

MANAGEMENT CHALLENGES FACED BY PUBLIC PRIMARY SCHOOL HEADTEACHERS IN THE IMPLEMENTATION OF PERFORMANCE CONTRACTING IN GANZE SUB-COUNTY, KILIFI COUNTY KENYA

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ABSTRACT

Human Resource Management scholars have long been interested in finding best practices for improving organizational performance that are maximized through the organization's human resources component. This need for performance management has led to the development and adoption of various frameworks to ensure that people working in the company use the resources available to do their best. One such introduced performance management tool (PMT) is performance contracts. This study examined the management challenges faced by principals of primary schools in the Ganzer Sun-county when implementing performance contracts in school governance. The study was guided by 2 objectives: examining the effect of performance contracting implementation on public primary school head teachers' school attendance and evaluating teachers' resistance to the implementation of Performance contracting by the management. The study was qualitative and bi-methodical since it was a descriptive survey that used document analysis and semi-structured interviews as the main methods of data collection. The study was confined to the head teachers of PPSs in Ganze Sub-county, but to this end it used a sample size of 16 head teachers. The study participants were purposively selected while the study location and schools were conveniently selected. Data was analyzed thematically and then presented as a progressive descriptive narration. that training should be offered since it not only helps with skill acquisition but also with improving

organizational culture. The study concluded that in order to raise employees' awareness and understanding of performance contracting, the Kenyan government should organize and conduct training and development programs. From the results, the following recommendations are deduced; all stakeholders in the contract should adhere to the set guidelines; teaching and learning conditions need to be improved; there should be effective evaluation and feedback and the government should provide all the requirements needed by schools to enable teachers and head teachers to perform up to the standard and improve on the school systems. there is a need to improve accountability, building consensus among stakeholders in education, setting clear standards of practice, quality teacher preparation, promoting professional development, evaluation and reporting systems, and paying attention to individual schools where teaching and learning take place; these are key in school systems improvement.

Key Words: Management Challenges and Implementation of Performance Contracting

INTRODUCTION

Human affinity for performance and its improvement in various fields is traceable to the early man, in the invention of fire and later the use of iron tools which facilitated quicker Performance of tasks (Cuccurullo, 2016). The invention of the wheel as a potter's tool and its subsequent use in transportation was also a step towards more efficiency in travel and therefore an improvement in Performance (Gambino, 2009).

Documented initiatives into controlling Performance can be traced from as early as the 13th Century in the actions of Florentine merchants who are reported to have 'made double-entry accounting systems aimed at measuring capital investments and monitoring changes' (Cuccurullo, 2016). This was later improved upon by performance management practitioners and scholars to come up with diverse models of Performance Management, among them the New Public Management (NPM) model (Simonet, 2011).

Performance contracting is an agreement between an employing agency or organization and an employee establishing general goals and work expectations, setting targets for measuring Performance and providing incentives for achieving these targets (Bold, 2017). Performance contracting has been gradually gaining prominence in many organizations owing to its attributable success as a performance management tool (Obong'o, 2009).

Globally, there has been a surge in the clamor for performance management methods and tools that are both reliable and efficient. This has been informed by the changing trends in Human Resource Management (Saha, 2017) as well as the evolving needs of both the consumers and service providers. Performance Contracting was first introduced in France towards the last part of 1960 (Sarisar, 2013). The several tools of performance management adopted were in a bid to ensure maximized company productivity as well as act in the best interests of the human resource (Botha, 2015). The idea of prudent resource management came into play in the wake of the 'surge of global oil prices and the collapse of centrally planned economic systems in the Eastern bloc' (Cheche & Sma, 2014).

Regionally, Shirley (1998) notes that Morocco, South Africa and Cote d'Ivoire preceded other countries in adoption of PC In Africa. African states, in the wake of colonialism and in rebuilding their economies had to come up with practical models of service delivery to their citizenry. This is what led to the adoption of Performance Contracting. However in some countries such as Ghana, PC was also seen as a means of curbing corruption, hence it was hailed as a perfect replacement of the Anti-Corruption model (Hope, 2013b).

In Kenya, Performance Contracting was introduced in the Public Service domain in a bid to implement Public Sector Reforms. However, Private Sector Practitioners had embraced it before its acceptance in the public sector. In Kenya, the introduction of PC by Teachers Service Commission was initially opposed by Teachers' Unions', fearing for the job security of their members, since they felt that some of the contractual terms could victimize them (Njogu & Muchangi, 2015). The PC model was initially rolled out to head teachers. In 2010,

TSC recruited teachers on contract terms. This was vehemently opposed by Teacher Unions due to the low remuneration paid by TSC to the Contract Teachers, making it among the push factors of a teachers' strike. TSC then softened its stance and absorbed on Permanent and Pensionable basis all teachers employed on Contractual terms but maintained that head teachers had to fill PC forms at the beginning of every academic year detailing their duties and responsibilities.

Statement of the Problem

Since Performance has been an individual and collective concern for long, the adoption of Performance contracting as a Performance Management Tool (PMT) was embraced by many performance studies experts and organizational leaders as a perfect solution to ensure high Performance at different levels (Hope, 2013a). According to Hope (2013), Performance contracting is the single most viable tool for improving public administration and management. Kenya's Vision 2030 blueprint recognizes Performance contracting as among key strategies of strengthening service delivery in the public sector. In fact, the 2010/11 Report on Evaluation of Performance of public agencies indicated that PC was responsible to for the sustained growth in Performance of Civil Servants. This prompted the introduction of PC to public Educational Institutions so that there would be uniform growth. In some private educational institutions, the tool had already been adopted to streamline Performance for most staff. However, in the public educational institutions in Kenya, PC was introduced for the Head teachers (Primary Schools) and Principals (Secondary Schools). In the year 2011, the Teachers' Service Commission (TSC) introduced PC to newly employed teachers, a move that was met with stiff opposition from Teacher Unions (TUs), resulting into a teachers strike over alleged poor remuneration (Ndubai et al., 2016) . The TSC in turn absorbed the contract teachers on permanent and pensionable terms to cushion the teaching force from being overwhelmed by the increased enrolment. However, up to now there have been limited studies on the challenges facing the implementation of PC among the school Heads and Principals. Unless the management challenges facing the implementation are documented and relevant solutions recommended, PC may not fully achieve its intended objectives. This study therefore aims at examining the management challenges facing the implementation of PC as a performance management tool as well as recommending relevant solutions for the discovered challenges.

General Objective

To document the management challenges facing the implementation of Performance contracting as a performance management tool.

Specific Objectives

- (i) To examine the effect of performance contracting implementation on public primary school headteachers' school attendance
- (ii) To evaluate teachers' resistance to the implementation of Performance contracting by the management

LITERATURE REVIEW

Theoretical Framework

The Human Capital Theory

This study was founded on the Human Capital Theory (HCT) as theorized by the Economist Schultz in 1961. Although formerly taken to be a purely economic theory, it has evolved to be a yardstick for several other disciplines, including Education and Public Policy and Administration (Tan, 2014). The policy underscores the importance of investing in the Human Resource element of an organization, a departure from the earlier-held ideas of investing in the common factors of production-Capital, labor and land (Sweetland, 1996). While the named factors of production were important, Schultz demonstrated that it is equally important to invest in Human Resource Development (HRD) if the organizational productivity index is expected to rise. Therefore, Schultz was of the opinion that a holistically-developed human resource component would go a long way in sustaining positive growth in organizational productivity, an aspect that could only be realized through capacity-building as well as motivation of the workforce (Nafukho et al., 2004).

The theory forms the basis of this study since the performance aspect of an organization is its life-blood. The Performance of an organization can improve only after the organization has rightly and adequately invested in its human resource component, thus, according to Schultz convert its workforce into a human capital. Performance contracting comes with improved terms of service stipulated between the employees and the employers. After the enhanced service terms, the employer then can expect to reap the results of the investment in the human capital through the improved productivity, which is to be reflected in the evidence-based reporting in the form of set targets and indicators. However, the Teachers' Unions have been opposed to the implementation of PC terms the conditions as 'unfriendly' to the headteachers, therefore urging TSC to review the terms before fully adopting the tool (Obong'o, 2009).

Concept of Better Performance

Sonnentag and Frese (2005) in Switzerland argues that the concept of better Performance arises from three aspects: individual performance aspect, the situational performance aspect and the performance relation perspective. This implies that better Performance can be achieved first at the individual before the collective or organizational realm. However, better Performance at any level is a satisfying prospect for most individuals. The researchers add that Performance –at any level-if recognized by members both within and outside an organization can be rewarded. However, individual Performance remains a 'core concept within work and organizational psychology' (Sonnentag & Frese, 2005). Therefore, Performance in general and better Performance in particular is the driving force for both personal and organizational effort, thus the need to come up with mechanisms to ensure that both individuals and organizations deliver impressive Performance. One such mechanism was the adoption of Performance Contracting as a performance management tool. However,

they did not mention any challenges that arise when both individuals and organizations are exerted upon to maximize productivity. They therefore seemingly assumed that better performance management was without any challenges.

Performance Contracting arrived on the global arena on the wings of the New Public Management model (NPM). NPM itself had its origin in the Public Choice Theory and Managerialism (PCTM). According to a study tracing the origins of NPM (Gruening, 2001) in the United States Of America (USA), the movement started in the United Kingdom (UK) before spreading to New Zealand and later New Zealand.

In a similar study by Simonet, (2011) in the UK, PC is resented as a means of ensuring good governance, fighting corruption and establishing a meritocratic civil service. According to Larbi, (2001), PC and by extension NPM was adopted to inculcate accountability and efficiency within organizations. Gruening notes that the main challenges in the implementation of PC in large and strategic State-Owned Enterprises (SOEs) such as Railway Corporations and Water-service providing bodies are labour union interferences, political wrangling and weak enforcing capacities (Shirley, 1989).

Performance Contracting: The African Scene

African states were not left behind in the adoption of PC. As asserted by Shirley, (1998), most African states had a challenge in instituting pro-service public service systems after gaining independence. They were short of properly-trained, experienced, public service practitioners. This resulted into incompetency and inefficiency. In some countries such as Ghana, corruption was rampant and there was little or no accountability and transparency (Emmons, 2013). This trend was replicated in most developing nations. Following the winds of change in public service delivery which had started blowing in other continents, African countries started adoption of PC and NPM especially in the hiring of both expatriates in various fields and practitioners from the private sector (Shirley, 1989). This later on became a full reform of the public service in a bid to introduce efficiency and accountability. Morocco, South Africa, Cote d'Ivoire, Ghana, The Gambia and Nigeria were among the first African states to embrace PC. However, as with what had happened in Australia, UK and New Zealand, some obstacles were noted in the implementation of PC. Such challenges were political interference especially in the big, populous corporations. Operational costs as well as suspicion towards the actual objectives of PC were cited as other challenges. The latter caused considerable friction between employees and their employers, including employee resignation and industrial action in some countries (Njogu & Muchangi, 2015).

PC also was a relatively late arrival in the public sector. Private sectors more readily embraced PC since their objective was profitability (Kemboi, 2016). Due to limited resources and the drive to make more profits, private companies more easily adopted PC seeing it as an instant game changer. In the reviewed studies, there is a dearth of information regarding the implementation of

Performance Contracting in Public Educational Institutions (PEIs) in Kenya

The Kenyan Government initiated deliberate measures of improving efficiency, efficacy and effectiveness in service delivery in public offices through the Public Sector Reform (PSR) plan of 1993. Although the drive to overhaul public service delivery in Kenya to streamline general public delivery in a poverty reduction bid as well as for sustained good governance had sustained in 1965, it was not until the early 1990s that the move gathered momentum (Hope, 2013a). In Kenya, Teachers are part of the Public Servants although they are not under the Public Service Commission (PSC) but under the Teachers Service Commission (Kemoni & Ngulube, 2008). With teachers being public servants and teaching being a service rendered to the citizenry, there was need to apply the measures to streamline public delivery also to the teaching fraternity. Performance contracting had already been embraced in some private schools and the move to introduce it to public schools was in a bid to adopt 'private sector practices in public institutions' (Balogun 2003; Obong'o, 2009). However, the Teachers' Unions (TUs) opposed it at the start terming the terms as unfriendly. TSC prevailed and in the end, PC was a mandatory requirement for all head teachers and secondary school principals in public schools (Ngigi, 2014). The implementation of the PC involved the setting of targets and goals in various aspects of school management such as Financial Management & Stewardship Service Delivery, Core Mandate, Procurement, Promotion of Local Community as well as in managing Cross-cutting Issues (TSC PC Document for H/Teachers). These contracts would be signed at the start of the school calendar year and the Curriculum Support Officer would also act as a countersigning officer. The set targets would be reviewed at the end of the stipulated period to assess which had been met and to what extent they had been met and evaluate the whole process (Ngigi, 2014).

Necessity of Performance Contracting

The adoption of the performance contracting model of performance management was initially embraced in the private sector (Obong'o, 2009). The tool exhibited steady success and this made public service delivery technocrats consider adopting it in a bid to streamline service delivery in general as well as embrace new models of management. In the Public Sector, PC was introduced in the management of state corporations in 1989 (Sheikii, 2008) Performance Contracting attributes its success to the fact that the individuals are more job-conscious, with the full knowledge that there are always targets to be met and a higher authority to be answerable to. Performance Contracting relies on evidence-based performance-reporting (Hurley, 2017). Performance contracting helps Governments realize the value of the resources used in hiring workers since the services delivered are satisfactory. This ensures transparency in the use of public resources by the exchequer. It also provides grounds for the promotion or demotion of staff depending on their Performance, and leaves no room for favoritism due to its outcome-based nature. Performance Contracting ensures transparency in the processes of staff recruitment since oftentimes, it is an open process and which considers public voice (Sheikii, 2008.). In his study, Shekii noted a correlation between PC and general operational efficiencies. In a school setting, there are several aspects that are sensitive and which require transparency, especially in the financial reporting (such as how much money

was received for the Free Primary Education [FPE] or Subsidized Day Secondary Education [SDSE] or how it was used, etc.). With the advent of PC in the Public Education Sector, the Core aspects of school management functions were organized as separate targets that had to be met, with each main target having sub-targets. This means that the efficiency of school administrators is pegged under these targets and sub-targets. These are documents which open to public scrutiny (Jonyo & Jonyo, 2017). There was no clear mention of the challenges that arose with the implementation of PC. This requires more research to be done to establish the management challenges that come as a result of the implementation of PC (Shekii, 2008; Jonyo & Jonyo, 2017)

Opposition towards Performance Contracting

The genesis of Performance Contracting in the public sector in Kenya was in 1989 when the Government introduced it in the management of state Corporations (Shekii, 2008). This was then escalated to most public institutions to include schools. Organizational change often faces resistance (Alsen, 2008). The introduction of PC faced stiff opposition even on its introduction in the private sector but the opposition was most prominent when it was introduced to public educational institutions (Mutea, 2015). Mutea notes that the main reason why PC was not readily embraced in the Public Sector at its inception was due to ‘lack of political good will’. When PC was introduced in Public Educational Institutions (PEIs), it faced a strong opposition both from individual teachers and Trade Unions. (Mutea, 2015). The teachers decried the perceived inadequacy of Performance Measurement Criteria (PMC) and disparities in operating environment. The Teachers’ trade unions (Kenya National Union of Teachers-KNUT, Kenya Union of Post-Primary Teachers-KUPPET), on the other hand sabotaged the move owing to its ‘unfriendly terms’ since the salary of Contract Teachers (CTs) was KSHS 10,000. In the Public Service, the initial opposition had resulted to a failure in the implementation, and it was not until on its re-introduction in 2004 that it gained gradual acceptance by most State Corporations. In the school setting it led to a teachers’ strike which made TSC absorb all the teachers who had been employed under contractual terms. Afterwards, the model was reintroduced but only confined to the Secondary School Principals and Primary School Head Teachers. Mutea’s study however focused on the initial model of PC which was implemented by TSC for the teachers employed under contractual terms. There is need for more studies to focus on the new PC model that was rolled out for the Principals and Head Teachers.

RESEARCH METHODOLOGY

The researcher adopted the descriptive survey design which allowed the phenomenon to be studied for some time in its naturally-occurring environment. The case design ensures that the real-life issue of the management challenges facing the implementation of PC is studied within a small geographical area involving a few participants (Glasow, 2008.) In this study, the dependent variables were the management challenges experienced by the head teachers in the implementation of PC. The independent variable was the Performance Contracting model of performance management. The study was confined to Ganze Sub-county of Kilifi County.

The area is mostly arid and semi-arid (ASAL) rain-fed Subsistent agriculture and livestock-rearing forming the main economic activities. The target population was all the head teachers, teachers and students in public primary schools in Ganze Sub-county. The selection of the purposively chosen primary school head teachers is justified by the fact that PC was rolled out by TSC to all the Head teachers and Principals of public Primary and Secondary schools respectively. The inclusion of the purposively selected teachers, and by extension the pupils, is justifiable since they directly experience the implementation of Performance contracting in their schools by the head teachers. Purposive or judgmental sampling was used to decide the characteristics of entities suitable for inclusion as part of the study population. Convenience sampling technique was employed especially in deciding which components of the whole study population to be actively engaged in the study. The study used 15% (16 schools/head teachers) of the whole population to be the study sample, which is more than the 10% proposed by most qualitative research scholars (Vasileiou et al., 2018).

The researcher constructed a Document Analysis Protocol (DAP) which will guide in the analysis of selected documents. The DAP was in the form of a table with columns on the document name, author of document, year of publication, document contents in relation to PC and the remarks given. The researcher studied the Head Teachers' Performance Contracting document so as to establish the terms of reference and targets therein as well as to corroborate the claims made by the participants in the open-ended interviews. The document analysis was guided by a Document analysis protocol. The document analysis protocol was appended to this research proposal. The collected information was evaluated to obtain information that relates to the study (Ibrahim, 2015). This enabled the researcher to make viable conclusions once the data has been organized such that the study questions are answered. The researcher analyzed the contents of the PC documents in relation to PC, such as the timelines involved, the number of targets, resources to be needed and evidence needed in the completion of PC documents (if any). The researcher then corroborates this information with the responses from the open-ended interviews. Responses to each question was grouped then similar responses be tagged as codes which were put together as themes. These were compared and contrasted to form the basis of identifying the management challenges of PC implementation as well as the recommended solutions. These conclusions will be presented as descriptive narrations.

RESEARCH FINDINGS AND DISCUSSIONS

A total of 16 surveys were sent to selected responders by the researcher. However, 14 surveys were gradually completed and returned to the expert. This resulted in a satisfactory reply rate for the review of 87.5%. A reaction pace of 50% is acceptable for examination, a reaction pace of more than 50% is fantastic, and a reaction pace of more than 70% is normally good, according to Mugenda and Mugenda (2008). On gender, 62% of the respondents were men, which indicate that men made up the majority of the sample. On age distribution, 35.7% of the respondents were mostly between the ages of 41 and 45. There was a no difference between people who were between the ages of 35 and 40 and people who were between the ages of 46 and 50, as introduced by 21.4% of the population. In addition, 7.1% of

respondents were under the age of 35 and 14.3% were above the age of 50. In light of the age distribution, this clearly indicates that all of the respondents were prepared to respond to the questions. On the Level of Education, majority of members had a bachelor's degree as their highest level of education, at 35.7%, while respondents who had a master's degree as their highest level of education had the lowest percentage, at 14.3%. Nevertheless, P1 certificate and diploma were obtained by 21.4% and 28.6% of the respondents, respectively. On work Experience, 42%, the majority of respondents had served as head educators for a period of time between 11 and 15 years. In any case, 28% of the population had a tenure of employment between 6 and 10 years. Additionally, 23% of respondents had worked for more than 15 years, while 7% had done so for less than five years.

Performance contracting implementation and school attendance

The objective one was to examine the effect of performance contracting implementation on public primary school head teachers' school attendance. The participants were request to show their agreement level on statements indicating effect of performance contracting implementation on attendance utilizing A 5-likert scale starting form strongly agree to strongly disagree and findings presented in Table 1.

Table 1 Descriptive Statistics for implementation of performance contracts

Statements	n	Min	Max	Mean	Std Dev	CoV
Performance contracting improve teaching and learning activities	14	1.00	5.00	3.59	0.64	0.12
Performance contracting promote the principle of accountability	14	1.00	5.00	3.48	0.57	0.13
Performance contracting enhances good performance	14	1.00	5.00	3.61	0.63	0.16
Performance contracting stimulates creativity	14	1.00	5.00	3.52	0.59	0.15
Performance contracting ensure a fair distribution of work targets	14	1.00	5.00	3.56	0.54	0.12
Average scores				3.67	0.62	0.14

According to the findings in Table 1, which show that majority of head teachers believed that performance contracts improved teaching and learning activities (mean = 3.59). Respondents generally agreed that performance contracts support the notion of responsibility (mean =3.48). According to a mean of 3.61, respondents agreed that performance contracts improve good performance. As seen by a mean of 3.52, the majority of head teachers believed that performance contracting encourages creativity. Additionally, respondents concurred that performance contracts promote a fair distribution of job objectives, as seen by a mean of 3.56. The findings of this research concur with a study by MOE (2016) who reported that development and implementation of performance contracting is part of the reforms intended to improve the performance of Kenyan teaching service, especially in improving provision of an all-inclusive quality education that is accessible and relevant. The contracts are also intended to guide the teachers' decisions in prioritizing resource allocation and building

commitment among them to ensure achievement of the set targets. Performance contracts for teachers are developed within the context of a globally competitive quality education and training. The performance contracts implementation lead to high performance outputs. This assertion reflects a high level of school system improvement in primary schools in Ganze Sub-County, Kilifi County Kenya as evidenced by high student output.

However, the head teachers had varied opinions about how effectively performance contracting was being implemented in the schools. One of the head teacher noted that;

“...following the orders on performance contracting, I make work plans for the school and also carry out an appraisal of teachers on a termly and annual basis following the key performance indicators enlisted in the staff appraisal record”.

This implies that the implementation of performance contract practices has led to the high performance of teachers by rising their time on task and regularity in school attendance as also indicated by the results from the data. Teachers are appraised constantly hence being committed to their work.

In addition to the above, one head teacher reported,

“...we are compelled to have efficient accountabilities of all resources invested in the teaching and learning of students. These accountabilities take the form of; financial, budgeting, fiscal audits and reporting to satisfy the public. It's one of the outing standing roles and responsibilities highly demanded of us by the employers because of; free education financed by the government, school products, neglect and wastages of education resources in the school system”.

This is similar to the results obtained by the Quality Educators Project (2016) whose study points out that the responsible stakeholders need thorough training for the education policy to be fully implemented, enabling them to appreciate the rationale for the performance contracting practices resulting in high levels of commitment to uphold the act. This report showed that there have been conflicting views and opinions about the program's principles, processes and purpose. This is supported by Chenstensen (2016) whose findings showed that the performance contracting process had been always challenged by the lack of knowledge, clarity and functionality on the part of the head teachers, their supervisors and staff. This is connected with parts of information interpretation, information trade, information move, information coordination and examination use which act as a reason for putting different types of information to utilize.

Teachers' Resistance to Implementation of Performance Contract

The researcher differentiated a few claims regarding the effect of protecting instructors from the administration's execution of execution decreasing. Using a 5-likert scale with an opening structure of unequivocally agree to emphatically differ and the findings presented in Table 2,

respondents were asked to express their level of agreement with each assertion regarding educators' opposition and what it has meant for the execution of execution contracts.

Table 2 Reasons for resistance

Statements	n	Min	Max	Mean	Std Dev	CoV
Lack of understanding of performance contracting and strategies	14	1.00	5.00	3.72	0.61	0.13
Lack of incentives to motivate teachers to improve their quality of service	14	1.00	5.00	3.62	0.65	0.12
Fear of discrimination for not being loyal to the administrators	14	1.00	5.00	3.68	0.59	0.11
Use of coercive tactics by the government in the implementation of performance contracting	14	1.00	5.00	3.95	0.54	0.16
Lack of compensation and promotion policy based on performance	14	1.00	5.00	3.67	0.63	0.14
Average scores				3.73	0.60	0.14

Source: Study Data (2022)

The results shown in Table 2 showed that the majority of respondents agreed that teachers' techniques for resisting the introduction of performance contracts (mean = 3.72). As evidenced by a mean of 3.62, the head teachers concurred that teachers oppose the implementation of performance contracts since there aren't enough incentives to encourage them to raise their level of service. As evidenced by a mean of 3.68, the findings also showed that teachers' opposition to performance contracts was motivated by a fear of discrimination, particularly if they betrayed their administrators.

As evidenced by a mean of 3.95, the study's findings in Table 4.3 indicate that the majority of respondents stated that the government's use of coercive tactics in implementing performance contracting was a very important cause for them to resist performance contracts. Additionally, as shown by a mean of 3.67, the respondents concurred that a lack of performance-based pay and promotion policies was a significant factor in teachers' reluctance to performance contracts. According to Kahihu (2008), the debate surrounding resistance to performance contracts was brought about by a lack of understanding of what they entailed. He further brought up that presentation contracting for educators was to think about variables like actual offices, educators and the type of students in a specific school.

One of the head teacher resonates that:

“Performance contracts have not enhanced decentralization which results in large autonomy; schools are not autonomous in areas such as the provision of educational programs, implementing curriculum, managing human resources, assets and the entire school”.

Aduda (2008) observed that educators anticipated that the agreements may supersede any existing agreements they now held and that instructors' demonstration was constantly judged through the results schools achieved in the public assessments. The fact that KNUT is an aggregate employment, making it difficult for a teacher to be given separately, was the other point of contention. According to Ngare (2008, Nairobi), the Kenya Association of Teachers

believed that since one contract was extremely long-lasting and pensionable, it wasn't necessary to undermine other contracts.

CONCLUSION AND RECOMMENDATIONS

Conclusion

From the outcomes, the survey remarked that performance contracting should not be hastily executed and therefore enough time is required for communication and consultation with the teachers and the management. This would make them understand the whole issue and develop attitudes and skills required for the policy to work. Training is cited by proponents of performance contracting as a crucial component of changes. The abilities required for performance contracting to function are developed through training in the creation and application of performance measurements. Therefore, it can be stated that training should be offered since it not only helps with skill acquisition but also with improving organizational culture. Management and staff will begin to recognize the benefits of performance contracting once they have a basic understanding of how it operates. In order to raise employees' awareness and understanding of performance contracting, the Kenyan government should organize and conduct training and development programs. The performance contracts enhance school performance which shows that the more head teachers were inclined to performance contracts, the more committed to their duties resulting in better student learning outcomes. This connection further mirrors that an exhibition contract is an administration device, a ceaseless expert improvement process, fabricating educators' ability in instructing, example arranging, figuring out goals, setting understudy learning results, and choosing educating techniques.

Recommendation

From the results, the following recommendations are deduced;

- i. The study recommends that all stakeholders in the contract should adhere to the set guidelines; teaching and learning conditions need to be improved; there should be effective evaluation and feedback and the government should provide all the requirements needed by schools to enable teachers and head teachers to perform up to the standard and improve on the school systems.
- ii. The study suggests that in order to enhance performance contracting, specific rules should be put in place. According to this study, performance contracts could be used to address issues facing the teaching profession in the twenty-first century. Basically, in the event that educational systems in Ganze Sub-County are to improve, there ought to be better circumstances for instructing and learning, an upgrade and enhancement of the educational plan, an overhaul of jobs and obligations, an improvement of educator quality, and the improvement of connections both inside and outside the school local area.
- iii. More so, there is a need to improve accountability, building consensus among stakeholders in education, setting clear standards of practice, quality teacher preparation, promoting professional development, evaluation and reporting systems,

and paying attention to individual schools where teaching and learning take place; these are key in school systems improvement.

- iv. Further, stakeholders in the contracting program need to be committed to their roles and responsibilities this is because commitment directs and sustains the urge to go an extra mile and deliver. By so doing, school systems can be improved and hence posting high learning outcomes by students.

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