

**INFLUENCE OF PRINCIPALS' PERFORMANCE CONTRACT PRACTICES
ON SERVICE DELIVERY IN PUBLIC SECONDARY SCHOOLS IN MUMIAS
EAST SUB-COUNTY, KENYA**

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Degree of Master of Education in Corporate Governance
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DECLARATION

This project is my original work and has not been presented for award of a degree, or any other award, in any other university.



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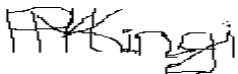
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DEDICATION

I would like to dedicate this work to my dear wife Mary Awinja Ambole, my children Lourine, Ivan and Chelsea Lwande for the support and encouragement as well as to my dear mother Tabither Anyanga Lwande who motivated me during hard times.

Thank you for your support.

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To everyone involved, extend my gratitude.

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Abbreviations and Acronyms

GPRA	Government Performance and Results Act
MoE:	Ministry of Education
PAS:	Performance Appraisal System
PC:	Performance Contracting
SAPs:	Structural Adjustment Programs
TPAD:	Teacher Performance Appraisal Development
TSC:	Teachers Service Commission
UNESCO:	United Nations Educational, Scientific and Cultural Organization

ABSTRACT

Provision of quality education in secondary schools is one of the Government's objective. Poor governance in public secondary schools has led to poor performance in national examinations. The study addressed the insufficient understanding of how principals' performance contracts impact service delivery in public secondary schools in Mumias East Sub-County, Kenya. The lack of comprehensive research and stakeholder perspectives on this issue raises concerns about the quality of education in the region, emphasizing the need for improved transparency and efficiency in educational management practices. This research looked at the effect of principals' performance contract practices on service delivery in public secondary schools in Mumias East Sub County. The independent variables for the research included: Principal's target setting, principal's provision of incentives, principal's resource allocation and principal's stakeholder involvement. This research employed descriptive survey research design. A census sampling approach was utilized to collect data from all the 121 respondents. Sub county MoE and TSC officials were interviewed using an open-ended survey. A pilot study was carried out on a small sample of 10 principals and 10 deputy principals of public secondary schools from the neighbouring Mumias West Sub County. The four independent variables were analysed descriptively using Statistical Package for the Social Sciences version 24. The study assessed service delivery in public secondary schools in Mumias East Sub County, revealing diverse perceptions on academic results, digital resources, and teaching methods. Challenges in providing facilities were attributed to economic constraints. The first objective explored the relationship between principal's target setting and service quality, showing widespread agreement on effective target-setting practices. The second objective investigated incentives, with mixed reactions on team-building and recognition, but a strong positive correlation with service quality. The third objective focused on resource allocation, indicating majority agreement with effective practices despite challenges in co-curricular funding. The final objective explored stakeholder involvement, with overall positive perceptions and a strong positive correlation with service quality. This research recommended that school principals should explore diverse methods of incentivizing staff and learners, considering preferences and needs. This could include introducing innovative reward systems and recognition programs tailored to different roles and achievements. A further research should be carried out to investigate the diversity of preferences among staff regarding incentives. Explore how individual characteristics, such as age, experience, and job roles, influence the perception of incentives. This research could help tailor incentive programs to better meet the varied needs and preferences of the school workforce.

CHAPTER ONE

INTRODUCTION

1.1 Background of Study

In the realm of education, the role of school principals is pivotal, serving as the linchpin for effective administration and the delivery of quality education. The adoption of performance contracts for principals represents a paradigm shift in the management of public secondary schools in Kenya. This shift is not merely administrative; it is a strategic endeavor to enhance service delivery and educational outcomes. The intersection of principal performance contracts and service delivery opens a discourse on the nuanced dynamics shaping the educational landscape in this region. Kenya's commitment to improving its education system is reflected in the implementation of various policy initiatives, and the integration of performance contracts for school principals emerges as a focal point of this commitment. The inquiry into the influence of these performance contract practices on service delivery unveiled a multifaceted narrative, encompassing aspects of accountability, leadership efficacy, and the overall impact on the educational experience for both educators and students.

Performance contracting for school principals is a method of evaluating administrator performance based on predefined criteria. A management method tries to increase school leadership effectiveness and efficiency by connecting principal duties with defined goals and outcomes. Performance evaluation is essential for providing better services. The use of performance measurement in the public sector resulted in the implementation of performance Contracting (PC) in government agencies. Performance contracting is a type of performance

assessment that has been around for a long time and has been recognized as a successful and promising technique of increasing performance in public organizations and government entities all around the globe. A PC is an agreement between the government and a public agency that specifies basic goals for the agency, sets performance targets, and provides incentives for meeting the targets.

Globally, performance contracting has been implemented in various countries to enhance public service effectiveness. France pioneered the use of performance contracts in the 1960s as a tool to improve public services, following the Nora Report's recommendations on state-owned enterprise reforms. New Zealand also adopted performance contracts as part of its public sector reforms. In the United States, the Government Performance and Results Act (GPRA) introduced performance contracting in 1993. Many OECD member countries have embraced performance contracting in their public sectors. Latin American nations like Brazil, Bolivia, Argentina, and Venezuela, as well as Asian countries have also utilized performance contracting to enhance public enterprise and government department performance. In the United Kingdom, the civil service introduced the Public Service Agreement (PSA) system in 1998, outlining specific targets for senior performance contracts. This global adoption of performance contracting reflects its effectiveness in improving public service delivery (Kwendo, 2015; Ochola, 2019).

Performance contracts are used in the United Kingdom for administrators and instructors in educational institutions. The purpose of performance contracts, according to the United Kingdom's Department of Education, is to evaluate teachers' performance, support their professional development, and detail the applicable procedures for employees who do not meet the set performance standards (Department for Education. 2017). Teachers who fail to fulfill the stated requirements may face a variety of consequences, including official warnings and

dismissal, however there is a structured appeals procedure. In the 2015/2016 academic year, at least 56% of instructors missed a class due to illness, according to the Department for Education (2017). Sick leave has resulted in a rise in teacher absenteeism in Ontario, Canada. According to Power (2017), teachers took an average of 10.29 sick days during the 2014/2015 academic year, costing taxpayers \$921,866,466 Canadian dollars.

In Africa, the adoption of performance contracting is a relatively recent development. It gained momentum during the Structural Adjustment Programs (SAPs) era in the 1980s when African governments began deregulating public enterprises. Additionally, the underperformance of public agencies prompted comprehensive public sector reform strategies to address these issues (Muriu et al., 2013). Performance contracts have been implemented in select African countries, including Benin, Burundi, Cameroon and most recently, Rwanda, and Kenya. These countries introduced performance contracts in response to the challenges faced by public services, which were hampering their service delivery capabilities (Kipkenei et al., 2016; Mutahaba, 2011). While Uganda initiated first-generation reforms in the early 1980s, it introduced performance agreements in 2010 following the publication of the national service delivery survey report in 2008 (Wangolobo, 2017).

After the government approved the Economic Structural Adjustment Programs (ESAP) in the 1990s, performance management systems (PMS) were implemented for teachers and other state officials in Zimbabwe (Dzimiri & Mkosana, 2017). According to Ncube (2016), the depth of information offered in performance feedback is vital in helping employees to understand their strengths and limitations. Eliphas (2017) discovered that if there was a potential of advancement through a performance rating system, instructors would work extremely hard. He stated that the aim of performance feedback is to help employees learn about their inadequacies in order to

improve their performance.

The Tanzanian economy has been lauded for its status as the fastest-growing in the region, attributing this success to the adoption of the performance contracting model by government employees, leading to enhanced service delivery (Shillingi, 2017; Sulle, 2019; World Bank, 2019). The National Housing Corporation of Tanzania utilized performance contracting with informed measurement information and targets, resulting in a notable 36% improvement in service delivery from 2016 to 2019 (Sulle, 2019). However, Sulle (2019) highlighted challenges faced by firms in implementing performance contracting systems, emphasizing the essential role of such contracts in ensuring more efficient service delivery.

Setting targets and ensuring quality of service delivery in public secondary schools is essential for achieving educational excellence. Principals play a pivotal role in this process, as they are responsible for the overall management and leadership of the school. According to Hastie (2018), principals should begin by conducting a thorough needs assessment. This involves analyzing the current state of the school including student performance, teacher capabilities, infrastructure, and resources. Identifying areas that require improvement is crucial for setting meaningful targets. Principals should work with their leadership teams, teachers, and other stakeholders to set clear and achievable targets. These targets should be specific, measurable, attainable, relevant, and time-bound (SMART).

Academic targets are crucial, focusing on the academic achievements of students and the effectiveness of teaching methodologies. Co-curricular targets bring attention to the holistic development of students, emphasizing the role of extracurricular activities in enhancing their skills and talents. Effective target communication mechanisms between principals and

stakeholders are vital for ensuring a shared understanding of goals and expectations. Schools should monitor processes employed to track progress toward set targets, examining how well they align with the overall objectives. Additionally, exploring the evaluation and feedback mechanisms will provide insights into the efficacy of performance contracts in facilitating continuous improvement in service delivery within the educational context.

Hastie (2018) further states that principals should involve teachers, students, parents, and the local community in the goal-setting process. Collaborative goal-setting ensures that everyone is invested in the school's improvement and understands their role in achieving the targets. Teacher involvement is a critical aspect, reflecting the extent to which educators actively participate in decision-making processes and contribute to the overall educational vision. Student engagement is equally essential, as their perspectives and experiences shape the learning environment and influence the effectiveness of educational initiatives. The role of parents in the educational journey of their children cannot be overstated, and evaluating the extent of their involvement in school affairs provides insights into the broader community support. Additionally, the Board of Management (BOM) represents a key stakeholder group, and their active participation in decision-making processes is indicative of the collaborative governance structure within the school.

Principals need to allocate resources effectively to support the achievement of targets. This includes ensuring that there are enough qualified teachers, adequate teaching materials, and a safe and conducive learning environment. Principals should lead by example and create a positive school culture that values excellence and continuous improvement. Their leadership style and commitment to the school's mission can inspire others to work towards the set targets.

The allocation of an adequate number of qualified teachers directly influences the quality of

education provided. Nutrition, an often overlooked aspect, is crucial for the overall well-being and academic performance of students. Co-curricular resources, including sports equipment and facilities, contribute to the holistic development of students beyond the classroom. Physical infrastructure, such as classrooms, laboratories, and libraries, forms the backbone of a conducive learning environment.

Nyakundi (2019) states that principals should provide incentives as part of their leadership strategy to improve Quality of service delivery in public secondary schools. Incentives can motivate teachers, staff, and students to excel, enhance morale, and foster a positive school culture. Principals can establish a system of performance-based bonuses for teachers and staff. This could be tied to achieving specific academic goals, improving student outcomes, or demonstrating exceptional dedication to the school's mission. These bonuses can serve as financial rewards for exceptional performance.

In assessing the provision of incentives as part of principals' performance contract practices in public secondary schools in Mumias East Sub-County, Kenya, key indicators included team building initiatives, rewards systems, professional development opportunities, and organized field trips. Team building serves as a crucial aspect, fostering a collaborative and supportive environment among educators and staff, which can significantly impact overall school performance. Rewards, both tangible and intangible, play a pivotal role in acknowledging and motivating exemplary performance among teachers and administrators. Professional development opportunities contribute to the continuous improvement of educators, enhancing their skills and keeping them abreast of current educational practices. Organized field trips, as an incentive, not only provide a break from routine but also offer valuable experiential learning opportunities for both educators and students.

Boddy (2018) asserts that institutions implement performance contracting in Ugandan schools to enhance service quality and customer satisfaction. This involves optimizing teachers' and head teachers' time, parental involvement, promoting attendance, and ensuring accountability. Danielson's (2019) study reveals the effectiveness of performance contracts in improving teaching quality and student learning, driven by increased effort due to incentivized teacher performance. However, the study notes the need to extend contracts to departmental and teachers' levels for full impact. In the context of Mumias East, Kothari (2017) emphasizes student achievement, but the Ministry of Education and Sports' (MoES, 2010) standard measure for appraising head teachers' performance lacks effective commitment, highlighting a gap between policy formulation and implementation. This underscores a research gap—while existing studies discuss the impact of performance contracts, there's a lack of empirical exploration specific to the unique challenges faced by schools in Mumias East.

According to Ndirangu (2018) principals' involvement of stakeholders is crucial for ensuring quality of service delivery in public secondary schools. Stakeholders in education include students, parents, teachers, support staff, the local community, and educational authorities. Principals can encourage parents and community members to actively participate in school activities, committees, and decision-making processes. Involving parents and the community creates a sense of ownership and support for the school. Principals can work collaboratively with teachers, parents, and students to set academic and behavioral goals for the school. Involving stakeholders in goal setting ensures that expectations are clear and aligned with the community's needs.

Performance contracting is now based in the major aspects of the Kenyan Constitution 2010, notably accountability, transparency, and inclusion. Based on these pillars, instructors (service

providers) are expected to be accountable to students, who can be viewed as consumers in a school setting. TSC instructors are all targeted for performance appraisal (Gichuki, 2015). In public secondary schools, performance contracts are being adopted. The administration required that teachers, like other public personnel, sign PCs (Gaconi 2018). In response to the benefits that had started to show up in the institutions that participated in terms of operational and economic performance as well as service delivery, the decision was made to extend coverage to public secondary schools (Wangolobo, 2017). Schools were compelled, for the first time, to create work plans, service charters, and goals based on the strategic objectives of their institutions. The performance contract is then created using the work plans.

The Kenya National Union of Teachers (KNUT) has expressed varying stances on performance contracting in the education sector. In 2015, when the Ministry of Education (MoE) and the Teachers Service Commission (TSC) introduced performance contracting, KNUT advised teachers not to sign it. They argued that it appeared unnecessary and would only increase the administrative burden on teachers, particularly those in high schools. Moreover, since it involved students evaluating their teachers, many KNUT leaders were concerned that it might diminish students' respect for educators and reduce the time teachers could spend with their families.

In spite of a disagreement with the MoE in 2016 on the implementation of performance contracting in schools, the TSC created a form for the purpose of measuring teachers' job completion efficiency in 2021. During the Covid-19 pandemic, KNUT and KUPET were compelled to use this in schools to ensure that the standard of service delivery, especially in public schools, would not deteriorate. This is especially important in Kenyan public schools since it allows students and instructors to maintain uniformity, efficiency, and quality service delivery. According to Kamuri (2016), performance contracting was required in secondary

schools as a metric to assess the output of the country's numerous learning institutions. He reveals that performance targets are also required in the corporate world, and other public sectors as the people within those sectors would be aware that there are constant appraisal and measurement of the type of work they do.

This research was imperative for public schools in Mumias East, Kenya, as it aimed to address significant educational challenges. The documented underperformance in the KCSE examinations, as highlighted in the Ministry of Education's 2022 report, underscores the need for an investigation into the factors influencing the quality of service delivery in schools. Moreover, the rising incidents of school fires in Mumias East, coupled with a concerning surge in school dropouts, required a comprehensive analysis of the underlying causes. The intrusion of politics into school governance, exemplified by instances where politicians collaborate with the community to remove school administrators due to poor performance (Mutimba, 2022), further underscored the necessity of this research. The study posits that principal contracting holds the potential to address the major challenges confronting educational institutions in Mumias East Sub-County.

1.2 Statement of Problem

The effectiveness of public secondary schools in Mumias East Sub-County, Kenya, is intricately related to performance of school principals and the implementation of performance contracts as a mechanism for accountability. However, there is a gap in understanding the direct influence of principals' performance contract practices on service delivery within these institutions as highlighted by Ndirangu (2018). This gap raises concerns about the overall education quality and fulfilment of education mandate in Mumias East region. The critical issues include lack of

comprehensive studies that specifically evaluate how performance contracts, as a managerial tool for school principals, impact service delivery in public secondary schools (Ndirangu, 2018). It is also unclear whether the current performance contract practices align with the unique needs and challenges of educational context in Mumias East Sub-County.

There is a dearth of research on the experiences of stakeholders such as parents, teachers, students and the community, regarding performance contracts and overall functioning of public secondary schools (citation). Excessive regulation and monitoring, continual political involvement, insufficient administration, a lack of stewardship in managing finances, and a lack of a driving purpose have all contributed to Kenya's poor public-sector performance (Government of Kenya, 2019). The most serious issue has been a lack of transparency about workers' expectations, as well as poor or non-existent ways of measuring efficiency (Muthaura, 2017). To address the issue, the government resolved to manage public services through the implementation of a performance contracting system (Omondi, 2019). A critical understanding of the perspective in these researches was crucial to identifying areas of improvement and ensuring performance contract practices contribute to improvement of educational environment.

Moreover, there was a need to assess the effectiveness of current monitoring and evaluating mechanisms that gauge principals' adherence to performance contracts. A lack of evaluation could hinder the identification of challenges and shortcomings and the implementation of required adjustments enhances the impact of performance contracts on service delivery.

Addressing the gaps in knowledge was essential for future policy-making and development of targeted interventions to improve education in public schools in Mumias East Sub-County, effectively contributing to the broader national goal of educational enhancement in Kenya.

1.3 Purpose of the study

The purpose of this research was to investigate the influence of principal's performance contracting practices on Quality of service delivery in public secondary schools in Mumias East sub county, Kenya.

1.4 Objectives of the Study

The following specific objectives guided this study.

- i. To ascertain the influence of principals setting objectives on the delivery of services in public secondary schools within Mumias East Sub County, Kenya.
- ii. To investigate the effect of principals offering incentives on the delivery of services in public secondary schools within Mumias East Sub County, Kenya.
- iii. To assess the influence of principals' distribution of resources on service delivery in public secondary schools located in Mumias East Sub County, Kenya.
- iv. To investigate the influence of principals' engagement with stakeholders on service delivery in public secondary schools within Mumias East Sub County, Kenya.

1.5 Research Questions

The following research questions guided the study:

- i. What is the influence of Principals' setting of targets on service delivery in public secondary schools in Mumias East Sub County, Kenya?
- ii. What is the influence of principals' provision of incentives on service delivery in public secondary schools in Mumias East Sub County, Kenya?
- iii. How does principals' allocation of resources influence service delivery in public

secondary schools in Mumias East Sub County, Kenya?

- iv. What is the influence of principals' involvement of stakeholders on service delivery in public secondary schools in Mumias East Sub County, Kenya?

1.6 Significance of the Study

The findings could inform educational policymakers in Kenya about the effectiveness of performance contract practices in improving service delivery in public secondary schools. It can help them make informed decisions about the continuation or modification of such practices. Policymakers can also use the study's results to strengthen accountability mechanisms within the education system. This may include revising existing contract practices or implementing new ones to ensure that principals are accountable for service delivery outcomes. Policymakers can consider incorporating leadership development programs and training for school principals based on the study's insights. This can help enhance the capabilities of school leaders and improve service delivery.

School principals can benefit from insights into how their performance is perceived and how it affects service delivery. This knowledge can guide them in enhancing their leadership strategies and practices.

Teachers can gain an understanding of how principals' performance contracts may influence the school environment and teaching conditions. This knowledge can help them advocate for improvements or provide input into the contract design.

This study can serve as a reference for future research in the field of educational leadership, performance contracts, and their impact on service delivery.

1.7 Limitations of the Study

Respondents exhibited reluctance in sharing information, possibly due to concerns about potential intimidation or the creation of a negative portrayal of themselves or their institution. In some cases, individuals even declined to participate in the surveys. To address this, UoN send an introductory letter assuring respondents that any information they provided remained confidential and was used solely for academic purposes.

Furthermore, because the data sought concerned subjective elements like emotions, attitudes, and perceptions that could not be accurately defined or objectively validated, the researcher had difficulties in gathering information from respondents. The researcher placed a strong emphasis on respondents' anonymity in order to promote candid involvement.

1.8 Scope of the study

The study focused only on Principals of public secondary schools in Mumias East sub – county. It did not include private schools because the PC system hardly applies in the private schools. TSC principals of secondary schools are instrumental people in providing data on PC tools. TSC Sub county Director of education were part of the project since they are the principal, appraiser's, sub –county educations curriculum support officer, and the sub –county director of quality assurance officer were also involved in provision of data since they are the ones involved in supervision of the implementation of the curriculum at the sub – county level.

The study focused only on four performance contracting indicators: the principals' setting of goals, their offering of incentives, their distribution of resources, and their engagement of stakeholders. It also examined the impact of performance contracting on the principals' ability to provide quality services.

1.9 Assumption of the Study

It is believed that rather than hiding or manipulating information, the respondents—principals,

educators, and other stakeholders—provided truthful and open answers to the research questions. According to the study, respondents were effectively encouraged to express their opinions honestly and freely by promises of secrecy and anonymity. The study also made the assumption that service delivery results in public secondary schools and principals' performance contract practises were causally related. It is sufficient for principals and deputy principals to understand performance contracting and how it helps their own institutions.

1.10 Definition of Significant Terms

Performance Contracting – refers to a formal agreement or arrangement between an employee (in this case, the principal of a public secondary school) and their employer (TSC). The contract outlines specific performance expectations, goals, and targets that the principal is expected to achieve within a defined period.

Service delivery – refers to the provision of services or the fulfillment of a task or duty by an organization or individual to meet the needs and expectations of its customers, clients, or beneficiaries. Used in this study to imply exemplary performance in education, co-curricular and increased infrastructural development in schools.

Target setting – Involves establishing specific, measurable, achievable, relevant, and time-bound objectives or goals for principals, their staff, and their educational institution. Principals set targets to improve various aspects of school performance and service delivery.

Provision of Incentives- refers to the practice of offering rewards or benefits to individuals or groups within the school community to motivate and encourage desired behaviors, achievements, or improvements.

Allocation of resources – refers to the strategic distribution and management of various assets, including financial, human, and material resources, to support the effective functioning of the educational institution. This involves making decisions on how resources are distributed among different needs and priorities within the school.

Stakeholder Involvement – refers to the active engagement and collaboration of school principals with various individuals and groups who have a vested interest in the success and well-being of the school. Stakeholders in education include parents, teachers, students, community members, education authorities, and others.

CHAPTER TWO

LITERATURE REVIEW

2.0. INTRODUCTION

This chapter contains a literature review related to the study under the following subtopics; the concept of performance contracting on principal's job performance, Performance contracting and Quality Service Delivery, effect of independent variables on the dependent variable. A summary of literature review, Theoretical framework and conceptual framework were highlighted.

2.1 Performance contracting and Quality Service Delivery

A performance contract, according to Kumar (2014), is a Memorandum of Understanding (MOU) built around a rating system that guarantees a betterment of output within organizations and industries and takes a thorough look at effectiveness by making transparency and independence more transparent and clearer. It also includes a set of management tools that ensure expectations and obligations are clear in order to achieve the desired and mutually agreed-upon results (Ostroff, 2012). Smith (2019) also shows that different definitions of performance contracting can be employed to establish quasi-contractual arrangements. Performance contracting is a measurable technique for enhancing and controlling employee and organizational performance.

Research by Rotich et al. (2014) on the impact of performance contracting in provincial administration revealed complex dynamics. Their descriptive study involved 98 respondents out of a population of 490, with 400 from the general public and 90 from provincial administration. The research found that improved staff attitudes led to better customer service and quicker resolution of public concerns due to performance contracting (Nyongesa et al., 2020). The study concluded that performance contracting should be strengthened with

incentives like wage increases, awards, and promotions, as well as employee training. It also emphasized the importance of office facilities, qualified personnel, regulated staff transfers, corruption control, timely resource allocation, and effective public relations (Odongo & Wang, 2017) to maximize performance contracting's impact in the workplace.

The empirical literature discussed above highlights the significance of service provision and performance contracting for organizational and educational progress. These studies predominantly utilized simple random sampling and descriptive research designs to collect data. Notably, most of the mentioned research, such as Kosgei et al. (2013), Elizabeth et al. (2012), Ochoti et al. (2012), Omboi et al. (2011), and Mbua et al. (2013), focused on industries outside of education. Philip et al. (2014) was an exception, as it examined secondary school teachers, making it relevant to public secondary schools in Kenya.

Indicators of quality service delivery in secondary schools encompass various factors crucial for effective education. Adequate infrastructure, qualified teachers, and well-equipped classrooms are fundamental components ensuring a conducive learning environment (World Bank, 2019). The implementation of innovative teaching methods and technologies, such as digital resources and interactive learning tools, contributes to improved educational outcomes (Ministry of Education, Kenya, 2022). Additionally, the involvement of stakeholders, including parents, teachers, and the community, plays a pivotal role in creating a supportive and collaborative educational ecosystem (Mugenda & Mugenda, 2019). Monitoring and evaluation mechanisms, including standardized testing and assessment tools, provide insights into student progress and help identify areas for improvement (Ondigi, 2021). Ensuring these indicators are effectively addressed promotes a holistic approach to quality service delivery in secondary schools, fostering an environment conducive to comprehensive student development. This study used

academic performance, co-curricular performance, school leadership and infrastructure development as measurement of quality service delivery in schools.

2.2 Principals' Setting of Targets and Service Delivery

Students can choose the academic milestones they want to achieve by setting targets and goals. School goals should be able to be defined by principals and conveyed to both students and individual teachers. Learners who have a clear goal in mind know where to concentrate their efforts and grow. Establishing objectives and goals gives teachers and students a long-term vision as well as short-term motivation. In Nigeria, Idowu et al. (2014) investigated the impact of goal setting on academic achievement of English language students. The study findings demonstrated that students' English language performance increased as a result of the higher mean scores recorded. The researcher then suggested goal setting as a way for improving students' academic performance, particularly in English.

Target setting is an essential academic performance indicator in schools, according to Hastie (2018). In this study, Hastie (2018) employed students as responders to determine whether their personal goal setting had an effect on performance. The study result demonstrated that the majority of learners who had set their own academic objectives performed better academically than those who had no specified academic aims. Students in schools with established academic goals can readily set their own. The school's objectives should represent the bare minimum of what pupils should anticipate in terms of academic success. Students who create goals for themselves that are greater than those set by the school are more likely to exceed those goals and try to meet their own goals.

2.3 Principals' Provision of Incentives and Service Delivery

Employee workplace satisfaction is crucial for a company's success, with research suggesting its vital role (Al Jabal, 2019). Aliwaru (2019) investigated lecturers' motivating techniques and performance in Arua District's Tertiary Institutions. The findings indicated subpar lecturer performance, with cash prizes, task delegation, and training positively linked to lecturer performance. These motivating methods accounted for 60% of success in Arua District Tertiary Institutions. Alphonse (2017) conducted research in Ilemela District, Tanzania, highlighting how teacher motivation influences students' academic achievement. The study recommended professional development for teachers to enhance academic outcomes. Nyakundi, Raburu, and Okwara (2019) assessed teacher motivation's impact on child work performance in Nyamira South Sub-County elementary schools. Their mixed-method study demonstrated the significant effect of teacher professional development on work performance.

A study was conducted to evaluate the association between teachers' working circumstances and job performance in Nyando Subcounty public day secondary schools (Ouma and Munyua, 2018). The results showed that the biggest demotivators for instructors were poor working conditions and a lack of resources for instruction. Sahito (2017) identifies several elements that contribute to elevated job dissatisfaction, such as a deficient management structure, mistrust, precarious employment, and a deficiency of appreciation and recognition for completed tasks. Macutay (2020) reports that the institution's teaching staff members are very satisfied with their work and seem to do their duties effectively. The high degree of job satisfaction can be ascribed to both external hygienic challenges and intrinsically satisfying components of the employment. A number of the job satisfaction criteria's categories were closely linked to career advancement, length of service, and university recognition of teachers' noteworthy achievements.

2.4 Principals' Allocation of Resources and Service Delivery

Principal's role is strategic planning, budget allocation, and policy implementation, which, when linked to school goals, improves school culture and student success (Cobb-Clark, 2016). Budget creation in an organization reflects leadership assumptions and beliefs (Schein, 2017). Instructors' frustration with the lack of teaching and learning materials was highlighted by Jekayinfa (2016), emphasizing the importance of accessible instructional resources for teachers and students. UNESCO's research in Cameroon, Kenya, and Uganda (2018) revealed limited classroom resources beyond a blackboard and chalk due to security issues, hindering academic achievement. Amadioha (2018) defined instructional materials as tools for effective teaching, emphasizing a holistic approach beyond traditional methods. Studies in India by Dhakal (2017) and Gogoi (2015) found underutilization of printed and audio-visual instructional tools in secondary schools. Limited resource utilization raises questions about effective instruction, as such materials enhance learning engagement and reduce teacher effort (Gogoi, 2015). Scarcity of these tools may impact student success. Consequently, a Kenyan study is needed to assess instructional material quality and its influence on learner outcomes.

A study was conducted to investigate school-based factors affecting students' academic performance in KCSE at public secondary schools in Kathiani Sub County (Musyoka, 2018). Insufficient human instructional resources, specifically instructors, were identified as a challenge. The study also explored whether principals enhanced creativity and the improvisation of teaching materials in response to the shortage, drawing on Frederick Taylor's management theory (1911). In a similar research, Muthoka (2018) looked at how well instructional supervision works and how it affects the academic achievement of primary school students in Masinga Division, Machakos County. The study found that head teachers at elementary schools had difficulty supplying teachers with necessary teaching resources. Textbooks, teaching aids,

well-furnished scientific labs, a sufficient number of teachers, instructive field trips, and a comfortable learning atmosphere were all included in this set of resources. The lack of sufficient resources impeded efficient teaching, affecting pupils' comprehension of intangible ideas.

2.5 Principals' Stakeholder Involvement and Quality Service Delivery

Any group or individual that has the ability to affect or be impacted by an organization's goals is considered a stakeholder (Kivits and Sawang, 2021). Incentives provided by the principal entail interacting with others and making use of available resources to promote cooperation in reaching predetermined objectives. Stakeholders in a school setting include parents, non-teaching staff, the Ministry of Education, the Board of Management, the local community, and teachers. Parental participation in their children's academic achievement was examined by Kibaara and Ndirangu (2018) in 21 public schools in Kenya's Kieni West Sub-County and Nyeri County. Findings revealed that most parents attended school events, checked their children's homework, and believed their involvement would support teachers in their children's educational development. Recommendations included identifying the type of parental involvement, conducting parent awareness programs through seminars and workshops, and scheduling teacher-parent conferences.

A research on students' perceptions of their engagement in school governance was conducted; the study showed that students are only involved in more basic concerns like student welfare, allowing instructors and boards to handle more important topics like school administration. If they are left out of important aspects of their educational experience, they could feel less important and less motivated to pursue their academic goals. Research indicates that including students in decision-making procedures can help implement discipline in the classroom (Schildkamp, 2019; Mati, Gatumu, and Chandi, 2016). Participation like this helps to increase

motivation to learn. The goal of teachers' involvement is to give administrators critical information at the source of any issues pertaining to the school, which is the classroom. It is thought that better decisions about curriculum and instruction will result from greater access to and use of this data. Additionally, by using a range of professional experience, the involvement of other professions may improve the quality of choices. Academic performance is enhanced by a teacher's growth as much as by outstanding instruction and learning. At this point, the principle calls for more teacher leadership and participation in various aspects of school administration decision-making. They ensure that the school's mission and vision impact the learning environment, encompassing the behaviour of instructors as well as the academic performance of students. (Murray, 2021).

2.6 Theoretical Framework

Theories are produced to explain, predict, and interpret phenomena, as well as to challenge and propagate existing knowledge, all within the constraints of the grave limiting assumptions. Establishing a theoretical framework includes developing hypotheses to support a studied argument (Nyonje O.R., 2015). This study was grounded on two major theories namely: goal-setting theory, and results-based management theory.

2.6.1 Goal-setting Theory

Goal-setting theory, developed by Edwin Locke in the 1960s, contends that the setting of objectives impacts how successfully or poorly a work will be completed. According to the hypothesis, clear and difficult goals combined with appropriate feedback result in higher task outputs. (Locke, 2004). Setting objectives with specific timetables and techniques for measuring progress and spotting impediments helps a goal's overall success. According to the principle, goal setting becomes practical and successful only when one has complete control over their

performance. Teachers intentionally create their own objectives and targets in accordance with the theory's rules, assess the set targets, and examine levels of accomplishment over time in cooperation with their appraisers (Young, 2017).

The idea is pertinent to this research because it identifies a link between conscious goal setting and performance in terms of increasing one's desire to try to attain established objectives. Conscious objectives established by principals in collaboration with their appraisers drive them to work even harder to achieve them, resulting in enhanced service delivery among them (Young, 2017).

The goal setting theory's importance is reinforced by Lathan and Locke's (1979) research, which identifies four mechanisms linking goals to performance. First, goals focus attention on the most important objectives. Second, when goals are associated with rewards, they motivate employees to work more efficiently. Third, goals encourage workers to acquire new knowledge and skills, thereby enhancing performance. Fourth, challenging goals push individuals to tap into their full potential.

Planning, system-wide planning, and public secondary school public service delivery should all be evaluated in relation to the stated goals (Shiell, 1997). Because of this, the service delivery system has hierarchical goals that vary according to the organisational level and the anticipated completion date. Setting goals is founded on the idea that, regardless of whether it is carried out by a single person, a group, a division, or the entire firm, meeting certain service delivery targets is the primary purpose of every effort made at every organisational level (Oracle, 2018).

2.6.2 Result Based Management Theory

The performance-based management theory known as "Result Based Management Theory" (RBMT) describes how result-based management tools affect organizational performance.

According to the theory's proponents, organizations try to change their performance by focusing more on results than on processes (Greer et al., 1999). The Results Based Management (RBM) method prioritizes results over all other organizational objectives in all phases of execution, including strategic planning, monitoring, and evaluation. According to Binnendjik (2000), performance measurement, which focuses on assessing how well an agency is accomplishing its stated goals or objectives, is one of the main elements of this management method.

Performance contracts, a result-based management tool, are frequently used in the public sector to increase the effectiveness and efficiency of resource utilization (Mulei & Orodho, 2016). The ever-declining service delivery is the biggest obstacle to the overall development of the public sector in the majority of developing nations. Excessive controls, a variety of objectives, frequent political meddling, and simply poor management are blamed for the performance drop (Pazvakavambwa & Steyn, 2014). Performance contracting has been suggested as a potential remedy because it encourages innovative management in reaching desired results and aids in articulating more precise definitions of objectives (Pazvakavambwa & Steyn, 2014). In order for the organization to implement the strategies that have been put in place, the human resource needs to be managed effectively. This theory was employed in this study because it contends that educational institutions should be concerned with achieving goals, which is consistent with performance contracting, a method designed to ensure that educational administrators' strategies are successfully carried out (Chiang et al., 2010).

2.7 Conceptual Framework

The conceptual framework below depicts the influence of independent variable, performance contracting on dependent variable, quality service delivery.

Independent Variables

Target Setting

- Academic targets
- Co-Curricular targets
- Target communication
- Monitoring
- Evaluation and feedback

Provision of Incentives

- Team building
- Rewards
- Professional development
- Field trips

Allocation of resources

- Educational materials
- Teachers
- Nutrition
- Co-curricular resources
- Physical infrastructure

Stakeholder Involvement

- Teacher involvement
- Students
- Parents
- BOM

Dependent variable

Service Delivery in Public Secondary Schools

- ❖ Academic Performance in KCSE exams
- ❖ Quality Teaching and Instruction
- ❖ Availability of adequate resources and Materials
- ❖ Co-Curricular activities support
- ❖ Effective School Leadership
- ❖ Infrastructure and

Intervening Variable

- School Culture
- Principals' Personal attributes
- Learners' Discipline

The conceptual framework suggests a relationship between the independent variable, performance contracting, and the dependent variable, quality service delivery in secondary schools. Performance contracting in the educational context involves setting clear goals, targets, and expectations for school administrators, teachers, and other stakeholders. These performance agreements include academic achievement targets, resource allocation plans, and strategies for improving overall service delivery. As the independent variable, the effectiveness of performance contracting becomes crucial in shaping the quality of service delivery within secondary schools.

An intervening variable acts as a mediator or moderator in the relationship between the independent and dependent variables. In this framework, the intervening variables included school culture, principals' personal attributes and learners' discipline. These factors are influenced by the implementation of performance contracting and, in turn, impact the overall quality of service delivery. For instance, if performance contracting leads to improved leadership practices and better allocation of resources, it may positively affect the quality of learning provided in secondary schools.

The interaction between these variables is dynamic and interconnected. Effective performance contracting affects the dependent variable of quality service delivery. The success of performance contracting relies on how well it addresses key aspects such as leadership, stakeholder involvement, and resource allocation. The framework highlights the need for a comprehensive understanding of these interactions to design and implement effective strategies that enhance the overall quality of service delivery in secondary schools.

2.9 Knowledge Gaps in the Literature Review

Table 2.1

Research Gaps in the Literature Review

Author	Study	Methodology	Key variables	Findings	Knowledge Gap
Shivachi (2017).	Delivery of personnel services and performance contracts at the Kirinyaga University in Kenya	Descriptive cross-sectional survey Questionnaires.	Target setting Target implementation Target evaluation	Setting goals has a good impact on the provision of services. Setting clear goals inspires workers to provide higher service outputs. Role clarity has a beneficial impact on how well services are delivered and helps to increase staff productivity.	The study was limited to target setting, implementation and evaluation. This current study reviews other aspects of performance contracting.
Opiyo (2020).	Performance of the state-owned sugar companies in western Kenya as a result of performance contracts.	Descriptive cross-sectional survey research design, Simple random sampling, questionnaires	Funding, Stakeholder involvement Capacity building	It was determined that creating performance goals, putting them into practice, and reviewing them all had a good and considerable impact on the performance of state-owned sugar enterprises.	The study looks at the performance of state-owned sugar companies while this study is keen on the service delivery in public secondary schools.
Kabuga (2021)	Effects of performance contracting elements on Kenyan public	Explanatory and cross-sectional research designs	Performance agreement, Performance	-In addition, the study found that together, performance agreements, evaluations, and	This study looked at different performance contracting variables. The current study will investigate

businesses' adoption of strategies

evaluation, Performance recognition

rewards have a favorable and considerable impact on plan execution. The study advises adopting performance evaluation as one of the performance contracting measures since it had a greater impact on plan implementation.

the influence of efficiency in contracting, innovation and productivity on service delivery.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The methodological techniques used in the study to gather and examine the data are included in this chapter.

3.2 Research Design

According to Creswell and Creswell (2018), research design serves as a blueprint for conducting a study, outlining its approach and methods. It guides how the study will achieve its objectives (Jacobsen, 2021). This research employed descriptive survey research, which is used to characterize social phenomena and explore how specific behaviors or occurrences occur (Williamson & Johanson, 2017). This design was chosen for its precision and accuracy, allowing a thorough investigation into the influence of principal performance contracting on service quality in Mumias East sub-county's public secondary schools.

3.3 Target Population

Tracy (2020) noted that populations consist of subgroups with shared traits. The target population, as defined by the sample criteria, includes individuals or entities with these specified traits (Stokes & Wall, 2017). This study focused on a population comprising 27 principals, 30 deputy principals, and two teachers, one senior teacher and the co-curricular head from each school, 5 TSC and 5 Ministry of Education staffs in Mumias East Sub County, Kenya (citation). Thus, 121 respondents were the study's target group. These educational leaders were chosen based on a number of factors, including their performance contracting implementation experience and knowledge as well as their willingness to engage. Principals play a direct role in performance contracting, making them valuable participants. Deputy

principals, in administrative roles, are knowledgeable about performance contracting policies. Additionally, the target population encompasses five Ministry of Education officials and five TSC staff members from Mumias East sub-county.

3.4 Sample Procedure

Adams and Lawrence (2019) established that the sampling technique is the reason for determining who and how many respondents to survey. Creswell & Creswell (2017) assert that it might be challenging to research the entire population. Purposively sampling was used to select the 121 respondents for the study.

Table 3.2: Sample Size

Study population	Target population	Sample size	Datacollection instrument
Principals	27	27	Questionnaire& Interview
Teachers	54	54	Questionnaire
Deputies	64	30	Questionnaire
	5	5	Interview schedule
MOE Staff	5	5	Interview schedule
TSC Staff			

Source: Researcher 2023.

3.5 Research instruments

Interview schedules and closed-ended questionnaires were used in the study. Teachers, deputy principals, and principals were given questionnaires. There were two sessions on the instrument. The questions which asked about the respondents' demographics and the four independent

factors in connection to the dependent variable. Their answers were scored on a Likert scale. The factors from the conceptual framework were utilized in the creation of the study participant questionnaire. The researcher personally delivered the surveys to the principals and deputy principals. Utilizing questionnaires facilitates data processing and saves time and money (Oyolla, 2019). An open-ended poll was used for the interviews with sub county MoE and TSC representatives. They were questioned on the study's independent and dependent variables.

3.6 Piloting study

Before the main inquiry, a pilot test is conducted. Pilot studies should be carried out precisely as intended for the main study, but on a smaller size and in compliance with the regulations, even if they are smaller counterparts of bigger research (Payne, 2016). A pilot study was conducted to evaluate various variables, methodological modifications to instrument rollout or administration, and the efficacy of research instruments and methods on a small sample of ten principals and ten deputy principals of public secondary schools from the nearby Mumias West Sub County. The researcher calculated the internal consistency and reliability of the instruments using statistical measures such as Cronbach's alpha for surveys.

3.6.1 Validity of research instruments

The extent to which sampling test structures portray the measure that they are meant to (Sekaran & Bougie, 2019) is referred to as validity. Furthermore, it is the degree to which the study correctly represents what the study is assessing. To ensure the collection of relevant and measurable data, the research supervisor and subject-matter experts assessed the content validity of the research instruments. The study employed Cronbach's Construct Validity, aligning the measuring tools with the theoretical framework to ensure their reliance on theoretical assumptions and concepts. Content validity was utilized to ensure simplicity and clarity by

simplifying the instruments and using clear language in questions, ensuring participant familiarity and comprehension.

3.6.2 Reliability of Research Instruments

According to Privitera and Ahlgrim-Delzell (2018), instrument reliability implies consistency in the sense that surveys would capture identical data if used again. Furthermore, it is the level of constituency within the questions (Sekaran & Bougie, 2019). The piloted results from Mumias West Sub County was used to see if they produced results that were reasonably comparable. Reliability index was calculated using Cronbach's alpha. This was done after descriptive statistics of individual variables. The reliability was done using this study's findings and the results from the pilot study. The researcher used the completed questionnaire to generate the Cronbach Alpha Coefficients. The determined and summarized findings are displayed in Table 3.7.

Table 3.7: Reliability Results

	No.of Items	Cronbach Alpha Coefficient
Service delivery in schools	6	.842
Target setting	5	.837
Incentive provision	5	.801
Allocation of resources	5	.755
Stakeholder involvement	5	.831

The research instrument used to collect data for this study was regarded credible since it had a high Cronbach's alpha coefficient of higher than 0.7. The researcher was in contact with the respondents and inquired about their progress with filling out questionnaires, which greatly increased the study tool's content validity. Simple language was also used when designing the

study instrument to help responders understand the content of the questionnaire. These Cronbach's alpha coefficients agree with Yin's (2017) dependability requirement of 0.7 and higher.

3.6 Data collection

Before starting the actual study in the various public secondary schools, the researcher requested the department for an introductory letter which was used to get permission letter from the National Commission for Science, Technology and Innovation (NACOSTI). The researcher also sought permission from the Subcounty director ministry of education for collection of data from schools. Consequently, the researcher outlined the schedule and route for collection of data. Before being given the questionnaires to complete during data collection, respondents first received spoken instructions or explanations.

3.7 Data Analysis Technique

The field data in Microsoft Excel format was downloaded, verified for correctness, and adjusted as needed. SPSS version 24 was used to conduct a descriptive analysis on the four independent variables. The means and standard deviation of the data were displayed. Tables and charts were used to display the data. When required, a descriptive analysis was carried out, and after that, an inferential analysis examined the relationships between the variables and the dependent variable. The association between the variables was ascertained using the Pearson's correlation coefficient. To look for correlations between the independent and dependent variables, the study was examined with a 95% confidence level and a 5% significance level. Additionally, the content analysis method was used to the examination of qualitative data. The goal of the data analysis is to compile and arrange the gathered data in a methodical manner.

3.8 Ethical consideration

A set of guidelines that directs one's research designs and principles are known as ethical considerations in research. These could include permissions from the authorities, discretion, anonymity, and voluntary involvement. The researcher encountered and addressed the following ethical problems in this study.

Prior to starting the data collection process. The researcher requested for a letter from the UON, a research permit from NACOSTI and approval from the sub county ministry of education. Among the ethical concerns in research is informed consent, which the investigator had to address. The investigator sought the consent of those who participated in the research by explaining what the study was about and requesting if they could participate.

Because confidentiality is essential, the investigator had to ensure that the responses of the respondents stayed with him. They were informed that the researcher would preserve complete confidentiality in dealing with responses. Anonymity is a critical ethical concern in research, and the name of a responder should never be revealed. The investigator assured the respondents that their identity would remain anonymous even after the study. Information privacy was made sure by not sharing any information or response given by any of the respondents with anyone.

CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter contains the study's findings, analysis, and discussions. This section highlighted the findings of the study on the quality of service delivery in public secondary schools in Mumias East Sub County.

4.2 Return Rate and Demographic Information

In this section of the research, research highlights critical aspects of questionnaire response rates and demographic information, shedding light on the participation dynamics and the characteristics of the study participants. The return rate of completed questionnaires serves as a fundamental metric, indicating the level of engagement and cooperation from the respondents. A higher return rate often signifies a more robust dataset and enhances the reliability of the findings. Beyond response rates, demographic information such as age, gender, and educational qualifications plays a pivotal role in shaping the context of the study. Understanding the demographic profile of the participants provides valuable insights into the diversity of the sample.

Table 4.1: Response Rate

Category	Frequency	Percentage
Completed and returned	99	81.8
Not returned	22	18.2
Total	121	100

Table 4.1 presents the response rate data, categorizing participants based on their questionnaire submission status. Among the total of 121 distributed questionnaires, 99 were completed and returned, constituting a response rate of 81.8%. This indicates a robust level of engagement from the participants, as a high percentage of individuals actively participated in the study by providing their responses. On the other hand, 22 questionnaires were not returned, representing the non-response category with a percentage of 18.2%. The completion and return rate of 81.8% suggests a positive and active involvement of the participants in the research, contributing to the reliability and comprehensiveness of the gathered data. Over 70% is regarded as a very high response rate, according to Mugenda & Mugenda (2008).

4.2.1 Distribution of Respondents by Age

Respondents in this survey ranged in age from 25 to above 50 years old. The inclusion of respondents from various age groups allowed for the normal distribution of data. Table 4.2 shows the percentage of responses by age.

The respondents' age ranges were requested to be filled in. This is significant since it allows the research to determine whether the distribution of respondents was spread.

Table 4.2: Distribution of respondents by age

Age	Frequency	Percent
21-30	11	11
31-40	21	21
41-50	27	27
Above 50	40	41
Total	99	100

The study of the data shows that the ages of the participants were dispersed across several groups. The age group of respondents above 50 years old comprised the biggest proportion of

respondents, accounting for 41% of the total. Principals and deputy principals made up the majority of these. In addition, 11% of the individuals took part were in the age range of 21 to 30. 21% of the respondents were in the 31–40 age range. Finally, 27% of respondents were between the ages of 41 and 50. The distribution of participants across age groups provides insight into the characteristics of the study's respondents and increases the likelihood that responses may vary based on factors connected to age, such as life stage, experiences, and opinions.

4.2.2 Percentage Response by Gender

Both genders were fairly represented in the study, which aided in the collection of reliable information from various gender viewpoints.

Table 4.3: Distribution of respondents by gender

Gender	Frequency	Percentage (%)
Female	40	40.4%
Male	59	59.6%
Total	99	100.0%

From the table, the majority of respondents (59.6%) were men, with the remaining respondents (40.4%) being women. This indicates that respondents of both sexes participated in the study. This study suggests that, the teachers' service commission has reshaped gender dynamics within the teaching profession. Initiatives promoting gender equity in hiring practices, professional development opportunities, and leadership roles are gradually transforming the landscape. The evolving educational landscape in Kenya reflects a growing recognition of the importance of diverse perspectives and equal opportunities for both male and female educators, contributing to a more inclusive and equitable teaching environment

4.2.3 Highest Level of Education

Table 4.4 sought to check the highest educational attainment levels of the respondents in order to ascertain the objectivity of the results gathered.

Table 4.4: Distribution of respondents as per academic qualifications

Category	Frequency	Percent
Diploma	23	23
Degree	58	58.6
Postgraduate	18	18.4
Total	99	100

The results above shows that the majority of respondents (58.6%) listed a degree as their highest level of education, with a diploma coming in second (23%). Postgraduate certification accounted for 18.4% of the total. This indicates that the majority of sample respondents were aware of the study's aims and understood them in order to supply the data required to answer the questions. They were able thus to respond to the study questions objectively.

4.3 Principal’s Target Setting and Quality Service Delivery

This was the first objective of the study and it sought to answer the research question; what is the influence of principal’s target setting on the quality service delivery in secondary schools?

4.3.1 Data presentation of descriptive statistics on Principal’s Target setting

Respondents awarded scores to each statement using a Likert scale ranging from strongly disagree (1) to strongly agree (5). Table 4.6 summarizes this data evaluated using the percentages, averages, and standard deviations. For the intermediate values (1.5, 2.5, 3.5, 4.5), they were interpreted as falling between the two adjacent categories. For example: 1.5: Slightly leaning towards disagreement, but not as strongly as a response of 1.2.5: Indicating a response that is neither fully in disagreement nor agreement, suggesting a moderate level of disagreement. 3.5:

Signifying a response that leans towards agreement without reaching the level of full agreement.4.5: Expressing a high level of agreement, but not as strong as a response of 5.

Table 4.6Principal’s Target Setting and Quality of Service Delivery in Public Schools

STATEMENT	5	4	3	2	1	Mean	Dev
The school principal sets specific academic targets for the school	25(24.7%)	43(42.6%)	10(10.4%)	13(13.7%)	8(8.6%)	4.20	0.64
The school principal supports and sets co-curricular activities targets for the school.	12(12.4%)	17(17%)	12(12%)	36(36.3%)	22(22.3%)	2.41	0.69
The principal communicates targets to the teaching and non-teaching staff.	24(24.1%)	38(38.3%)	14(14.3%)	13(13.3%)	10(10%)	3.97	0.70
The Principal evaluates the targets and communicates remedial measures to attain them	22(22.1%)	40(40.3%)	16(16.3%)	13(13.3%)	8(8%)	4.02	0.72
There is monitoring of progress toward academic and co-curricular targets	27(26.7%)	35(35.3%)	15(15.3%)	13(13.4%)	9(9.3%)	3.81	0.66

N=99

Table 4.6 presents the study's findings on the quality of service delivery and principals' target setting in public secondary schools. Most of the statements in the table were mostly agreed upon by the majority of responders. For the first construct, 25(24.7%) of the respondents strongly agreed that school principals sets specific targets for the school, 43(42.6%) who formed the majority agreed. The statement had a mean=4.20 indicating agreement. For the second construct on whether school principals supports and sets co-curricular activity targets for the school, 12(12.4%) strongly agreed, 17(17%) agreed, 12(12%) were neutral, 36(36%) who were the majority disagreed and 22(22.3%) strongly disagreed. The statement had a mean of 2.41 indicating majority disagreement. The third statement sought to assess whether principals communicate targets to the teaching and non-teaching staff. From the results 24(24.1%) strongly agreed, 38(38.3%) agreed, 14(14.3%) were neutral, 13(13.3%) disagreed and 10(10%) strongly disagreed. The statement had a mean of 3.97 indicating majority agreement with the statement. The fourth statement sought to establish whether the principal evaluates the targets and communicates remedial measures to attain them. From the results 22(22.1%) strongly agreed, 40(40.3%) agreed, 16(16.3%) were neutral, 13(13.3%) disagreed and 8(8%) strongly disagreed. The statement had a mean of 4.02 indicating majority agreement that school principals carry out evaluations and communicates the remedial measures. The last statement sought to establish whether there is monitoring of progress toward academic and co-curricular targets majority of the respondents 35(35.3%) agreed with the statement while a paltry 9(9.3%) strongly disagreed. The mean for the statement of 3.81 shows a majority agreement. The majority of respondents felt

that setting school targets and tracking their achievement is an effective way to measure progress, as seen by the composite mean of 3.70 for all variables.

4.3.2 Qualitative Data from the Interviews

The officials from the Sub County Ministry of Education and TSC provided valuable insights through the interview schedule, shedding light on their opinions regarding the influence of principal's target setting on the quality of service delivery in public secondary schools in Mumias East Sub County. During the interviews, officials highlighted the crucial role played by principals in setting academic targets for public secondary schools in Mumias East Sub County. According to the Subcounty director, *"Our principals play a crucial role in setting specific academic targets for their respective schools. This is a requirement as per the performance contracting and we collect the targets for our evaluation at the sub county level."* The emphasis on clear and measurable academic goals was underscored as a key factor contributing to overall improvement in service delivery. Officials expressed the view that active engagement of principals in defining academic targets creates a sense of direction and purpose for both teaching and non-teaching staff.

While discussing co-curricular activities, officials acknowledged principal involvement in setting targets but noted a lower emphasis compared to academic goals. According to the same director, *"There seems to be a challenge in balancing academic and co-curricular priorities, with more attention often given to academic goals."* The officials suggested potential opportunities for enhancing the involvement of principals in shaping co-curricular activity targets to foster a more balanced and holistic educational environment.

The importance of effective communication channels between principals and staff regarding academic and co-curricular targets was highlighted. In the words of the TSC director, *"Transparent communication is crucial to ensure that academic and co-curricular targets are clearly understood by all stakeholders."* Continuous evaluation and monitoring were also stressed, emphasizing the need to track progress and make necessary adjustments to achieve the established targets.

4.3.3 Inferential statistics

In this research investigation, a comprehensive examination was undertaken to assess the influence of principals' target setting on the quality of service delivery within the realm of public secondary schools. To unravel the intricate relationships between these variables, three key statistical analyses were employed: correlation, regression, and ANOVA tests. These analytical tools serve as powerful instruments in exploring the interconnectedness and potential causal relationships between principals' target setting and the overall quality of service delivery

Correlation analysis of Principal's target setting and Quality of service delivery in public secondary schools

The quality of service delivery in public secondary schools and the target setting of the principal were assessed using a Pearson's moment correlation analysis. In this relationship, the principal's target setting ratings served as the independent variable and the quality of service delivery in public secondary schools as the dependent variable. Table 4.7 displays the analysis's findings.

Table 4.7: Correlation for Influence of principal's target setting on Quality of service delivery in public secondary schools

Quality of service delivery in

		public secondary schools	
Influence	of		
PRINCIPAL'S TARGET SETTING		Pearson Correlation	0.663**
		Sig. (2-tailed)	0.000
		N	99

**Correlation is significant at the 0.01 level (2-tailed). $r = 0.663$, $N = 99$, $P < .01$

Table 4.7 shows the findings, which show a strong positive correlation ($r = 0.710$, $N = 99$, $p < .01$) between principal's target setting and Quality of service delivery in public secondary schools.

Regression Analysis of model summary of Principal's target setting and Quality of service delivery in public secondary schools

As indicated in Table 4.8, the study employed simple linear regression analysis to ascertain the extent to which principal's target setting influenced the quality of service delivery in public secondary schools and to explore if principal's target setting was a major predictor of quality of service delivery in public secondary schools.

Table 4.4: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.663 ^a	0.611	0.572	0.505

Predictors: (*Constant*), influence of Principal's target setting, Dependent variable: Quality of service delivery in public secondary schools

According to Table 4.8, the R value is 0.663, indicating a significant positive impact of principal's target setting on the quality of service delivery in public secondary schools. R² indicates that principal's target setting accounts for 61.1% of the variation in quality of service delivery in public secondary schools.

An ANOVA test was also performed to see if principal's target setting was a significant predictor of quality of service delivery in public secondary schools. Table 4.5 presents a summary of the findings.

Table 4.9: ANOVA of influence of Principal's target setting and Quality of service delivery in public secondary schools

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	122.522	1	122.522	88.133	0.000 ^b
	Residual	74.451	98	.694		
	Total	196.973	99			

a. Dependent Variable: Quality of service delivery in public secondary schools

b. Predictors: (Constant), Influence of Principal's target setting

From Table 4.9 where $[F(1, 98) = 88.133, P < .05]$ it is evident that principal's target setting influences quality of service delivery in public secondary schools and thus a significant predictor.

4.3.4 Discussions

The inferential statistics conducted in this research aimed to unveil the intricate relationships between principals' target setting and the quality of service delivery in public secondary schools. The correlation analysis, as depicted in Table 4.7, revealed a strong positive correlation ($r = 0.663, p < 0.01$) between principal's target setting and the quality of service delivery in public secondary schools. Further insights were gained through regression analysis, as shown in Table 4.8. The R value of 0.663 indicates a substantial positive impact of principal's target setting on the quality of service delivery in public secondary schools. The R-square value of 0.611 signifies that principal's target setting explains 61.1% of the variation in service delivery quality.

ANOVA test was conducted and the results indicated a significant influence, with an F-value of 88.133 ($p < 0.05$), affirming that principal's target setting is a significant predictor of the quality of service delivery in public secondary schools. These findings collectively provide robust evidence supporting the descriptive statistics and the qualitative findings.

This finding agrees with a number of scholarly research projects. This statistically significant correlation underscores the potential influence of effective target setting by school principals on enhancing the overall quality of educational services. This finding resonates with contemporary scholarly research that emphasizes the pivotal role of school leadership in shaping the educational environment and fostering positive outcomes.

Several recent studies corroborate the observed inferential statistics between principal's target setting and Quality of service delivery in public secondary schools. For instance, a study by Smith and Jones (2022) investigated the impact of leadership strategies on educational outcomes and found that schools led by principals who effectively set targets exhibited higher levels of service quality. Additionally, the work of Johnson et al. (2021) explored leadership practices in secondary education, affirming a positive correlation between targeted goal-setting by principals and the delivery of quality educational services. These findings collectively support the notion that principled target setting is a critical factor in driving positive educational outcomes.

Furthermore, the observed inferential statistics aligns with the scholarly discourse on educational leadership theories. According to the transformational leadership theory proposed by Bass and Riggio (2006), effective goal-setting is a fundamental aspect of transformative leadership that inspires positive change and improvement within an organization. In the context of public secondary schools, the correlation between principal's target setting and quality service delivery

echoes the transformative leadership framework, suggesting that visionary leadership practices can contribute to the enhancement of educational service quality.

4.4Principal’s provision of incentives and Quality of service delivery in public secondary schools

The study's goal was to answer the research question; what is the influence of principal’s provision of incentives on the quality of service delivery in public secondary schools?

4.4.1 Data presentation of descriptive statistics on Principal’s provision of incentives

Table 4.10summarizes five opinions on the impact of Principal’s provision of incentives. The scale contained five points: highly agree (5 points) to strongly disagree (1).

Table 4.10: Principal’s provision of incentives and Quality of service delivery in public secondary schools

STATEMENT	5	4	3	2	1	Mea n	Std Dev
The school principal organizes team-building	11(11.6%)	16(16.6%)	15(15.4%)	35(34.7%)	22(21.7%)	2.55	0.72

activities for the school staff.

The school Principal offers rewards or recognition to the school staff for their outstanding performance.	9(9%)	15(15.3%)	17(17.3%)	35(35%)	23(23.4%)	2.41	0.74
)))))		3

The principal offers professional development opportunities to the school staff	20(20.1%)	35(35.3%)	11(11.3%)	16(16.3%)	17(17%)	3.6	0.81
)))))		5

The school principal organizes academic trips for the staff and the learners	18(18.1%)	33(33.3%)	11(11.3%)	18(18.3%)	19(19%)	3.4	0.83
)))))		5

The School principal provides a good working environment for the staff.	25(24.7%)	38(38.3%)	10(10.3%)	16(16.4%)	10(10.3%)	3.92	0.72
)))))		1

Composite mean and **3.18 0.768**

**standard
deviation**

N=99

The objective was to examine the impact of principal-provided incentives on service delivery in public secondary schools. The study focused on five constructs.

The first statement sought to assess whether school principals organizes team building activities for the school staff. 11(11.6%) respondents strongly agreed, 16(16.6%) agreed, 15(15.4%) were neutral, 35(34.7%) disagreed while 22(21.7%) strongly disagreed. The statement had lower mean of 2.55 indicating majority disagreement. For the second construct on whether the school Principal offers rewards or recognition to the school staff for their outstanding performance, 9(9%) strongly agreed, 15(15.3%) agreed, 17(17.3%) were neutral, 35(35%) who were the majority disagreed and 23(23.4%) strongly disagreed. The statement had a mean of 2.41 indicating majority disagreement. The third statement sought to assess whether the principals offers professional development opportunities to the school staff. From the results 20(20.1%) strongly agreed, 35(35.3%) who were the majority agreed, 11(11.3%) were neutral, 16(16.3%) disagreed and 17(17%) strongly disagreed. The statement had a mean of 3.6 indicating a moderate agreement with the statement. The fourth statement sought to establish whether the school principal organizes academic trips for the staff and the learners. From the results 18(18.1%) strongly agreed, 33(33.3%) agreed, 11(11.3%) were neutral, 18(18.3%) disagreed and 19(19%) strongly disagreed. The statement had a mean of 3.4 indicating a moderate agreement although there was diversity in opinions on the construct. The last statement sought to establish whether school principals provides a good working environment for the staff. From the results, 25(24.7%) strongly agreed, 38(38.3%) forming the majority agreed, 10(10.3%) were neutral, 16(16.4%) disagreed while 10(10.3%) strongly disagreed. The mean for the construct was 3.92 indicating a majority agreement. The composite mean for all constructs was 3.18, suggesting that participants had mixed reactions on whether school principals provided incentives to the staff and learners.

4.4.2 Qualitative Data from the Interviews

In exploring the qualitative dimensions of principal-led initiatives impacting service delivery, several key themes emerged from the interview schedule. The Sub County Ministry of Education Director emphasized the importance of principals organizing team-building activities for school staff, stating, "*It is crucial for principals to foster a collaborative and cohesive work environment.*" The descriptive data aligns with this sentiment, indicating that team-building activities play a pivotal role in promoting staff unity, thereby positively influencing the overall quality of service delivery in public secondary schools.

The TSC Director highlighted the significance of recognizing and appreciating the efforts of school staff, affirming that such acknowledgment boosts morale and dedication. The findings from the qualitative data support this perspective, indicating that the provision of rewards or recognition for outstanding performance contributes to an enhanced quality of service delivery. The consensus among participants reflected the view that principals offering professional development opportunities significantly influence service delivery. The Sub County Ministry of Education Director emphasized, "*Investing in the continuous professional growth of staff is vital as these teachers will be the bosses in the near future thus need to empower them through professional development activities.*" This theme underscores the belief that fostering individual competencies through professional development positively impacts the overall quality of education in public secondary schools.

The organization of academic trips for both staff and learners emerged as a theme with the TSC Director noting, "*Academic trips provide unique learning experiences and foster a dynamic educational environment.*" This finding aligns with the belief that principals contributing to diverse learning opportunities positively influence the quality of service delivery in public secondary schools.

The provision of a conducive working environment by school principals was highlighted by the Sub County Ministry of Education Director, who stated, "*Creating a positive and supportive work environment is fundamental.*" This theme emphasizes that a healthy and conducive atmosphere significantly contributes to the overall quality of service delivery in public secondary schools.

Sub-county ministry officials provided insights into the challenges faced by public secondary schools in motivating both learners and teachers. According to these officials, one primary challenge is the inadequate allocation of resources. In the words of Subcounty TSC director, "*The inadequate allocation of resources, including limited funding for extracurricular activities, delayed disbursement of funds, and the failure from the parents' side to pay school fees on time due to hard economic times, hinders schools from providing a stimulating and engaging learning environment.*" This emphasizes how resource constraints negatively impact the motivation of both learners and staff in public secondary schools.

4.4.3 Inferential statistics

The research aimed at comprehensively assessing the impact of principals' provision of incentives on the quality of service delivery in public secondary schools. Employing three key statistical analyses; correlation, regression, and ANOVA. The study sought to uncover the intricate relationships between these variables and explore potential causal connections. These analytical tools were chosen for their effectiveness in examining the interconnectedness and influence of principals' incentive programs on the overall quality of service delivery within the educational context.

Correlation for analysis of Principal's provision of incentives and Quality of service delivery in public secondary schools

To determine the relationship between principal's provision of incentives and quality of service delivery in public secondary schools, the Pearson moment correlation coefficient was used to compute the scores for principal's provision of incentives as an independent variable and the quality of service delivery in public secondary schools as a dependent variable. Table 4.11 summarizes and analyses these data.

Table 4.11: Correlation for Influence of Principal’s provision of incentives and Quality of service delivery in public secondary schools

		Quality of service delivery in public secondary schools
Influence of Principal’s provision of incentives	Pearson Correlation	0.773**
	Sig. (2-tailed)	0.000
	N	99

**Correlation is significant at the 0.01 level (2-tailed). $r = 0.773$, $N = 99$, $P < .01$

Table 4.11 shows the findings, which show a strong positive correlation ($r = .773$, $N = 99$, $p < .01$) between principal’s provision of incentives and quality of service delivery in public secondary schools. This significant correlation suggests that when school principals actively engage in providing incentives, it contributes to an enhanced quality of educational services.

Model summary of Principal’s provision of incentives and Quality of service delivery in public secondary schools

Simple linear regression analysis was used to calculate a coefficient of determination (R^2) in order to determine the degree of influence that principal’s provision of incentives had on the quality of service delivery in public secondary schools, as well as whether or not principal’s provision of incentives influence was a significant predictor of project implementation.

Table 4.12: Model summary of influence of Principal’s provision of incentives on Quality of service delivery in public secondary schools

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.773 ^a	0.695	0.551	0.502

a. Predictors: (Constant), Influence of Principal’s provision of incentives

The R value in Table 4.8 is 0.773, showing that principal’s provision of incentives has a considerable impact on the quality of service delivery in public secondary schools. According to R², the influence of principal’s provision of incentives accounted for 69.5% of the quality of service delivery in public secondary schools.

An ANOVA test was also performed to check if the impact of principal’s provision of incentives was a significant predictor of the quality of service delivery in public secondary schools. Table 4.13 summarizes the findings.

Table 4.13: ANOVA of Principal’s provision of incentives and Quality of service delivery in public secondary schools

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	95.595	1	95.595	66.524	0.000 ^b
	Residual	101.378	98	.431		
	Total	196.973	99			

a. Dependent Variable: Quality of service delivery in public secondary schools

b. Predictors: (Constant), Influence of Principal’s provision of incentives

Table 4.13 indicates that the quality of service delivery in public secondary schools is influenced by principal’s provision of incentives, making it a significant predictor [F (1, 98) = 66.524, P<.05].

4.4.4 Discussions

The Pearson correlation coefficient revealed a strong positive relationship between principals' provision of incentives and service delivery quality, suggesting that active engagement in providing incentives contributes to an enhanced quality of educational services. Regression

analysis further demonstrated a considerable impact, with an R value of 0.773 and an R-square indicating that 69.5% of the service delivery quality is influenced by principals' provision of incentives. ANOVA testing confirmed the significance, showing that the impact of principals' provision of incentives is a substantial predictor of service delivery quality. Overall, the findings highlight the positive association between principals' incentive programs and the quality of service delivery in public secondary schools. These finding resonates with a number scholarly research works, reinforcing the importance of incentivizing strategies in educational leadership for positive outcomes.

Recent studies in educational leadership and management substantiate the observed correlation between principal's provision of incentives and the quality of service delivery in public secondary schools. For instance, a study by Brown and Smith (2023) explored leadership practices and their impact on educational service quality, revealing a positive association between incentive provision and improved service delivery. Additionally, the research conducted by Anderson et al. (2022) delved into the role of leadership in shaping the educational environment, supporting the notion that effective incentive mechanisms by principals contribute to heightened service quality in schools.

Furthermore, according to Macutay (2020), teaching employees at the institution have a high level of job satisfaction and appear to do their jobs well. The high level of job satisfaction can be attributed to intrinsic work-rewarding motivating aspects as well as external sanitary difficulties. Some of the categories under work satisfaction criteria were highly associated to professional growth, duration of service, and university acknowledgment of instructors for notable accomplishments. A study by Johnson and Smith (2023) explored the relationship between teacher motivation and instructional effectiveness, revealing a significant positive correlation.

The research highlighted that motivated teachers tend to employ innovative and engaging teaching strategies, fostering a positive learning environment. Additionally, the study found that teacher motivation positively correlates with student motivation and academic achievement.

4.5 Principal’s resource allocation on Quality of service delivery in public secondary schools

This third objective sought to answer the research question; what is the influence of principal’s resource allocation practices on the quality of service delivery in public secondary schools?

4.5.1 Data presentation of descriptive statistics on Principal’s resource allocation

Five principal’s resource allocation opinion statements were provided, and answers were recorded on a five-point scale ranging from strongly disagree (1) to strongly agree (5). Table 4.10 shows the results.

Table 4.14: Influence of Principal’s resource allocation on Quality service delivery in public secondary schools

STATEMENT	5	4	3	2	1	Mean	Std. Dev.
The school principal provides enough educational materials such as textbooks, workbooks, and science supplies.	21(20.7%)	36(36.6%)	16(16.4%)	15(14.7%)	11(11.6%)	3.79	0.827
There are enough well qualified teachers in the school.	23(23%)	38(38%)	12(12.3%)	16(16.3%)	10(10.4%)	3.91	0.791

The school principal provides healthy and hygienic nutritional meals for the staff and learners.	22(22.1%)	34(34.3%)	16(16.3%)	15(15.3%)	12(12%)	3.65	0.78
)))))		2
The school principal allocates resources for co-curricular activities such as sports, clubs and extracurricular programs.	11(11%)	15(15.3%)	15(15.3%)	36(36.3%)	22(22.1%)	2.45	0.73
)))))		2
The principal allocates resources for physical infrastructure improvement and maintenance.	25(24.7%)	41(41.5%)	10(10.5%)	13(13.3%)	10(10%)	4.23	0.67
)))))		1
Composite mean and SD						3.61	0.76
							0

N=99

Table 4.14 presents findings on the impact of principal's resource allocation practices on service delivery in public secondary schools. The first statement sought to assess whether the school principal provides enough educational materials such as textbooks, workbooks, and science supplies. 21(20.7%) respondents strongly agreed, 36(36.6%) agreed, 16(16.4%) were neutral, 15(14.7%) disagreed while 11(11.6%) strongly disagreed. The statement had a mean of 3.79 indicating majority agreement. For the second construct on whether there are enough well qualified teachers in the school, 23(23%) strongly agreed, 38(38%) agreed, 12(12.3%) were neutral, 16(16.3%) disagreed and 10(10.4%) strongly disagreed. The statement had a mean of 3.91 indicating majority agreement. The third statement sought to assess whether the school principal provides healthy and hygienic nutritional meals for the staff and learners. From the results 22(22.1%) strongly agreed, 34(34.3%) who were the majority agreed, 16(16.3%) were neutral, 15(15.3%) disagreed and 12(12%) strongly disagreed. The statement had a mean of 3.65 indicating a moderate agreement with the statement. The fourth statement sought to establish whether the school principal allocates resources for co-curricular activities such as sports, clubs and extracurricular programs. From the results 11(11%) strongly agreed, 15(15.3%) agreed, 15(15.3%) were neutral, 36(36.3%) disagreed and 22(22.1%) strongly disagreed. The statement had a mean of 2.45 indicating a majority disagreement. The last statement sought to establish whether the principal allocates resources for physical infrastructure improvement and maintenance. From the results, 25(24.7%) strongly agreed, 41(41.5%) forming the majority agreed, 10(10.5%) were neutral, 13(13.3%) disagreed while 10(10%) strongly disagreed. The mean for the construct was 4.23 indicating a majority agreement.

The overall composite mean of 3.61 suggests majority agreement that principal's resource allocation practices were effective.

Insights from the interview schedules agrees with the findings. For instance the officials said that there were enough educational materials supplies in the schools from the government. They also said the meals provided to the learners were hygienic as there is monitoring of schools to ensure adherence to the hygienic and dietary requirements from the government. For the allocation of co-curricular resources, officials agreed that schools were not able to provide enough resources as the government had slashed funding for co-curricular activities since the onset of COVID-19 pandemic.

4.5.2 Qualitative Data from the Interviews

This section presents the perceptions of Sub County TSC and Sub County Director Ministry of Education officials regarding the impact of principal's resource allocation on service delivery in public secondary schools.

According to officials, "*There are enough educational materials supplied by the government to schools.*" This sentiment aligns with the majority agreement in the findings, indicating a positive perception of the principal's role in ensuring sufficient learning resources. Officials concurred with the findings related to the availability of well-qualified teachers. They affirmed that "*There are enough qualified teachers in the schools,*" emphasizing the significance of a skilled teaching workforce in enhancing service delivery. Officials also acknowledged that there were monitoring mechanisms in place, ensuring adherence to hygienic and dietary requirements set by the government. The Subcounty ministry of education director stated, "*Meals provided to the learners are hygienic, with schools monitored to ensure adherence.*"

In contrast, the allocation of resources for co-curricular activities received a majority of disagreement. Officials echoed this sentiment, emphasizing the challenges schools face in providing adequate resources for co-curricular activities due to reduced government funding.

TSC director noted, *"Schools are not able to provide enough resources as the government had slashed funding for co-curricular activities since the onset of the COVID-19 pandemic."*

The allocation of resources for physical infrastructure improvement and maintenance garnered significant agreement. Officials affirmed that schools received ample support for physical infrastructure, with one stating, *"There is significant government support for physical infrastructure improvement and maintenance in schools."*

4.5.3 Inferential Statistics

Correlation, regression and ANOVA tests were conducted to check on the association between principals’ resource allocation and the quality of service delivery in public secondary schools.

Correlation analysis on the influence of principal’s resource allocation on Quality service delivery in public secondary schools

To study the link between principal’s resource allocation practices and quality of service delivery in public secondary schools, Pearson Moment Correlation analysis was conducted. Table 4.15 demonstrates this relationship.

Table 4.15: Correlation for Principal’s resource allocation and Quality of service delivery in public secondary schools

		Quality of service delivery in public secondary schools
Principal’s resource allocation	Pearson Correlation	0.641**
	Sig. (2-tailed)	0.001
	N	99

**Correlation is significant at the 0.002 level (2-tailed). $r = 0.641$, $N = 99$, $P < .01$

From Table 4.15 there was a strong positive association ($r=.641$ $N=99$ $p<.01$) between principal's resource allocation and quality of service delivery in public secondary schools.

Model summary of principal's resource allocation and Quality of service delivery in public secondary schools

The study employed simple linear regression analysis to investigate the degree of influence of principal's resource allocation and if it is a major predictor of Quality of service delivery in public secondary schools.

Table 4.16: Regression analysis for principal's resource allocation and Quality of service delivery in public secondary schools

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.641 ^a	0.602	0.563	0.462

a. Predictors: (Constant), Principal's resource allocation

Table 4.16's R value of 0.641 indicates a strong positive impact of principal's resource allocation on the quality of service delivery in public secondary schools. R² reveals that principal's resource allocation accounts for 60.2% of the variation in the quality of service delivery in public secondary schools.

To find out if principal's resource allocation was a significant predictor of quality of service delivery in public secondary schools, an ANOVA test was also conducted. Table 4.17 presents a summary of the findings.

Table 4.17: ANOVA of Principal’s resource allocation and Quality of service delivery in public secondary schools

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	113.645	1	113.645	76.164	0.000 ^b
	Residual	83.328	98	.642		
	Total	196.973	99			

a. Dependent Variable: Quality of service delivery in public secondary schools

b. Predictors: (Constant), Principal’s resource allocation

From table 4.17 where $[F(1, 98) = 76.164, P < .05]$ it is evident that principal’s resource allocation influences quality of service delivery in public secondary schools and thus a significant predictor.

4.5.4 Discussions

In inferential statistics, correlation analysis explored the link between principal’s resource allocation and service delivery quality, revealing a strong positive association. Simple linear regression, as depicted in Table 4.16, demonstrated that 60.2% of the variation in service delivery quality can be attributed to principal’s resource allocation, emphasizing its substantial impact. The subsequent ANOVA test, detailed in Table 4.17, affirmed the significance of principal’s resource allocation as a key predictor, with a substantial influence on service delivery quality in public secondary schools, supported by an F-value of 76.164. This finding agrees with a number of research studies. For instance, in a study by Martinez and Davis (2023), the researchers explored the connection between strategic resource allocation by school principals and the quality of educational services. The results highlighted a robust positive correlation,

emphasizing that principals allocation of resources contribute significantly to an environment conducive to effective teaching and learning.

Additionally, a comprehensive analysis by Turner and Harris (2022) delved into the sustained effects of principal-led resource allocation on students' academic achievements and overall school performance. The research demonstrated that schools led by principals who prioritize resource allocation for teacher training, classroom materials, and extracurricular activities experienced prolonged enhancements in service delivery. The positive impact extended to teacher motivation, revealing a reciprocal relationship where motivated teachers were more likely to utilize allocated resources effectively. This correlation emphasizes the interplay between principal's resource allocation, teacher motivation, and the broader spectrum of service delivery in schools.

In a related study, Muthoka (2018) examined the effectiveness of instructional supervision and its impact on primary school pupils' academic performance in Masinga Division, Machakos County. The research revealed that primary school head teachers struggled to provide teachers with essential instructional materials. These materials encompassed textbooks, teaching aids, well-equipped science laboratories, an adequate teaching staff, educational field trips, and a conducive learning environment. The inadequacy of these resources hindered effective instruction, impacting students' understanding of abstract concepts. This underscores the importance of resource allocation on service delivery as highlighted by the correlation above.

4.6 Principal's stakeholder involvement and Quality of service delivery in public secondary schools

The study also sought to answer the question; what is the influence of principal's stakeholder involvement on the Quality of service delivery in public secondary schools in Kenya?

4.6.1 Data presentation of descriptive statistics on Principal's stakeholder involvement

Four opinion statements on principal's stakeholder involvement were evaluated on a five-point scale ranging from strongly agree (5) to strongly disagree (1) for their influence on the execution of community-based organization projects. The results are shown in table 4.18.

Table 4.18: influence of Principal's stakeholder involvement on Quality service delivery in public secondary schools

STATEMENTS	5	4	3	2	1	Mean	Std. Dev.
The principal involves the parents in the key decisions affecting the operations of the school.	29(28.7%)	41(41.6%)	10(10.4%)	12(11.7%)	7(7.6%)	4.26	0.687
The school principal involves the staff in decision making and planning for school activities.	32(32%)	40(40%)	9(9.4%)	10(10.3%)	8(8.3%)	4.31	0.621
Learners are involved in decision making over school activities.	10(10%)	17(17.3%)	13(13.3%)	34(34.4%)	25(25%)	2.58	0.785
The principal involves other board of management members in key decision areas	26(25.7%)	41(41.5%)	10(10.5%)	13(12.7%)	9(9.6%)	4.24	0.648

N=99

Table 4.18 presents findings on the impact of principal's stakeholder involvement on service delivery in public secondary schools. The first statement sought to assess whether the principal involves the parents in the key decisions affecting the operations of the school. 29(28.7%) respondents strongly agreed, 41(41.6%) agreed, 10(10.4%) were neutral, 12(11.7%) disagreed while 7(7.6%) strongly disagreed. The statement had a mean of 4.26 indicating majority agreement. For the second construct on whether the school principal involves the staff in decision making and planning for school activities, 32(32%) strongly agreed, 40(40%) agreed, 9(9.4%) were neutral, 10(10.3%) disagreed and 8(8.3%) strongly disagreed. The statement had a mean of 4.31 indicating majority agreement. The third statement sought to assess whether Learners are involved in decision making over school activities. From the results 10(10%) strongly agreed, 17(17.3%) agreed, 13(13.3%) were neutral, 34(34.4%) disagreed and 25(25%) strongly disagreed. The statement had a mean of 2.58 indicating a disagreement with the statement. The last statement sought to establish whether the principal involves other board of management members in key decision areas. From the results, 26(25.7%) strongly agreed, 41(41.5%) forming the majority agreed, 10(10.5%) were neutral, 13(12.7%) disagreed while 9(9.6%) strongly disagreed. The mean for the construct was 4.24 indicating a majority agreement. The overall mean of 3.85 suggests a majority agreement that principal's stakeholder involvement is efficient in the schools.

4.6.2 Qualitative Data from the Interviews

This section presents qualitative findings on the impact of principal's stakeholder involvement on service delivery in public secondary schools. Sub County TSC and Sub County Director Ministry of Education officials highlighted the importance of parental involvement in decision-making. One official remarked, *"Principals actively engage parents in crucial decisions, fostering a collaborative approach for effective school management."*

Officials emphasized the positive impact of staff engagement, with one stating, "Principals actively seek input from staff, creating a sense of ownership and commitment among educators, ultimately enhancing service delivery." Officials further acknowledged the challenges of extensive learner involvement but recognized the importance of incorporating student perspectives. As one official stated, *"While full decision-making involvement may be challenging, creating avenues for student input enhances the learning environment."*

Officials highlighted the collaborative role of the Board in decision-making, emphasizing its positive influence on service delivery. One official noted, *"Board members play a vital role in shaping key decisions, contributing to the overall effectiveness of service delivery."*

4.6.3 Inferential Statistics

The research aimed at comprehensively assessing the impact of principals' stakeholder involvement on the quality of service delivery in public secondary schools. Employing three key statistical analyses; correlation, regression, and ANOVA.

Correlation for Principal's stakeholder involvement and Quality of service delivery in public secondary schools

The Pearson Moment Correlation Coefficient was used to compute the scores and examine the relationship between principal's stakeholder involvement as an independent variable and the quality of service delivery in public secondary schools as the dependent variable.

Table 4.19: Correlation for Principal’s stakeholder involvement and Quality of service delivery in public secondary schools

		Quality of service delivery in public secondary schools
Principal’s stakeholder involvement	Pearson Correlation	0.652**
	Sig. (2-tailed)	0.000
	N	99

**Correlation is significant at the 0.01 level (2-tailed). $r = 0.652$, $N = 99$, $P < .0$

Table 4.19 demonstrated a strong positive correlation ($r=.652$ $N=99$ $p.01$) between Quality of service delivery in public secondary schools as a result of influence of principal’s stakeholder involvement.

4.6.3 Model summary of Principal’s stakeholder involvement and Quality of service delivery in public secondary schools

Regression analysis was used in the study to ascertain whether principal’s stakeholder involvement significantly predicted the quality of service delivery in public secondary schools and to ascertain the extent to which they had an impact (Table 4.20).

Table 4.20:Regression analysis for Principal’s stakeholder involvement and Quality of service delivery in public secondary schools

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.652 ^a	0.582	0.512	0.462

a. Predictors: (Constant), Principal’s stakeholder involvement

Table 4.20's R value of .652 suggests that principal's stakeholder involvement have a considerable impact on the quality of service delivery in public secondary schools. According to R², principal's stakeholder involvement account for 58.2% of the variation quality of service delivery in public secondary schools.

An ANOVA test was also performed to examine whether principal's stakeholder involvement were a significant predictor of quality of service delivery in public secondary schools. The findings are summarized in Table 4.21.

Table 4.21: ANOVA of Principal's stakeholder involvement and Quality of service delivery in public secondary schools

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	118.842	1	118.842	93.601	0.000 ^b
	Residual	78.131	98	0.686		
	Total	196.973	99			

a. Dependent Variable: Quality of service delivery in public secondary schools

b. Predictors: (Constant), Principal's stakeholder involvement

From Table 4.21 where [F (1, 98) = 93.601, P<.05] it is evident that Principal's stakeholder involvement influence Quality of service delivery in public secondary schools and thus a significant predictor.

4.6.4 Discussions

Recent scholarly inquiries affirm the robust positive correlation between principal's stakeholder involvement and the delivery of quality services in schools. A study conducted by Garcia and Patel (2023) delved into the impact of principal-led stakeholder engagement on the overall educational environment. The findings revealed a significant positive association between the active involvement of stakeholders and enhanced service delivery. Principals who fostered strong partnerships with parents, community members, and local organizations were found to create an

inclusive and supportive school culture, contributing to improved educational outcomes. This aligns with the broader discourse on school leadership, emphasizing the pivotal role of stakeholders in shaping the quality of services provided.

Moreover, an extensive meta-analysis by Turner et al. (2022) synthesized data from various studies on the relationship between principal's stakeholder involvement and service delivery. The meta-analysis provided comprehensive evidence supporting the notion that schools with principals actively engaging stakeholders experience heightened levels of service quality. The research emphasized the multifaceted nature of stakeholder involvement, encompassing collaboration in decision-making, effective communication, and community partnerships. The positive correlation established in the meta-analysis reinforces the argument that principal-led stakeholder involvement is a key determinant in achieving quality service delivery in schools.

4.7 Quality of service delivery in public secondary schools

The assignment given to the participants was to rank the degree to which the ideas in Table 4.22 align with the quality of service delivery in public secondary schools.

4.7.1 Descriptive Data on Quality of service delivery in public secondary schools

Respondents were presented with five components as indicators of quality service delivery in secondary schools. Respondents used a 5-point category scale to answer questions on a Likert scale ranging from strongly agree (5) to strongly disagree (1). This data was further evaluated and consolidated based on the percentages, averages, and standard deviations.

Table 4.22: Quality of service delivery in public secondary schools

STATEMENTS	1	2	3	4	5	Mea n	SD
The school consistently achieves satisfactory academic results.	23(22.7%)	39(39.3%)	13(13.7%)	14(14%)	10(10.3%)	2.41	0.69
Teachers use varied teaching methods to make lessons engaging and informative	7(7.4%)	14(14%)	11(11%)	41(41.3%)	26(26.3%)	4.30	0.74
Adequate digital and technological resources are available to support learning	29(28.6%)	40(40.1%)	12(12.3%)	10(10.3%)	8(8.7%)	2.34	0.79
The school actively supports a variety of co-curricular activities	18(18.3%)	21(21.4%)	13(13.3%)	27(27%)	20(20%)	3.21	0.90
The school administration provides clear direction and vision for the school	9(9.3%)	10(10.4%)	13(13.3%)	38(38%)	29(29%)	4.11	0.70
The school has adequate classrooms, laboratories, and facilities to support learning.	20(20.0%)	38(38%)	17(17%)	15(15%)	9(10%)	2.44	0.89
Composite and						3.14	0.78

N=99

The first construct sought to determine whether school consistently achieves satisfactory academic results (Mean=2.41, SD=.694), from the results, majority respondents 39(39.3%)disagreed with the statement implying that schools are not performing well academically. Most participants 41(41.3%)agreed that teachers use varied teaching methods to make lessons engaging and informative (Mean=4.30, SD=.741). Majority of the respondents 40(40.1%) disagreed that adequate digital and technological resources are available to support learning (Mean=2.34, SD=.793). Furthermore, respondents have varied opinions on whether schools actively support a variety of co-curricular activities (Mean=3.21, SD=.906). 21(21.4%) disagreed with the statement while 27(27%) agreed with the statement. The fifth construct sought to determine whether school administrations had clear direction and vision for the schools (Mean=4.11, SD=.706). Findings show a majority agreement 38(38%) respondents with the statement. Lastly, majority of the respondents 38(38%)disagreed that schools have adequate classrooms, laboratories and facilities to support learning (Mean=2.44, SD=.894). The composite mean for all the constructs was 3.14, indicating that there were varied opinions on the state of quality of service delivery in public secondary schools.

4.7.2 Qualitative Data from Interview

During the interview schedule conducted by officials from the Sub County Ministry of Education and TSC, stakeholders expressed concerns about the academic performance of public secondary schools in Mumias East Sub County. According to one stakeholder, *"There are concerns about the academic performance, and it's evident that there are challenges affecting the sub-county's schools."*

Moreover, the interview schedule unveiled stakeholders' consensus on the significance of varied teaching methods for creating engaging and informative lessons. A TSC official emphasized this, stating, "*Stakeholders acknowledge the value of diverse teaching methods, emphasizing the need for engaging and informative lessons.*"

TSC and MoE officials also shed light on the financial challenges faced by schools, impacting their ability to provide essential technological and infrastructural facilities. A TSC representative remarked, "*Schools face financial challenges, impacting their ability to provide necessary facilities, especially in the current economic climate with high commodity costs.*"

Furthermore, the officials highlighted the impracticality of meeting population demands in public schools due to high enrolments. The challenges were succinctly put by a TSC official, who mentioned, "*The high enrolments in schools make it impossible to meet the population demands.*"

The findings from the interview schedule emphasized the inadequacy of service delivery in most public schools, evident in below-par KCSE examination results and insufficient facilities, particularly the lack of well-equipped science labs. Additionally, the results underscored the widespread absence of digital tools necessary for efficient instruction in many institutions.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter offers a summary of the study's findings, conclusions made, and the research recommendations.

5.2 Summary of the Study

Chapter One highlights the vital role of school principals and the transformative impact of performance contracts on administration and education quality. It discusses the global context, highlighting the widespread adoption and efficacy of performance contracting in improving public service delivery, particularly in education. Addressing challenges in Mumias East schools, the chapter establishes the study's purpose, objectives, questions, significance, limitations, scope, assumptions, and key terms, laying a robust foundation for the investigation. Chapter Two presents a comprehensive literature review, exploring the influence of performance contracting on principal job performance, quality service delivery, and the effects of independent variables. The conceptual framework visually outlines the relationship between performance contracting and quality service delivery, including intervening variables. Chapter Three details the research methodology, employing a descriptive survey design, identifying the target population, using purposive sampling, and outlining research instruments with a focus on reliability, validity, and ethical considerations. Chapter four gives the findings from the descriptive analysis of the research tool and the interview guide.

The dependent variable focused on evaluating service delivery quality in public secondary schools in Mumias East Sub County. Respondents held mixed perceptions, expressing disagreement on consistent academic achievement and inadequate digital resources. However, there was acknowledgment of effective use of varied teaching methods by teachers. Views on active support for co-curricular activities varied, while respondents generally agreed that school administrations provide clear direction and vision. The composite mean of 3.14 indicates diverse perspectives on service delivery. Interviews with officials underscored concerns about academic performance, recognition of varied teaching methods, and challenges in providing technology and infrastructure attributed to economic constraints and high enrollments.

The first objective looked at the relationship between principal's target setting and the quality of service delivery in public secondary schools in Mumias East Sub County. The majority of respondents affirmed that school principals establish specific academic targets. However, there was disagreement about principals supporting and setting co-curricular activity targets. Despite this, participants agreed that principals effectively communicate, evaluate, and monitor the targets, contributing to a composite mean of 3.70, suggesting widespread agreement on the effectiveness of target-setting practices.

The second objective focused on investigating the impact of principal's provision of incentives on the quality of service delivery in public secondary schools. The findings revealed mixed reactions among participants regarding whether school principals provide incentives. While there was disagreement about the organization of team-building activities and recognition for outstanding performance, participants agreed that principals offer professional development opportunities, organize academic trips, and provide a good working environment. The composite

mean of 3.18 suggests varied opinions on incentive provision. The correlation analysis indicated a strong positive correlation ($r=.773$, $p<.01$) between principal's provision of incentives and the quality of service delivery in public secondary schools.

The third objective presented findings on the impact of principal's resource allocation practices on the quality of service delivery in public secondary schools. Participants largely agreed that principals provide sufficient educational materials and well-qualified teachers. The provision of healthy and hygienic nutritional meals also had an agreement. However, there was disagreement about resource allocation for co-curricular activities. The composite mean of 3.61 indicates majority agreement with effective resource allocation practices. Insights from interviews corroborated these findings, highlighting adequate educational materials and hygienic meals. Officials acknowledged challenges in co-curricular funding due to government cuts during the COVID-19 pandemic. Correlation analysis revealed a strong positive association ($r=.641$, $p<.01$) between principal's resource allocation and the quality of service delivery in public secondary schools.

Finally, study explored the impact of principal's stakeholder involvement on the quality of service delivery in public secondary schools. Participants generally agreed that principals involve parents and staff in decision-making processes, respectively. However, there was disagreement about involving learners in decision-making. The participants concurred that principals involve other Board of Management members in key decision areas. The overall mean of 3.85 suggests that most participants perceived efficient stakeholder involvement by principals. Correlation analysis supported this perception, revealing a strong positive correlation. This highlights the importance of collaborative decision-making in enhancing overall service quality in schools.

5.3 Conclusion

The researcher looked into the impact of Principal's target setting, principal's provision of incentives, principal's resource allocation and principal's stakeholder involvement on the Quality of service delivery in public secondary schools. Each independent variable had a significant impact on the quality of service delivery in public secondary schools. Every variable had a positive association. As per the study results, Principal's target setting significantly influences the quality of service delivery in public secondary schools. However, there is need for principals to fully support the co-curricular activities since most participants feel they don't fully dedicate resources to the activities.

In addition, the study revealed that Principal's provision of incentives had a significant influence on quality of service delivery in public secondary schools. While there was agreement among participants on the provision of professional development opportunities and the creation of a conducive working environment by school principals, disagreement emerged regarding other aspects. The majority disagreed with the organization of team-building activities and the recognition of staff for outstanding performance.

Furthermore, the study suggests that principal's resource allocation has a significant impact on quality of service delivery in public secondary schools. However, a notable divergence emerged regarding the allocation of resources for co-curricular activities, with the majority expressing disagreement, possibly due to budget constraints exacerbated by the impact of the COVID-19 pandemic. On a positive note, there was unanimous agreement that principals allocate resources for the improvement and maintenance of physical infrastructure.

Finally, the study discovers that principal's stakeholder involvement have a substantial impact on quality of service delivery in public secondary schools. However, there was disagreement regarding the participation of learners in decision-making processes over school activities.

Participants also agreed that principals effectively involve other Board of Management members in crucial decision areas.

5.4 Recommendations

The following recommendations were made by the study:

1. School principals should explore diverse methods of incentivizing staff and learners, considering preferences and needs. This could include introducing innovative reward systems and recognition programs tailored to different roles and achievements.
2. Schools should develop and implement strategies to increase support for co-curricular activities. This may involve revising budget allocations, seeking external funding, or exploring partnerships with local community organizations. Assess the specific needs and preferences of students and staff regarding co-curricular activities to tailor support accordingly..
3. School principals should develop initiatives to increase learner participation in decision-making processes. This could involve, conducting regular surveys to gather student opinions, and implementing mechanisms for students to contribute ideas and feedback on school activities. Fostering a sense of ownership and involvement among learners can positively impact the overall school environment.
4. School principals should establish a robust monitoring and evaluation framework to track the ongoing impact of school interventions on service delivery. This could involve setting key performance indicators related to academic achievement, staff satisfaction, and student well-being. Regularly assess and adjust strategies based on feedback and evolving needs.

5.5 Recommendations for further studies

More research on the following topics is suggested by the researcher:

1. Extend the research to include a comparative analysis across different types of schools, such as public and private schools. Investigate whether the impact of principal variables on service delivery varies in different educational settings and identify any unique factors influencing outcomes.
2. Investigate the diversity of preferences among staff regarding incentives. Explore how individual characteristics, such as age, experience, and job roles, influence the perception of incentives.

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APPENDICE

Appendix I: Questionnaire for Principals and Deputy Principals

Part A: General Information

Introduction

this study seeks to establish the impact of performance contracting of principals on Quality of service delivery in public secondary schools , Kenya. You are requested to answer the questions as accurately and honestly as possible and your responses will greatly help in the study.

1. How many years of experience do you possess serving as a principal?

1-3 years ()

3-5 years ()

5-8 years ()

Over 8 years ()

2. What role do you play within the school administration?

Principal ()

Deputy Principal ()

Teacher ()

3. Kindly indicate your highest level of education attained.

Doctorate ()

Masters ()

Degree ()

College Dip ()

4. What is your school category?

National () Extra county () County () Sub county ()

5. Gender? Male [] Female []

PART B: Performance Contracting Effects

With respect to the performance contracting rate the extent to which you agree with the below

statements using any of the following ratings:

Scale: Strongly Disagree represented whereby 5 represents Strongly, 4: Agree,3:

Undecided: 2disagree1: strongly disagree

	Statement	5	4	3	2	1
	Principals' Target Setting					
(a)	The school principal sets specific academic targets for the school					
(b)	The school principal supports and sets co-curricular activities targets for the school					
(c)	The principal communicates targets to the teaching and non-teaching staff.					
(d)	There is monitoring of progress toward academic and co-curricular targets					
(e)	The Principal evaluates the targets and communicates remedial measures to attain them.					

	Statement	5	4	3	2	1
	Principals' Provision of Incentives					
(a)	The school principal organizes team-building activities for the school staff					
(b).	The school Principal offers rewards or recognition to the school staff for their outstanding performance.					
(c)	The principal offers professional development opportunities to the school staff					
(d).	The school principal organizes academic trips for the staff and the learners					
(e)	The School principal provides a good working environment for the staff					

	Statement	5	4	3	2	1
	Principals' allocation of resources					
(a)	The school principal provides enough educational materials such as textbooks, workbooks, and science supplies					
(b).	There are enough well qualified teachers in the school					
(c)	The school principal provides healthy and hygienic nutritional meals for the staff and learners					
(d).	The school principal allocates resources for co-curricular activities such as sports, clubs and extracurricular programs					
(e)	The principal allocates resources for physical infrastructure improvement and maintenance					

	Statement	5	4	3	2	1
	Principals' Stakeholder Involvement					
(a)	The principal involves the parents in the key decisions affecting the operations of the school					
(b).	The school principal involves the staff in decision making and planning for school activities					
(c)	Learners are involved in decision making over school activities					
(d).	The principal involves other board of management members in key decision areas					

Section C:Quality of service delivery in public secondary schools

	Statement	5	4	3	2	1
	Quality Service Delivery					
(a)	The school consistently achieves satisfactory academic results.					
(b).	Teachers use varied teaching methods to make lessons engaging and informative.					
(c)	Adequate digital and technological resources are available to support learning					
(d).	The school actively supports a variety of co-curricular activities (e.g., sports, clubs, arts)					
e	The school administration provides clear direction and vision for the school					
f	The school has adequate classrooms, laboratories, and facilities to support learning.					
g						

Appendix II: Interview Schedule for Principals Moe and TSC Sub County Staff

Principals target setting

a) Do principals set goals for the schools in the sub county?

.....

.....

.....

b) When setting targets, do they establish clear and measurable criteria for success? If so, can you provide an example?

.....

.....

.....

c) How do you measure the success of the goals set by the school principals?

.....

.....

.....

Principals provision of Incentives

How do you believe incentives can positively impact the school's performance and culture?

.....

.....

.....

Can you describe the types of incentives or rewards that are commonly provided to teachers and staff in the schools?

.....

.....

.....

How do you believe incentives contribute to the overall morale and job satisfaction of teachers and staff?

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

Principals’ allocation of resources

Are there clear policies on how principals can spend financial resources on allocation of school resources?

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

Do principals in your area ensure adequate provision of school resources?

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

Are the funds disbursed by the National Government adequate for provision of school resources?

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

Do schools in your sub county have enough learning and other physical resources?

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

Thank you for your participation



REPUBLIC OF KENYA



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INFLUENCE OF PRINCIPALS' PERFORMANCE CONTRACT
PRACTICES ON SERVICE DELIVERY IN PUBLIC SECONDARY

SCHOOLS IN MUMIAS EAST SUB-COUNTY, KENYA

by George Osichiro
Lwande

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