EVALUATION OF PERFORMANCE CONTRACT IN
RELATION TO TEACHERS’ JOB PERFORMANCE IN PUBLIC
TERTIARY INSTITUTIONS IN NYERI COUNTY, KENYA

BANCY WAMBUI MURAGURI
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KENYATTA UNIVERSITY

DECEMBER, 2015
DECLARATION

I declare that this project report is my original work and has not been presented in any other university/institution for consideration. This research project report has been complimented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, the including internet, these are specifically accredited and references cited in accordance in line with anti-plagiarism regulations.

MURAGURI, BANCY WAMBUI  Date
E55/NYI/PT/25624/2011

We confirm that the work reported in this project was carried out by the candidate under our supervision as university supervisors.

Dr. Nobert Ogeta  Date
Department of Education Management,
Policy and Curriculum Studies
School of Education
Kenyatta University

Dr. Mary Chui  Date
Department of Education
Management and Curriculum Studies
School of Education
Mount Kenya University
DEDICATION

This research project report is dedicated to my late grandmother Mrs. Bancy Mukuhi Wanjohi and my late mother Ms. Hellen Nyawira Wanjohi.
ACKNOWLEDGEMENT

I am grateful to Kenyatta University for according me a chance to undertake my studies in this prestigious institution. My special appreciation goes to my supervisors’ Dr. Mary Chui and Dr. Nobert Ogeta for their invaluable advice, support and commitment to this work. Their encouragement to continue even when the work appeared formidable gave me the motivation to carry on.

My gratitude also goes to my loving husband, Mr. Nelson Muraguri, for his sacrifice and support during the entire period that I was away pursuing my studies. To my lovely children Titus, Grace and Felix thank you for your understanding, patience and encouragement. I am also grateful to the County Education office, the Performance Contract coordinators and teachers in Tertiary Institutions who provided invaluable information that enabled me to complete this research project. Special thanks go to Mr. P. Githui for the editorial work.

Finally I thank the Almighty God for giving me the grace to make it this far.
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<th>Full Form</th>
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<tr>
<td>CIPS</td>
<td>Chartered Institute of Procurement and Supplies</td>
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<td>EU</td>
<td>European Union</td>
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<tr>
<td>EDPRS</td>
<td>Economic Development and Poverty Reduction Strategy</td>
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<td>GoK</td>
<td>Government of Kenya</td>
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<td>GoR</td>
<td>Government of Rwanda</td>
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<td>HOD</td>
<td>Head of Department</td>
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<td>KNUT</td>
<td>Kenya National Union of Teachers</td>
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<tr>
<td>MoEST</td>
<td>Ministry of Education science and Technology</td>
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<tr>
<td>NACOSTI</td>
<td>National Council for Science Technology and Innovation</td>
</tr>
<tr>
<td>OECD</td>
<td>Organization of Economic Cooperation and Development</td>
</tr>
<tr>
<td>PC</td>
<td>Performance Contracting</td>
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<td>PCSC</td>
<td>Performance Contract Steering Committee</td>
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<td>PSEs</td>
<td>Public Sector Enterprises</td>
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<td>PSR</td>
<td>Public Sector Reforms</td>
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<td>RMB</td>
<td>Result Based management</td>
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<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
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<td>TSC</td>
<td>Teachers Service Commission</td>
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<tr>
<td>U.S</td>
<td>United States of America</td>
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<td>UNESCO</td>
<td>United Nations Educational Scientific and Cultural Organization</td>
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ABSTRACT

The purpose of this study was to evaluate Performance Contracting in relation to teachers’ job performance in public Tertiary Institutions in Nyeri County, Kenya. The study adopted a descriptive research design. The target population consisted of all teachers employed in public Tertiary Institutions in Nyeri County; there were 4 Tertiary Institutions in the county with a total teacher population of 335 that offer diploma and certificate courses. The study employed stratified random sampling technique; this method was used to ensure that all different categories of institutions were fairly represented in the study sample. All the four institutions were first categorized into two categories, namely diploma and certificate colleges. Random sampling was used to select a sample from each stratum according to its representation in the population using a sampling index of 0.2. A total of 66 teachers, 52 from diploma colleges and 14 from certificate colleges were sampled and included in the study. Data was collected by means of a self-scoring questionnaire that was administered to the sampled teachers and an interview schedule was conducted for the coordinators of Performance Contracts. A pilot study was carried out before the actual data collection and a reliability coefficient of 0.721 obtained. The collected data was subjected to statistical analyses using the Statistical Package for Social Sciences (SPSS) computer programme version 20.0. Descriptive statistics were used in the data analyses and the findings were presented in frequency tables, percentages and graphs. The study established that majority of the institutions did not cascade the service charter to the departmental level and failed to provide strategic plan updates to their teachers. The HoDs did not prepare quarterly departmental reports, teachers failed to prepare all the required professional documents, consult Performance Contract documents in setting their departmental targets and the preparation of the Performance Contract document did not involve all stakeholders. The teachers’ job performance was below average. Lastly some BoM did not monitor the implementation of Performance Contracts in their institutions. The study recommends that Tertiary Institutions cascade the service charter to the departmental level HoDs prepare quarterly reports, teachers prepare all the required professional documents and consult Performance Contract documents in setting their departmental targets. Lastly preparation of the Performance Contract document should be all inclusive and BoM should monitor the implementation of Performance Contracts in their institutions. The findings of this study may be of benefit to the managers of Tertiary Institutions, government ministries and all stakeholders in this sector.
CHAPTER ONE
INTRODUCTION

1.0 Introduction
The chapter gives the background of the study; explain the purpose of the study; identify the research objectives and research questions. It also explains the significance of the study; gives the assumptions of the study and its limitations; explain the theoretical framework and outline the conceptual framework. The chapter will also define the operational terms of the study.

1.1 Background of the Study
Performance Contracts are a fraction of the emerging public sector reforms that are meant to improve competence and efficacy in management and service delivery. Performance Contracts are an acclaimed tool for ensuring accountability and efficiency of public officers because it measures the extent to which the agreed targeted results are achieved. Performance Contract (PC) can be defined as a liberally negotiated performance treaty between the management of the agency and the government, standing-in as the owner of a government agency. The Performance Contract stipulates the intentions, obligations and responsibilities of the two contract parties that are geared towards achieving the mutually agreed results (Performance Contracting Steering Committee Kenya, 2005).

Tertiary Institutions play a vital role in provision of training needs to a large segment of Kenyans, thus, they are important pillars of human development (World Bank, 2002). In today's era of globalization, skill acquisition is a primary factor of production, and a major driver of economic development, the information and
communication revolution. Tertiary Institutions not only equip their students with insights of specific subject knowledge, skills and knowledge but also provide the social norms of communication and interaction (Batool & Qureshi, 2007). Consequently besides student achievement, the performance of teachers is tied to countless larger societal goals and problems; moral and civic culture, economic competitiveness and productivity (UNESCO, 2007). In other words, teachers are the pillars in the endeavor to advance national goals. It is imperative therefore, that to enhance institutional performance and credibility, institutions should emphasize the effective acquisition and utilization of their human resources (Ssebuwufu, 1994).

Bigambo (2004) states that despite the noble duty entrusted to teachers in Tertiary Institutions, allegations of job performance sometimes falling below the expected levels abound. Teachers' job performance is often in the center of attention in Tertiary Institutions. Job performance has been a contentious issue due to poor work ethics and poor co-ordination between departments, low educational outcomes, among other factors (Johnes, 2006). There are gaps between the expected and actual performance.

LaVigna, et al. (1994) add that the challenges currently being experienced in Tertiary Institutions, calls for more expertise in delivery of quality instruction, measurement of performance, thus enabling recognition and reward of good effort and sanction for poor performance. The utilization of Performance Contracts (PC) has been acclaimed as not only compelling but also a promising method for enhancing the execution of open ventures as well as government departments. Proponents of Performance Contract have identified the following preconditions for successful implementation of PC; the need for explicitly stated objectives, prioritize
and translate the objectives into performance improvement targets, commitment to the contract through delegation of meaningful autonomy to senior managers, a functional and reliable managerial information systems, monitoring and evaluation of activities and outcomes is also necessary to ascertain the level of performance. There are also critical management tools in Performance Contract which are pre-requisite for effective performance management. These include strategic plans, work plans, service charters, score cards and performance appraisal systems to which Performance Contracts are aligned. These tools are essential in establishing standards, objectives and targets to be met; as well as, measuring of performance (Muriithi, 2008).

Performance Contracting is a management tool for measuring performance that establishes operational and management autonomy between government and public agencies by focusing on results and not on the processes (Republic of Kenya, 2005). Essentially, a Performance Contract is an understanding between a government and a public agency which sets up general objectives for the agency, sets focuses for measuring performance and gives incentives to accomplishing the agreed objectives (Hunter & Gates, 1998). They include an array of incentive-based strategies aimed at regulating public agencies—monitoring the results instead of the process. The success of Performance Contracts in such diverse countries in the world has sparked a great deal of interest in this policy around the world (Wheeler, 2001).

Since its establishment, Performance Contracting has been used in various developing and developed countries in the world. Among the developed countries that have embraced Performance Contracts include the United Kingdom, U.S.A, Canada, Denmark and Finland among others (AAPAM, 2006). In Asia, the
Performance Contract concept has been used in Bangladesh, China, India, Korea, Pakistan and Sri Lanka, while in Latin America, Performance Contracts have been used in Argentina, Brazil, Bolivia, Chile, Colombia, Mexico, Uruguay and Venezuela. In Africa, they have been used in selected enterprises in Benin, Burundi, Cameroon, Cape Verde, Congo, Cote d’Ivoire, Gabon, the Gambia, Ghana, Guinea, Madagascar, Mali, Mauritania, Morocco, Niger, Senegal, Togo, Tunisia and Zaire.

The Government of Rwanda (GoR) introduced Performance Contracts as a management tool to strengthen strategic planning and management and improve service delivery in the local government system. Thereafter in 2006, Performance Contracts were fully adopted as a critical tool to create efficiency in Economic Development and Poverty Reduction Strategy (EDPRS) implementation and to improve the quality of public service delivery (African Development Bank, 2012).

On the other hand in 2014 Tanzania’s Ministry of Communication, Science and Technology, introduced Performance Contracts with the aim of measuring accountability and improving performance. It was intended to set goals and bring accurate and quick results as well as help community members (Mhagama, 2014).

Performance Contracting is a recent reform measure introduced by the Kenyan Government in 1995 in an effort to improve efficiency and enhance cost effective service delivery to its citizens (Republic of Kenya, 2005). The process of Performance Contracting in Kenya commenced with the establishment of a Performance Contracts Steering Committee in August 2003 and the issue of Legal Notice No. 93, The State Corporations (Performance Contracting) Regulations (August 2004). Fundamentally, introduction of Performance Contracting in Kenya triggers the hypothesis that performance measurements, elucidation of the corporate
goals, client orientation and improved focus to incremental productivity as well as cost reduction leads to enhanced service delivery (GoK, 2003). Public Tertiary Institutions in Kenya receive funds from the exchequer; as a result, there is a need to monitor their performance to see if the government's objectives are being met. This supposition underpins the dire interest of accountability, to measure their efficiency and productivity (Johnes, 2006). Tertiary Institutions in Nyeri County have been under Performance Contracts since 2008 and the teaching staff has been involved annually in its implementation. It is therefore important to evaluate how the implementation of Performance Contract has affected the teachers’ job performance.

1.2 Statement of the Problem

Performance Contracts have been enacted in an attempt to increase the levels of service delivery, accountability and responsibility as well as ensure client satisfaction. This is in tandem with the notion that what is measured gets done. Government departments among them tertiary learning institutions are expected to implement Performance Contracts in their operations in order to raise standards of the services they offer. However in Nyeri County, evaluation of Performance Contracting in Tertiary Institutions has not been done despite the TSC having embraced the Performance Contract in the year 2005/2006 and mandated the boards of the Boards of Management to implement Performance Contract on its behalf. Despite the introduction of Performance Contract in Tertiary Institutions, service delivery among teachers has continued to be wanting. This raises concerns on the role played by Performance Contract on improving teachers’ job performance and the role of TSC in the supervision of PC implementation. Additionally, there is no empirical evidence that teachers’ in Tertiary Institutions are adhering to the
stipulated measures and standards especially in terms of service delivery. This study seeks to bridge this gap and carry out an evaluation of Performance Contracting in relation to teacher’s performance in public Tertiary Institutions in Nyeri County.

1.3 Purpose of the Study

The purpose of this study was to evaluate Performance Contracting in relation to teachers’ job performance in public Tertiary Institutions in Nyeri County, Kenya. The study therefore examined existing policies; procedures and support systems; levels of teachers’ job performance and find out if Performance Contracts have brought significant improvement regarding teachers’ job performance in public Tertiary Institutions.

1.4 Objectives of the Study

The study was guided by the following objectives:

i. To examine the current procedures, policies and systems that support successful implementation of Performance Contracts in relation to teacher management in public Tertiary Institutions in Nyeri County as per Performance Contract.

ii. To find out the levels of teachers’ job performance in public Tertiary Institutions in Nyeri County as per Performance Contract.

iii. To examine influence of Performance Contracts on teachers’ job performance in public Tertiary Institutions in Nyeri County as per Performance Contract.

iv. To seek suggestions that can be put in place to improve Performance Contracting in relation to teacher management in public Tertiary Institutions in Nyeri County as per Performance Contract.
1.5 Research Questions

The study was guided by the following research questions:

i. How do the existing policies, procedures and systems support successful implementation of Performance Contracts in relation to teacher management in public Tertiary Institutions in Nyeri County?

ii. What are the levels of teachers’ job performance in public Tertiary Institutions in Nyeri County?

iii. Has introduction of Performance Contracts brought any significant improvement regarding teachers’ job performance in public Tertiary Institutions in Nyeri County?

iv. What suggestions can be put in place to improve Performance Contracting in relation to teacher management in public Tertiary Institutions in Nyeri County in regard to consultation, monitoring and preparation Performance Contracting document?

1.6 Significance of the Study

The importance of this study will impact many areas in number of ways as follows; Tertiary Institutions of learning can make use of the findings of this study to improve education management. Moreover, the government can use the results of this research to come up with efficient and effective performance contracts which will in turn better the productivity of teachers. In addition, policy makers can also get an insight into how they can improve implementation of performance contracts which will see successful advancements in support of the current procedures, policies and systems. The TSC can equally benefit since the study may provide information on the teachers contribution in ensuring quality service to students. The
BOMs of Tertiary Institutions can also benefit from this study because Performance Contracts can create a basis to empirically verify teachers’ job performance. The students in Tertiary Institutions can also benefit from the findings of this study because and an efficient management process may help raise their levels of competence and consequently make them competent and competitive in the labour market. Lastly, findings of the study may help to fill up the gaps in literature in relation to evaluation of Performance Contracts and teachers job performance.

1.7 Scope of the Study

The study focused on Public Tertiary Institutions in Nyeri County because unlike private institutions they enjoy government funding, staffing and training of teachers. The interest of the researcher was mainly to evaluate Performance Contracting in relation to teachers’ job performance. The study only considered how the implementation of Performance Contracting has affected teachers’ job performance in the institutions.

1.8 Limitations of the Study

The study could have encountered a number of limitations that could impede on the research findings:

i. The respondents could have been reluctant to disclose information that may seem to reveal personal / institutional weakness. The researcher assured the respondents of confidentiality of any information.

ii. To avoid a low rate of questionnaire return, the researcher personally administered the questionnaires and explained to the respondents the purpose of the study.
1.9 Assumptions of the Study

The study was based on the following basic assumptions:

i. That all public Tertiary Institutions in Nyeri County had implemented Performance Contracting in relation to their teaching staff.

ii. That the respondents provided accurate and reliable information.

iii. That the sampled population represented the whole population studied.

iv. That the performance contracting policy is published and disseminated in all public tertiary institutions.

1.10 Theoretical Framework

The study was based on management by objectives job improvement model advanced by Cole (2004). The job improvement plan is an action document. It sets out the actions which need to be taken in order to ensure that key tasks are fulfilled to the required standards. The model emphasizes the setting of standards and specifying the expected results for all managers at all levels in the organization. According to Cole (2004) the appropriate key task is identified together with the priority actions that go with it; the date within which the task is to be accomplished.

This model therefore is applicable to Tertiary Institutions because it makes it possible to identify tasks for teachers in their departments and eventually measure their performance depending on how they meet the targets within the stipulated time.

According to the model, performance standards are set as a measure of the degree of achievement of key tasks, expressed in terms of what has been agreed to what is reasonably expected. The key tasks that the teachers are expected to perform include teaching in the classroom, setting examinations, invigilate examinations, marking
the examinations entering students marks, instructing and supervising students in co-
curricular activities.

The job improvement plan model will enable the teachers to see how well they
perform their tasks. It enables them to set higher targets for themselves in each
successive year as required in the Performance Contract guidelines. The key
performance areas form the indicators that the TSC and the MoEST can use to
measure the performance of the teachers. These key task areas are therefore used as
performance indicators in the Performance Contract. The model is therefore
applicable to Performance Contract in Tertiary Institutions because it is founded on
achievement of results from key areas of the institutions by the teachers. It therefore
enables teachers and MoEST to identify the key areas for results and in establishing
appropriate performance standards against which results can be measured. This is
indeed the essence of Performance Contracts.

The job improvement plan theory has been used by other scholars who have studied
Performance Contract before with a lot of success. Such scholars include: Too,
Makokha, Mutai and Chepkwony (2011) in their study of Head Teachers’ perception
towards implementation of Performance Contracts. Kariuki and Muthenya (2010)
successfully used the model to study the perception of Kenyan citizens on
improvement of public service delivery.
1.11 Conceptual Framework

<table>
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<tr>
<th>Independent Variable</th>
<th>Intervening Variables</th>
<th>Dependent Variables</th>
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<tr>
<td>Performance Contracts</td>
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<td>Vision and Mission statements</td>
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<td>Teachers’ Job Performance</td>
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<td>Strategic planning</td>
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<td>Setting of targets</td>
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<td>Service charter</td>
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<td>Schemes of work</td>
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<td>Preparation of PC document</td>
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<td>Lesson plans</td>
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<td>Departmental targets</td>
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<td>Class attendance</td>
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<td>BoM monitoring of PC</td>
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<td>Students evaluation</td>
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<td>Performance appraisal</td>
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<td>Students guidance and counseling</td>
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<td>Work environment</td>
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<td>Supervision of co-curricular activities</td>
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<td>Availability of resources</td>
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<td>Maintenance of student discipline</td>
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<td>Level of training</td>
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<td>Quarterly departmental reports</td>
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<td>Teacher Motivation</td>
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<td>Work ethics</td>
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<td>Students initiative</td>
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<td>Students absenteeism</td>
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<td>Students discipline</td>
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Figure 1.1: Conceptual Framework

Figure 1.1 shows the diagrammatic representation of interaction of variables. The independent variable of the study is Performance Contracting in Tertiary Institutions as derived from vision and mission statements, strategic plan and service charter. The dependent variable for the study is the teachers’ job performance; in this case indicated by setting of targets, schemes of work, lesson plans, class attendance, students evaluation, students guidance and counseling, supervision of co-curricular activities, maintenance of student discipline and submission quarterly departmental reports. The intervening variables are, work environment, availability of resources, level of training, teacher motivation, work ethics, students initiative, students absenteeism and students discipline.
1.12 Operational Definition of Terms

**Evaluation:** Evaluation is a systematic way of looking at a subject of interest with the aim of determining its merit, worth and significance based on the accepted set of standards. For the purpose of this study, evaluation means looking at the process of implementing Performance Contract in Public Tertiary Institutions in Nyeri County and how it relates to the teachers’ job performance.

**Performance Contract:** For the purpose of this study, Performance Contract refers to the agreement made between the MoEST, through its principal secretary and the Board of Management of the Tertiary Institutions, the teachers in the Tertiary Institutions implement the agreed targets on behalf of the BOM. Further still, the institutions’ Performance Contract is cascaded downwards to the departments whereby teachers break it down to key tasks and targets to be implemented in each of the departments.

**Tertiary Institution:** For the purpose of this study, a tertiary institution refers to a college or Technical Training Institutions that offers certificate and diploma course in various areas. There are several such institutions in Nyeri County, but the study was based on public Tertiary Institutions under MoEST.

**Teachers’ Job Performance:** In this study teachers’ job performance refers to the various tasks that teachers are expected to perform such as, preparation of professional documents, class attendance, and students’ guidance among others.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This section analyses literature of different scholars who have conducted research on Performance Contracting. The literature reviews; policies, procedures and systems which support implementation of Performance Contracts, teachers’ job performance in public Tertiary Institutions, Performance Contracts and improvement of teachers’ job performance and suggestions to improve Performance Contracting in Tertiary Institutions. The chapter also provides a summary of the reviewed literature.

2.2 Policies, Procedures and Systems in Support of Performance Contracts

Odden and Kelley (2002) argues that there is an apparent requisite for a system that is both effective and feasible for implementation of performance contracts in institutions that can provide a yard stick to measure the contributions of individual teachers in a fair and valid way. Very often, the gauge utilized to evaluate the effectiveness of a teacher is extrapolated to represent the performance of students in a particular subject. All organizations operate in an institutional, legal, and political environment that may profoundly affect their operating procedures and capabilities.

(Lienert, 2003) acknowledges that in numerous African nations, public services are faced by problems which inhibit their ability to deliver to their people. Factors like lack of enough skilled labor, wrong attitude and other external factors inhibit effective service delivery. Moreover, the degradation of moral and ethics coupled with corruption have bedeviled the public sector’ ability to effectively offer services to the people. Unfortunately, the reforms put in place to remedy these problems have not been successful (AAPAM, 2005). Kobia and Mohammed (2006) in their study
on the Kenyan experience with Performance Contracting reported that Performance Contracting requires a set of procedures and systems to support successful implementation. A strategic plan is one of the vital requirements for proper implementation of performance contracts. It is therefore critical that strategic plans have their mission, vision and objectives geared towards reinforcing linkages between policies, budgeting and planning. This also call for aligning the human resource function with the strategic plan objectives so that employees’ work plans and job descriptions can be deduced from the strategic plan. Equally, it is imperative that schools have clear and well formulated objectives which are aligned to the strategic plan making it easy to evaluate individual and organizational performance.

Unfortunately, according to Lienert (1998) it is challenging to attain the strategic objectives set by public enterprises since during development, they do not involve all the stake holders. There is need to have the strategic plan contracts entrenched in law to evade impromptu decisions. The government is obliged to ensure provision of all the required resources in time hence preventing frustrations of the employees. It is important to define credible meaning of the results and performance assessment techniques. To achieve these, a distinctive and specified training program is required for public employees. It is also crucial to align other control instruments like service charters, transparency and accountability procedures with the performance contracts. Ultimately the absence of Performance Contracting is no excuse for poor administration. To realize effective performance contracting as per the objectives, good managerial skills coupled with managements’ participation and support is essential. There ought to be scheduled audits to evaluate the levels of implementations so as to come up with the benefits and challenges encountered during implementation.
2.3 Teachers’ Job Performance in Public Tertiary Institutions

Job Performance refers to the degree to which an individual can perform the core substantive or technical tasks central to his or her job (Mueller, 2012). Efforts to increase quality in education have resulted in numerous reform attempts including standardized testing, smaller class sizes, and school accountability. However, Gordon et al., (2006) contend that reform efforts will have only marginal impression on success to public education and will largely depend on the skills of teachers. There have been attempts to assess educational outcomes in terms of student’s performance in relation to the inputs in the education system rather than teacher characteristics. The temptation to compare successful job performance reforms in industry to teaching and education must be cautiously applied. Teaching is significantly different than manufacturing. There are several major differences referred to by Lazear (2001): first, output in education is more difficult to define and measure; second, output is multidimensional; and lastly, what is best for one student is not best for another.

A study by Mosomi, Kindiki and Boit (2014) which aimed at assessing the perception of Kenyan teachers in Kenyan colleges regarding the effect of performance contract on use of teaching and learning aids revealed that performance contracting did not lead to them being trained on better use of teaching and learning resources. In conclusion, the study proposed that the lack of financial capability led to the tutors not being trained. It further recommends that the advantages gained form performance contracting ought to be harnessed by provision of financial resources to facilitate the necessary teaching and learning resources. According to Odden and Kelley (2002), Execution of performance Contracting is in addition
planned to strengthen an organized society that takes into consideration development of workers and advancement in capacity building in a bid to strengthen their careers coupled with intensifying their competence. Performance Contract is viewed as an important aspect in the education sector since the teachers have dynamic knowledge. Nevertheless, in nations where employers mostly consider the teacher’s capability to make the learners pass examinations as opposed to focusing on their aptitudes so as to improve the student overall performance, defined standards for performance evaluation should be put in place. In this way, the teacher who meets or surpasses this standard is rewarded with a bonus or a salary increment (Reichardt, Robert, Rebecca 2003). Merit pay is frequently used in the private industrial and commercial sector as a management tool to achieve organizational goals. The main argument in favour of Performance Contracts is that it can foster individual motivation by recognizing effort, achievement and rewarding it in a concrete way (Reichardt, Robert & Rebecca, 2003).

Azordegan (2005) study on diversifying teacher compensation established that many countries have consolidated individual performance bonuses into base pay. Others prefer to administer them in the form of one-off payments either as a token for a good year’s work or a reward for contribution to a project. It was realized that team-based performance rewards were less common, and were normally associated with completing a particular task or project, or achieving a prescribed performance target. However, Azordegan (2005) put it that the success of any Performance Contracts depends very much on a credible supporting performance management framework that is fair and consistently applied.
However, demand for accountability in education system is growing as countries make changes in teacher evaluation models. Indeed, the performance based management systems synonymous with corporate organizations is taking route in educational organizations. Indeed, Performance Contracting has now been introduced in public institutions including Tertiary Institutions to improve service delivery (Kobia & Mohammed, 2006). However, Performance Contracting has attracted concerns particularly in education institutions as teachers argue that they may not have control over students’ achievements. The findings of a study by Too et al., (2011), indicated that the teachers were ready to enter into contracts in all their management functions except on student performance. Likewise Nguyo (2011), conducted a study on teachers’ attitudes towards Performance Contracting in Nyeri County, the findings indicated that 70% of the teachers had a negative attitude. Moreover, teachers viewed Performance Contracts as a covert means to intimidate them. Further, KNUT (2008) argued that teachers cannot be put under contract as besides having no control of student abilities, the government has to address teacher shortages and institutional facilitation. Nevertheless the growing demands for accountability in education worldwide and Kenya in particular is to recruit, develop, reward and retain effective teachers. The primary way to accomplish this is Performance Contracts. Consequently, in USA education funding is tied with implementing more stringent standards regarding teaching, evaluation and performance. The concept of Performance Contract is simply a negotiated agreement between the employer and the employees on tasks to be completed within a certain period of time (Obonyo, 2009). Moreover, the TSC act, education act and teacher code of regulation clearly outlines the roles of teacher in a school which include preparation of professional document, assessment of students, student discipline,
classroom instruction to mention a few. This study contends that it’s pertinent to evaluate the teachers against these expectations. Indeed, the success or relevance of education programs or certification cannot be determined without effective monitoring and evaluation.

2.4 **Performance Contracts and Improvement of Teachers’ Job Performance**

Lockett (1992) indicates that an individual’s measurable performance cannot exceed their competence. He further argues that lack of measurement, is a barrier which may prevent people from reaching a higher level of job performance. People are unlikely to perform well if their employers have not put in place performance targets, namely, the achievement of agreed targets. Effective managers and effective organizations’ balance the need to maximize current performance with the need to develop capability for the future. Plachy and Plachy (1988) indicate that employees who do not perform to expectations are not necessarily “bad” employees; more often than not, they are employees who do not understand job requirements or who do not know how to fulfill them. The future competitiveness of any organization is its ability to deliver quality services to its clients therefore depend on the level of performance exhibited by its employees. In several countries in the world, education leaders and private citizens are searching for ways to improve teachers’ job performance and increase accountability in schools. Alluding from a study which was conducted on performance-based remuneration methods for teachers, it is evident that state funded education is still dedicated to an outdated system of teacher remuneration, this repudiates the capacity to pay teachers with regard to their performance and dispensation of their duties. (Wisconsin Policy Research Institute Report, 2001). Regrettably, in many countries, the salary of a teacher is pegged on
the attainment of higher levels of education and the duration they have been actively involved in the teaching profession. Apparently, these two elements are not the only factors that determine the ability of teachers to conduct effective teaching. Hence, teachers, just like other professionals, ought to be compensated on how well they perform.

About Performance Contracting, Gratz (2009) indicates that public education remains wedded to an antiquated system of teacher compensation. That system openly downplays the ability to pay teachers based on their performance. Instead, teachers only increase their pay based on their years of teaching and level of higher education. Common sense suggests that the ability of teachers to educate well is not determined solely or even primarily by these factors. Therefore, teachers, like many other professionals, should be compensated, at least in part, on how well they perform. Harvey (2003) in his study recognizes an array of factors that positively impact Performance Contracting. Key among them were; the fact that institutions would improve greatly if they would implement school based remuneration schemes. Highlighting the need for knowledge and skill based compensation which greatly improves motivation, cooperation and interaction among teachers. This eventually would enhance better performance of students because teachers will be dedicated in their teaching.

On the contrary, in a study conducted by Kadish et al (2006) notes some negative notions on performance contracts. He argues that performance contracts payments may prevent automatic salary increments. Furthermore, implementation of performance contracting requires a lot of time and resources to plan and introduce and run new scheme and capacity building to acquaint operation managers with the
new policies. Also the financial cost attached to performance contracting which is often under estimated should be well planned for. Also performance contracting is seen to discourage cooperation and team work while encouraging competition among teachers. Kadish et al (2006) contends that the idea of competition hinders effective teaching and in turn creates conflict within the school. Agreeing with Kadish et al (2006), Debra (2004) noted that it is extremely difficult to isolate the teacher’s impact on the performance of a student. However, there exist other factors that may impact the performance of a student that the teacher may not have control over like the size of a class, the language proficiency and student mobility. Hoffman (2004) contends the same by pinpointing that the biggest advantage of Performance Contracts can only be realized by adequately motivating and remunerating teachers for positive outcomes. This will inspire the teachers and hence their attitude will have a positive impact on the students (Kadish et al, 2006).

Podgursky (1993) in his study on the attitude of teachers with regard to performance based compensation realized that the bulk of the teachers who participated in the study preferred more money for more duties. The participants were also of the view that good execution additional duties should be a factor in job promotions. Nonetheless, some worry that the assessment procedures could be biased hence realizing difficulty in administering compensation objectively and fairly. Additionally Performance Contracting requires investment in terms of both time and money; time is required to plan, introduce and run the scheme. The financial costs of Performance Contracts are often underestimated, thus undermining its effective implementation.
The literature however does not reveal any studies focusing on the evaluation of Performance Contract among teachers in Tertiary Institutions. Therefore, this study seeks to establish whether introduction of Performance Contracts has brought any significant improvement regarding teachers’ job performance in public Tertiary Institutions.

The USA, England, New Zealand, Sweden, Singapore, and Finland, are some of the countries that have implemented Performance Contract in their educational systems (Pearls, 2009). In the USA, where Performance Contracting is well entrenched in the education system, with school boards as the Performance Contract managers. Performance Contract programs begun receiving nationwide public attention in early 1970’s and initially there were implementation problems arising from challenges from teachers unions and professional groups, but eventually the proponents have been able to overcome the barriers. A study by Solmon and Podgursky (2009), on performance-based compensation for teachers in the USA, established that although the Performance Contract practice faces a serious number of objections, it nevertheless resulted in increased educational outputs. Despite the voices of dissent in the USA regarding Performance Contract in education, performance -based -pay continues to be the new mantras in school reform. The Performance Contract experience in England initially encountered a lot of opposition from teachers’ unions. The National Union of Teachers organized a number of protest events, including a march and a rally in London, February 2000. In 2006, there was another flurry of activities when it became clear that the UK proposed to use performance management in schools as a way of promoting performance- related pay.
Proponents of Performance Contract in education propose that merit pay should be practiced along with high quality teacher training and improved professional development. A study on Performance Contract in education conducted in the US found out that performance pay without other supports for teachers did not help students; it requires a more comprehensive approach such as providing tools, resources, conditions and robust curriculum (US Department of Education, 2010). Review of literature on the Kenyan experience reveals that Performance Contract has drawn the heaviest criticism from teachers unions. Similarly, teachers and school administrators shift blame for poor performance on other factors such as social ills and funding issues, and are not keen on Performance Contract. A study by Nguyo (2011) on Teachers’ perceptions towards Performance Contract in Nyeri County-Kenya, established that teachers were opposed to introduction to Performance Contract due to inadequate information on what entails Performance Contracting. Other challenges identified in the implementation of Performance Contract in Kenya include limited resources, highly ambitious targets, inadequate training of staff involved and negative attitude (Kenya Performance Contract Review Report, 2010).

The review on International experiences with Performance Contract in education reveals the significant role played by teachers' unions and professional groups in the successful implementation of Performance Contract. Other key factors noted are high quality teacher training and improved professional development which should be established alongside other educational reforms. The Kenyan context reveals that the policy makers have not yet succeeded in bringing the teachers’ unions and professional groups on board, and that these groups have adopted an adversarial bargaining stance, which may have contributed to the teachers' reluctance to accept Performance Contract.
2.5 Suggestions to Improve Performance Contracting in Tertiary Institutions

The push factor for introduction of Performance Contracting in Kenya underlies the assumption that institution of performance measurements, clarification of corporate objectives, customer orientation and an increased focus towards incremental productivity and cost reduction can lead to improvements in service delivery (GOK, 2003). Performance data can be used effectively to support implementation of performance contracting in organizations where performance evaluation systems are not setup.

Performance data can be used to:

- Influence change among vital stakeholders
- Concentrate efforts on areas that may be affected negatively by the change
- Monitoring the outcomes and results in a bid to strengthen and motivate staff for achieving the set objectives

A study by Tony (1999), which focused on performance contracting for teachers noted that investing in education necessitates for adequate justification through proper instructional models for teaching and learning activities. Along these lines, James (2001) in conclusion put it that there arose a significant interest in the need to implement performance contracting contrary to their preference of the conventional pay plan as observed earlier in the study. Stakeholders in the education sector have gradually accepted that conventional pay plan for teachers neither gave teacher’s incentives to exhibit their skills and competence nor motivate them to improve the students’ performance. Indeed, evaluating teacher’s performance is difficult as
demonstrated by Murnane (1986). He argues that, the impressions and perceptions that teachers hold concerning a given performance evaluation system directly impacts the performance of the teacher.

A comparative study carried out by Murray (2007) openly proposes that one of the possible reasons why teachers may leave their profession to a more lucrative job prospects is the absence of monetary appreciation of their performance. The study further adds that attitudes to teaching as a career indicates that existing teachers usually aim at making a difference in people’s lives which is inhibited by external factors such as poor pay hence discouraging prospecting teachers to abandon that career path. This then justifies that proper performance based remuneration is critical to performance of teachers. Certainly, performance contracting is conceivably the best approach towards encouraging teachers to aim at achieving set goals and to appeal and retain high performing teachers.

2.6 Summary of Literature Review

The literature reviewed indicates that Performance Contracts can indeed be successfully introduced into educational practice as in the case in several developed countries. The literature however fails to provide information on how the Tertiary Institutions overcame institutional barriers that may hinder Performance Contracts, relating to Performance Contracts and teachers’ job performance along with high quality teaching.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
This chapter describes the procedures that were followed in carrying out the study. The areas discussed include: research design, location of the study, target population, sample size and sampling procedures, research instruments and data collection methods, as well as data analysis procedures.

3.2 Research Design
Research design is the plan of action that provides the researcher with a framework of operation that steers the inquiry process (Cohen & Manion, 2000). The research process becomes purposeful, meaningful and systematic if the pattern to carry out research blends well with research objectives. Accordingly, this study adopted a descriptive survey research design. Descriptive survey is the most suitable research paradigm since it will entail data collection in a bid to answer questions on the current state of performance contracting in education institutions. This kind of survey enables a researcher to define, examine and document issues that exist or existed, Kothari (2003). The descriptive survey design also allows the researcher to generate both numerical and descriptive data that was used in measuring relationships between variables. In this study this research design was found to be most appropriate because the researcher intends to study the independent variable (Performance Contracting) after it has already exerted its effect on the dependent variable (teachers job performance). Additionally, the study does not involve manipulation of the variables; rather the variables are investigated in retrospect.
3.2.1 Research Variables

Independent variable

It is the variable that a researcher manipulates to determine its influence on the dependent variable. The independent variable in this study is Performance Contracting.

Dependent variable

It is the expected outcome of the manipulation of the independent variable. In the present study, the dependent variable is teachers’ job performance.

3.2.2 Research Methodology

The study used the mixed method approach. This enabled the research to analyse the quantitative data in frequency tables, percentages and graphs. The qualitative data was analysed according to the themes derived from the research objectives.

3.3 Location of the Study

The study was carried out in public Tertiary Institutions in Nyeri County positioned in the eastern slopes of Mt. Kenya approximately 200 kilometers from the capital city, Nairobi. The area has six administrative sub counties, namely; Othaya, Mukurweini, Mathira, Kieni, Tetu and Nyeri Central. Performance Contracting has been going on in public Tertiary Institutions in the county for the last 9 years. It is for this reason that the public Tertiary Institutions in the county were chosen for the intended study because no studies have been conducted to evaluate the relationship between Performance Contract and teachers’ job performance in the county.
3.4 Target Population

Population refers to an entire group of individual’s events or objects having a common observable characteristic which is of concern to the researcher (Mugenda & Mugenda, 2003). Cohen and Manion (2000) describes population as the totality of persons, events, organizations, units or other sampling units that the researcher intends to generalize results from. The target population consisted of all teachers working in public Tertiary Institutions in Nyeri County. There are four Tertiary Institutions in the county with a total teacher population of 335, as follows; 3 colleges that diploma and certificate courses and with 260 teachers and one college that only offers certificate courses and has 75 teachers. The target population of the study is shown in table 3.1.

Table 3.1: Target Population

<table>
<thead>
<tr>
<th>Category of tertiary institution</th>
<th>No. of institutions</th>
<th>No. of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma and certificate courses</td>
<td>3</td>
<td>260</td>
</tr>
<tr>
<td>Certificate</td>
<td>1</td>
<td>75</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>4</strong></td>
<td><strong>335</strong></td>
</tr>
</tbody>
</table>

Source: County Education Office Nyeri County (2014)

3.5 Sampling Techniques and Sample Size

According to Orodho and Kombo (2002), sampling is the process of selecting a number of individuals or objects from a population such that the selected group contains elements representatives of the characteristics found in the entire group. A sample is a subset of a particular population. According to Mugenda and Mugenda (2003), sample size depends on factors such as the number of variables in the study, the type of research design, the method of data analysis and the size of the accessible population.
3.5.1 Sampling Technique

The study employed stratified random sampling technique. Stratified random sampling is a sampling technique where the population is classified into a number of strata and each stratum is sampled according to its proportion in the population. Stratified random sampling method was used to ensure that all different categories of institutions have been fairly represented in the study sample. It aimed at a proportionate representation with a view of accounting for the differences in sub-group characteristics (Oso & Onen, 2005). To select a representative sample, a researcher must first have a sampling frame (Mugenda & Mugenda, 1999). In the current study the researcher obtained a list of all the Tertiary Institutions in the county. All the institutions were first be categorized into the two categories, namely diploma and certificate colleges. Random sampling was then be used to select a sample from each stratum according to its representation in the population.

3.5.2 Sample Size

A good representative sample should constitute at least 20% of the entire population where population is small and 10% where the population is large (Orodho, 2004 & 2005). The sample size computed for the study was as follows; diploma college teachers (52), certificate college teachers (15). 38 of the teachers were male while 29 were female. In addition the performance contract coordinators for all the four colleges were purposively selected and included in the sample. The summary of the sample of teachers used in the study is presented in Table 3.2
Table 3.2: Sample of the Study

<table>
<thead>
<tr>
<th>Category of Tertiary Institution</th>
<th>No. of Teachers (100%)</th>
<th>No. of Teachers Sampled (20%)</th>
<th>PC Coordinators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td>260</td>
<td>52</td>
<td>3</td>
</tr>
<tr>
<td>Certificate</td>
<td>75</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>335</td>
<td>67</td>
<td>4</td>
</tr>
</tbody>
</table>

Source, researcher, 2014

3.6 Research Instruments

Data was collected by means of two sets of instruments; an interview schedule for the Performance Contract coordinators and a self-scoring questionnaire for the teachers. The Performance Contract coordinators interview schedule consisted of 10 open ended items and sought data on, whether the procedures, policies and systems in institutions support implementation of PC and suggestions for improving of PC in the institutions. The Teachers’ Job performance Questionnaire (TJPQ) questionnaire consisted of 24 items and is divided into two sections. Section one has 5 items and gathers biographic data, while section has 24 items in likert scale and seeks to collect data on teachers’ job performance. The questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze (Wilson and McLean, 1994).

3.7 Piloting of the Instruments

The researcher preceded by first conducting a pilot study of the questionnaires in one college before engaging the sampled college. The pilot was aimed at familiarizing with the administration as well as improving the validity and reliability
instruments. Pilot studies guarantee that the choice of the instruments was able to overcome any challenges during the data collection process, Mugenda and Mugenda (2003).

3.7.1 Validity

Mugenda and Mugenda (2003) define validity as the accuracy and meaningfulness of the inferences which are based on research results. In other words validity is the degree to which results obtained from the analysis of the data actually represent the phenomena under study. The questionnaire in this research was constructed using the objectives stated in the study. Pilot study helped to improve face validity and content of the instruments. Familiar and simple to understand language and vocabulary to the respondents was used to improve content validity. Additionally, the researcher also made sure that items are worded correctly and measure what they should measure. According to Borg and Gall (1989), validity of an instrument is improved through expert judgment. As such, the validity of the instrument will also be established by submitting the instruments to the supervisors and their suggestions incorporated in constructing the final instrument.

3.7.2 Reliability

Reliability is a measure of degree to which researcher instruments yield consistent result or data after repeated trials (Mugenda & Mugenda, 2003). A reliable instrument therefore is one that constantly produces the expected results when used more than once to collect data from two samples randomly drawn from the same population. The research instruments were tested in order to assess their reliability. One tertiary institution in the county was selected for piloting the instruments. The data collected from the pilot study was used to compute reliability. Cronbach’s
Coefficient alpha method was used and a reliability coefficient of 0.721 obtained. This method is appropriate owing to the fact that it requires only one administration of the test (Cohen & Swerdlik, 2005). It is also appropriate where items have got choices (Cozby, 2003). In the study, the items were considered reliable if they yielded a reliability coefficient of 0.70 and above. This figure is usually considered desirable for consistency levels (Fraenkel & Warren, 2000).

3.8 Data Collection Techniques
After approval of the proposal, the researcher got a letter of introduction from the Graduate School of Kenyatta University, and then obtained a research permit from the National Council of Science, Technology and Innovation (NACOSTI). After which the researcher sought authority from the County Education Office in order to facilitate data collection. The researcher liaised with the heads of the sampled institutions in order to book appointment on when to administer the research instruments. To ensure high response rate, the researcher personally distributed the questionnaires to all respective respondents and collected them after one week.

3.9 Data Analysis
The administering of the instrument to the participants generated raw data. Quantitative data was coded, tabulated and analyzed using descriptive statistics such as mean, frequencies and percentages. This will be done with the help of the computer package Statistical Package for Social Science (SPSS) version 21.0. The qualitative data was organized into major themes and categories based on the research objectives and used to make conclusions. The findings were presented in frequency tables, percentages and charts.
3.10 Logistical and Ethical Consideration

The researcher obtained a research permit from NACOSTI and authority letters from the county education office and heads of the sampled institutions. The instruments were anonymous and the researcher assured the respondents that the information obtained was confidential and would not be divulged to a third party. In order to make the respondents participate willingly, the researcher explained the nature and purpose of the study as well as the procedure to be followed in data collection.
CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents data analysis and interpretation of the study. The study evaluated Performance Contracting in relation to teachers’ job performance in public Tertiary Institutions in Nyeri County, Kenya. The presentation and discussions are guided by the study objectives namely to, examine existing policies, procedures and support systems, levels of teachers’ job performance and to find out if Performance Contracts have brought significant improvement regarding teachers’ job performance in public Tertiary Institutions. As explained in chapter three, data was collected from 67 teachers, four coordinators of Performance Contracts in four Tertiary Institutions in Nyeri County.

4.2 Background of the Informants

This section describes the demographic characteristics of the teachers in Tertiary Institutions who were selected in the study.

4.2.1 Demographic Characteristics of Teachers in Tertiary Institutions

This section describes the demographic characteristics of the teachers in Tertiary Institutions selected for the study. The demographic characteristics presented include; gender, age, marital status, professional qualifications and years in service, as shown in Table 4.1
Table 4.1: Demographic Characteristics of Teachers

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>29</td>
<td>43.1</td>
</tr>
<tr>
<td>Male</td>
<td>38</td>
<td>56.9</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21-30</td>
<td>5</td>
<td>7.7</td>
</tr>
<tr>
<td>31-40</td>
<td>8</td>
<td>12.3</td>
</tr>
<tr>
<td>41 and above</td>
<td>52</td>
<td>80.0</td>
</tr>
<tr>
<td>Marital Status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Married</td>
<td>56</td>
<td>87.5</td>
</tr>
<tr>
<td>Widowed</td>
<td>1</td>
<td>1.6</td>
</tr>
<tr>
<td>Single</td>
<td>7</td>
<td>10.9</td>
</tr>
<tr>
<td>Professional Qualifications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>9</td>
<td>13.8</td>
</tr>
<tr>
<td>Degree</td>
<td>30</td>
<td>46.2</td>
</tr>
<tr>
<td>Masters</td>
<td>26</td>
<td>40.0</td>
</tr>
<tr>
<td>Years in Service</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-10</td>
<td>12</td>
<td>18.5</td>
</tr>
<tr>
<td>11-20</td>
<td>10</td>
<td>15.4</td>
</tr>
<tr>
<td>21 and above</td>
<td>43</td>
<td>66.2</td>
</tr>
</tbody>
</table>

Table 4.1 indicates that majority, (56.9%) of the respondents were male and 43.1% were female. The study reveals that although females constitute the overall majority in the teaching profession; in Tertiary Institutions male teachers contribute a larger proportion. On age of the respondents, the study revealed that majority of the teachers in Tertiary Institutions were middle aged; 80% were aged above 41 years, 12.3% 31-40 years and 7.7% 21-30 years. The study established that 87.5% of the respondents were married, 10.9% were single and 1.6% were widowed. On the teachers’ professional qualifications, the study established that 46.2% of the teachers had a bachelor’s degree, 40% had masters and 13.8% had advanced diploma. The study established that 66.2% of the teachers had above 20 years of service, 18.5% had 1-10 years and 15.4% had 11-20 years of service. This shows that although there were sizeable numbers of teachers with few years’ service majority of the teachers had a relatively long service. The long years of service were probably a disadvantage towards implementation of Performance Contracts. Wayne (2010)
argues that the versatility of young teachers within a school system, may improve
teacher motivation, satisfaction, and overall positive perception of new ideas. This
can also encourage young teachers to try new methods or take risks in the classroom
without the fear if the methods fail. Further still, the desire to earn approval from the
management may motivate the new teachers to acquire new skills.

4.3 Policies, Procedures that Support Successful Implementation of
Performance

The first research objective investigated on whether the existing policies, procedures
and systems support successful implementation of Performance Contracts in relation
to teacher management in public Tertiary Institutions in Nyeri County. Data
analysis revealed five major categories of policies, procedures and systems that
support implementation of Performance Contracts namely; vision and mission
statements, service charter, strategic planning and strategic plans updates. The
findings are provided in Table 4.2

| Table 4.2 Policies, Procedures that Support Successful Implementation of Performance Contract |
|---------------------------------------------------------------|---------------|---------------|
| 1. Does your college have a mission and vision statement     | 100.0         | -             |
| 2. Mission and vision displayed at entrance and principal’s  | 100.0         | -             |
|      office                                                |               |               |
| 3. Does your college have a service charter                 | 100.0         | -             |
| 4. Service charter cascaded to the departments              | 25.0          | 75.0          |
|      departmental level                                     |               |               |
| 5. Does your college have a strategic plan                  | 100.0         | -             |
| 6. Preparation of strategic plan is by strategic planning   | 100.0         | -             |
|      committee                                              |               |               |
| 7. Strategic plan updates through departmental reports      | 50.0          | 50.0          |
| 8. Do HoDs prepare quarterly departmental reports          | 25.0          | 75.0          |
Table 4.2 clearly indicates that all (100%) the Tertiary Institutions had a mission and vision statement that was displayed at the entrance and principals office. All (100%) the institutions had a service charter; strategic plan committees who were mandated to prepare the strategic plan for a period of five years. The study further revealed that majority (75.0%) of institutions did not cascade the service charter to the departmental level while 50% did not provide strategic plan updates to their teachers. The study found out that majority (75%) of the heads of departments did not prepare quarterly departmental reports. The findings indicate that Tertiary Institutions have put in place policies, procedures and systems that support successful implementation of Performance Contracts. However indications are that the policies and procedures have not been fully cascaded to the departmental levels a situation that might compromise the implementation of Performance Contracting system as a whole. This confirms observations of a study by Kobia and Mohammed (2006) on the Kenyan experience with Performance Contracting that reported that Performance Contracting requires a set of procedures and systems to support successful implementation. These procedures include; preparing a strategic plan, a service charter, having a mission and vision statement, cascading the PC to the departments and preparing quarterly departmental reports. In order to provide a mechanism that supports Performance Contracting, it is important for the agency to develop a Strategic Plan and strive to achieve its mission and objectives.

4.4 Teachers’ Job Performance in Public Tertiary Institutions

The second research objective sought to find out the levels of teachers’ job performance in public Tertiary Institutions in Nyeri County. Data for this objective was collected using the Teachers Job Performance Questionnaire (TJPQ) adapted by
the researcher for this study. TJPQ contains 24 items in a likert ranging from, always (1), frequently (2), never (3), rarely (4) and sometimes (5). The teachers’ responses are presented in percentages (%) and where there was no response indicated by a dash (-) in Table 4.3

Table 4.3 Teachers Job Performance

<table>
<thead>
<tr>
<th></th>
<th>1 (%)</th>
<th>2 (%)</th>
<th>3 (%)</th>
<th>4 (%)</th>
<th>5 (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I always report to work on time</td>
<td>61.5</td>
<td>32.3</td>
<td>-</td>
<td>-</td>
<td>6.2</td>
</tr>
<tr>
<td>2. I keep at the college throughout the day</td>
<td>14.3</td>
<td>57.1</td>
<td>1.6</td>
<td>11.1</td>
<td>15.9</td>
</tr>
<tr>
<td>3. I seek permission from authority in case of absenteeism</td>
<td>76.9</td>
<td>15.4</td>
<td>1.5</td>
<td>-</td>
<td>6.2</td>
</tr>
<tr>
<td>4. I accept extra tasks assigned by the principal</td>
<td>86.2</td>
<td>7.7</td>
<td>-</td>
<td>1.5</td>
<td>4.6</td>
</tr>
<tr>
<td>5. I prepare schemes of work for all my classes</td>
<td>90.6</td>
<td>3.1</td>
<td>-</td>
<td>4.7</td>
<td>1.6</td>
</tr>
<tr>
<td>6. I prepare lesson plans for all my lessons</td>
<td>39.1</td>
<td>34.4</td>
<td>7.8</td>
<td>4.7</td>
<td>14.1</td>
</tr>
<tr>
<td>7. I keep records showing students’ progress</td>
<td>90.8</td>
<td>3.1</td>
<td>-</td>
<td>4.6</td>
<td>1.5</td>
</tr>
<tr>
<td>8. I prepare for long and short term plans</td>
<td>41.2</td>
<td>23.5</td>
<td>11.8</td>
<td>11.8</td>
<td>11.8</td>
</tr>
<tr>
<td>9. I keep records of students’ class attendance</td>
<td>46.9</td>
<td>14.1</td>
<td>14.1</td>
<td>7.8</td>
<td>17.2</td>
</tr>
<tr>
<td>10. I participate in disciplining students in my institution</td>
<td>-</td>
<td>-</td>
<td>15.6</td>
<td>10.9</td>
<td>17.2</td>
</tr>
<tr>
<td>11. I participate in students guidance and counseling</td>
<td>31.3</td>
<td>23.4</td>
<td>4.7</td>
<td>7.8</td>
<td>32.8</td>
</tr>
<tr>
<td>12. I fill teachers’ appraisal forms in time</td>
<td>67.2</td>
<td>25.0</td>
<td>-</td>
<td>4.7</td>
<td>3.1</td>
</tr>
<tr>
<td>13. I assist the students in co-curricular activities</td>
<td>35.9</td>
<td>20.3</td>
<td>15.6</td>
<td>10.9</td>
<td>17.2</td>
</tr>
<tr>
<td>14. I participate in setting departmental targets</td>
<td>72.2</td>
<td>16.7</td>
<td>-</td>
<td>5.6</td>
<td>5.6</td>
</tr>
<tr>
<td>15. I participate in staff meetings</td>
<td>83.1</td>
<td>7.7</td>
<td>-</td>
<td>3.1</td>
<td>6.2</td>
</tr>
<tr>
<td>16. I am consistent and fair with students</td>
<td>58.8</td>
<td>23.5</td>
<td>-</td>
<td>5.9</td>
<td>11.8</td>
</tr>
<tr>
<td>17. I set examinations in time</td>
<td>86.2</td>
<td>6.2</td>
<td>1.5</td>
<td>-</td>
<td>6.2</td>
</tr>
<tr>
<td>18. I invigilate examinations as stipulated</td>
<td>90.8</td>
<td>4.6</td>
<td>1.5</td>
<td>-</td>
<td>6.2</td>
</tr>
<tr>
<td>19. I mark the examinations within the given time</td>
<td>78.5</td>
<td>18.5</td>
<td>-</td>
<td>-</td>
<td>3.1</td>
</tr>
<tr>
<td>20. I enter students marks within the stipulated time</td>
<td>75.4</td>
<td>21.5</td>
<td>-</td>
<td>-</td>
<td>3.1</td>
</tr>
<tr>
<td>21. I prepare performance contracts quarterly reports in time</td>
<td>67.2</td>
<td>25.0</td>
<td>-</td>
<td>4.7</td>
<td>3.1</td>
</tr>
<tr>
<td>22. I prepare my students adequately for national examinations</td>
<td>84.6</td>
<td>10.8</td>
<td>1.5</td>
<td>-</td>
<td>3.1</td>
</tr>
<tr>
<td>23. I prepare my students for teaching practice/attachment adequately</td>
<td>81.5</td>
<td>10.8</td>
<td>4.6</td>
<td>-</td>
<td>3.1</td>
</tr>
<tr>
<td>24. I supervise and guide students on practice/attachment adequately</td>
<td>78.5</td>
<td>7.7</td>
<td>4.6</td>
<td>1.5</td>
<td>7.7</td>
</tr>
</tbody>
</table>
As shown in Table 4.3, the respondents indicated that they always carried out the following tasks related to their careers: keeping students’ progress records (90.8%). This indicates that the majority of teachers keep a close follow up of the academic progress of their students. This concurs with Safer and Fleischman (2005) who observed that effective teachers monitor student progress systematically. Monitoring student progress ensures that student continuously improve and attain the desired level of achievement. Majority (90.8%) of the teachers indicated that they always invigilation of examinations as stipulated. Good invigilation of examinations is an indication that the scores in the students’ progress record is a true indication of the students’ academic achievement. This agrees with CIPS (2014) who stated that invigilation ensures that every student has the chance to demonstrate their knowledge and capability in a safe environment; this guarantees that the integrity of the entire evaluation process is credible. On schemes of work, 90.6% of respondents indicated always that they always prepared, however 6.3% were did not conform to this. Preparation of schemes of work shows adherence to teaching the syllabus and the commitment to covering it within the stipulated time. This is in agreement with Danielson (2002) who stated that effective teaching cannot be achieved without schemes of work, the syllabus and lesson plans. Schemes of work are an important guide for the teacher to implement the education curriculum. On taking extra tasks assigned by the principal, 86.2% indicated that they always accepted. This indicates that the teachers are willing to assist the principal in the day to day running of the institutions. The findings are consistent with Bomet, Kindiki and Too (2014) who reported that majority of employees cooperate with management in carrying out tasks designed to them. Similarly, 86.2% of the respondents said that they always set examinations in time. The same has been observed by Njoroge (2014) in his study.
on is on performance contracting in Thogoto Teachers Training College. He reports that majority of respondents carried out designated tasks in time as agreed in the performance targets. Examinations are an integral component of teaching and learning process. It gives feedback to the teachers on the students’ academic attainment and gives direction on the possible intervention measures that can be put in place early. Preparing students adequately for national examinations, 84.6% said they always did. This shows a fair commitment of the teachers to the academic success of their students which also reflects a commitment to their careers. The findings are consistent with Njoroge (2014) who reported that performance contracting increase commitment to job description with the aim of improving performance targets. Participation in staff meeting, 83.1% always participate in staff meeting. Musiega (2013) concur that one of the achievements of performance contracting is generation of teamwork due to frequency of meetings in which teachers are eager to attend to be briefed on the progress of performance contracting activities. Staff meetings are important in communicating policies, strategies and procedures to be followed in the endeavour to accomplish the goals of the institution.

Marking examinations within the given time and guiding students on practice/attachment were both indicated by 78.5% of the respondents. This is a core responsibility in the teaching profession and a reflection of the teachers’ commitment to their work. Njoroge (2014) supports that introduction of performance contracting provided a limitation of time within which a task is to be as per service charter. Absenteeism was indicated by 76.9%. Absenteeism without official authority is a serious breach of conduct on the part of the teacher. The high
compliance with this requirement shows that teachers follow the laid down procedures in accordance with the TSC code of regulations. Gatere et al (2013) argue that performance contracting act as reminder of job regulation and description which leads to compliance. Entering students’ marks within the stipulated time was indicated by 75.4%. Kobia and Mohammed (2006) also found that one of the achievements of performance contracting is customer focus. Filling marks in time goes a long way in providing services to the students; the main customers in education enterprise. Setting departmental targets (72.2%) The findings are consistent with observation of Gatere et al (2013) that majority of TSC employees contend availability of departmental targets which guided their operations. Filling the teacher’s appraisal forms in time (67.2%). These are procedural responsibilities of the teaching profession which every teacher is supposed to observe. Mang’are (2012) in his study on Performance Contracting in the local government reported that performance contracting provides workers with procedures and protocol to follow. Always preparing performance contracts quarterly reports in time was indicated by 67.2% of the respondents. Quarterly reports indicate the teachers’ commitment to the achievement of the set performance targets. The findings concur with Njoroge’s (2014) in the case study of performance contracting in Thogoto Teachers College. He reports that observation most of the respondents in agreed that teachers made quarterly reports in time. Always reporting to work on time was indicated by 61.5%, however 6.2% indicated sometimes. This agrees with Bomet et al (2014) who reported majority of responds agreed that performance contracting improved work reporting time as an endeavor to meet the agreed targets. The respondents indicated the following responses; consistent and fair with students (58.8%). The findings concur with a study done by Mureithi and Githui
(2013) on effect of performance contracting customer satisfaction in Kagumo Teachers College. They report that 57.2% of students are satisfied with how they are treated by the teachers. Keeping records of students’ class attendance (46.9%). The findings concur with Jordaan (2009) that teachers are not directly concerned with class attendance in tertiary colleges as students are perceived to be responsible adults. Preparation of long and short term plans (41.2%) and assisting students in co-curricular activities (35.9%). The same Jordaan supports that teachers in tertiary institutions do not strongly participate in tasks that relate to students non-academic issues. Participate in students’ guidance and counseling was indicated by 31.3% of the respondents. The findings are consistent with findings of Nyaga (2011) who reported that in Tertiary Institution guidance and counseling is left to the department of guidance and counseling. Consequently, the majority of teachers refer cases to the department as opposed to handling them directly.

The items in the teachers’ job performance questionnaire are keyed such that a low score indicates a high level of job performance while a low score a high level of job performance. The questionnaire has 24 items and the items are in likert scale with the scores for each item ranging between 1 and 5, consequently the lowest possible score is score 24 and the highest possible score is 120 and the median score is 60. Scores between 24-56 were taken to indicate a high level of job performance, 57-88 while scores between 89-120 indicated poor job performance. The findings are presented in Figure 4.1.
Figure 4.1 Levels of Teacher’s Job Performance

Figure 4.1 shows the overall levels of teachers’ job performance in public tertiary institutions, majority (62.5%) of teachers performs their job moderately, 36.5% poorly and 15.4% have a high level of job performance. Perhaps, there are other intervening factors that affect performance. The moderate performance of workers after introduction performance contracting have also been reported by Njoroge (2014) in his study on performance contracting in Thogoto Teachers College. The computed individual means of Teachers’ Job Performance in the three categories of institutions were as follows; Diploma Teacher Training College (52.84), Certificate Teacher Training College (43.60) and Technical Training Institutes (41.53). The findings are in agreement with a study done by Kemunto (2012) whose study on teacher’s morale established that job satisfaction, reward systems, professional training and development and work situational-factors negatively affect employee motivation. The environments’ in educational institutions were not conducive for teachers to ensure their motivation and satisfaction with their jobs. There were inadequate teaching and learning resources and the school leadership styles were a concern on teacher motivation. Additionally, the findings concur with a study by
Mosomi et al (2014) on tutors in selected technical institutes in Kenya. The findings of the study revealed that Performance Contracting had not led to tutors being trained on the proper utilization of learning and teaching resources. Mosomi, et, al (2014) recommended that the gains made in the implementation of the Performance Contracting strategy should be strengthened to ensure that the required learning and teaching resources are all made available.

4.5 Performance Contracts and improvement of Teachers’ Job Performance

The third research objective sought to establish whether introduction of Performance Contracts had brought significant improvement regarding teachers’ job performance in public Tertiary Institutions in Nyeri County as per Performance Contract Subject. The improvement was analyzed on the basis of preparation of work plans, schemes of work, lesson plans, performance appraisal forms and setting of departmental targets. The findings were as presented in Table 4.4.

Table 4.4: Performance Contract and improvement regarding Teachers’ Job Performance

<table>
<thead>
<tr>
<th></th>
<th>Yes (%)</th>
<th>No (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Preparation of work plans</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>2. Preparation of schemes of work</td>
<td>100</td>
<td>-</td>
</tr>
<tr>
<td>3. Preparation of lesson plans</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>4. Filling of performance appraisal forms</td>
<td>25</td>
<td>75</td>
</tr>
<tr>
<td>5. Do performance appraisal have an effect on teachers job performance</td>
<td>25</td>
<td>75</td>
</tr>
</tbody>
</table>

Table 4.4 clearly indicates that all (100%) of the teachers prepared schemes of work, 50% of the prepared work plans, those who filled performance appraisal forms and set departmental targets were each 25%, while 20% prepared lesson plans. The
findings indicate that teachers in Tertiary Institutions are yet to fully embrace preparation of professional documents despite the introduction of Performance Contracts in education. The lack of preparation of these documents implies that it is not possible to appraise teachers as per the Performance Contract document. This is concurs with Kobia and Mohammed (2006) who observed that there is need to align the human resource function with the strategic goals of the organizations as stipulated in the Performance Contract document.

4.6 Suggestions to Improve Performance Contracting

The fourth research objective sought to find out suggestions that can be put in place to improve Performance Contracting in relation to teacher management in public Tertiary Institutions in Nyeri County as per Performance Contracts. Data analysis revealed three suggestions that can be put in place to improve Performance Contracting contracts namely; teachers consulting the Performance Contract document in setting of departmental targets, involvement of all stakeholders in preparation of Performance Contract document and monitoring the implementation of Performance Contracts by the College Board of Management. The findings are provided in Table 4.5

<table>
<thead>
<tr>
<th></th>
<th>Yes (%)</th>
<th>No (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do teachers in your college consult Performance Contract document in setting of departmental targets</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>2. Only the Performance Contract committee is involved in preparation of the Performance Contract document</td>
<td>75%</td>
<td>25%</td>
</tr>
<tr>
<td>3. BoM monitors implementation of Performance Contract</td>
<td>48%</td>
<td>52%</td>
</tr>
</tbody>
</table>
Table 4.5 indicates that average number of teachers (50%) consult performance contract documents in setting their departmental targets. The findings are consistent with Musiega, (2013) findings that performance contracting has been moderately embraced at individual level. The study also established that majority (75%) of institutions only involved the Performance Contract committees in preparation of the Performance Contract document be fully cascaded and owned at individual level. The findings concur with observation of Mbua and Olesarisa (2013) that one of the challenges affecting performance contracting implementation is management in adhoc manner which limits involvement. Fifty two percent (52%) of respondents reported that BOM do not monitor the implementation of Performance Contracts. The findings concur with Mueni (2012) who reported that implementation of performance contracting is not adequately evaluated at institutional level.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses the summary, conclusions, recommendations and areas that need further research based on the findings of the study.

5.2 Summary of the Findings

The finding of the study revealed that male teachers constitute the overall majority in Tertiary Institutions. Majority of the teachers in Tertiary Institutions were middle aged and married. The study established that on professional qualifications, majority of the teachers had a bachelor’s degree and most teachers had above 20 years of service.

The study found out that all the Tertiary Institutions had a mission and vision statement, a service charter and strategic plans committees who were mandated to prepare and the strategic plans for a period of five years. The study further revealed that the departments in Tertiary Institutions did not implement the service charter at the departmental level neither did they provide strategic plan updates to their teachers. Only 25% of the heads of departments did prepare quarterly departmental reports. The findings indicate that all the Tertiary Institutions have put in place policies, procedures that support successful implementation of Performance Contracts.

The findings indicate that in Tertiary Institutions teachers’ job performance is average with 50% of the teachers performing their job moderately. All (100%) the teachers prepared work plans and prepared schemes of work, but majority (75%) did
not prepare lesson plans, fill performance appraisal forms (75%) or consult performance contract document when setting departmental targets (75%). The findings indicate that teachers in Tertiary Institutions are yet to fully embrace preparation of professional documents despite the introduction of Performance Contracts in education. The lack of preparation of these documents implies that it is not possible to appraise teachers as per the Performance Contract document.

Further, the findings indicate that teachers in Tertiary Institutions did not consult Performance Contract documents in setting their departmental targets, the preparation of the Performance Contract document does not involve all stakeholders but rather is done by a select committee and some BoM do not monitor the implementation of Performance Contracts in their institutions.

5.3 Conclusion

From the findings of the study it can be concluded that indicate that Tertiary Institutions have put in place policies, procedures and systems that support successful implementation of Performance Contracts. However the policies and procedures have not been fully cascaded to the departmental level. Teachers’ job performance was average in Public Tertiary Institutions despite the introduction of Performance Contract. The study concludes that, despite the fact that the Performance Contract system is supported and is critical in efficient service delivery. Performance contracting has not greatly influenced teachers’ job performance in Tertiary Institutions. Lastly, it can be concluded that some stakeholders were not involved in implementing performance contracts and some BoM did not monitor the implementation of Performance Contracts in their institutions.
5.4   **Recommendations**

Based on the study findings, the following are the recommendations on how Performance Contract in Tertiary Institutions can be improved.

i. BOMs should cascade the service charter to the departmental level and provide strategic plan updates to their teachers, ensure that the preparation of Performance Contract document involve all stake holders and monitor the implementation of Performance Contracts in their institutions.

ii. Heads of departments should prepare quarterly departmental reports in time.

iii. Teachers should consult Performance Contract documents in setting their departmental targets.

5.5   **Suggestions for Further Research**

Based on the findings of this study, the following is suggested for further research.

i. A study on the causes of poor job performance by teachers in Public Tertiary Institutions in reference to teacher’s needs and concerns.

ii. A study focusing on the impact of Performance Contracting on learner achievement.

iii. A study on preparation of teachers’ professional documents and their impact on learner achievement.
REFERENCES


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Management, 28th AAPAM Annual Roundtable Conference, Arusha, Tanzania.


Monetary Fund. Finance and Development, Vol. 35 No. 2 (June)


Ssebuwufu, J.P.M. (1994). *Speech at 31st Congregation of Makerere University*, Kampala


Dear Sir / Madam,

My name is Bancy Wambui Muraguri, a Masters student of Education at Kenyatta University, I am carrying out a study on “Evaluation of Performance Contract in Relation to Teachers’ Job Performance in Public Tertiary Institutions in Nyeri County, Kenya. You have been randomly selected to participate in this study. Please answer the questionnaire as honestly and accurately as possible. I would like to assure you that the information you provide will be treated with utmost confidentiality and is only for academic purposes.

Thank you in advance.

Yours faithfully,

Bancy Wambui Muraguri
APPENDIX B

TEACHERS’ QUESTIONNAIRE

Introduction

Kindly respond honestly and accurately to questions listed below. Any information that you provide will be treated with utmost confidence and will not be used for any other purposes other than which pertain to this research. You don’t need to indicate your name. Thank you

Section One. Background information

Tick or give brief information where necessary to the questionnaire below.

1. Sex

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

2. Age

<table>
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<tbody>
<tr>
<td>Below 20</td>
<td>[ ]</td>
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<tr>
<td>21-30</td>
<td>[ ]</td>
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<tr>
<td>31-40</td>
<td>[ ]</td>
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<tr>
<td>41 and above</td>
<td>[ ]</td>
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</table>

3. Marital Status

<table>
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<tbody>
<tr>
<td>Married</td>
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<tr>
<td>Divorced</td>
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<tr>
<td>Separated</td>
<td>[ ]</td>
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<tr>
<td>Widowed</td>
<td>[ ]</td>
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<tr>
<td>Single</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

4. Professional Qualification

<table>
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</thead>
<tbody>
<tr>
<td>Certificate</td>
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</tr>
<tr>
<td>Advanced Diploma</td>
<td>[ ]</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>[ ]</td>
</tr>
<tr>
<td>Master’s Degree</td>
<td>[ ]</td>
</tr>
<tr>
<td>Doctorate</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

5. Number of years in service

<table>
<thead>
<tr>
<th>Years</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1-10 years</td>
<td>[ ]</td>
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<tr>
<td>11-20 years</td>
<td>[ ]</td>
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<tr>
<td>21 years and above</td>
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</tbody>
</table>
Section Two. Teachers Job Performance Questionnaire (TJPQ)

The following section contains 20 items in a likert. The scale is designed to access teachers’ job performance and has been adapted for the purposes of this study. Please rate the frequency that you implement each of the following statements regarding your classroom instruction/preparation/and strategies. Kindly indicate the extent to which you agree with the following statements using this guide.


<table>
<thead>
<tr>
<th></th>
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<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I always report to work on time</td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
<td>I keep at the college throughout the day</td>
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<td></td>
<td></td>
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<tr>
<td>3.</td>
<td>I seek permission from authority in case of absenteeism.</td>
<td></td>
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<tr>
<td>4.</td>
<td>I accept extra tasks assigned by the principal</td>
<td></td>
<td></td>
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<tr>
<td>5.</td>
<td>I prepare schemes of work for all my classes</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>6.</td>
<td>I prepare lesson plans for all my lessons</td>
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<tr>
<td>7.</td>
<td>I keep records showing students’ progress</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>8.</td>
<td>I preparation of long and short term plans</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>9.</td>
<td>I keep records of students’ class attendance</td>
<td></td>
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<tr>
<td>10.</td>
<td>I participate in disciplining students in my institution.</td>
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<tr>
<td>11.</td>
<td>I participate in students guidance and counseling</td>
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<tr>
<td>12.</td>
<td>I fill the teachers’ appraisal forms in time</td>
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<tr>
<td>13.</td>
<td>I assist the students in co-curricular activities</td>
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<tr>
<td>14.</td>
<td>I participate in setting departmental targets</td>
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<tr>
<td>15.</td>
<td>I participate in staff meetings</td>
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<tr>
<td>16.</td>
<td>I avail revision materials to students</td>
<td></td>
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<tr>
<td>17.</td>
<td>I set examinations in time</td>
<td></td>
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</tr>
<tr>
<td>18.</td>
<td>I invigilate examinations as stipulated</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>19.</td>
<td>I mark the examinations within the given time</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>20.</td>
<td>I enter students marks within the stipulated time</td>
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<td>21.</td>
<td>I prepare Performance Contracts reports in time</td>
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<td>22.</td>
<td>I prepare my students adequately for national examinations</td>
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<td>23.</td>
<td>I prepare my students for teaching practice/attachment adequately</td>
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<td>24.</td>
<td>I supervise and guide students on practice/attachment adequately</td>
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APPENDIX C

INTERVIEW SCHEDULE FOR PERFORMANCE CONTRACTS

COORDINATORS


1. Vision and Mission statements
   a) Does your college have a mission and vision statement? ........................................
      .............................................................................................................................
      .............................................................................................................................
   b) Where are they displayed? ..................................................................................
      .............................................................................................................................
      .............................................................................................................................

2. Service charter
   a) Does your institution have a service charter? Please explain .........................
      .............................................................................................................................
      .............................................................................................................................
   b) Has the service charter been cascaded to the departments? Please explain ....
      .............................................................................................................................
      .............................................................................................................................
   c) Where is the service charter displayed? Please explain ...............................
      .............................................................................................................................
      .............................................................................................................................
3. Strategic planning
   a) Does your institution have a strategic plan? .................................................................
                                                                 .................................................................
   b) Who prepared the strategic plan in your institution? .................................................
                                                                 .................................................................
                                                                 .................................................................
   c) How often is the strategic plan updated? .................................................................
                                                                 .................................................................
                                                                 .................................................................

4. Quarterly departmental reports
   Do the HoDs prepare quarterly departmental reports?
   Yes (     )  No (     )
   Please explain .................................................................
                                                                 .................................................................
                                                                 .................................................................

5. Subject work plans/schemes of work
   Are teachers in your college prompt in preparing schemes of work?
   Yes (     )  No (     )
   Please explain .................................................................
                                                                 .................................................................
                                                                 .................................................................
6. Lesson plans

Are teachers in your college prompt in lesson plans?
Yes ( ) No ( )

Please explain .................................................................................................................................
........................................................................................................................................................
........................................................................................................................................................

7. Performance appraisal forms

a) Do teachers in your institution fill performance appraisal forms?
Yes ( ) No ( )

Please explain .................................................................................................................................
........................................................................................................................................................
........................................................................................................................................................

b) In your opinion do you think performance appraisal forms have an effect on teachers job performance?
Yes ( ) No ( )

Please explain .................................................................................................................................
........................................................................................................................................................
........................................................................................................................................................

8. Do teachers in your institution consult the Performance Contract when setting departmental targets?
Yes ( ) No ( )

Please explain .................................................................................................................................
........................................................................................................................................................

Please identify the officers/groups involved in preparation of the Performance Contract document


10. Does the Board of Management monitor the implementation of Performance Contracts

Yes ( )   No ( )

Please explain


## APPENDIX D

### TIME PLAN

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<tr>
<td>Examining the Literature</td>
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<td>Developing the Proposal</td>
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<td>Proposal Amendments and Corrections</td>
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<td>Submitting the Project Report to the Department</td>
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APPENDIX E

RESEARCH PERMIT

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471, 2241349, 310671, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

Ref: No. 5th August, 2015

NACOSTI/P/15/9773/6892

Bancy Wambui Muraguri
Kenyatta University
P.O Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Evaluation of Performance Contract in relation to teachers job performance in public tertiary institutions, a case of Nyeri County Kenya,” I am pleased to inform you that you have been authorized to undertake research in Nyeri County for a period ending 30th September, 2015.

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

On completion of the research, you are expected to submit two hard copies and one soft copy in PDF of the research report/thesis to our office.

DR. S. K. LAGAT, OGW
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nyeri County.

The County Director of Education
Nyeri County.