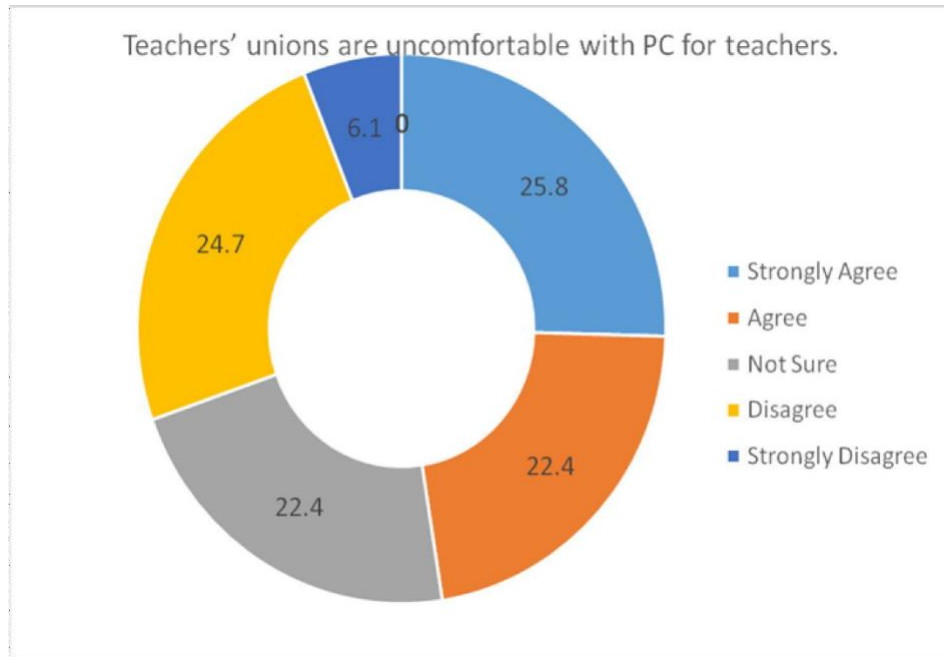


Figure 4.8: Comfortability of teachers' unions on PC with teachers.

The data shown in Figure 4.8 demonstrates an equal distribution between those who agree and those who are uncertain about the discomfort caused by trade unions. Nevertheless, a significant majority of the respondents expressed strong agreement over their discomfort with teachers' unions.

The research aimed to determine if teachers rely on their trade unions to make choices on signing performance contracts. 52.9% of the respondents expressed strong agreement, while 25.4% expressed uncertainty. Given that teachers unions serve as representatives for teachers, it is expected that the concerns and perspectives of teachers are taken into consideration.

Factorshinderingimplementationofperformancecontracts.

The survey aimed to gather the perspectives of educators on the obstacles impeding the efficacy of performance agreements. This included the omission of Teachers' unions in the formulation of professional development plans for educators. Teachers' unions exhibiting a pessimistic demeanor. Teachers rely on their labor unions to make choices. Inadequate resources in some schools, The concerns raised include the belief that signing performance contracts hinders teachers from being promoted, the alleged manipulation of performance contracts by Boards of Management and the Teachers Service Commission to target instructors, and the lack of sufficient information about the advantages and disadvantages of performance contracts. Figure 4.9 displays the results.

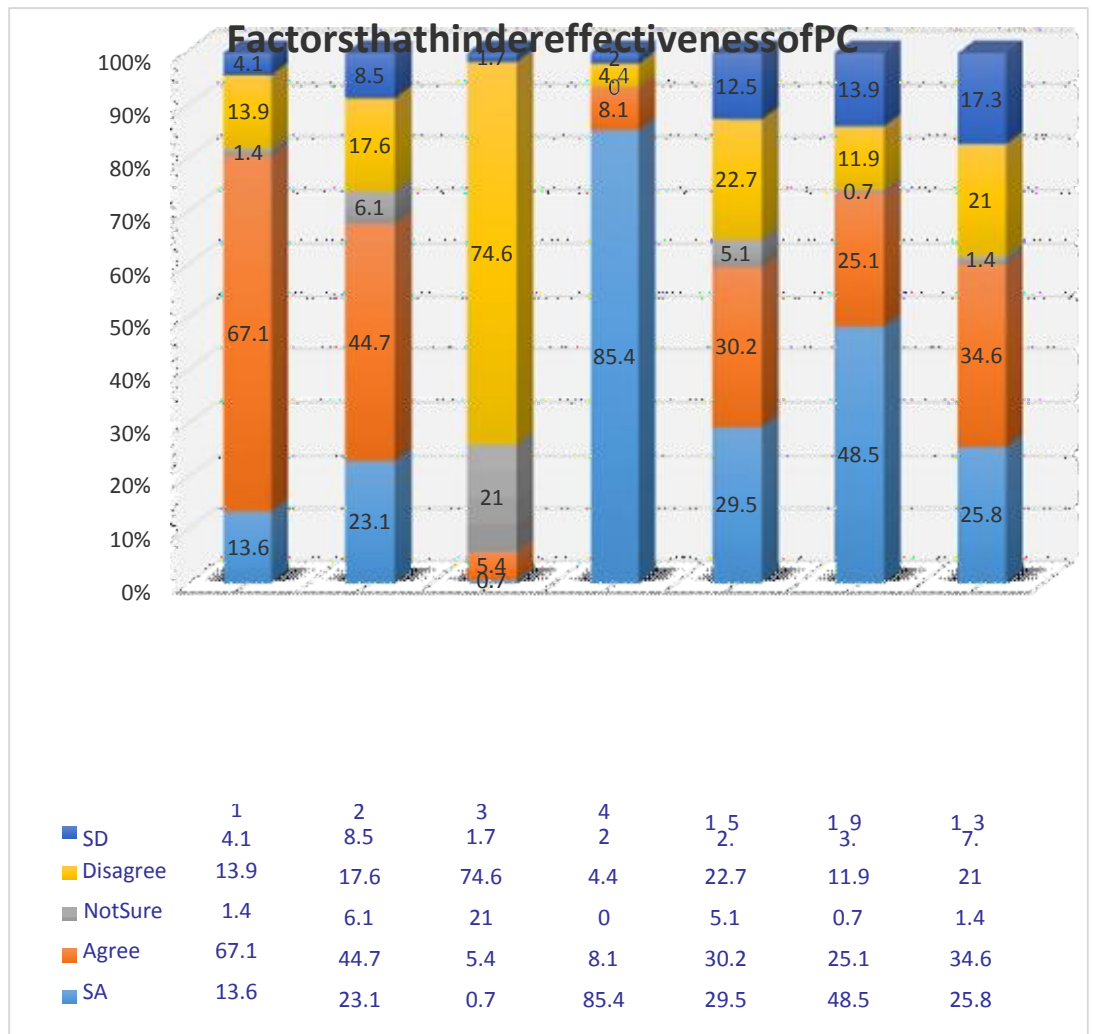


Figure4.9:Factorsthat hindereffectivenessofPC

The results presented in Figure 4.9 demonstrate that the primary factors, as reported by the majority of teachers, include the exclusion of teachers' unions in the development of PC's, teachers' attitudes towards PC implementation, insufficient resources, unclear information regarding the role of PC, the misuse of PC to target teachers, and inadequate information about PC. Furthermore, the insufficient allocation of resources and disparities in the distribution of resources among certain schools were significant issues of concern. However, the majority of the instructors disagreed with the notion that they were not reliant on

The choices on the PC signature are to be made by the teachers' unions. Respondents generally agreed that insufficient knowledge among instructors on PC, perceived abuse of PC, and lack resources were significant problems that hindered the deployment of PC in schools.

The participants were further requested to provide explanations for the obstacles that

impeded the efficacy of performance contracts in secondary schools in Kenya. The primary justifications provided in response to the open-ended inquiry were;

1. The instructors' lack of training in performance contracting and its concepts resulted in a majority of them being unaware of the expectations and rewards associated with performance contracting.
1. The majority of respondents cited the failure to engage their unions as a contributing factor. Therefore, the Ministry of Education (MoE) and the Teachers' Service Commission (TSC) must recognize the importance of the involvement of teachers' unions in order to effectively carry out the policy.
2. The conditions of performance contracts were ambiguous and/or absent.
3. Therefore, it is essential to establish unambiguous policies. In addition, this would include establishing performance objectives in schools to engage teachers and unions in the execution of the performance contract procedure.
4. There was a lack of effective communication on a new policy, since most instructors reported not receiving any formal letter instructing them to sign the contracts. This aligns with the study finding that the examination of circulars from the Ministry of Education (MoE) and TSC to schools did not reveal any formal communication of this kind.

5. Teachers also believed that the PCs had the power to invalidate their current contracts based on their performance in the national tests, which would ultimately decide their job status. This indicates a lack of clarity on the advantages of the personal computer (PC) and the level of assistance that should be provided to instructors.
6. Additionally, it was seen that the government's stance towards those who did not sign the contract was perceived as more of a coercive measure. Therefore, it was deemed necessary to reach a consensus before proceeding with the implementation of the contract in schools.

Introduction of PC in Schools

Participants were queried on the potential implementation of personal computers in educational institutions in Kenya. Their replies are shown in Figure 4.10.

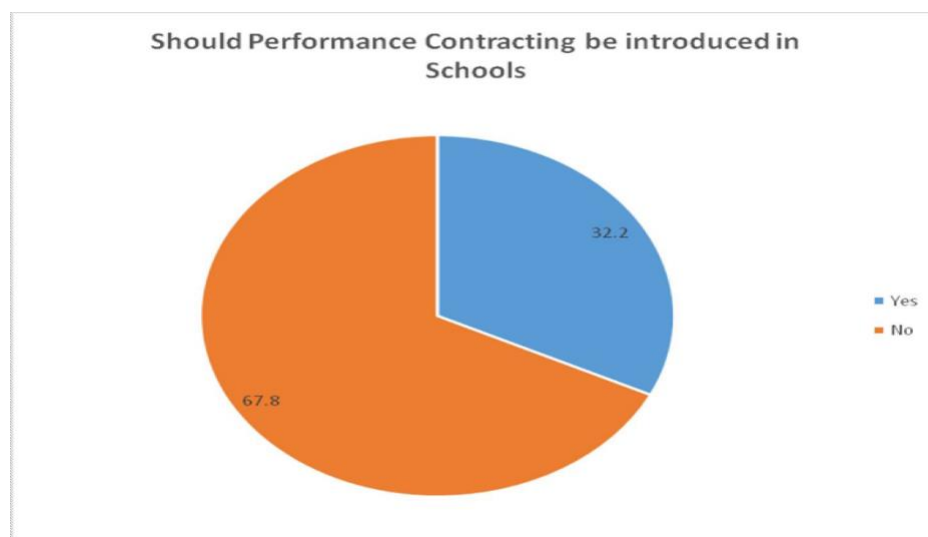


Figure 4.10:

Should Performance Contracting be introduced in Schools in Kenya

Based on the data shown in Figure 4.10, it may be inferred that a significant proportion of instructors are reluctant to sign performance contracts (PCs). This is mostly due to a lack of comprehensive knowledge among the majority of instructors on the advantages and disadvantages of implementing performance contracting in schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Overview

This chapter presents the results, conclusions, and recommendations of the research, which are based on the study goals.

5.1.1 Summary of the study.

The use of Performance Contracts has been widely praised as an efficient and promising method for enhancing the performance of secondary schools and Government agencies. The use of this instrument is widely recognized as crucial for improving the outcomes of good governance and accountability in educational institutions. There has been a prevailing view that addressing the basic difficulties and problems in education might be achieved or at least improved if schools and educators were held more responsible. Hence, it is necessary to examine the efficacy of Performance contracting (PCs) on performance in secondary schools, considering its implementation over the last decade (from 2004). The primary objective of the research was to examine the elements that impact the efficacy of personal computers (PCs) on the performance of secondary school teachers in Nairobi City County, Kenya. The study aimed to determine the level of teachers' awareness of Performance contracting in secondary schools, investigate the impact of adequate resources on the effectiveness of Performance contract among secondary school teachers, and analyze the influence of teachers' trade unions on the effectiveness of Performance Contract.

Identify the obstacles that impede the efficacy of Performance Contracting among secondary school teachers in Nairobi City County, Kenya. The research used an exploratory survey methodology. The study focused on instructors working in secondary schools within Nairobi City County. The research used stratified random sampling to choose schools and secondary school instructors. The study included a cohort of 20 secondary schools in Nairobi County, including 300 secondary school instructors. The study used both primary and secondary data sources. Primary data was obtained by the administration of questionnaires including both structured and unstructured questions. Secondary data was gathered through a comprehensive assessment of literature as well as from publications issued by government and private sector entities. The acquired data was analyzed using a quantitative data analysis approach, which included the use of descriptive statistics such as frequency tables, graphs, and charts. The data analysis was conducted using the Statistical Package for the Social Sciences (SPSS). The study's major results are given in respect to the study goals and research questions as follows:

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

The study revealed that a significant proportion of teachers lack awareness regarding the definition, meaning, importance, and requirements of performance contracts. Furthermore, they have insufficient knowledge about the role of performance contracts in schools, including their contribution to enhancing accountability in school management and improving learning outcomes.

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

Ensuring the presence and sufficient allocation of resources are crucial for the successful adoption of personal computers in educational institutions. The study found that the majority of schools had insufficient resources and there were disparities in resources, facilities, and infrastructure. These factors not only impede the successful implementation of personal computers (PCs) in schools but also hinder the PCs' effectiveness in enhancing teaching and learning. Insufficient resources pose a challenge to instructors, since resources play a crucial part in facilitating players' ability to achieve their goals in PC. Therefore, the absence of these resources would serve as a constraint on the potential achievements of instructors in schools that lack sufficient resources. These factors include human resources, particularly the quantity of instructors, which directly impacts the workload of each teacher and, therefore, their performance. Additional resources such as infrastructure and scientific equipment are crucial for facilitating successful learning. Therefore, it is necessary to ensure their availability in order to enhance the teaching and learning process.

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

The teachers' unions have a vital role in advocating for teachers' perspectives and resolving important issues in the field of education. The majority of educators

rely on their trade unions to make choices that impact their well-being, particularly in

Ambiguous conditions. Consequently, excluding the teachers unions from the process of creating the PC would impede the successful execution of the PC in educational institutions.

The results suggest that a significant proportion of teachers are in favor of teachers' unions participating in the creation of the PC. Nevertheless, they denied relying on the teachers' unions to choose whether or not to sign the PC.

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

The success of PC in secondary schools in Kenya is hindered by many problems, including insufficient awareness among key participants in the PC process, limited availability of resources, influence from labor unions, and unfavorable attitudes. The findings indicate that the main factors hindering the successful implementation of PC in schools are insufficient resources and disparities in resource allocation among schools. Additionally, teachers in Nairobi County have inadequate knowledge about PC, teachers unions are not involved in the design of PC programs, and there is a risk that the PCs could be used by the TSC and BoM to unfairly target teachers. The insufficient availability of information may significantly impact teachers' capacity to recognize the significance of personal computers (PCs) in education, particularly in terms of accountability and enhancing learning outcomes.

Conclusions

The study findings indicate that instructors have a poor degree of understanding about the advantages of using personal computers (PC) to enhance accountability and learning accomplishment. This has resulted in a lack of acceptance of personal computers (PCs) among secondary school instructors due to their limited understanding of the advantages it offers. Furthermore, it is evident that they lack comprehension of the fact that PC takes into account the availability of resources and facilitates the acquisition of sufficient resources. Furthermore, it has been shown that the participation of teachers' labor unions has a crucial role in determining the level of acceptability of professional development among teachers. The survey also uncovers the view that the presence of personal computers in schools would put teachers at a disadvantage by denying them opportunities for advancement, subjecting them to unjust treatment, and imposing unwarranted expectations and pressure. This is a clear indicator of insufficient information being sent to the instructors and schools.

Recommendations

The study's results led to the following recommendations:

1. The government arranges workshops and seminars to raise awareness among instructors about the advantages of personal computers. The involvement of key stakeholders such as Board of Members (BoMs), parents, and students is crucial to ensure that the stated aims are comprehended by all parties and the responsibilities of each stakeholder are clearly defined during the creation of the Project Committee (PC).

2. The Ministry of Education, Science, and Technology (MoEST) should communicate with teachers' trade unions, such as KNUT and KUPPET, by providing them with explanations.
 1. Convey to them the significance of personal computers in improving the standard of education in Kenya, in order to gain their support for the initiative and reduce opposition.
 2. The Ministry of Education, Science and Technology (MoEST), namely the Quality Assurance and Standards department, should guarantee that all schools are adequately provided with resources such as facilities, teaching and learning materials, and equipment in order to address the existing imbalances in schools. Furthermore, the TSC should guarantee the sufficiency of teaching personnel in every educational institution.
 3. The Ministry of Education, Science and Technology (MoEST) and the Teachers Service Commission (TSC) should establish strategic performance indicators to assess the execution and efficacy of educational programs. These indicators will help identify the disparity between the actual and desired performance levels. The tactics should be effectively conveyed to the teachers and schools to ensure that they are fully aware of the expectations about the efficacy of the Contracts. Close oversight and monitoring of the execution of the Performance Contract (PC) by the Ministry of Education, Science and Technology (MoEST), Teachers Service Commission (TSC), Board of Management (BoM), and Teachers Unions is necessary to guarantee that the PC results are used to enhance effectiveness in schools, rather than being used for victimization or denying teachers their advantages, such as promotions.

Recommendations for further research

The researcher suggests doing more study on the following topics:

1. A research study is necessary to determine the most effective approach for implementing personal computers (PCs) in Kenyan schools in order to reduce opposition.

2. It is also necessary to duplicate this study in different regions of the nation in order to

Address any potential deficiencies that may have arisen from this study.

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APPENDICES APPENDIX I

QUESTIONNAIRE FOR TEACHERS

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

SECTION A: BIOGRAPHIC DATA

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

1. Gender: Male [] Female []

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

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

SECTION B

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

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

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

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

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

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

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

Part C.

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

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

2.

Wheredidyoufirstgetinformationthatchacherswouldberequiredtosignper

formancecontracts Media[]EducationOfficer(s)[

]BoM [] Headteacher[] Unionofficials[]

Otherteachers[]

Othersources(specify).....

3

Haveyoureceivedanytrainingorattendedadiscussionforumonthepri

nciplesofperformancecontracting?Yes[] No []

Ifyes,pleaseindicatetheyearwhenyouattendedandtheconvenerofthetrainingforum.....

.....

4

Inyouropinion,shouldschoolsandteachers

liketherestofstateinstitutionsbeplacedonperformancecontracts? Yes[

]No[]Pleasegive reasons for your answer

in 6 above.

.....

5

Statesomeofthereasonsthathindereffectiveimplementationofperfor
mancecontractsinsecondaryschoolsKenya.

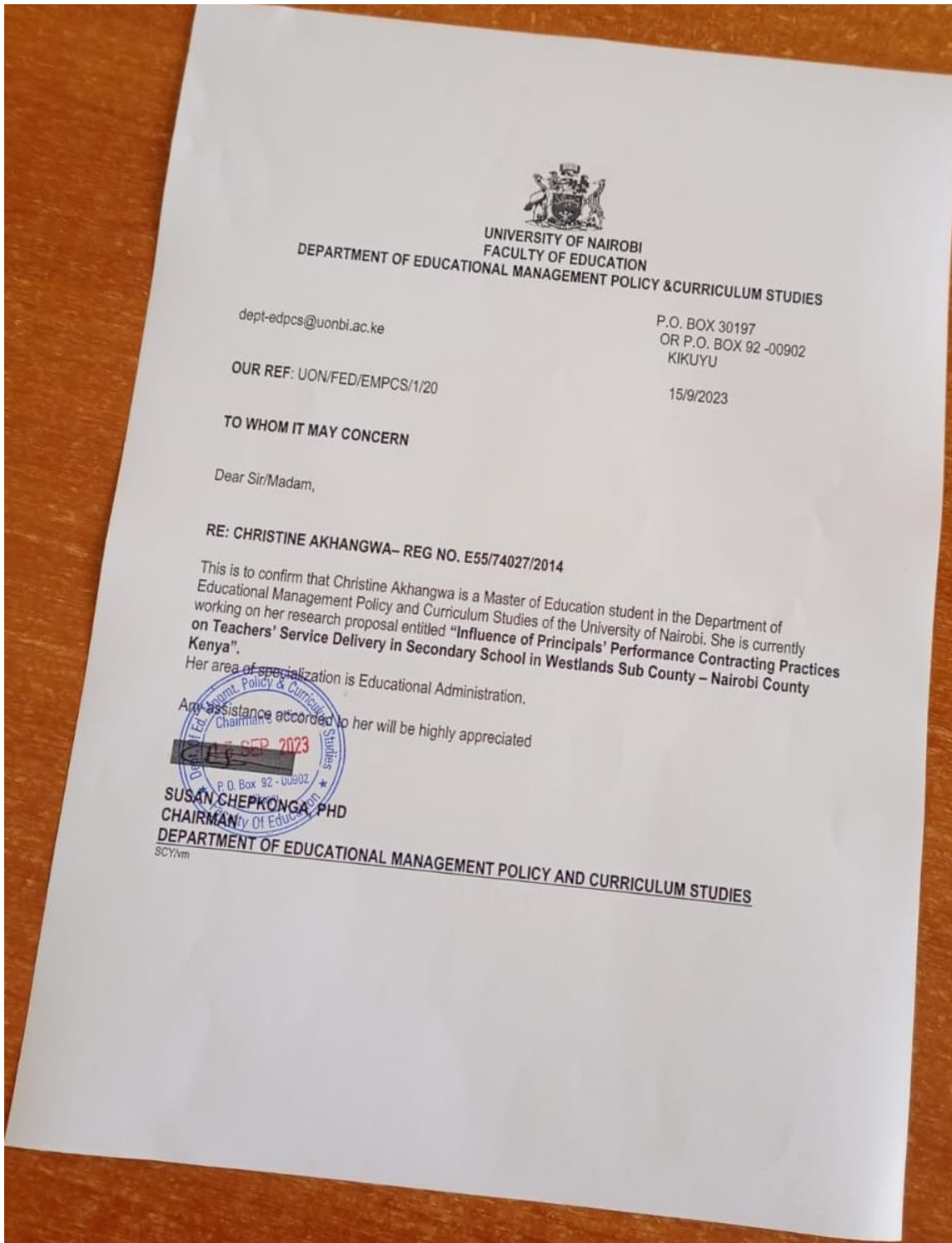
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APPENDIX

II LETTER OF AUTHORIZATION




APPENDIX III PERMIT


REPUBLIC OF KENYA


NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION

Ref No: **810555** Date of Issue: **26/September/2023**

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