

**BARRIERS TO IMPLEMENTATION OF PERFORMANCE  
CONTRACTING AMONG PUBLIC PRIMARY TEACHER  
TRAINING COLLEGES IN KENYA**

**BY**

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**E55/EGJ/CE/23590/2011**

**A RESEARCH PROJECT REPORT SUBMITTED TO THE SCHOOL  
OF EDUCATION IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE AWARD OF DEGREE OF MASTERS  
OF EDUCATION (EDUCATION ADMINISTRATION) OF  
KENYATTA UNIVERSITY**

**MAY, 2017**

**DECLARATION**

This research project is my original work and has not been presented in any other university for consideration of any certification. This research project has been complemented by referenced sources duly acknowledged. Where text, data, graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

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## **DEDICATION**

To my parents Josphine and the late C.K Githinji for sponsoring my education, my husband Daniel Njagi for his support, all my friends for their encouragement and prayers, all lovers of Total Quality Management and to the almighty God for His amazing grace throughout the project.

## **ACKNOWLEDGEMENT**

I am indebted to my research project supervisors Dr. Onyango and Dr. Mungai for encouragement, valuable suggestions, scientific guidance and pieces of advice during the writing process. I acknowledge all the lecturers who gave unreserved support during the entire period of project proposal writing. I appreciate all the staff from the various primary teachers colleges who provided the data required for the project. I would also like to acknowledge the moral support accorded to me by my husband Mr. Daniel Njagi in the course of the project and Miss Rose Rono and Eunice who did typesetting. I thank God almighty for His amazing grace throughout the project. Mr. Antony Bojana deserves gratitude for editing the lexical setup of the project.

I wish to deeply appreciate the valuable advice given by the chairman of the department of educational Management, Policy and Curriculum Studies, Dr. John K. Nderitu.

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## **ABBREVIATIONS AND ACRONYMS**

AAPM	: African Association for Public Administration and Management
CAMPS	: Conference of African Ministers of Public Service
CEO	: Chief Executive Officer
ERS	: Economic Recovery Strategy
FY	: Financial year
GoK	: Government of Kenya
ICT	: Information Communication and Technology
ISO	: International Organization for Standardization
MDG	: Millennium Development Goals
MoE	: Ministry Of Education
NARC	: National Rainbow Coalition
OECD	: Organization for Economic Cooperation and Development
PC	: Performance Contracting
PPTTCs	: Public Primary Teachers Training Colleges
PSC	: Public Service Commission
QMS	: Quality Management System
TQM	: Total Quality Management
TSC	: Teachers Service Commission

## ABSTRACT

Performance contracting was introduced in higher learning institutions including primary teacher training colleges in the year, 2008. The government has been carrying out evaluation for the purposes of monitoring the progress of performance contracting implementation (GoK, 2012). In spite of introduction of performance contracting in the public primary colleges, not all predetermined targets have been achieved. The purpose of this study was to investigate barriers to implementation of performance contracting among public primary teachers training colleges in Kenya. The study sought to find out how management practices, institution's organizational culture, capacity building and resources influence the implementation of performance contracting in public primary teacher training colleges. The study adopted descriptive survey design and was guided by Total Quality Management (TQM) evolution theories by Stewart and Crosby. The study was carried out in three public primary teachers colleges in the Central region of Kenya. The sample comprised 9 members of senior management, 18 members of performance contracting secretariat and 56 members of teaching staff randomly sampled from the three public colleges. The research instruments included a questionnaire for heads of departments, performance contracting secretariat and members of teaching staff. An interview schedule was conducted for senior management. The raw data obtained were analyzed using the statistical package for social sciences (SPSS version 21) and the report presented in distribution tables and bar graphs. The results of this study revealed that although introduction of performance contracting in public primary teacher training colleges had greatly enhanced management practices in the colleges, there was organizational knowledge gap between senior management and the rest of staff. Declining work ethics, resistance to change, inadequate capacity building of staff and inadequate resources were identified as barriers to implementation of performance contracting in the public primary teacher colleges. The findings of this study may be useful to the policy makers, educational managers and GoK as they set performance contracting targets.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0 Introduction to the Study**

This chapter presents the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations and delimitations, assumptions of the study, theoretical framework and definition of terms.

### **1.1 Background to the Study**

Performance contracting is now a global movement concerned with improving external accountability and internal efficiency and effectiveness. It has been acclaimed as an effective and promising means of improving the performance of public enterprises as well as government departments. Specifically, performance contracting is a tool for improving public budgeting, promoting a better reporting system and modernizing public management while enhancing efficiency in resource use and effectiveness in service delivery (Greiling, 2006). Essentially, a performance contract is an agreement between a government and a public agency which establishes general goals for the agency, sets targets for measuring performance and provides incentives for achieving these targets (Armstrong, 2006). The contract is defined by a legal agreement negotiated and hired between the government and individual public enterprises in order to pursue mutually agreed upon objectives (AAPAM, 2005). It is a freely negotiated performance agreement between government, organization and individuals on one hand and the agency itself (Kenya, Sensitization Training Manual, 2004) on the other. It constitutes a range of

management instruments used to define responsibilities and expectations between parties to achieve mutually agreed results (OECD, 1999). Since early 1990s, use of management instruments to make decisions, define responsibility and expectations between parties to achieve mutually agreeable results has framed most discussions of management in public and non-profit agencies in the developed and developing countries (Mbua & Olesarisar, 2013).

According to Shirley and Colin (1997), performance contracts (PCs) are written agreements between state owned enterprises (SOE) managers who promise to achieve specified targets in a given short, time frame and government, which usually promises to award achievement with a bonus or other incentive. Performance contracts (PCs) are widely used to reform state-owned enterprises (SOEs). Since France pioneered their use in the 1970s, PCs have been tried in more than 50 countries. Shirley and Colin (2001) observe that performance contracts (PCs) - contracts signed between the government and state enterprise managers have been widely used in developing countries. The two argue that China's experience with such contracts was one of the largest experiments with performance contracting in the public sector, affecting hundreds of thousands of state firms and offered a rare opportunity to explore how PCs work. The findings of their research are of great interest as they send a mixed message. On one hand, their analysis suggested that PCs on average did not improve the productivity of state enterprises, as also observed in their similar earlier findings in six other countries. On the other hand, PCs improved productivity in slightly more than half of the participants. They concluded that PCs when properly designed and implemented can indeed improve productivity.

Performance contracting was first introduced in France in 1970s to improve service delivery in public enterprises. It was called "Contract Plan" in which an agreement regarding the performance was established between the government and the public enterprises based on a five-year work plan. It was later developed with great deal of elaboration in Pakistan and Korea and thereafter introduced in India (OECD, 1999). In the last 20 years it has been introduced in many countries including USA, Canada, Britain, Denmark and Finland. In Asia, the performance contract concept has been used in Bangladesh, China and Sri Lank and has been used at different times in Latin America in countries such as 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, and Cote d' Ivoire, Gabon, the Gambia, Ghana, Guinea, Madagascar, Mali, Mauritania, Morocco, Niger, Senegal, Togo, Tunisia, Zaire and Kenya (Kobia& Mohammed, 2006).

Kenya, just like many other African countries had for a long time experienced a below potential economic performance that was coupled with substandard services to its citizens. Public enterprises were poorly managed leading to heavy losses that ran into billions. At a workshop to sensitize public officers on performance contracting, participants were informed that by 2003, forty - six (46) public corporations had losses totalling to Kshs.15 billion and total unpaid loans amounting to over Kshs.80 billion (Kenya, Sensitization Training Manual, 2004). As a result, public performance management measures to enable the public service to perform as expected, had to be put in place. In a bold move, the NARC government launched Economic Recovery Strategy

(2003-2007) that proposed introduction of performance contracting on reforms aimed at jump starting the economy in order to create additional jobs, improve governance and reduce poverty levels. Consequently, performance contracting was introduced in 2004 in public institutions and commenced in the tertiary education institutions including teacher training colleges in the year, 2008.

Annual evaluation of performance contract implementation has indicated profound improvement in the performance of public institutions. Most institutions have recorded better service delivery, increased savings and profit margins have widened (Gatere, Keraro & Gakure, 2008, Ombo i& Kariuki, 2011,Obonyo, 2009). Indeed, performance contracting is a key strategy to service delivery as outlined in the Jubilee government manifesto particularly on the acceleration of the achievement of Vision 2030. Nevertheless, the inconsistent performance ranking of institutions particularly the primary teacher training colleges (Appendix 1) may indicate some gaps in the implementation of PC. Indeed, there are concerns over effective management of change (Gonjera & Wanjara, 2012) institutional capacity for instance in terms of resources and setting of unrealistic targets (Kobia & Mohammed, 2006) and complications in the PC processes and systems (Republic of Kenya, 2011, Mbua & Ole Sarisar, 2013).

The GoK vide cabinet memorandum No. CAB (03) 115 of 15 January, 2004 reiterated that all permanent secretaries/accounting officers and chief executive officers of state corporations will be placed on performance contract by June, 2004. It was emphasized that performance contracting would be a critical prerequisite for enhancing performance

and would provide an objective basis for public agencies to demonstrate results. Performance contracts were introduced in primary teacher training colleges as from 2008 to date. The decision to extend performance contract to ministries, departments and agencies (MDAs) was as a result of the benefits that were beginning to be experienced in participating institutions. The results of performance contracts implementation have been so significant that the GoK won the 2007 United Nations Public Service Award in category 1. Although performance contracting has had these successes, it has also experienced some challenges. Over the last three cycles of Performance Contracting, the public has raised dissatisfaction on the announced results as they do not relate to performance (service delivery) on the ground as perceived and received by the public. The GoK appreciates the need to subject the PC system to review as any other dynamic system (RoK, 2010). This study investigates the administrative challenges facing PC in public teacher training colleges (TTC) in Kenya.

## **1.2 Statement of the Problem**

Performance Contracting is considered an important management tool because it communicates and aligns individual and organizational aims, develop staff motivation, attitude and behaviour and foster positive relationships between management and the staff. The effectiveness of an organization's performance contracts is a prerequisite for ensuring the success of its selection, training and employee motivation practices. Performance contracting in Kenya has now been extended to cover all ministries, departments and agencies as a result of benefits that have accrued from participating institutions through improved administrative and financial performance as well as

improved service delivery. Performance contracting was therefore introduced in higher learning institutions including primary teacher training colleges in the year, 2008. All public teacher training colleges have signed contracts with the Ministry of Education. Research has been carried out regarding performance contracting in other government agencies and ministries but little has been done on public teacher training colleges. In spite of introduction of performance contracting in primary teachers colleges, the performance in Primary Teacher Education Examination has not improved. It is important to note that a number of predetermined performance indicators such as, corruption eradication and ISO certification have not been achieved in most of the primary teacher colleges.

Despite the impressive performance and staff motivation signals elicited by performance contracting in the civil service, few of the local and internal studies have focused on the administrative challenges facing performance contracting in the Kenyan context. Key factors such as management practices, organizational culture, capacity building and the level of resources may determine the effectiveness of PC implementation. This area of performance contracting has not been thoroughly investigated by many researchers in PTTCs. This study investigated barriers to implementation of PC among public primary teachers colleges in Kenya.

### **1.3 Purpose of the Study**

The purpose of the study was to investigate barriers to implementation of performance contracting in public teacher training colleges in Kenya. With the data supplied by this

study, the GoK may be able to effectively address the barriers to implementation of performance contracting in public teacher training colleges in Kenya.

#### **1.4 Objectives**

The objectives of these were:

- i. To determine the influence of management practices on the implementation of performance contracting in public primary teachers colleges.
- ii. To find out how organizational culture influences the implementation of performance contracting in public primary teachers colleges.
- iii. To investigate the extent to which capacity building of staff members influences the implementation of performance contracting in public primary teachers colleges.
- iv. To establish how level of resources influences the implementation of performance contracting in public primary teachers colleges.

#### **1.5 Research Questions**

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

- i. What is the influence of management practices on the implementation of performance contracting in the public primary teachers colleges?
- ii. How does organizational culture influence the implementation of performance contracting in public primary teachers colleges?
- iii. To what extent does capacity building of staff members influence the implementation of performance contracting in public primary teachers colleges?

- iv. How does level of resources influence the implementation of performance contracting in public primary teachers colleges?

### **1.6 Significance of the Study**

The study is useful in that its findings, conclusions and recommendation may help the policy makers, educational managers, and PC implementers by highlighting how management practices, an institution's organizational culture, staff capacity building and provision of resources affect the implementation of performance contracting in institutions of higher learning. The finding of this study will form the basis of discussion among the stakeholders as they set targets for PC. It may form the basis of research by other government agencies.

### **1.7 Limitations of the Study**

The study limited itself to the public teachers training colleges in the Central region of Kenya. Many challenges face the implementation of PC in primary teachers colleges but this study limited itself to only four, namely; management practices, organizational culture, capacity building and resources. The information sought is likely to be considered highly confidential by the officers since it regards their individual performances and therefore it is likely not to be released. To overcome this challenge, however, the researcher made clear the intention of the research to the respondents ahead of the data collection. The working environment in some TTCs may make it challenging for some respondents to take sufficient time to respond to the questionnaires; significant amount of workload, leadership style, individual characteristics and work place politics

may interfere with the work plan designed by the researcher. However, the researcher was given opportunity to explain and persuade the respective officers to fairly respond in this notable task.

### **1.8 Delimitation of the Study**

The study involved public primary teachers colleges in Central Kenya and was based on chosen objectives of the study as well as the formulated research questions. Private primary teacher training colleges were not included in the study as they are not on performance contracts. The findings of study can therefore only apply to public primary teachers training colleges. Other institutions can however generalize the findings in their own settings with caution.

### **1.9 Assumptions of the Study**

The study had the following assumptions:

- i. That all the TTCs under study have signed performance contracts with the Ministry of Education and are enjoying similar environmental factors like internal politics.
- ii. That PC is the preferred indicator of best practices and performance outcome in institutions of learning.
- iii. The researcher assumed that all the respondents covered in the study would be cooperative enough to allow the researcher obtain as much data as possible. Without the full cooperation of the respondents, response rate and completeness of the exercise would be compromised.

- iv. The researcher assumed that the respondents had been sensitized on PC and would answer questions correctly and truthfully without some information being held back.
- v. The researcher also assumed that the sample taken for the purpose of the study would be representative enough of the population.
- vi. The researcher also assumed that the data to be obtained and the findings from the study would remain valid and relevant for a number of years from the date of data collection and analysis.

## **1.10 Theoretical Framework and Conceptual Framework**

### **1.10.1 Theoretical Framework**

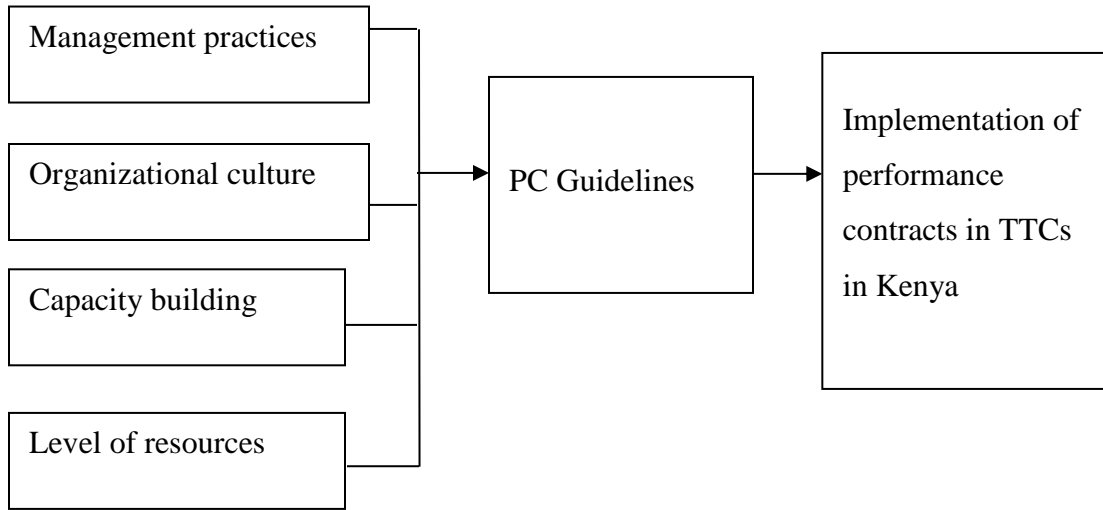
The concept of performance contract can be adequately explained using the Total Quality Management (TQM) evolution theories by Stewart and Crosby. TQM evolved from earlier theories such as Shewhart's (mid, 1930s) theory which argued that proper control of the process of production was far more efficient than end point inspection in assuring and improving quality. In performance contracting, the predetermined performance indicators provide an effective means of control of institutional processes and operations. The concept of PC is also supported by other quality theorists such as Crosby (1950s) whose theory contributed to TQM evolution. In zero defects concept, Crosby argues that the need for quality improvement requires process performance standards, clear job description to guide the employee performing them in order to conform to those job requirements, thus causing no faults or zero mistakes (Sagimo, 2002).

Just like TQM, the requirements of performance contracts focuses on quality, customer satisfaction, profits and reduction of costs. TQM and performance contract shares the same philosophy of pursuing continuous improvement in every process through the integrated effort of all members of the organization. TQM is the implementation of a systematic managerial approach in an organization based on the continuous quality improvement of all operations, processes and functions. Like performance contract, TQM involves conformance to the requirements which clients or customers expect. Crosby's other arguments include the need for job procedure for every job to be written down and explained orally, thus guaranteeing 'zero defect' and the need for a corrective action system which is run by a team of competent staff to find the root cause of the mistake/fault/defect and implement the correct remedial solution once and for all. This argument is heavily invested in performance contracting which requires the establishment of QMS in line with ISO9001:2008 in all (MDAs) ministries and departments.

Crosby's other arguments include: Setting target; coaching and training of employees with clear mission and vision, reviewing and monitoring progress and performance to get results and staying in touch, regular management briefings towards quality, aims, priorities and results, providing leadership towards total quality within the firm' s priorities and resources. In all situations of analysis, mentioned theories were important in the evolution of TQM and the study was guided by all the principles employed in TQM.

### **1.10.2 Conceptual Framework**

This is a diagrammatic representation of the relationship between administrative challenges (Independent variables) facing performance contracting such as management practices, organizational culture, capacity building and level of resources and the various P.C variables (dependent variables) which are the measures of effectiveness of PC implementation (Figure 1.1).



**Independent variable**

**Intervening variable**

**Dependent variable**

**Figure 1.1: A conceptual framework showing administrative challenges that may affect PC implementation**

**Source:** Adapted from Baldrige Total Quality award framework (2015)

For organizations to function effectively, they have to identify and manage numerous interrelated and interacting processes. In figure 1.1, the conceptual framework shows the relationships between variables in the study. The illustrations show that interested parties and in this case the GoK through its PC design and the pre-determined performance indicators play a significant role in providing inputs to the organization in this case the PTTC. Performance contract implementation is also determined by other variables such as: Management practical, organizational culture, capacity building and level of resources. PC implementation results in an output which depending on the perception of interested parties as to the extent to which their needs and expectations have been met may lead to customer/other parties' satisfaction.

### **1.11 Operation Definition of Terms**

**Contract:** Is a legal agreement between two parties in which one party promises to execute some specific act or acts in return for a consideration of value from the other.

**Effectiveness:** Producing the intended or expected results.

**Efficiency:** Ability to accomplish a task with minimum expenditure of time, effort and other resources.

**Outcomes:** Are the visible results that are expected to be achieved in line with strategic objectives.

**Outputs:** Comprises specific products or services which an activity is expected to produce from its inputs in a given period.

**Performance contracting:** Is a freely negotiated performance agreement between the government acting as the owner of government agency and management of the agency. It is an agreement between two parties that clearly specifies their mutual performance, obligations, intentions and responsibilities.

**Performance criteria:** Is a standard of judgment, an established rule or principle for evaluating achievement; the components into which objectives are broken and for which management is held responsible.

**Performance indicator:** Is a device for measuring the extent of achievement of performance targets.

**Performance targets:** Are measures or indicators of what an institution wants to achieve in terms of improvement of its corporate performance, desired level of performance for a performance indicator.

**Performance:** Focus on outputs, outcomes and impact of a programme not completion of activities.

**Strategic objectives:** What an agency commits to accomplish in the long term.

### **1.12 Summary of the Chapter**

In this chapter, four independent variables have been identified; management practices, organizational culture, capacity building and level of resources and how they affect the dependent variable - performance contracting. While employees view performance contracting with suspicion, Human Resource Management views performance contracting as a tool to assist employees to develop their potential and at the same time to assist organizations realize their objectives (Armstrong, 1998). This study aimed at ensuring employees take responsibility for their performance targets through the performance appraisal system. Performance contracting generates data for decision making in such key areas like promotion, transfer, discharge, pay increase, training and development. This study will deepen the critical knowledge to this field.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

Related literature was reviewed on; performance contracting, global perspective of performance contracting, performance contracting in Kenya, management practices, organizational culture, capacity building, provision of resources and how they influence performance contracts. This section deals with studies from different authors and personalities in the field of performance appraisal system. It begins with the examination of what performance contracting is and why it is an important tool in human resource management. The section takes into account how performance contracting fits into the parent regulation of both individual and organizational performance. The conceptual framework is also described. It defines the relationship between the independent variables and the dependent variable.

#### **2.2 Performance Contracting**

Performance is a multidimensional concept, the dimension of which depends on a kind of issues (Bates & Holton, 1995). Performance indicates both behaviours and findings. Behaviours are outcomes in their particular right and can be evaluated apart from answers (Brumbash, 1988). Performance is a subject not only of what people get, but how they attain it (Armstrong & Baron, 2005). Bernadin et al., (1995) are concerned that: "performance should be defined as the outcomes of work because they provide the strongest linkage to the strategic goals of the organization, customers' satisfaction and economic contributions". To Brumbash (1988), performance means both behaviour and

results. Behaviour emanate from the performer and transforms performance from the abstraction to the action. Behaviors, not only are instruments for results, but are also outcomes in their own right: the product of mental and physical effort applies to tasks and can be judged apart from the results.

Performance Contracting System originated in France in the late 1960s. It was later developed with great deal of elaboration in Pakistan and Korea and thereafter introduced to India (OECD, 1999). It has been adopted in developing countries in Africa, including Nigeria, Gambia, Ghana and now Kenya. The definition of Performance Contracts itself has been a subject of considerable debate among the scholars and human resource practitioners. Performance Contracting is a branch of management science referred to as Management Control Systems. A performance contracting is a freely negotiated performance agreement between government, organization and individuals on one hand and the agency itself (Kenya, Sensitization Training Manual, 2005) on the other. It is an agreement between two parties that clearly specify their mutual performance obligations, and the agency itself.

Performance contracting can be seen as a Memorandum of Understanding (MoU). MoU is rooted in an evaluation system, which not only looks at performance comprehensively but also ensures forces improvement of performance managements and industries by making the autonomy and accountability aspect clearer and more transparent. OECD (1999) defines Performance Contracting as “a range of management instruments used to define responsibility and expectations between parties to achieve mutual result”. Smith

(1999) argues that a common definition of performance contracting can be found, and that performance contracting is used as a management tool to help public college senior management and policy makers to define responsibilities and expectations between the contracting parties to achieve common mutually agreed goals.

### **2.2.1 Global Perspective of Performance Contracting**

Performance contracting started in France in the 1970s. It is currently used in developing countries such as Asia, Latin America, United Kingdom, America, Canada, Denmark and Finland among others. (Republic of Kenya 2012).

In response to public discontent in the performance of the learning institutions, education reformers in America suggested market-driven education reforms. The reforms included merit pay, policies to weaken collective bargaining and school-based performance awards (Randall, Kelvin & Stone, 1999). Unlike corporate enterprises, improvement in student achievement has not necessarily improved which has been attributed to complex nature of educational processes. Ballou and Podgursky (1997) observe that education involves multiple stakeholders, disparate and conflicting goals, complex and multi-task jobs, team production, uncertain inputs, and idiosyncratic elements contingent on the attributes of individual students, efforts and attitudes of fellow teachers, and classroom environments. This may perhaps affect attainment of instructional objectives as may be envisaged by PC. Nevertheless, performance contracting in America has predicted optimum use of available resources alongside improved transparency and accountability in the management of public institutions (Randall, Kelvin & Stone, 1999).

According to (OECD, 1999) in Africa, performance contracts 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. Public Enterprises in Africa are suffering financially and many are seeking financial assistance. Their problems stem from unclear and conflicting objectives, and a lack of autonomy and accountability. The results of performance contracting have been mixed. In some countries, there has been a general and sustained improvement in Public Enterprise improvement, while in other countries some public enterprises have not responded or have been prevented by government policies from responding (RoK, 2012).

The top development goal for any country is to achieve a broad based and sustainable improvement in the standards of the quality of life of its citizens. The public service plays an indispensable role in the effective delivery of public services that are key to the functioning of the economy. Particularly, education sector is critical to providing human capital required for service delivery. When the delivery of services is constrained or becomes ineffective, it affects the quality of life of the people and the nation's development (AAPAM, 2005).

Public education institutions are expected to inculcate rights, skills, attitudes and knowledge to make young people relevant to the modern society. Indeed, heavy infrastructural investments in education, particularly in tertiary education is to prepare young people to participate fully in the economic development of a country (Kihiko &

Kibe, 2010). However, many tertiary education institutions worldwide and Africa in particular have not lived up to their expectations. The public has been concerned with the perceived or real failure of schools to provide training that will convert students into effective and productive citizens. Unlike before when students low performance was attributed to their laziness, lack of intelligence, or unwillingness to learn, many groups are demanding that schools somehow infuse all students with the skills necessary for the world in the 21st century alongside accountability and transparency in the utilization of resources (Nguyo, 2011). As a result, many governments have resorted to performance contracting in a bid to improve service delivery in schools.

Africa for generations has experienced poor governance and service delivery, low economic performance and poverty. Lienert, (2003) observes that public services in many African countries are faced with myriad challenges, which constrain their delivery capacities. The challenges include the human resource factor, relating to lack of key competencies, numbers especially in critical careers, lack of inappropriate mindsets, and psychosocial dispositions. Additionally, there is also the perennial problem of the shortage of financial and material logistics so critical to effective service delivery. On the other hand, inefficiency coupled with the gradual erosion of the ethics and accountability has continued to plague the public sector in delivering public services to the people effectively, adds Kobia and Mohammed, (2006).

### **2.2.2 Performance Contracting in Kenya**

The National Rainbow Coalition (NARC) government inherited an inefficient public service, dilapidated public institutions and more importantly a negatively growing economy. The NARC government sought to implement its manifesto to improve public service and resuscitate the economy (Narc Manifesto, 2002). The policy decision to introduce performance contracts in the management of public resources was conveyed in the Economic Recovery Strategy for Wealth and Employment Creation (2003-2007). Further, Kenya's Vision 2030 has recognized performance contracting among the key strategies to strengthen public administration and service delivery.

The process of performance contracting 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, 2004 in August 2004. The civil service, together with all the state corporations was scheduled to sign performance contracts by 30th June, 2005 (Republic of Kenya, 2003). In 2005/2006, all the then 34 government ministries/departments, 116 state corporations and five pilot local authorities signed performance contracts and were evaluated in September, 2006. In 2006/2007, all the 38 government ministries/departments, 127 state corporations and 175 local authorities signed performance contracts and were evaluated in October, 2007. During 2007/2008, all the 38 government ministries/departments, 130 state corporations and 175 local authorities signed performance contracts and were evaluated in October 2008 (Republic of Kenya, 2010). In the year 2008/2009, 61 tertiary colleges that included teacher training colleges entered into performance contracting. Currently, all the 69

tertiary institutions are now under performance contract and have been evaluated for the last 3 years (Republic of Kenya, 2012). Sadly, institutions of higher learning have been criticized for not playing their rightful role in national development (Kiriri & Gadiuthi 2010). Particularly; if lip service occurs in teacher training colleges quality of teachers can be compromised. Yet, quality manpower training is central to the achievement of Millennium Development Goals (MDGs) and more importantly the vision 2030.

Evaluation results have indicated improvement in performance in the provision of services as well as accountability and transparency in the management of public institutions over the years. According to the Performance Evaluation Report (2012), most public institutions have been improving service delivery. Nevertheless, the apparent inconsistency in the PC performance coupled with discontent among the public on PC rankings and reality on the ground raises concerns over effectiveness of the process. This study intended to find out administrative challenges which influence effective implementation of PC in teacher training colleges. There have been attempts by the government to reform the PC process particularly in regard to the evaluation criteria (Republic of Kenya, 2010). However, more needs to be done as evaluation is only one aspect of PC challenge. Moreover, primary teacher training colleges as unique institutions may require a careful and objective evaluation as they are many extraneous variables which may affect PC management frameworks. Indeed, Campbell et al., (1985) observed that schools are loosely coupled organizations that are hard to control. Even among the supporters of performance contracts, there is little consensus regarding what indicators should be used in the evaluation of school effectiveness. There is a need to

determine the extraneous variables which influence effective implementation of PC in teacher colleges in Kenya.

## **2.3 Management Practices and Performance Contracting**

### **2.3.1 Leadership Styles**

Leaders establish unity of purpose and direction of the organization. They should create and maintain the internal environment in which people can become fully involved in achieving the organization's objectives (ISO 9000:2005 (E)). The standard observes that to lead and operate an organization successfully, it is necessary to direct and control it in a systematic and transparent manner.

Success results from implementing and maintaining a management system that is designed to continuously improve performance should address the needs of all interested parties. Managing an organization encompasses quality management among other management disciplines within the ISO 9000 family of standards. Eight quality management principles have been identified that can be used by top management in order to lead the organization towards improved performance viz: Customer focus leadership involvement of people, process approach, system approach to management, continual improvement, factual approach to decision making and mutually beneficial supplier relationships.

These eight quality management principles form the basis for the QMS standards within the ISO 9000 family. Through leadership and actions, top management can create an environment where people are fully involved and in which a QMS can operate

effectively. This study intends to find out if the management of teacher colleges uses quality management systems (QMS) in improving quality of services to their customers. The government of Kenya in its information booklet on performance contracts in the public service (March, 2005) defines, a performance contract as a management tool for measuring performance that among other things measures performance and enables recognition and reward of good performance and sanctions bad performance. It is a freely negotiated performance agreement between the government, acting as the owner of a government agency and the agency itself. The mutual performance obligations, intentions and responsibilities between the two parties are clearly specified.

A performance contract outlines the tasks an agency has to discharge for the achievement of desired results. According to the GoK through the performance contracts steering committee in the Republic of Kenya (March, 2005), the expected outcomes of performance contracts are: improved service delivery to the public by ensuring that top level managers are accountable for results, improve efficiency and ensure resources are focused on attainment of the key national policy priorities, institutionalize performance oriented culture in the public service, measure and evaluate performance, link reward and sanctions to measurable performance, reduce or eliminate reliance on exchequer funding for government agencies which should generate revenues or make profit and enhance performance of loss-making government agencies. Thus, performance contracts were introduced in Kenya to create a management system that focuses on the attainment of desired results. The top level officials are to be held accountable for results, and in turn, hold those below them accountable for res. There is need to determine if PC was

appreciated by members of teaching staff and if performance appraisals were of any importance to the teaching fraternity.

According to Economic Recovery Strategy for Wealth and Employment Creation (ERSWEC, 2003 - 2007), the implementation of performance contracts in Kenya was based on government policies such as corporate governance and management in the public service through the introduction of performance contracts. Information published by the directorate of personnel management/inspectorate of state corporations (March, 2005) indicates that performance contracts should be anchored on strategic plans prepared by ministries/departments. The plans should be in line with national policy priorities which are articulated in government policy documents including national development plan, (e.g. vision 2030), economic recovery strategy for wealth and employment creation and other sectoral policy papers.

According to the Republic of Kenya (2005), introduction of performance contracts emanated from the realization that public agencies have several functions with multiple objectives to fulfill their mandates and that lack of clarity of goals may lead to the agency achieving objectives not related to its core mandate. Performance contract was, therefore, introduced to address the imbalance in assessing performance by agreeing on the objectives against which performance will be measured. According to the panel of experts (POE) report on review of performance contracting in Kenya Republic of Kenya (2010), performance contracting is a key component of the performance-based practice adopted by the government of Kenya. It is currently being implemented in a total of four

hundred and sixty-two (462) public institutions. Performance contracting was first introduced in Kenya through the parastatal reform strategy paper which was approved in 1991.

Performance contracting is a management tool that focuses on outcome, results and process, introduces new ways of doing things in order to achieve organizational goals. However, to manage the change, establish and maintain unity of purpose in the organization requires the best management practices. Koontz (2008) observes that the top management should especially play a leading role in reinforcing the acquired or new behaviour. Transformational leadership which is proactive, outward looking and results oriented, inspires and motivates satisfaction (Sagimo, 2007, Cole, 2006) may not be an option. Indeed, performance contracting is not a substitute for poor management and will only succeed where best management practises are practiced (Kobia & Mohammed, 2006).

Transformational and transactional leadership have been found pertinent to adoption of new management approaches with the former being inspirational and while the latter is grounded on existing ICT frameworks where complying is rewarded and negation attracts reprimand. Transformational approach to leadership is likely to be more effective in overcoming barriers to change including PC adoption. Many researchers have suggested the transformative leadership as most suitable as opposed to transactional leadership to implement successful change.

Human resource is an important vehicle through which the Public Service delivers on its objectives. It is, therefore, important to ensure that enabling mechanisms are put in place through which officials can be systematically supported and held accountable in the fulfillment of their responsibilities. This needs to be looked at in three dimensions. First, managers must have an appreciation of the purpose of developing PCs, the requirements, which the PCs should meet, and the proper way of using them as a management tool (RSA, 2009). After all, PCs are just a management tool and the manner in which managers use them will, to a large extent, determine their usefulness. Therefore, managers must have the knowledge, skills and right attitude to ensure the effective utilization of PC's. Without such capacity, the risk is that PCs may not be completed on time, or be completed simply for compliance purposes without careful attention being paid to the contents thereof, or be put away and not used once they have been entered into. Indeed, without the necessary appreciation of the purpose of PCs, managers may be tempted to use them as instruments of punishing their subordinates.

Second, appropriate leadership is required to champion the use of PCs. The assumption here is that once this has been achieved, HoDs will, as the highest echelon of administrative leadership in turn champion the conclusion and use of PCs at lower levels. Third, the successful implementation of PCs also depends on the effective utilization of other complementary mechanisms of accountability (RSA, 2009). Almost without exception, researchers and human resource practitioners do not place emphasis on performance contracting or performance agreements as stand-alone mechanism or tool. If these are used as a stand-alone mechanism that is not supported by other organizational

process of promoting accountability, they are unlikely to be effective. For example, if an organization does not have a sound planning process, there will not be any sound organizational goals and priorities, which can be translated into meaningful key result areas and performance objectives for staff. Equally, it is important to have in place an organization-wide system, which ensures that once PCs have been entered into, they are followed by regular performance reviews and the provision of appropriate personal training and development interventions. Public Policy and Administration Research. Finally and in addition to the above, the use of PCs should be supported by an inculcation of critical organizational values such as trust, professionalism and loyalty. Such values are important to ensure that managers do not adopt a tunnel vision whereby only what has been specified in the PC counts. This study investigated values as administrative challenges facing implementation of PC in TTTs in Kenya.

### **2.3.2 Rewards and Sanctions**

There remain concerns on the impact rewards and sanctions would have especially in light of institutions lowering their targets to achieve public recognition on their 'performance' (Trivedi, 2000). To counter this, several proposals have been put forth such as that the Government to introduce a reward/sanctions scheme to boost the impact of performance contracting in the public service. These proposals have been informed by the fact that public officials would feel more enthusiastic participating in an exercise that promises some reward (GoK, 2010). Rewards will also ensure that employees are motivated. Continuous capacity building among the accounting officers in the public

service would be required to achieve this. Rewards and sanctions are a challenge that this study sought to understand in relation to PC in public TTCs in Kenya.

### **2.3.3 Dealing with Low-target Setters**

From extensive discussions with key stakeholders, it has been found that since 2007 (about two years after PC came into effect), some institutions have developed methods where they deliberately set low targets for themselves which are at times also not in the very core areas of their business. Such institutions therefore, are able to score highly without 'stretching' so high (GoK, 2010). This has been one of the biggest challenges to the performance contracting system as currently being implemented. However, it should be noted that, when implemented properly, the PC system should in the long run be self-correcting to weed out such behaviour. It would be prudent for the various institutions to be assessed on the basis how well they are attaining their core business areas. This study looks at related barriers to PC in TTCs in Kenya.

### **2.3.4 Institutional Arrangements**

Kenya has adopted a theoretically sound institutional arrangement. The vetting of Performance Contracts at the beginning of each year and the evaluation of agency performance at the end of the year is done by a group of independent professionals. This is in keeping with international best practice. However, it appears that the members of this Ad-hoc Task Force who do the evaluations at the beginning of the year are not the same as those who do the evaluation at the end of the year.(Republic of Kenya, 2012). This needs to be corrected, as the persons who do the evaluation must fully understand

the rationale for the target setting. Also, target setting involves a lot of investment of time in understanding the agency. Thus, there are economies of scale in doing both tasks. There is also a query regarding the conflict of interest of the members of PCSC. Some of the members also sign PCs and, hence, can be seen to have the dual role of a judge and defendant in the same case. This needs to be rectified soon to remove any appearance of conflict of interest (Trivedi, 2000). This study looks at institutional arrangement as a challenge to PC in TTCs in Kenya.

### **2.3.5 Incentive System**

Trivedi, (2000) observes that it is true that without incentives, people start ignoring the evaluation system. However, incentive need not be pecuniary in nature. In this context, the awarding of the trophies by President Kibaki to the top three performers is to be appreciated. International experience suggests that it is better to proceed cautiously on this front for the following two reasons: First, any new system is bound to have hidden glitches. It is better to debug the system before committing public funds. Second, in the initial stages, performance tends to improve even in the absence of any monetary rewards. This is because of the so called "audit effect." The latter implies that people shape up when they are confronted with a new system, irrespective of its intrinsic merits. The Kenyan system needs to think carefully to ensure that benefits of giving incentives exceed the costs. Like other developing countries, Kenya has scarce budgetary resources. Thus, any incentive scheme must ensure that it is not only revenue neutral but also sends desirable signals for cost reductions. Again, the question of how to then re-distribute the

incentive/gains to the entire staff in an excelling organization lingers. This study looked at incentives system as a challenge to PC in TTCs in Kenya.

#### **2.4 Organizational Culture and Performance Contracting**

Organizational culture is the set of values, norms, standards of behavior and common expectations that control the ways individuals and groups in an organization interact with one another and work to achieve organizational goals. The way managers perform their management functions influences the kind of culture that develops in an organization. (Jones, Jennifer & George, 2006). Positive organizational culture enhances achievement of organizational goals while negative organizational culture hinders achievement of the organizational goals. Employees internalize organizational values and norms and then make their decisions and actions. When a strong and coherent set of organizational values and norms is in place, employees focus on thinking about what is best for the organization in the long-run, all their decisions and actions become oriented towards helping the organization perform well.

Basically, organizational culture is the personality of the organization. It is the way of life in an organization. It is the customary way of doing things in any organization. Organizational culture refers to the leadership style of managers - how they spend their time, what they focus attention on, what questions they ask of employees, how they make decisions; also the organizational culture (the dominant values and beliefs, the norms, the conscious and unconscious symbolic acts taken by leaders (job titles, dress codes, executive dining rooms, corporate jets, informal meetings with employees). In

Collaborative Model of strategy implementation, organizations have both a strong culture and deep-rooted traditions.

The challenge of successful implementation results from lack of cultivation of strong cultural values to meet the changing organizational needs. The distinction between "thinkers" and "doers" begins to blur but does not totally disappear.

In organizations adopting the cultural model that emphasizes a lower level employee participation in both strategy formulation and implementation, there is separation of "thinkers" and "doers". It seeks to implement strategy through the infusion of corporate culture throughout the firm. The cultural model contradicts and challenges the basic objectives from the economic perspective of a firm (Parsa, 1999). A "clan-like" organization is expected to prevail, where a powerful culture results in employees aligning their individual goals and behaviours with those of the firm. However, a high level of organizational slack is needed to instill and maintain a cultural model. This model has several limitations: it assumes well-informed and intelligent participants; firms with this model tend to drift and lose focus; cost of change in culture often comes at a high price; increased homogeneity can lead to a loss of diversity, and creativity consequently (Parsa, 1999).

Organizational culture is one of the most influential dimensions of the work climate and consecutively the main driving force of a business. It is reflected in the way tasks are realized, goals are set and in how people are guided towards the achievement of goals. Culture affects decision-making, thinking, feeling and the response to opportunities and

threats. It also affects how people are chosen for a particular task, which affects performances and decision taking. Culture is rooted in people and subconsciously influences their behaviour - it affects their performance and vice versa - the manner of these factors affects the culture. Informally, such culture can be described as follows: "That's the way we do it!" (Lipicnik, 1993) or "The way things are done around here" (Lewis, 1995). Culture is the different philosophies and approaches to doing work within an organization (Moore, 2002).

Organizational culture has a number of underlying factors - it is formed by a set of values, beliefs, assumptions, common understandings, expectations, attitudes behaviours, thinking, norms and traditions of the people in the company (Davidson, 2000; Yazici, 2009; Mobley in Kuo & Kuo, 2010; Hooijberg & Petrock in Fong & Kwok, 2009), and is also affected by ethnic cultures (Lewis, 1995). Culture also represents a person's attitudes arising out of their professional, religious, class, educational, gender, age and other backgrounds and people's capacity for learning and transmitting knowledge (Turner & Simister, 2000, PMBOK, 1987, [www. maxwideman.com](http://www.maxwideman.com)). It can be described by three levels: artifacts, espoused values, and basic, underlying assumptions (Eskerod & Skriver, 2007). All of the mentioned dimensions of culture are shared by all members of an enterprise and guide how employees get work done. The organizational context of a culture serves as a foundation for the methods of operation, an organization's management system as well as a set of management practices and behaviours that both exemplify and reinforce those basic principles (Davidson, 2000).

### **2.4.1 Project Culture**

Project culture is one of the most influential factors of successful project implementation in enterprises and is part of the overall organizational culture (Skarabot, 1998). Project culture is the general attitude to projects within the business. Most projects do not operate in isolation; they have to operate within a business environment that should be complementary to the requirements of good project management. The culture affects strategic planning and implementation, project management, and everything else (Cleland, 1999). The impact of the organizational structure and project organizational culture. Pinto (2010) reveals four ways organizational culture can affect project management. First, it affects how departments are expected to interact and support each other in the pursuit of project goals. Second, the culture influences the level of employee commitment to the goals of the project in the context of balancing them with other, potentially competing goals. Third, the organizational culture influences project planning processes such as the way work is estimated or how resources are assigned to projects. Finally, the culture affects how managers evaluate the performance of project teams and how they view projects' outcomes.

The most important issue is top and senior management support (Kerzner, 2001; Tinnirello, 2001). The lack of top management involvement is the primary challenge project managers felt was most deserving of their attention (Simonsen, 2007). Young and Jordan (2008) provide the following definition of top management support: CEO and other senior managers devote time to review plans, follow up on results and facilitate

management problems. The relationship between project management and senior management is equally important. A good relationship with executive management, specifically the executive sponsor, includes these factors (Kerzner, 2001), the project manager is empowered to make project-related decisions. This is done through the decentralization of authority and decision-making. The sponsor is briefed periodically while maintaining a hands-off, but available, position. The project manager (and other project personnel) is encouraged to present recommendations and alternatives rather than just problems, exactly what needs to be included in a meaningful executive status report has been formulated and a policy is in place that calls for periodic briefings. Perhaps the most important task of top management regarding projects is to develop a mutually agreed priority scheme for project screening and selection. Doll (1985), focused on top management's involvement in projects to develop the management information system, but in our experience, this issue is important across all kinds of projects. Top management decides whether projects will be executed, they establish the priorities, and they define who the project sponsors are. Co-operative cultures require effective management support at all levels and the interface between project management and line management is critical. The impact of the organizational structure and project organizational culture.

A matrix organization is particularly important, where responsibility for the project is shared between the project managers and line managers (Levine, 2002). Effective relationships with line management are based on the following factors (Kerzner, 2001), project managers and line managers are together accountable for the successful

completion of a project. Line managers must keep their promises to the project managers, project managers negotiate with line managers for the accomplishment of deliverable rather than for specific talent. Project managers can request specific talent, but the final decision on staffing belongs to the line manager, line managers trust their employees enough to empower those employees to make decisions related to their specific functional area without continuously having to run back to their line manager and if a line manager is unable to keep a promise he/she has made regarding a project, then the project manager must do everything possible to help the line manager develop alternative plans. Both the project and line manager can develop a mutually agreeable project culture and working relationship. There are four typical cultures (Kerzner & Saladis, 2009): Co-operative - based on trust, communication, teamwork, and co-operation; competitive - each one tries to advance at the expense of the other; isolated - the functional unit creates its own culture, and the project manager must manage work according to that culture or risk alienating the line manager and the functional group; and fragmented - this appears in multinational projects and virtual teams.

Another important issue of project culture is the organizational policies, procedures, rules and strategies; the tools and principles of project work in the enterprise (Cleland, 1999; Kerzner, 2001). Its "project management methodology" must not simply be theoretical and found solely on pieces of paper; it must be converted into a world-class methodology in the way in which the corporate culture executes the methodology. Companies which excel in project management have co-operative cultures where the entire organization supports a singular methodology. The impact of the organizational structure and project

organizational culture. People often strongly resist following a standardization process (Tinnirello, 2001). This is especially difficult in an environment where people have not been educated in the methods, and the project has been carried out for many years in an *ad hoc* environment. Employees also fear that such a process stifles creativity and the empowerment of people. However, standardization enables the efficient and effective execution of project activities through consistency; it enables the better integration of activities because team members can see the interrelationships of their work with that of others; and third, it reduces rework because it enables the use of output developed in earlier projects. Regardless of how the organization obtains a standardized process, the key is to develop or adopt one that people can agree on and that it is compatible with the company's culture.

According to Skarabot (1994), project organizational culture is best exemplified by the position of the project manager in the company and the attitude of employees to the project. The project manager's authority should depend on the level of the project; the manager of a project with a high priority should have similar competencies as line managers and should be paid as a manager. However, the informal role of a project manager could be even more important (Cleland, 1999). The study sought to fill the gaps experienced by management as institution managers implementing PCs in TTCs in Kenya.

## **2.5 Capacity Building and Performance Contracts**

Capacity building on change management has been accredited as essential to make workers accept and appreciate change. As part of the performance orientation in government, the common purposes of performance contracting are to clarify the objectives of service organizations and their relationship with government which is critical and performance evaluation (Kenya, Sensitization Training Manual, 2004). PC is a dynamic innovation expected to transform education enterprise, define new roles of school stakeholders especially teachers and administrators, in order for students who are the main consumers of education enterprise to reap maximum benefits therefore training is not an option.

Available literature indicate that resistance to change (Armstrong, 2004), lack of competence and negative attitude (Rogers, 2003) can be overcome through in-service training. Similarly, Fullan (2007) emphasizes that such a novel innovation can only be successful through professional development to enhance competence. However, the understanding of performance contracting process among the staff in various government institutions have often been put in doubt. In a study by Gatere, et al., (2013) on the impact of performance contracts on service delivery at the Teachers Service Commission in Kenya, there are still employees who do not grasp performance procedures although majority of them are aware of the programme. Likewise, a study by Nguyo (2011) on attitude of headteachers on performance contracting the findings indicated lack of understanding of performance contracting procedures contributes to the negative attitude towards performance contracting.

Arguing on similar views, Makibiti, Montebello and Thabo (2011) in a study on the role of government, industry and other stakeholders in skills development in education institutions observed that the implementation of reforms before anyone discusses what they are for is one of the major reasons for the resilience and resistance of particularly the academic community. This is corroborated by Armstrong (2006) assertion that performance contracting framework often remains preserve of managers while the employees are expected to comply. Thus, it is implicit that lack of understanding of performance contracting may contribute to poor rating of some institutions. This study examined whether the employees in the public primary teachers colleges have been adequately trained to fully understand PC implementation dynamics.

## **2.6 Level of Resources and Performance Contracts**

### **2.6.1 Human Resource Management**

Lings (2004) emphasizes the importance of human resource management when he pointed out that many researchers and employers neglect one important focus, the demand of internal employees, especially those who directly get in touch with customers. Because the attitude and behaviour of employees interacting with customers would influence the feeling and behaviour of the customers when they get the service, it is quite important for managers to efficiently define and manage the way their employees provide the service in order to make sure that their attitude and behaviour are good for providing the service.

In his study, Lings argues that if properly executed performance contracting has a significant positive effect on staff commitment and satisfaction. The study through the evidence-based research results found that the company applying internal market orientation strategy viewpoint could benefit to promote the organizational internal and external performance. Hence, it could benefit the service industries to establish perfect human resources management strategy with marketing viewpoint, and maintain the value goals of continuous survival, high growth and high profit in practice.

On the other hand, Slater (1999) reiterated that performance contracting if well executed may increase real speed in decision making and builds self-confidence in employees. He reckons that bureaucracy, which is a common feature in organizations that still rely on the management apparatus that had worked in the 1970s, is terrified by speed and simplicity which are some of the essentials of the performance contracting. Shirley and Lixin (1997) add that before the performance contracts were put in place most governments were trying to run their state enterprises without any form of performance evaluation which made life difficult when appraising employee at the end of the performance period. Nahavandi (2006) points out that outstanding performance should be rewarded through promotion, pay-increase or recognition which should be negotiated on signing the performance contract. He further speculates that those who adhere and fit the organizational culture and structure, as well as meet individual goals and objectives are much more likely to be promoted to top leadership positions - as opposed to those who do not. This process could be true for almost any situation; those who naturally fit well into

an organization's mission and culture are more apt to be selected and rewarded in some fashion.

### **2.6.2 Financial Resource Management**

The use of performance-based contracts has induced an increased cost consciousness. The organizations have to develop cost-accounting systems and provide yearly financial statements. The information provided improves the government's capacity to control the organizations' financial practices. Up to this moment, there is no direct link between the purchased amount of services and the level of the budget. An extended audit is needed to establish the link between objectives, outputs and inputs. However, the outlook on better budget estimates, based on an increased knowledge of real costs, is realistic. In some cases, transfers are corrected on the basis of achieved performance results such that a failure to meet performance targets results in a decrease of financial transfer to government. On the other hand, there is a positive financial return to the government in case performance results exceed set targets. These positive corrections are dependent, however, on developments of the overall budgetary position of the government and are therefore limited. These remarks attenuate the real impact of the budget as an incentive.

There is also a need to enhance the performance orientation of the different financial management instruments (budgets, accounts and audits) and the coherency and consistency of these instruments. More coherence and consistency would mean that budget; accounts and audits are based on the same output and cost categories. Most organizations with contracts develop accrual and cost accounting but fail to use the

resulting cost information in their budget estimates. Compliance audits remain more important than performance audits. The theory of contracting suggests that to improve performance, performance contracts must not only reduce the information advantage that managers enjoy over owners but also must be motivated through rewards or penalties to achieve the contract's targets. Shirley (1997) argues that the logic of performance contracts is persuasive, but the reality has been disappointing. She carried out two empirical studies - one analyzing the effect of such contracts on profitability and productivity in twelve companies in six countries and other examining statistically the correlation between performance contracts and productivity in hundreds of state enterprises in China. The results showed that there was no evidence that performance contracts had improved efficiency.

The first study analyzed the effects on monopoly enterprises (in water, electricity, telecommunications, oil and gas) in Ghana, India, the Republic of Korea, Mexico, the Philippines, and Senegal. It found no pattern of improvement associated with the performance contracts in productivity or profitability trends. The second study used a much larger sample in manufacturing but in only one country, China. The results showed that the increasing use of performance contracts in China could not stem the fall in productivity amongst state enterprises. More important, the study found no robust, positive association between performance contracts and productivity. Moreover, a comparison of a sample of state enterprises that had signed performance contracts with a sample of firms that had not signed found that there was no significant difference between the two groups.

On the other hand, Martins (2000) in his empirical study on performance contracting in the human services affirms that several agencies that participated in the study had experienced improved performance. For instance, the Oklahoma Community Rehabilitation Services Unit found that contractor's costs per placement declined by 51 percent between 1992 and 1997, that the average number of months that clients spent on waiting lists decreased by 53 per cent. The North Carolina Division of Social Services increased the number of adaptations from 261 adoptions in Financial Year (FY) 1993-1996 to 364 and to 631 in FY 1997-1998. The Illinois Department of Children and Family Services increased the number of placements in Illinois Department of Children and Family Services increased the number of placements in its Relative Home Care caseload from 2,411 to 5,570 in its first year, and in the second year, the placements reached 9,503. As a result, the Relative Home Care caseload declined by 41 per cent.

Effective implementation of PC in public primary teachers training colleges depends on availability of adequate resources as well as prudent management of the resources. This study sought to establish how the level of resources influence the implementation of performance contracting in public primary teachers colleges.

## **2.7 Summary of Reviewed Literature**

From a global perspectives, the literature reviewed shows that performance contracting has predicted optimum use of available resources alongside improved transparency and accountability in the management of public institutions (Randall, Kelvin & Stone, 1999). According to the performance evaluation report (2012) on research conducted in GoK

institutions, most public institutions have been improving service delivery. However, none of the studies conducted have specifically addressed the barriers facing implementation of performance contracting in public primary teachers colleges.

From the literature review on management practices, it was observed that both transformational and transactional leadership have been found pertinent of adoption of new management approaches. It was observed that organizational culture is one of the most influential dimensions of the work climate and consecutively the main driving force of an organization. There was general consensus that capacity building helps to ensure that organizational members have the knowledge and skills needed to perform jobs effectively, take on new responsibilities and adapt to changing conditions.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the methodology that was employed in the fulfillment of the research objectives. To this end, the following issues are discussed: design of study, variables, location of study, target population, sampling, research instruments, pilot study, data collection, data analysis and finally ethical considerations.

#### **3.2 Research Design**

This study adopted descriptive survey design to solicit opinions on barriers to implementation of performance contracting in public primary teacher training colleges in northern region of Kenya. Surveys facilitate the description of population characteristics of a given phenomenon in a natural condition. They enable exploration of differences and comparison between categories of the population. The results from the survey may be generalized to a large population from which the sample is drawn (Kerlinger, 2005). It is also possible to explore relationships and how characteristics vary and predict one from the other (Oso & Onen, 2004).

##### **3.2.1 Variables**

The study focused on administrative challenges as independent variable and performance contracting as dependent variable. Administrative variable indicators used were management practices, organization culture, staff capacity building, and the level of resources.

### **3.2.2 Research Methodology and Data Collection Methods**

The study is a quantitative research and data were collected by administering questionnaires and use of an interview schedule.

### **3.2.3 Location of the Study**

The study was carried out in the Central Region of Kenya as outlined in the new grouping of teacher training colleges in Kenya since the new constitution took effect. The Central Region currently has the following teacher training colleges: Meru, Egoji, Kigari, Kamwenja and Kilimambogo teachers training public colleges and Rubate, St. Augustine and Embu which are private colleges. This study targeted Meru, Egoji and Kigari teacher training colleges since they were easily accessible to the researcher. The study is about determining barriers to implementation of performance contracting in public primary teacher training colleges in central region of Kenya hence the justification of the choice of colleges.

### **3.3 Target Population**

According to Kothari (1992), all items in any field of inquiry constitute a 'universe' or a population. To determine barriers to implementation of performance contracting in public primary teacher training colleges in Northern Region of Kenya, three groups of teaching staff were targeted. First, the senior management which comprises the Principal, the Deputy Principal, the Dean of Curriculum, the Deputy Dean of Curriculum, the Dean of Students and the Deputy Dean of Students. Second, the members of the PC secretariat

and finally the other members of teaching staff who are not in the first or the second groups discussed.

Primary teacher training colleges are national institutions governed by identical government policies and as such the target population was diverse as possible to ensure applicability of the research findings to the selected respondents are the implementers if performance contracting in their respective colleges and as such were able to fulfill the questions addressed by the research. The target population is summarized in table 3.1.

**Table 3.1: Population of three categories of teaching staff in colleges**

<b>Target group</b>	<b>College</b>	<b>No of respondents</b>	<b>Total population</b>
Senior management	A	6	18
	B	6	
	C	6	
PC secretariat	A	9	27
	B	9	
	C	9	
Teaching staff who are not in the management or secretariat	A	54	187
	B	66	
	C	67	

### 3.4 Sampling Techniques and Sample Size

The sampling procedure and sample size are as follows:

#### 3.4.1 Sampling Techniques

Both purposive and random sampling techniques was used. According to Mugenda and Mugenda (2002), purposive sampling allows a researcher to use cases that have required information with respect to the objectives of study.

a) **Senior Management:** The senior management comprises six members in each college. Therefore, a random sample of any three appointed members from each college gave adequate representation and a total of nine out of eighteen members filled the questionnaire. An interview schedule was also used with senior management.

b) **PC Secretariat:** The PC secretariat consists of nine members in each college, hence a sample of six members from each college represent 66.7% and a total of eighteen members out of twenty seven filled the questionnaire. PC secretariat consists of selected members with adequate knowledge on PC.

c) **Teaching Staff:** The members of teaching staff who are not in the senior management or in the PC secretariat were randomly sampled proportionally as per the size of the teaching staff. A sample of 30% was selected from each college. The sample consisted of both male and female teaching staff who are the implementers of performance contracting in their respective colleges.

### 2.4.2 Sample Size

Sampling refers to the process of selecting a number of individuals (A sample) from a population, preferably in such a way that the individuals are representative of the larger group from which they were selected (Fraenkel & Wallen, 2008). A total sample of 83 members of teaching staff sampled as shown.

**Table 3.2: The sample size**

Target group	College	No of respondents	Total population	Sample size	Percentage (%)
Senior management	A	6	18	3	50
	B	6		3	50
	C	6		3	50
PC secretariat	A	9	27	6	66.7
	B	9		6	66.7
	C	9		6	66.7
Teaching staff who are not in the management or secretariat	A	54	187	16	30
	B	66		20	30
	C	67		20	30
				83	

### **3.5 Research Instruments**

Both the questionnaire and interview guide were used for this study. A questionnaire is a data collecting instrument with items developed to address specific objectives (Oso & Onen, 2002). A questionnaire was developed for the three different groups of teaching staff. The questionnaire developed by the researcher was composed of both open and close ended questions and was administered by the researcher to the members of teaching staff in teacher training colleges. The instrument is suitable because it allows the researcher to obtain descriptive information from a large sample within a limited time (Borg & Gall, 1996). A sample of 83 respondents was fairly large given time constraints. Questionnaires also ensure objective replies due to their confidentiality. In addition, the target population being literate, filling the questionnaire may be fairly easy. Although Mugenda and Mugenda (1999) criticize the instruments as they may attract ambiguous responses, perhaps due to different interpretation of the items, the advantages supersedes the disadvantages. The interview schedule was used to get more responses from the senior management and to allow for direct interaction in identifying the barriers to implementation of performance contracting in colleges.

### **3.6 Pilot Study**

The instruments used in this study were designed in simple English language to enhance easy understanding of the content. The questionnaire was administered to the two categories of teaching staff in one college not among the three colleges selected for the study. The college selected was not involved in the actual study. Testing the instrument was necessary to check the appropriateness of the language used and also to remove any

ambiguities in the questionnaire. The data were collected, analyzed and necessary amendments made on the research instrument.

### **3.6.1 Validity**

It is the ability of an instrument to be able to measure what it is supposed to measure Mugenda and Mugenda (1999). Both face and content validity were determined by pre-testing the research instruments in one of the colleges selected for this study. Moreover, the instrument was constructed in a way that the items relate to each variable. The validity of the research instrument was tested for internal consistency by use of Cronbach's Alpha with a  $> 0.6$  as the acceptance level. The instrument was also presented to experts (my supervisors) who ascertained its face validity.

### **3.6.2 Reliability of Instrument**

It refers to the ability of the instrument to yield consistent data (Oso & Onen, 2002). To ensure that the instruments generate similar data if used by different researchers, as a measure of reliability, a pilot study was done in one college that was not be part of the sample. The pilot study ensured suitability and clarity of questions on the instruments designed, relevance of the information being sought and the language from responses given (Borg & Gall, 1996). Additionally, the pilot study assisted in testing reliability using Cronbach's coefficient alpha with a  $> 0.6$  as the acceptance level. Fraenkel and Wallen (2008), contended that this method is the most convenient as it requires one administration and can be used to examine the correlation among all items measuring each variable.

### **3.7 Data Collection Procedures**

Research authorization was sought and granted by Kenyatta University graduate school.

Research permit was sought from the National Commission for Science, Technology and Innovation before embarking on data collection. Respective county directors and district education officers were requested for clearance. Self - administered questionnaires were physically delivered to the various public PTTCs and handed over to the respondents with the consent of the respective principals. Filled questionnaires were collected the same day interviews for principal were also conducted.

### **3.8 Data Analysis**

Qualitative and quantitative analysis of data was carried out in order to answer the four research questions of this study. Data collected were organized, sorted, classified and coded then tabulated for ease of analysis. The data were summarized and categorized according to common themes. Data collected were analyzed using the SPSS (version 21) computer software as it is more user friendly and most appropriate for analysis of management-related attitudinal responses. Statistical measures used in quantitative data analysis included; arithmetic mean and sample size determination using proportion and standard deviation methods. Percentages of responses are also given. The findings were presented using frequency distribution tables and bar graphs. The data were analyzed using descriptive statistics that included frequencies and percentages, tables were used to present data.

### **3.9 Logistical and Ethical Considerations**

The researcher obtained a research authorization permit from the National Commission on Science, Technology and Innovation (NACOSTI) before going to the field. The researcher then got consent from the Meru County Director of Education allowing her to collect data from sampled primary teacher colleges. The researcher then proceeded to collect data from the respondents. The researcher clarified the purpose of the study before engaging them in providing the required data. The study ensured anonymity and confidentiality for all respondents by not disclosing their names, responses and their colleges. The study observed all the ethical considerations safeguarding the respondents information. The researcher informed the respondents about the purpose, relevance, usefulness and significance of the study, the researcher also confirmed whether the instructions, number of items, clarity of items and space for filling answers were adequate and clearly specified in the covering letters before commencement of data collection.

## CHAPTER FOUR

### PRESENTATION OF FINDINGS, INTERPRETATIONS AND DISCUSSION

#### 4.1 Introduction

This chapter presents the findings, interpretations and discussion of the study on barriers to implementation of performance contracting among public primary teacher training colleges in Kenya, based on the objectives and research questions. The questionnaire return rate, demographic and background information of respondents, data analysis of the views, observations and experiences of the respondents in the implementation of performance contracts in selected primary teacher training colleges in Kenya are included. SPSS was used to analyze data.

The objectives of the study were:

- (i) To determine the influence of management practices on the implementation of performance contracting in public primary teachers colleges.
- (ii) To find out how organizational culture influences the implementation of performance contracting in public primary teachers colleges.
- (iii) To investigate the extent to which capacity building of staff members influences the implementation of performance contracting in public primary teachers colleges.
- (iv) To establish how level of resources influences the implementation of performance contracting in public primary teachers colleges.

## 4.2 General and Demographic Information

### 4.2.1 Questionnaire Return Rate

The Questionnaire Return Rate was high at 96 per cent. A total of 80 questionnaires were responsive out of 83 administered to respondents. The interview schedule with principals, deputy principals and deans was also successful. where possible and collected later in some cases as agreed upon by the researcher and the respondent. The researcher adhered to all ethical principles and assured respondents of strict confidentiality of information provided.

### 4.2.2 Demographic Information of Respondents

The demographic profile of respondents, namely; gender, age, teaching experience in teacher training colleges and the designation were analyzed to determine the general classification of respondents. The respondents were asked to indicate their gender. The findings are presented in Table 4.1.

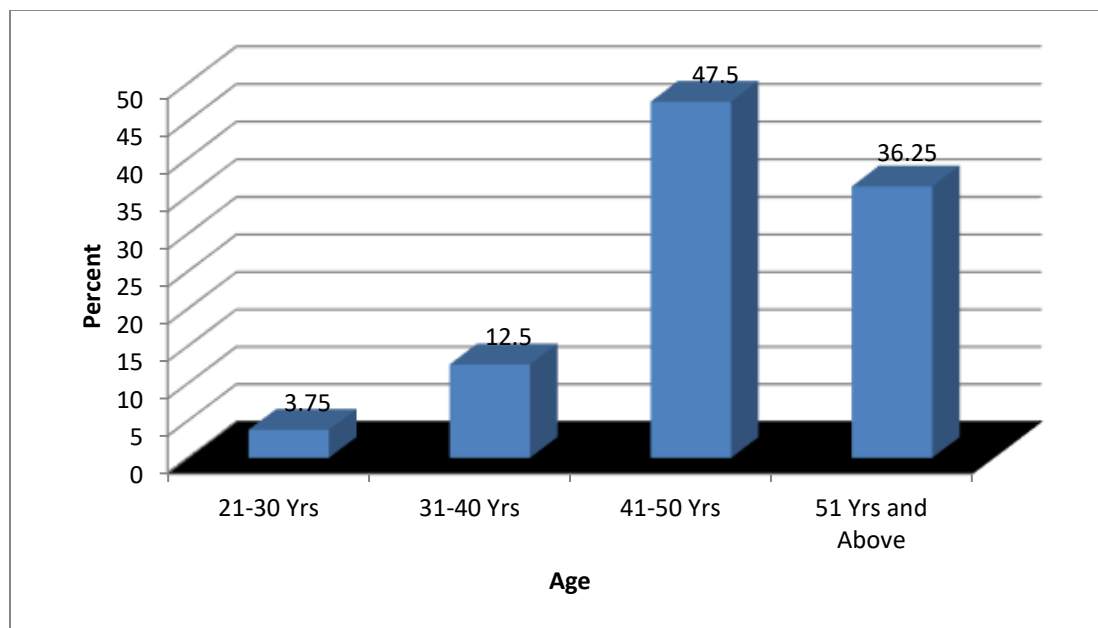
**Table 4.1: Distribution of Respondent by Gender**

<b>Responses</b>	<b>f</b>	<b>Male %</b>	<b>Female %</b>
Principal	3	2.9	4.4
Deputy principal	3	5.9	2.2
Deans /assistant	12	13.0	17.6
Teaching staff	62	20.7	33.3
<b>Total</b>	<b>80</b>	<b>42.5</b>	<b>57.5</b>

The data from table 4.1 show that slightly more than half of the respondents were female. By adequately considering the views of both the male and female respondents, such a representative sample ensured more meaningful results were obtained.

#### 4.2.3 Distribution of Respondents by Age

The respondents were asked to indicate their age bracket. The findings are represented in Figure 4.1.



**Figure 4.1: Distributions of Respondents by Age**

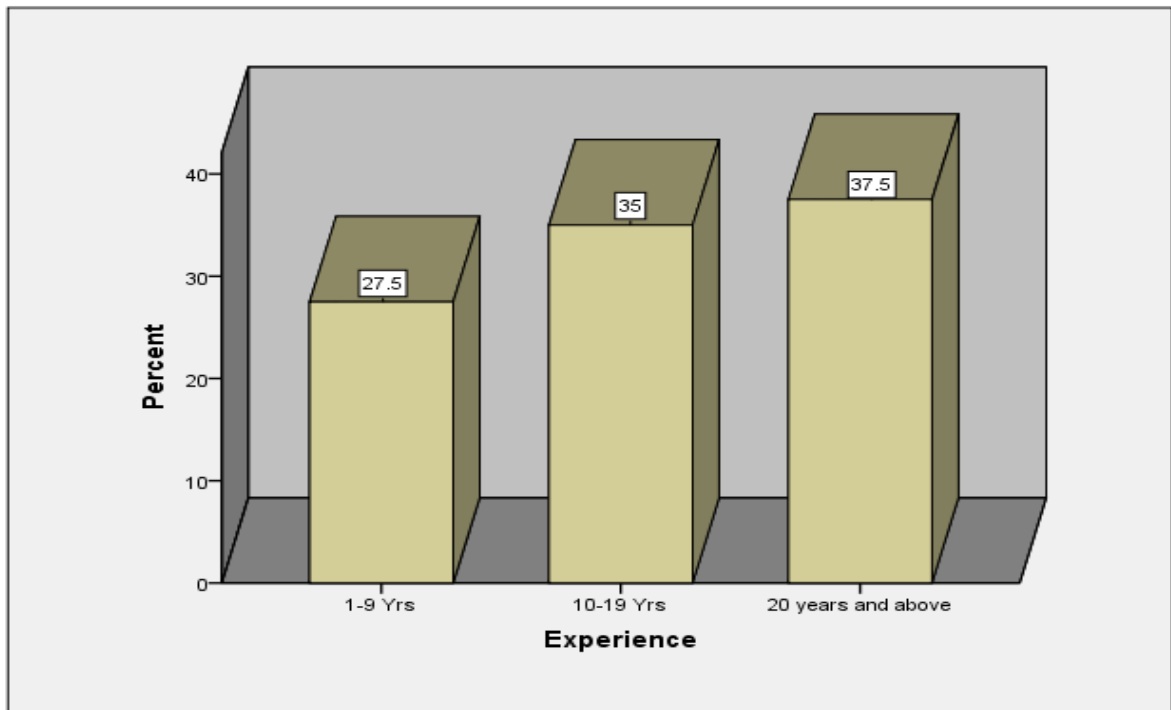
The figure illustrates the distribution of the respondents by age. Over thirty per cent were above fifty years while over forty per cent were between forty one and fifty years. The data show that over eighty per cent of respondents were Over forty years of age. This

implies that the respondents were mature and had the ability to articulate their views on performance contracting in their respective primary teachers colleges.

#### 4.2.4 Teaching Experience in Teacher Training College

The respondents were asked their level of teaching experience in teacher training college.

The findings are presented in the figure 4.2 below:



**Figure 4.2: Teaching Experience in Teacher Training College**

The figure illustrates the difference in the proportions of the teaching experience of the respondents. The data from figure 4.2 show that, over seventy per cent of the respondents had served in the colleges for over ten years and as such were present since the inception of performance contracting in the primary teacher training colleges. This implies that the respondents had long enough experience to confidently comment on issues on

performance contracting in their respective colleges, as well as appreciate change and participated more effectively in development of new culture in the public primary teachers training colleges.

#### 4.2.5 Designation of Respondents in the College

The respondents were asked to indicate their designation in the college. The results are presented in Table 4.2.

**Table 4.2: Designation of Respondent in the College**

<b>Responses</b>	<b>F</b>	<b>%</b>
HoD	17	21.3
PC Secretariat	8	10.0
Tutor	55	68.7
<b>Total</b>	<b>80</b>	<b>100</b>

From table 4.2, the data analysis shows that most of the respondents were tutors. The tutors were the implementers of performance contracting and as such quite conversant with performance contracting issues in the colleges. Views were obtained from staff across various designations. Involving most of the staff in the research increased the meaningfulness of the result obtained and assisted in making better performance improvement decisions.

### **4.3 Findings for the Influence of Management Practices on the Implementation of Performance Contracting in Public Primary Teachers Colleges**

The fact that organizational performance is a measure of how efficiently and effectively managers use available resources to satisfy customers and achieve organizational goals indicates that there is definitely a link between management practices, productivity and performance. Based on the first objective, this study sought to determine the influence of management practices on the implementation of performance contracting in public primary teachers colleges.

#### **4.3.1 Awareness of Service Charter in Teachers Training College**

The respondents were asked to indicate whether they are aware of a service charter in their college. The findings are presented Table 4.3.

**Table 4.3: Awareness of Service Charter in Teachers Training College**

Responses	f	%
Yes	78	97.5
No	2	2.5
<b>Total</b>	<b>80</b>	<b>100</b>

From table 4.3, almost all the respondents confirmed the existence of service charter in their respective colleges. This implies that service charters have been established in public primary teachers training colleges and the customers are aware of the procedures and expectations that govern service providers conduct in the realm of service delivery. If

designed and implemented correctly, the service charters have the potential not only to foster greater customer satisfaction, but also to ameliorate corruption related risks and provide benchmarks that stakeholders can use to monitor performance.

#### 4.3.2 Participation in the Formulation of Service Charter

The respondents were asked whether they participate in the formulation of the college service charter. The findings are presented in Table 4.4.

**Table 4.4: Participation in the Formulation of Service Charter**

Responses	f	%
Yes	35	43.8
No	45	56.2
<b>Total</b>	<b>80</b>	<b>100</b>

From table 4.4, only less than half of the respondents indicated that they participated in the formulation of the service charter. This shows that service charters were prepared without involving all the staff. This may not only raise issues on compliance to the service charter but may also act as a barrier to ownership, commitment and effective implementation of performance contract in primary teachers training colleges.

#### 4.3.3 Service Improvement in Various Departments

The respondents were asked the level of service improvement in various departments since the inception of the charter. The findings are presented in the table 4.5 below.

**Table 4.5: Service Improvement in Various Departments**

Responses	f	%
Very Much	31	38.8
A bit	44	55.0
Not at All	5	6.2
<b>Total</b>	<b>80</b>	<b>100</b>

From table 4.5, most of the respondents agreed that there was improvement of service delivery in the various departments since the inception of the service charters. This reveals that performance contracting has made a positive impact in the realm of service delivery in public teacher training colleges. Improved service delivery was one of the expected outcomes of performance contracts and the finding shows this was realized. The findings are thus an indicator of effective management practices in PPTCS.

#### **4.3.4 Roles in the Performance Contract**

The respondents were asked to indicate their role in the performance contract in the college. The findings are presented in Table 4.6.

**Table 4.6: Roles in the Performance Contract**

<b>Responses</b>	<b>f</b>	<b>%</b>
Implementer	70	87.5
Secretariat	9	11.3
Management	1	1.2
<b>Total</b>	<b>80</b>	<b>100</b>

According to the data in table 4.6, all the respondents had various roles in the performance contracting process either as implementers, secretariat or in management. This is an indicator of positive management practices in line with quality management system principles on involvement of people. (ISO 9000:2005). It is essential for the organization that all people are empowered and engaged in delivering value. Findings show that the staff have clear responsibilities and targets and know how they link within the respective colleges.

#### **4.3.5 Familiarity with PC Evaluation Process**

The respondents were asked whether they are familiar with the process of PC evaluation. The findings were presented in Table 4.7.

**Table 4.7: Familiarity with PC Evaluation Process**

<b>Responses</b>	<b>f</b>	<b>%</b>
Yes	57	71.2
No	23	28.8
<b>Total</b>	<b>80</b>	<b>100</b>

From table 4.7, over seventy per cent of the respondents confirmed that they were familiar with the PC evaluation process. This implies that PC evaluation has been established in public primary teachers colleges and that performance of individual departments and the colleges as a whole is monitored to see whether the desired performance standards are met which is an essential management practice that has been established in PTTCS. In addition, performance evaluation is a critical element in obtaining feedback, identifying opportunities for improvement, and addressing barriers that impede effective implementation of performance contracts in public primary teacher training colleges.

#### **4.3.6 Specific Duty in PC implementation**

The respondents were asked whether they have any specific duty in the PC implementation. The findings are presented in Table 4.8.

**Table 4.8: Specific Duty in PC implementation**

<b>Responses</b>	<b>f</b>	<b>%</b>
Yes	49	61.2
No	31	38.8
<b>Total</b>	<b>80</b>	<b>100</b>

From table 4.8, more than half of the respondents indicated that they had specific duties in the PC implementation process. This confirms the earlier observation of involvement of people as a positive management practice. Findings show that the managements in

colleges have effectively ensured that responsibilities and authorities for relevant roles are assigned, communicated and understood. This in turn have the impact of enhancing ownership and teamwork.

#### **4.3.7 Impact of Flagship Projects on the General Welfare of the People**

The respondents were asked to indicate whether they agree with the choices of the flagship projects in their college and rate whether their impact on the general welfare of the people. The findings are presented in Table 4.9.

**Table 4.9: Impact of Flagship Projects on the General Welfare of the People**

<b>Responses</b>	<b>f</b>	<b>%</b>
Essential	50	62.5
Quite important	27	33.8
Not important	3	3.7
<b>Total</b>	<b>80</b>	<b>100</b>

From table 4.9, almost eighty per cent of the respondents appreciated the positive impact of the flagship projects on people’s welfare, implemented in their colleges. The data reveal that physical development undertakings have been accomplished as per the requirements of performance contracting. The findings indicate a realization of prudent management practices in the PPTCS.

#### 4.3.8 Documented Quality Management System in Colleges

The respondents were asked to indicate whether their college has a documented quality management system. The findings are presented in Table 4.10.

**Table 4.10: Documented Quality Management Systems in Colleges**

<b>Responses</b>	<b>f</b>	<b>%</b>
Yes	75	93.8
No	5	6.2
<b>Total</b>	<b>80</b>	<b>100</b>

From table 4.10, almost all the respondents acknowledged that the management had established a quality management system. ISO certification is one of the performance indicators in performance contracting and as such establishment of a quality management system is a positive management practice that has been realized in the public primary teachers colleges. Establishment of QMS indicates that PPTTCs have the ability to consistently provide services that met customer and applicable statutory and regulatory requirements.

#### 4.3.9 Sensitization of Members in the College about QMS

The respondents were asked to indicate the level of sensitization of all members to the QMS. The findings are presented in Table 4.11.

**Table 4.11: Sensitization of Members in the College about QMS**

<b>Responses</b>	<b>f</b>	<b>%</b>
Effective	29	36.2
A little	44	55.0
Not at all	7	8.8
<b>Total</b>	<b>80</b>	<b>100</b>

The data from table 4.11, show that over sixty per cent of the respondents had not been adequately sensitized on the quality management system. This observation implies that lack of a clear understanding of the quality management system can be a barrier to its implementation and therefore, is a challenge that needs to be addressed.

#### **4.3.10 Documents in Use**

The respondents were asked whether the following documents were in use in their college. The findings are presented in Table 4.12.

**Table 4.12: Documents in Use**

Type of Document	Responses					
	Available		Not Available		Not Aware	
	F	%	f	%	f	%
Quality policy	62	77.5	4	5.0	14	17.5
Quality Manual	63	78.8	3	3.7	14	17.5
Service Delivery Charter	79	98.8	0	0.0	1	1.2
Lesson Plan	61	76.3	14	17.5	5	6.2
Gate Pass	53	66.3	21	26.3	6	7.5

From table 4.12, majority of the respondents acknowledged that all the key documents required by ISO 9001:2008 standard were in use in their college. This implies that a lot has been achieved in terms of performance contracting implementation in the public primary teachers colleges. The findings are an evidence of effective management practices in the PPTCS as essential documents have been established.

#### **4.3.11 PC Ranking Agreeing with KNEC Ranking of PTE Results**

The respondents were asked to indicate whether the PC ranking agree with the KNEC ranking of PTE results. The findings are presented in Table 4.13.

**Table 4.13: PC Ranking Agreeing with KNEC Ranking of PTE Results**

<b>Responses</b>	<b>f</b>	<b>%</b>
Yes	45	56.3
No	35	43.7
<b>Total</b>	<b>80</b>	<b>100</b>

The data from table 4.13 show there was no consensus on PC and KNEC ranking. This observation may support the decision the GoK to do away with the ranking in both cases. Thus, the ranking aspect of performance contracting was not agreed upon.

#### **4.3.12 Setting the College Performance Target**

The respondents were asked to indicate those who set the performance target for the college. The findings are presented in Table 4.14.

**Table 4.14: Setting the College Performance Target**

<b>Responses</b>	<b>f</b>	<b>%</b>
Management	43	53.8
Secretariat	16	20.0
All	21	26.2
<b>Total</b>	<b>80</b>	<b>100</b>

From table 4.14, more than half of the respondents indicated that college performance target was set by the management. This is in line with the requirements of performance

contracting and a positive management practice. Thus from the findings the management in PPTCS is adhering to the PC requirements.

#### **4.3.13 Contribution to the Attainment of the Targets**

The respondents were asked to indicate the level of contribution to the attainment of the targets. The findings are presented in Table 4.15.

**Table 4.15: Contribution to the Attainment of the Targets**

<b>Responses</b>	<b>f</b>	<b>%</b>
A lot	49	61.3
A little	27	33.7
All	4	5.0
<b>Total</b>	<b>80</b>	<b>100</b>

From table 4.15, over sixty per cent conceded that they contributed a lot to the attainment of the targets. This implies that majority of staff in the public primary teachers colleges are supporting the PC implementation process. Lack of staff support is thus not a barrier to the implementation of PC in the public primary teachers colleges.

#### **4.3.14 Acceptability of the PC among the Teaching Staff**

The respondents were asked to rate the acceptability of the PC among the teaching staff.

The findings are presented in Table 4.16.

**Table 4.16: Acceptability of the PC among the Teaching Staff**

Responses	f	%
Excellent	12	15.0
Good	45	56.2
Fair	22	27.5
Poor	1	1.3
<b>Total</b>	<b>80</b>	<b>100</b>

The data from table 4.16 show that the acceptability of PC among the teaching staff was high with over seventy per cent rating the acceptability as good and to some extent excellent. Findings show that acceptability of PC is not a barrier to PC implementation in PPTCS.

#### **4.3.15 Embracement of Concept of Performance Contract**

The respondents were asked to indicate how the members of the college have embraced the concept of performance contract. The finding is presented in Table 4.17.

**Table 4.17: Embracement of Concept of Performance Contract**

<b>Responses</b>	<b>f</b>	<b>%</b>
Willingly	37	46.3
Grudgingly	33	41.2
With Resistance	10	12.5
<b>Total</b>	<b>80</b>	<b>100</b>

From Table 4.17, over half of the respondents indicated that PC was embraced by some people grudgingly and to a small extent with resistance. The results imply that there is still need to find ways and means of overcoming the resistance and cultivating understanding on the need for performance contracting.

#### **4.3.16 Requirement of ISO Certification for College**

The respondents were asked whether they support the requirement of ISO certification for colleges. The findings are presented in Table 4.18.

**Table 4.18: Requirement of ISO Certification for College**

<b>Responses</b>	<b>f</b>	<b>%</b>
Yes	71	88.8
No	9	11.2
<b>Total</b>	<b>80</b>	<b>100</b>

From table 4.18, almost all the respondents supported the need for ISO certification citing the positive improvements in the area of service delivery, a documentation and maintenance of records. The findings show that the need for ISO certification has been fully accepted in the PPTCS. The findings are an indicator of effective management practice in terms of adherence to government policies.

#### **4.3.17 Involvement in Making Departmental Plan**

The respondents were asked whether they are involved in making departmental plans in the college. The findings are presented in Table 4.19.

**Table 4.19: Involvement in Making Departmental Plans**

Response	f	%
Always	43	53.8
Sometimes	35	43.7
No	2	2.5
<b>Total</b>	<b>80</b>	<b>100</b>

From table 4.19, over half of the respondents admitted that they are always involved in making departmental plans. The result implies that involvement of people as a quality management principle is being adhered to in colleges, a confirmation of effective management practice.

#### **4.3.18 Awareness of the Department Performance Target**

The respondents were asked whether they are aware of the performance targets for their department. The findings are presented in Table 4.20.

**Table 4.20: Awareness of the Department Performance Target**

Responses	f	%
Always	58	72.5
Sometimes	22	27.5
Never	0	0.0
<b>Total</b>	<b>80</b>	<b>100</b>

From table 4.20, over seventy percent of the respondents indicated that they were aware of the departmental performance target. This implies teamwork in departments which in turn is a reflection of good management practices. Staff have clear responsibilities and targets and know what they are expected to achieve.

#### **4.3.19 Inspiration of Staff by Management to Achieve Set Targets**

The respondents were asked whether the management inspires the staff to achieve the set targets. The findings are shown in Table 4.21.

**Table 4.21: Inspiration of Staff by Management to Achieve Set Targets**

<b>Responses</b>	<b>f</b>	<b>%</b>
Always	31	38.8
Sometimes	46	57.5
Never	3	3.8
<b>Total</b>	<b>80</b>	<b>100</b>

From table 4.21, less than half of the respondents accepted that management always inspires staff to achieve the set targets. The results imply that there is need for the management to address the need for motivation among the staff.

#### **4.3.20 Management Reward**

The respondents were asked whether management rewards those who meet the targets. The findings are presented in Table 4.22.

**Table 4.22: Management Reward**

<b>Responses</b>	<b>f</b>	<b>%</b>
Always	12	15.0
Sometimes	39	48.8
No	29	36.2
<b>Total</b>	<b>80</b>	<b>100</b>

From table 4.22, less than a quarter of the respondents conceded that management always rewards those who meet the targets. One of the expected outcomes of PC implementation is basing reward for work on measurable performance. The results imply that staff expectations in terms of rewards are not being met. This in turn could be a barrier to continued PC implementation. Findings reveal that there is need of the management in PPTTCs to put in place recognition systems for teams and individuals generating strategically relevant improvements.

#### **4.3.21 Management Role in Preparing Staff for Performance Contracting**

The respondents were asked whether the management prepared them to embrace performance contracting. The findings are presented in Table 4.23.

**Table 4.23: Management Role in Preparing Staff for Performance Contracting**

<b>Responses</b>	<b>f</b>	<b>%</b>
Adequately	28	35.0
Not adequately	46	57.5
Not at all	6	7.5
<b>Total</b>	<b>80</b>	<b>100</b>

From table 4.23, the data show that three quarters of the respondents feel they were not adequately prepared to embrace performance contracting. The result implies that lack of preparedness of staff could be a barrier to smooth implementation of performance contracting.

#### **4.3.22 Performance Evaluation**

The respondents were asked whether they understand how performance evaluation is done. The findings are presented in Table 4.24.

**Table 4.24: Performance Evaluation**

<b>Responses</b>	<b>f</b>	<b>%</b>
Fully	0	0.0
Partially	57	71.3
Not at All	23	28.7
<b>Total</b>	<b>80</b>	<b>100</b>

From table 4.22, all the respondents acknowledged that they do not fully understand the process of evaluation. The results imply that although PC evaluation is a critical stage in the process of performance contracting and involves assessment of the extent to which public agencies have achieved agreed performance targets, majority of staff have not fully understood the process. This lack of clear undertaking of the PC process could be a barrier to maintenance of PC implementation in public primary teachers colleges.

On the basis of the analyzed data on the influence of management practices, this study shows that introduction of performance contracting in public primary teachers colleges has to a large extent enhanced the management practices in terms of planning, leading and controlling as well as application of quality management. This improvement can be attributed to the GoK predetermined performance indicators incorporated in the PC which demands that specific targets must be addressed. In particular, establishment of quality management systems in the institutions has given clear direction on implementation, monitoring and evaluation of performance. Introduction of service charters has enhanced accountability and commitment of staff. However, results also reveal that majority of staff do not have adequate understanding of essential aspects of the PC process such as the quality management system and the evaluation process. It is the role of managers to ensure that staff have the knowledge and skills needed to perform tasks effectively, take on new responsibilities and adapt to changing conditions. This study is in line with the literature reviewed (Whalen & Rahim, 1994), that lack of proper training and preparation is one of the main barriers to TQM practices. The analyzed data revealed lack of essential knowledge on PC process.

#### **4.4 Findings on the Influence of Organizational Culture on the Implementation of Performance Contracting in Public Primary Teachers Colleges**

Organization culture defines the way employees complete tasks and interact with each other in an organization. Cooperative culture binds the workforce together and provides a direction for the organization in times of change. The biggest challenge for any organization may be to change its culture as the employees are already accustomed to a certain way of doing things. Based on the second objective, this study sought to find out how organizational culture influences the implementation of performance contracting in public primary teachers colleges.

##### **4.4.1 Acceptability of PC Across all Departments**

The respondents were asked whether performance contracting has been accepted across all the departments in the college. The findings are presented in the Table 4.25.

**Table 4.25: Acceptability of PC across all Departments**

<b>Responses</b>	<b>f</b>	<b>%</b>
Yes	61	76.3
No	19	23.8
<b>Total</b>	<b>80</b>	<b>100</b>

The data from table 4.25 shows that majority of respondents acknowledged that performance contracting had been accepted across all the departments. The results imply

that to a large extent performance contracting had been integrated into the public primary teachers colleges corporate culture and is thus not a barrier to PC implementation.

#### 4.4.2 Professional Attributes that Negatively Affect Curriculum Implementation

The respondents were asked to rate the extent of the challenge that the following professional attributes negatively affect curriculum implementation in the college. The findings are presented in Table 4.26.

**Table 4.26: Professional Attributes that Negatively Affect Curriculum Implementation**

Professional Attributes	Responses							
	Most Challenging		Challenging		Less Challenging		Not Challenging	
	N	%	N	%	N	%	N	%
Punctuality	5	6.3	31	38.7	29	36.3	15	18.7
Absenteeism	4	5.0	20	25.0	40	50.0	15	18.7
Laxity	4	5.0	23	28.8	28	35.0	25	31.2
Commitment to Duty	6	7.5	17	21.3	29	36.2	28	35.0
Resistance to Change	16	20.0	19	23.8	24	30.0	21	26.3

The data from table 4.26, clearly conceded that majority of the respondents acknowledged that punctuality was a challenge that negatively affected curriculum

implementation in their colleges; likewise about three quarters indicated that absenteeism was a challenge. Over sixty per cent accepted there is laxity in public primary teachers colleges. About two thirds of the respondents indicated that commitment to duty was a challenge in their college. Over seventy per cent accepted that resistance to change negatively affected curriculum implementation in their respective colleges. The results imply that negative organization culture could be a barrier to effective implementation of performance contracting in public primary teachers colleges and therefore needs to be addressed.

#### **4.4.3 Understandability of the Concept of Performance Contracting**

The respondents were asked to indicate whether they fully understand the concept of performance contracting. The findings are presented in Table 4.27.

**Table 4.27: Understandability of the Concept of Performance Contracting**

<b>Responses</b>	<b>f</b>	<b>%</b>
Yes	60	75.0
No	20	25.0
<b>Total</b>	<b>80</b>	<b>100</b>

From table 4.27, three quarters of the respondents acknowledged that they fully understood the concept of performance contracting. The result implies that PC has been fully integrated into the organizational culture in the public primary teachers colleges. This also implies that institutionalization of performance oriented culture in the public

service which was one of the expected outcomes of performance contracts has to a large extent been realized and is not therefore, a barrier to PC implementation in the respective colleges.

#### **4.4.4 Impact of Performance Contracting on College Performance**

The respondents were asked whether introduction of performance contracting improved performance in the college. The findings are presented in Table 4.28.

**Table 4.28: Impact of Performance Contracting on College Performance**

<b>Responses</b>	<b>f</b>	<b>%</b>
Yes	61	76.3
No	19	23.7
<b>Total</b>	<b>80</b>	<b>100</b>

From table 4.28, over seventy per cent of the respondents concurred that introduction of performance contracting had improved performance in the public primary teachers colleges. The results reveal that PC has been to a large extent accepted in the public primary teachers colleges. Findings reveal that continual improvement is emphasized as part of effective management practice.

#### **4.4.5 Opinion on Introduction of Performance Contracting in Colleges**

The respondents were asked whether if performance contracting was optional they would recommend its introduction in the colleges. The findings are presented in Table 4.29.

**Table 4.29: Opinion on Introduction of Performance Contracting in College**

<b>Responses</b>	<b>f</b>	<b>%</b>
Yes	64	80.0
No	16	20.0
<b>Total</b>	<b>80</b>	<b>100</b>

From table 4.29, more than three quarters of the respondents agreed that even if PC was optional, they would recommend introduction of the same in their colleges. This result indeed implies that PC has fully been established in public primary teachers colleges.

This study shows that introduction of performance contracting in public primary teachers colleges has positively impacted on the organizational culture in terms of adaptability to change by ensuring adherence to procedures and setting of targets. Majority of the respondents appreciated the introduction of performance contracting. However, majority of respondents acknowledged the existence of a negative organizational culture in terms of lateness and absenteeism, lack of commitment to work, laxity and resistance to change. Thus the results imply that to some extent negative organizational culture could be a barrier to PC implementation in the public primary teachers colleges. The findings are in line with the literature review which revealed that if an organizational cultural becomes incongruent with the changing expectations of internal and/or external stakeholders the organization's effectiveness can decline as has occurred with some organizations (Ernst, 2001).

## **4.5 Findings on the Influence of Capacity Building of Staff Members on the Implementation of Performance Contracting in Public Primary Teachers Colleges**

Results of various studies have revealed that training when given properly has a significant effect on employee performance. On the basis of the third objective, this study sought to investigate the extent to which capacity building of staff members influences the implementation of PC in public primary teachers colleges.

### **4.5.1 Management Representative in College**

The respondents were asked whether their college have management representative. The findings are presented in Table 4.30.

**Table 4.30: Management Representative in College**

Responses	f	%
Yes	75	93.8
No	5	6.2
<b>Total</b>	<b>80</b>	<b>100</b>

From table 4.30, majority of the respondents acknowledged that their college had an appointed management representative. The result implies that members of staff had been sensitized on the requirements of ISO 9001:2008 standard. Findings are evidence of clearly defined responsibilities among staff and effective organization of the quality management system in the public teachers training colleges.

#### **4.5.2 Understandability of the Role of Management Representative in Performance Contracting**

The respondents were asked whether they understand the role of MR in PC. The findings are presented in Table 4.31.

**Table 4.31: Understandability of the Role of Management Representative in Performance Contracting**

<b>Responses</b>	<b>f</b>	<b>%</b>
Yes	41	51.3
Partly	28	35.0
Not at All	11	13.7
<b>Total</b>	<b>80</b>	<b>100</b>

Data from table 4.31 show that about half of the respondents indicated that they understood the role of the management representative. The results imply that a good percentage of staff had adequate knowledge on the requirements of ISO 9001:2008 standard. This had a positive impact on implementation of the quality management system in the primary teachers training colleges.

#### **4.5.3 Attitude Towards Performance Contracting as per Department**

The respondents were asked how seriously performance appraisal exercise was taken in their departments. The findings are presented in Table 4.32.

**Table 4.32: Attitude towards Performance Contracting as per Department**

<b>Responses</b>	<b>f</b>	<b>%</b>
Very Serious	34	42.5
Fairly Seriously	39	48.8
Not Serious	7	8.7
<b>Total</b>	<b>80</b>	<b>100</b>

From table 4.32, less than half of the respondents admitted that performance appraisal was taken seriously in their respective colleges. The results implies that to some extent performance appraisal has been established in public primary teachers colleges, a move that can assist the management to determine which workers are candidates for training and development and in what areas.

#### **4.5.4 Incentives Offered by College Management**

The respondents were asked to indicate the type of incentives does the management offer to those who meet their targets. The findings are presented in Table 4.33.

**Table 4.33: Incentives Offered by College Management**

<b>Responses</b>	<b>f</b>	<b>%</b>
Monetary	6	7.5
Verbal	47	58.8
Certification	27	33.7
<b>Total</b>	<b>80</b>	<b>100</b>

From table 4.33, all the respondents agreed that different types of incentives were offered to those who meet their targets. The result implies that the concept of reward and recognition have to some extent been established in the public primary teachers colleges.

#### 4.5.5 Effectiveness of Incentives Offered

The respondents were asked to give their opinions on whether the incentives given are effective to encourage other. The findings are presented in Table 4.34.

**Table 4.34: Effectiveness of Incentives Offered**

<b>Responses</b>	<b>Frequency</b>	<b>%</b>
Very Effective	14	16.3
Quite Effective	20	25.0
Not Effective	46	57.7
<b>Total</b>	<b>80</b>	<b>100</b>

From table 4.34, over half of the respondents indicated that in their opinion, the incentives given were not effective in encouragingly the staff. This implies the need for the management to find ways and means of ensuring that staff are motivated to perform at a high level for organization goals to be achieved. Lack of effective recognition systems for teams and individuals could be a barrier to PC implementation in PPTTCs.

#### **4.5.6 Opinions on the Equitable Distribution of Duties and Responsibilities**

The respondents were asked to give their opinions on whether duties and responsibilities are equitably distributed to the most competent person. The research findings are presented in the Table 4.35.

**Table 4.35: Opinion on the Equitable Distribution of Duties and Responsibilities**

Responses	f	%
Yes	55	68.8
No	25	31.2
<b>Total</b>	<b>80</b>	<b>100</b>

From table 4.35, about two thirds of the respondents acknowledged that duties and responsibilities were equitably distributed to the most competent person. The data reveals that staff in the public primary teachers colleges know their personal competencies and where they can best contribute to organizational improvement which is essential for achievement of organizational targets.

#### **4.5.7 Areas that Need In-Service Training**

The respondents were asked how often they receive in-service training in various areas.

The research findings are as in Table 4.3.6.

**Table 4.36: Areas that Need In-Service Training**

<b>Areas for In-Service Training</b>	<b>Responses</b>					
	<b>Twice a Year</b>		<b>Once a Year</b>		<b>Never</b>	
	<b>F</b>	<b>%</b>	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>
Content Delivery	2	2.5	15	18.8	63	78.7
Testing/Evaluation	5	6.3	13	16.2	62	77.5
TP Assessment and Management	22	27.5	33	41.2	25	31.3
Marking Exams	6	7.5	7	8.8	67	83.7
Developing of Learning Resource	4	5.0	20	25.0	56	70.0

From table 4.36, over three quarters of the respondents conceded that they had never received any in-service training on essential competences needed for effective service delivery. The results imply that lack of capacity building in public primary teachers colleges could be a barrier to effective PC implementation in the colleges and therefore needs to be addressed. Training and development would ensure that the organizational members have the knowledge and skills needed to perform task effectively, take on new responsibilities and adapt to changing conditions. Findings reveal that there is need to determine the necessary competence of staff that affects the performance and effectiveness of essential curriculum implementation processes.

#### **4.6 Findings on the Influence of Resources on the Implementation of Performance Contracting in Public Primary Teachers Colleges**

Human resources, financial resources and physical resources are traditional inputs in any organization. Fesler (2005); Fernandez and Rainey (2006) note that sufficient resources are essential for successful organizational change and performance. This study sought to establish how the level of resources influences the implementation of PC in public primary teachers colleges in line with the fourth objective.

##### **4.6.1 Allocation of Financial Resources to Prioritized Project in the College**

The respondents were asked to give their opinions on whether the financial resources in the college are allocated to priority projects. The findings are presented in Table 4.37.

**Table 4.37: Allocation of Financial Resources to Prioritized Project in the College**

Responses	f	%
Always	18	22.5
Sometimes	54	67.5
Not at All	8	10.0
<b>Total</b>	<b>80</b>	<b>100</b>

From table 4.37, less than a quarter of the respondents agreed that financial resources are always allowed to priority projects. The results could imply that there is no consensus in the allocation of available resources, which in turn can be a barrier to effective implementation of performance contracting in public primary teachers colleges. Findings

reveal that financial allocation of resources by the management requires inclusion of staff views.

#### **4.6.2 Status of Amenities/Facilities since Introduction of Performance Contracting**

The respondents were asked whether the amenities/facilities in the college have improved since introduction of performance contracting. The research findings are presented in Table 4.38.

**Table 4.38: Status of Amenities/Facilities since Introduction of Performance Contracting**

<b>Responses</b>	<b>f</b>	<b>%</b>
Greatly improved	34	42.5
Slightly improved	43	53.8
No Improvement	3	3.7
<b>Total</b>	<b>80</b>	<b>100</b>

From table 4.38, the analyzed data show that less than half of the respondents acknowledge that college facilities had improved since introduction of performance contracting in their respective colleges. The results imply that some positive impact has been made in terms of improvement of college facilities since introduction of performance contracting. Data demonstrate that risks for the infrastructure are identified and corrective actions are ongoing which is an effective management practice.

### 4.6.3 The Level of Improvement of College Resources

The researcher also asked respondents whether the colleges have income-generating projects. The research findings are presented in Table 4.39.

**Table 4.39: The Level of Improvement of college Resources**

Responses	f	%
Yes	78	97.5
No	2	2.5
<b>Total</b>	<b>80</b>	<b>100</b>

According to the data analyzed from table 4.9, almost all the respondents agreed that there were income-generating projects in their colleges. The results imply that public primary teachers colleges had established ways and means of boosting their sources of income in order to minimize financial constrain. Findings reveal that contingency planning is used to mitigate potential threats and to explore opportunities.

### 4.6.4 The Adequacy of Resources in Colleges

The respondents were asked to indicate in a checklist the adequacy of resources in college. The research findings are presented in Table 4.40.

**Table 4.40: The Adequacy of Resources in College**

Resources	Responses					
	Very Adequate		Not Adequate		Not There	
	F	%	f	%	f	%
Classrooms	36	45.0	44	55.0	0	0.0
Desks	31	38.8	49	61.2	0	0.0
Dormitories	29	36.2	51	63.8	0	0.0
Dining Hall	25	31.3	54	67.5	1	1.2
Multipurpose Hall	20	25.0	16	20.0	44	55.0
Staff Rooms	26	32.5	40	50.0	14	17.5
Staff Houses	8	10.0	72	90.0	0	0.0
Subject Offices	19	23.8	58	72.5	3	3.7
Department Offices	25	31.3	52	65.0	3	3.7
Play Fields	62	77.5	18	22.5	0	0.0
Internet Facilities	14	17.5	55	68.7	11	13.8
Computers	10	12.5	69	86.3	1	1.2
Stores	20	25.0	60	75.0	0	0.0
Vehicles	12	15.0	66	82.5	2	2.5

From table 4.40, the analyzed data indicated that over half of the respondents conceded that all the essential physical resources in terms of building equipment, furniture and vehicles were not adequate. Majority of the respondents indicated that internet facilities

and computers were not adequate in their respective colleges. These results imply that lack of adequate resource could be a barrier to PC implementation in public primary teachers colleges. Findings reveal that more financial support is required for sustainable development of essential facilities in PPTCs.

#### 4.6.5 The Importance of College Resources

The respondents were asked to indicate in a checklist of the level of importance of resources in college. The research findings are presented in Table 4.41.

**Table 4.41: The level of Importance of College Resources**

Resources	Responses					
	Very Important		Important		Not Important	
	F	%	f	%	f	%
Classrooms	76	95.0	4	5.0	0	0.0
Desks	75	93.7	5	6.3	0	0.0
Dormitories	71	88.8	9	11.2	0	0.0
Dining Hall	63	78.8	16	20.0	1	1.2
Multipurpose Hall	38	47.5	40	50.0	2	2.5
Staff Rooms	63	78.8	17	21.2	0	0.0
Staff Houses	47	58.8	32	40.0	1	1.2
Subject Offices	67	83.8	13	16.2	0	0.0
Department Offices	68	85.0	12	15.0	0	0.0
Play Fields	65	81.3	14	17.5	1	1.2
Internet Facilities	67	83.8	13	16.2	0	0.0
Computers	68	85.0	12	15.0	0	0.0
Stores	57	71.3	23	28.7	0	0.0

From table 4.41, majority of the respondents agreed that physical resources were important and therefore, essential for effective implementation of performance contracting in their respective colleges. However, the essential resources were not adequate.

Fesler (2005) Fernandez and Rainey (2006) note that sufficient resources are essential for successful organizational change and performance. This study shows that the public primary teachers colleges lack adequate physical resources in terms of buildings technology essential equipment and furniture. Thus, the analyzed results reveals that lack of adequate resources could be a barrier to PC implementation in public primary teachers colleges. This is in line with the literature reviewed which shows that organizational performance involves transformation of required inputs into expected outputs (ISO 9000:2005).

#### **4.7 Analysis of Responses from Principals, Deputy Principals and Deans of Curriculum and Deans of Students on Barriers to Implementation of Performance Contracting in Colleges**

A semi-structured interview was conducted among senior officers in the college administration on barriers to implementation of performance contracting in their respective colleges. This involved the principal, the deputy principal and the deans of the selected public primary teachers colleges amounting to twelve respondents. The analysis of the quantitative data obtained revealed the following barriers to performance contract implementation in public primary teachers colleges.

**Table 4.42: Barriers to P.C Implementation in Public Primary Teachers Colleges**

<b>Reference</b>	<b>P.C Implementation Barrier</b>
Management practices	Lack of proper training and preparation Inappropriate supervisory structure of implementing P.C Lack of understanding of the requirements of some pre-determined performance indicators Ineffective measurement of quality improvement
Organizational culture	Resistance to change by part of the work force. Inappropriate reward system
Capacity building	Lack of proper training and preparation
Level of resources	Insufficient resources provided Increased workload for staff

In presenting their views, the respondents were able to enrich the research findings by providing detailed information based on their experiences in the PC implementation process. The interview sought to obtain information on barriers to PC implementation on the basis of understanding of performance contracting, impact on service delivery, implementation of PC as well as suggestions on best practices in PC implementation.

All the senior management conceded that great achievements had been made in their colleges since the introduction of PC in 2008. They cited improvements in management functions in their colleges and appreciated PC as an effective management tool. The

respondents also admitted that the quality of service delivery had greatly improved due to introduction of quality management systems in the institutions. However the respondents decried lack of adequate proper training and preparation. Some of the newly appointed officers had not received any related training on PC implementation. The findings reveal that lack of proper training and preparation and in particular of heads of educational institutions could be a barrier to PC implementation.

All the respondents also agreed that they did not clearly understand the requirements of some of the government pre-determined performance indicators and as such, found it difficult to implement such indicators. The interview also revealed that internal evaluation systems had been established in the public primary teachers colleges in line with the PC requirements. However in some colleges, the evaluation systems had not been cascaded to individual members of staff and internal quality audits were limited to departments and subject heads. This implies that there may be no accountability on individual members of staff as they are not subject to internal quality audit.

On organizational culture, the interview revealed that a few members of staff were resistant to change and also not satisfied with the reward system offered by the management. According to the findings, majority of the staff have not received the relevant training in terms of PC implementation. Lack of adequate resources was cited as a major hindrance to capacity building of staff and therefore as a barrier to PC implementation. On staff workload, the respondents agreed that introduction of PC in the colleges had increased the staff workload and this could negatively impact on the

effective implementation of the curriculum which is the core mandate of the public primary teachers colleges. Inadequate and poor quality of physical facilities was also cited as a major drawback in the implementation of PC due to its effect on the morale of both staff and students. These findings collaborate the studies of Shirley (1998); Kanore (2004), Mburai (2008), Kiruthy (2008), on the challenges facing performance contract implementation in other public organizations. There is need to address the barriers to PC implementation in public primary teachers colleges in order to enhance the achievement to their core mandate i.e. effective training of quality P1 teachers.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary of the study, the research findings; conclusions based on the findings and organized by objectives, recommendations, policy recommendation and recommendations for further research.

#### **5.2 Summary**

The study aimed at investigating the barriers to implementation of performance contracting among public primary teacher training colleges in Kenya. The ultimate aim of the research was to establish a basis for recommendations on the identified barriers influencing implementation of performance contracting in public primary teacher training colleges and how they can be addressed in order to promote efficiency and effectiveness in the PC implementation process. The objectives of the study were:

- (i) Determine the influence of management practices on the implementation of performance contracting in public teacher training colleges in Kenya.
- (ii) Find out how organizational culture influences the implementation of performance contracting in public primary teachers colleges.
- (iii) Investigate the extent to which capacity building of staff members influences the implementation of performance contracting in public primary teachers colleges.

- (iv) Establish how level of resources influences the implementation of performance contracting in public primary teacher colleges.

The literature reviewed in chapter two focused on the concept of performance contracting, global perspective of performance contracting, performance contracting in Kenya, management practices, organizational culture, capacity building, provision of resources and how they influence performance contracts. In chapter three, descriptive survey designs was adopted for the study. A target population comprising 18 members in senior management PC secretariat and 187 members of staff was used.

Both purposive and random sampling techniques were used for the study. The instruments used to collect data were questionnaire and interview schedule. The questionnaire was administered to tutors, HoDs and the PC secretariat. Section I obtained general demographic and background data of the respondents while parts ABC and D of section II gathered information on the experiences of the respondents in performance contracting in line with the objectives of the study.

The interview schedule was used to solicit in-depth information on implementation of performance contracts in public primary teachers colleges and was administered to principals, deputy principals and the deans. The validity and reliability of the questionnaire were established through a pilot study. A permit was obtained from the National Council of Science and Technology and authority to visit respective colleges granted. Data were processed using the SPSS. Data analysis was undertaken using

frequency distribution, tables, percentages and bar graphs. After analysis of data from the respondents, the following were the main findings:

### **5.2.1 Influence of Management Practices on Implementation of Performance Contracting in Public Primary Teachers Colleges**

The study found out that to a large extent the management in public primary teachers colleges had managed to influence, inspire and direct their staff in the implementation of the performance contract activities and that most of the PC objectives were being achieved. The study also revealed that the managers were building organizational commitment to quality through establishment of quality management systems and conduction of performance evaluation audits. The managers had instituted service delivery charters and therefore were upholding the quality management principles of being focused on the customers. A high level of acceptability and participation in the PC process revealed that the managers had greatly influenced staff into accepting and actively participating in the performance contracting process.

According to the study although targets were set at all functional levels, there were no clear links between rewards and achievements of targets. The findings further indicated that majority of staff were not adequately prepared and sensitized on the performance contract process and the quality management systems established in the public primary teachers colleges. The findings are supported by a study conducted by Mbugua (2011) who cited lack of adequate information and training as a key challenge faced in the implementation of performance contracting.

## **5.2.2 Influence of Organizational Culture on the Implementation of Performance**

### **Contracting in Public Primary Teachers Colleges**

The study revealed that the level of acceptability of performance contracting implementation in the public primary teachers colleges was highly based on the improvements realized in terms of service delivery and development projects. These findings imply that introduction of performance contracting in PPTTCs had positively influenced the organizational culture by acting as an adaptive or regulatory mechanism that has brought staff together in pursuit of common goals.

According to the findings, introduction of PC in public primary teachers colleges has acted as a control mechanism which has generated commitment to shared values of working towards common goals. These findings are supported in a study by Austin and Claasen, 2008) on the impact of change on organizational culture where they affirm that changes in the organization can lead to a change in the organizational culture that can make it more supportive of organizational outcomes.

The study also revealed the existence of negative work ethics and a decline in professional attributes in terms of punctuality, absenteeism, laxity, commitment to duty. The findings concur with the findings in a study conducted by Mbugua 2011 on institutional factors influencing performance contracts, implementation in primary teacher training colleges, where she cited lack of commitment to duty as one of the challenges.

Finally, the findings also revealed the occurrence of some resistance to change among the staff in public primary teachers training colleges. Thus decline in professional attributes and negative work ethics which contributes to negative organizational culture could be barriers to PC implementation in PPTTCs.

### **5.2.3 Influence of Staff Capacity Building on Performance Contributing Implementation in Public Primary Teachers Training Colleges**

According to the findings, the study revealed that majority of the staff in public primary teachers colleges understood the basic information on performance contracting. However, there was consensus that not all staff had been adequately sensitized or trained on performance contracting processes and procedures. The study further revealed that in terms of staff competency framework, most of the staff had never received in-service training in the domains of knowledge teaching skills, assessment and evaluation. The senior management also concurred that there was no provision for training of newly appointed principals on matters of performance contracting.

### **5.2.4 Influence of the Level of Resources on Implementation of Performance Contracting in Public Primary Teachers Colleges**

The study revealed that the status of amenities/facilities had improved since introduction of performance contracting in public primary teachers colleges. Key income-generating projects had also been established. The findings of the study revealed that most of the essential physical facilities were not adequate. Essential equipment e.g. computers and furniture were also cited as inadequate. In terms of human resource, the senior

management admitted that the staff workload had increased since introduction of performance contracting due to added responsibilities which at times interfered with curriculum implementation.

### **5.3 Conclusion**

This study resulted in four main conclusions as follows. First, based on the findings that the managers of public primary teachers colleges had established service charters, quality management systems and were implementing quality management principles such as leadership, customer focus and involvement of people and the fact that staff expressed lack of adequate organizational knowledge needed to address changing needs and trends, it is logical to conclude that introduction of performance contract in public primary teachers colleges has greatly enhanced management practices in these institutions. However, there is organizational knowledge gap between senior management and other staff which could be a barrier to performance contracting implementation.

Second, although the findings of this study revealed a high level of acceptability support and involvement in and for performance contracting implementation by staff in the public primary teachers colleges, the existence of negative organizational culture in terms of declining, professional attributes and ethical conduct revealed by this study conclusively indicate negative organizational culture could be a barrier to performance contracting in the PPTTCs.

Third, the findings of this study clearly demonstrates that other than pre-service training, majority of the staff in public primary teachers colleges have not received the much

needed in-service training in the area of knowledge, teaching skills, assessment and evaluation which could be a barrier to performance contract implementation in terms of curriculum implementation. There is need for staff in primary teachers colleges to be provided with necessary in-service training on emerging issues affecting the colleges.

Lastly, on the basis of the findings on the influence of resources on the implementation of performance contracting in public primary teachers colleges, this study revealed conclusively that one, the infrastructure in PPTTCs is inadequate in terms of buildings and associated utilities, equipment, including hardware and software, transportation resources and also information and communication technology. Two, the workload of staff in public primary teachers colleges had increased since introduction of performance contracting in the colleges and these two constraints could be barriers to PC implementation in PPTTCs.

#### **5.4 Recommendations**

Based on the findings and conclusions of this study, the following recommendations were made:

- (i) To address the organizational knowledge gap between senior management and other staff, the public primary teachers colleges should determine, one, the knowledge necessary for the operation of its processes and to achieve conformity of products and services, two, how to acquire or access any necessary additional knowledge and required updates in order to empower

staff on changing needs and trends. This knowledge should be maintained and made available to the extent necessary.

- (ii) To strengthen the organization culture, the management of public primary teacher colleges should institutionalize ethics by establishing and enforcing appropriate code of conduct and ethics. Staff appraisal should also be based on all dimensions of quality, viz; timeliness, competences, courtesy consistency accessibility and convenience, accuracy and responsiveness. The core values of the organization should also be emphasized.
- (iii) To enhance staff competence, the public primary teachers colleges should determine the necessary specific competences of staff and take applicable actions for example, provision of training to acquire the necessary competence for staff.
- (iv) The public primary teachers colleges should, one, determine the inputs required for the key processes, determine the resources needed for their processes and ensure their availability, two, determine and address the risks that need to be addressed in order to enhance desirable effects.
- (v) The findings of this study clearly demonstrate that introduction of performance contract in management has greatly improved efficiency and effectiveness in public primary teachers colleges and therefore should be enhanced and extended to other educational institutions.

#### **5.4.1 Policy Recommendations**

- (i) That a comprehensive competency framework for academic staff in public primary teachers colleges be established.
- (ii) That subject specific training materials should be developed in collaboration with Kenya Institute of Curriculum Development.
- (iii) That performance contract experts should be appointed and attached to each county headquarters for ease of coordination and consultation on matters pertaining to performance contract implementation.

#### **5.4.2 Recommendations for Further Research**

On the basis of the findings of this study, the following recommendations for further research have been made.

- (i) Barriers to total quality management (TQM) implementation in public primary teachers colleges in Kenya
- (ii) Factors influencing the quality of teacher training in public primary teachers colleges.
- (iii) This study should be replicated in other counties not covered by the researcher.

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## APPENDICES

### Appendix I

#### Questionnaire for Tutors, HoDs and PC secretariat

##### Section I: Background information

Please indicate by tick (√) on appropriate responses for each question in the box provided. Please indicate the following:

1) Gender

Male ( )      Female ( )

2) Age

21-30 ( )    31-40 ( )    41-50 ( )    51 and above ( )

3) Teaching experience in teacher training college

1-9yrs ( )    10-19yrs ( )    20 years and above ( )

4 Your designation

HoD ( )    PC secretariat ( )    Tutor ( )

##### Section II

###### A. MANAGEMENT PRACTICES

1. Are you aware of a service charter in your college?

Yes ( )                      No ( )

2. If yes, did you participate in the formulation of the charter?

Yes ( )                      No ( )

In your opinion, have the services improved in various departments since the inception of the charter?

Very much ( )

A bit ( )

Not at all ( )

3. What is your role in the performance contract in your college?

Implementer ( )

Secretariat ( )

Management ( )

4. Are you familiar with the process of PC evaluation?

Yes ( ) No ( )

5. Do you have any specific duty in the PC implementation?

Yes ( ) No ( )

If yes, specify \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Do you agree with the choices of the flagship projects in your college? Rate their impact on the general welfare of the people.

Essential ( )

Quite important ( )

Not important ( )

7. Does your college have a documented quality management system?

Yes ( )      No ( )

If yes, have all the members been sensitized to this QMS?

Effective ( )

A little ( )

Not at all ( )

8. Are the following documents in use in your college?

- Quality policy

Available ( )

Not available ( )

Not aware ( )

- Quality manual

Available ( )

Not available ( )

Not aware ( )

- Service delivery charter

Available ( )

Not available ( )

Not aware ( )

- Lesson plans

Available ( )

Not available ( )

Not aware ( )

- Gate pass

Available ( )

Not available ( )

Not aware ( )

9. Does the PC ranking agree with the KNEC ranking of PTE results?

Yes ( )      No ( )

If No why do you think this is so? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10. Who sets the performance target for your college?

Management ( )                      Secretariat ( )                      All ( )

11. How much do you contribute to the attainment of the targets?

A lot ( )                      A little ( )                      All ( )

12. Rate the acceptability of the PC among the teaching staff

Excellent ( )

Good ( )

Fair ( )

Poor ( )

13. Have the members of your college embraced the concept of performance contract?

Willingly ( )

Grudgingly ( )

With resistance ( )

14. Do you support the requirement of ISO certification for colleges?

Yes ( )                      No ( )

If No, give reasons \_\_\_\_\_  
\_\_\_\_\_

15. Tick the correct response to the following statements.

1. I am involved in making departmental plans in my college.

Always ( )                      Sometimes ( )                      No ( )

2. I am aware of the performance targets for my department

Always ( )                      Sometimes ( )                      Never ( )

3. The management inspires the staff to achieve the set targets

Always ( )                      Sometimes ( )                      Never ( )

4. The management rewards those who meet the targets?

Always ( )                      Sometimes ( )                      No ( )

5. The management prepared me to embrace performance contracting

Adequately ( )                      Not adequately ( )                      Not at all ( )

6. I understand how performance evaluation is done

Fully partially ( )                      Not at all ( )

**B. ORGANIZATIONAL CULTURE**

1. Has performance contracting been accepted across all the departments in the college?

Yes ( )                      No ( )

If No, what can you attribute this to?

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2. Which of the following professional attributes negatively affect curriculum implementation in the college? Tick against the rating that best describes the extent of the challenge.

S/No		Most Challenging	Challenging	Less Challenging	Not Challenging
1.	Punctuality				
2.	Absenteeism				
3.	Laxity				
4.	Commitment to duty				
5.	Resistance to change				

3. Do you fully understand the concept of performance contracting?

Yes ( )                      No ( )

If No, give reasons

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4. In your view has introduction of performance contracting improved performance in the college?

Yes ( )                      No ( )

If Yes, give specific examples

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5. Do you have any specific duties in the PC implementation process?

Yes ( )                      No ( )

If yes, specify

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6. If performance contracting was optional would you recommend introduction of the same to your college?

Yes ( )                      No ( )

Give reasons for your response.

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**PART C. CAPACITY BUILDING**

16. Does your college have a Management Representative (MR)?

Yes ( )                      No ( )

17. Do you understand the role of MR in PC?

Yes ( )                      Partly ( )                      Not at all ( )

18. How seriously is the performance appraisal exercise taken in your department?

Very serious ( )

Fairly seriously ( )

Not seriously ( )

19. What type of incentives does the management offer to those who meet their targets?

Monetary ( )

Verbal ( )

Certification ( )

20. How effective, in your opinion is this type of incentive in encouraging others?

Very effective ( )

Quite effective ( )

Not effective ( )

21. In your opinion are duties and responsibilities equitably distributed to the most competent people?

Yes ( )                      No ( )

If No, explain the criteria used to distribute them

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22. Do you fully understand the concept of performance contracting?

Yes ( )                      No ( )

23. In your view, has the introduction of performance contracts, improved performance in the college?

Yes ( )

No ( )

If yes, give specific areas where the improvement is realized

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24. Are there set standards to govern the setting of targets across board for all institutions?

Yes ( )

No ( )

25. How often do you receive in-service training in the following area

Areas	Twice a year	Once a year	Never
Content delivery			
Testing/evaluation			
TP assessment and management			
Marking exams			
Developing of learning resources			

**PART D. RESOURCES**

26. In your opinion are the financial resources in your college allocated to priority projects?

Always ( )

Sometimes ( )

Not at all ( )

27. In your view, have the amenities/facilities in your college improved since the PC was introduced in your college?

Greatly ( )

Slightly ( )

No improvement ( )

Deteriorated ( )

28. Does your college have income generating projects?

Yes ( )

No ( )

29. Rate the following resources in your college

<b>Resource</b>	<b>Very adequate</b>	<b>Not adequate</b>	<b>Not there</b>
Classrooms			
Desks			
Dormitories			
D/Hall			
Multipurpose hall			
Staff rooms			

Staff houses			
Subject offices			
Department offices			
Play fields			
Internet facilities			
Computers			
Stores			
Vehicles			

30. Rate the importance of the following resources in the execution of the institutions core mandate

<b>Resource</b>	<b>Very important</b>	<b>Important</b>	<b>Not important</b>
Classrooms			
Desks			
Dormitories			
D/Hall			
Multipurpose hall			
Staff rooms			
Staff houses			
Subject offices			
Department offices			
Play fields			
Internet facilities			
Computers			
Stores			

## **Appendix II**

### **Interview Schedule for principal, deputy principal, DOC and DOS**

1. What do you consider as the staff's understanding of PC?
2. Do staff members understand fully their role in performance contract implementation?
3. What do you consider as staff capacities on PC implementation?
4. What have you been doing to ensure PC is implemented?
5. How has PC affected performance of staff in service delivery?
6. How has PC affected the quality service delivery?
7. How effective is your service charter?
8. What do you consider as the weaknesses of your internal evaluation criteria?
9. How does your evaluation compare with external evaluation?
10. How do you rate performance contract ranking?
11. Why do you think there are complaints arising from mismatch between PC ranking and service delivery?
12. Suggest what you consider as the best practices in PC implementation?

### **Appendix III**

#### **LETTER OF INTRODUCTION TO RESPONDENTS**

Dear Sir/Madam,

I am a postgraduate student in Kenyatta University, School of Education. I am carrying out study on BARRIERS FACING IMPLEMENTATION OF PERFORMANCE CONTRACTING AMONG PUBLIC PRIMARY TEACHER TRAINING COLLEGES IN KENYA.

You have been selected to participate in the study. 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,

Mrs. Rosemary Njagi

## Appendix IV

### PC IMPLEMENTATION AND NATIONAL EXAM RANKING

SR/NO	COLLEGE NAME	PTE RANK 2009	PC RANK 2009	PTE RANK 2010	PC RANK 2010	PTE RANK 2010	PC RANK 2010
1	Eregi TTC	2	20	1	10	14	22
2	Kamwenja TTC	4	2	2	9	4	2
3	Meru TTC	7	15	3	14	11	20
4	Muranga TTC	1	10	4	4	5	18
5	Kaimosi TTC	10	8	5	6	13	14
6	Moi Baringo TTC	8	9	7	15	3	19
7	Shanzu TTC	15	17	9	5	18	15
8	Kilimambogo TTC	5	14	10	20	20	4
9	Kigari TTC	16	3	11	2	6	7
10	Bondo TTC	19	16	12	8	18	8
11	Asumbi TTC	17	13	13	12	19	12
12	Tambach TTC	21	5	14	13	10	13
13	Machakos TTC	9	11	16	7	8	3
14	Egoji TTC	6	1	17	1	7	1
15	Kericho TTC	13	19	18	19	12	21
16	Mosoriot TTC	11	7	19	17	15	9
17	Garisa TTC	31	12	20	11	16	16
18	Migori TTC	14	18	21	18	9	10
19	Thogoto TTC	12	4	22	16	15	5
20	Narok TTC	18	-	-	-	-	-

Appendix V

RESEARCH AUTHORIZATION



KENYATTA UNIVERSITY  
GRADUATE SCHOOL

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Our Ref: E55/EGJ/23590/2011

DATE: 3<sup>rd</sup> November, 2015

Director General,  
National Commission for Science, Technology  
and Innovation  
P.O. Box 30623-00100  
**NAIROBI**

Dear Sir/Madam,

**RE: RESEARCH AUTHORIZATION ROSEMARY WANJIRU NJAGI - REG. NO.E55/EGJ/23590/2011**

I write to introduce **Ms. Rosemary Wanjiru Njagi** who is a Postgraduate Student of this University. She is registered for M.Ed degree programme in the **Department of Education Management Policy & Curriculum Studies**.

Ms. Njagi intends to conduct research for a M.Ed Project Proposal entitled, **"Barriers to Implementation of Performance Contracting among Public Primary Teacher Training Colleges in Kenya."**

Any assistance given will be highly appreciated.

Yours faithfully,





**NATIONAL COMMISSION FOR SCIENCE,  
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Date:  
**19<sup>th</sup> February, 2016**

Rosemary Wanjiru Njagi  
Kenyatta University  
P.O. Box 43844-01000  
**NAIROBI.**

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on "*Barriers to implementation of performance contracting among public primary teacher training colleges in Kenya*" I am pleased to inform you that you have been authorized to undertake research in **Meru County** for a period ending **18<sup>th</sup> February, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, Meru 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. LANGAT, OGW**  
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Meru County.

The County Director of Education  
Meru County.

**THIS IS TO CERTIFY THAT:**  
**MS. ROSEMARY WANJIRU NJAGI**  
**of KENYATTA UNIVERSITY, 0-1000**  
**THIKA, has been permitted to conduct**  
**research in Meru County**  
**on the topic: BARRIERS TO**  
**IMPLEMENTATION OF PERFORMANCE**  
**CONTRACTING AMONG PUBLIC PRIMARY**  
**TEACHER TRAINING COLLEGES IN KENYA**  
**for the period ending:**  
**18th February, 2017**

*[Signature]*  
**Applicant's Signature**

*[Signature]*  
**Director General**  
**National Commission for Science, Technology & Innovation**

**Permit No. : NACOSTI/P/16/72136/8671**  
**Date Of Issue : 19th February, 2016**  
**Fee Received : Ksh 1000**



**CONDITIONS**

- You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.**
- Government Officers will not be interviewed without prior appointment.**
- No questionnaire will be used unless it has been approved.**
- Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**

**RESEARCH CLEARANCE PERMIT**

**Serial No. A 7871**

**CONDITIONS: see back page**