



**RESEARCH ARTICLE**

**HEAD TEACHERS' PERCEPTIONS TOWARDS IMPLEMENTATION OF PERFORMANCE CONTRACTS**

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**ARTICLE INFO**

**Article History:**

Received 25<sup>th</sup> July, 2011  
Received in revised form  
29<sup>th</sup> August, 2011  
Accepted 27<sup>th</sup> September, 2011  
Published online 15<sup>th</sup> October, 2011

**Key words:**

Head teachers, Principals, Managers,  
Financial, Academic, Physical Facilities,  
Human Resource Management, Indicators

**ABSTRACT**

This paper is based on a study to establish public secondary schools head teachers' perceptions towards implementation of performance contracts in Bureti, Kericho and Bomet districts in Kenya. The study sought to establish these perceptions based on: financial, human resource management, physical facilities and academic indicators of performances contract in schools. Quantifiable measurements were used to determine these indicators. Stratified random sampling was used to select 60% of the public schools in every district to participate. The study was based on Cole (1993) Job Improvement Plan Model, which emphasizes on setting standards in specific key result areas and specifying results for all managers at the operating level of the institution. Questionnaires in Likert type of scale were used to collect data and descriptive statistics were used to analyse the data. The results showed that head teachers did not reject implementation of performance contracts in totality. However, there were areas they were not comfortable being used as indicators in the performance contracting exercise. Therefore, it was recommended that the Ministry of Education should sensitize head teachers on the meaning, scope and importance of performance contracting exercise. Furthermore, initial piloting of performance contracting in a few schools before implementation should be done.

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**INTRODUCTION**

Performance Contract system originated in France in the late 1960s. It was later developed with great deal of elaboration in Pakistan and Korea and thereafter introduced in India. It has been adopted in developing countries in Africa, including Nigeria, Gambia, Ghana and now Kenya (Kobia and Mohammed, 2006). A Performance contract is a freely negotiated performance agreement between government, organization and individuals on the one hand, and the agency itself on the other (GoK, 2005). The Government of Kenya adopted performance contracting as a tool for managing public resources and as a management accountability framework. Hitherto, management of public resources focused on processes and inputs rather than outputs and results. Performance contracts are deliberately designed to ensure that institutions take into consideration all the perspectives of an institution's performance. According to the Government of Kenya, before the advent of performance contracting, the basis for determining a manager's performance was purely on

perception and processes, and managers were not comfortable being evaluated on the basis of perceptions (Daily Nation, 2009, p. 40). The introduction of performance contracts compelled all public institutions to prepare and submit quarterly performance reports to designated agencies, and annual performance reports to the Performance Contracts Secretariat. Accordingly, head teachers would have to submit their reports to the Teachers Service Commission which would forward them to the Ministry of Education.

**Indicators of Performance Contracts in Schools**

**Financial Management Indicators**

Financial management in schools is concerned with the cost of education, sources of income to meet the educational costs and the spending of the income in an objective manner in order to achieve the educational objectives (Okumbe, 1999). Head teachers serve as accounting officers in schools and are therefore responsible for preparation of estimates for recurrent and development expenditure for the school (Silsil, 2008). The

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financial indicators of performance contracts in schools include:

- (i) Procurement and disposal of goods and services as per the Government Procurement and Disposal Act (2005).
- (ii) Collection of fees as provided for in the government guidelines.
- (iii) Adherence to estimates for recurrent and development expenditure as approved by the school's Board of Governors.

#### **Human Resource Management Indicators**

Human Resource Management is the strategic and component approach to the management of an organisation's employees who collectively contribute to the achievement of the organizational goals (Ghosh, 2005). The Human Resource Management indicators of performance contracts in schools include:

- (i) Safety and security of staff and students.
- (ii) Discipline of staff and students in school.
- (iii) Management of staff interpersonal conflicts.
- (iv) Prevention of drugs and substance abuse.
- (v) Facilitation of staff to attend short courses.
- (vi) HIV/AIDS awareness in school.

#### **Physical Facilities Indicators**

Physical facilities in a school include buildings, land, machines, equipment and other moveable assets. Inadequacy and poor maintenance of such facilities impinge on the provision of services to students and staff in school (Birgen, 2007). The Physical facilities indicators of performance contracts in schools include:

- (i) Repairs and maintenance of buildings, machines and other moveable assets.
- (ii) Construction and completion of buildings/projects.

#### **Academic Performance Indicators**

It is widely believed that the best achievement any head teacher can make during his/her tenure in office is to get good results in national examinations. Academic indicators of performance contracts in schools include:

- (i) Performance of students in national examinations.
- (ii) Availability of teaching and learning resources.
- (iii) Students' progression rates.

#### **Statement of the Problem**

Although performance contracting is considered a modern way of evaluating performance, available literature indicates that head teachers have perceived the exercise with a lot of suspicion and scepticism (www.knut.or.ke). Given the fact that the issue of performance contracts has dominated public discourse in the recent past, this study therefore sought to establish the perceptions of secondary and primary school

head teachers towards implementation of performance contracts in Kenya. Secondary school head teachers had increasingly questioned the rationale behind the introduction of performance contracts by the Ministry of Education. The intentions by the Government of Kenya, through the Ministry of Education, to extend performance contracts to secondary schools drew mixed reactions from head teachers.

#### **Theoretical Framework**

The foregoing study was based on management-by-objectives job improvement plan model advanced by Cole (1993). The job improvement plan is an action document. It sets out the actions which need to be taken in order to ensure that key tasks are fulfilled to the required standards. The model emphasizes on setting standards and specifying results for all managers at the operating level of the institution. According to Cole (ibid.), the appropriate key task is identified and priority actions are set alongside it, together with a target date. This model was applied to performance contracting in schools because it makes it possible to quantify the efforts of head teachers.

Accordingly, performance standards shall be set as a measure of the degree of achievement of key tasks, expressed in terms of some agreed judgment of what could be reasonably expected. The key tasks that head teachers are expected to perform in schools include Financial Management Functions; Human Resource Management Functions; Physical Facilities Functions and Academic Functions. According to Cole (1993), the plan enables head teachers to see how well they are performing in these tasks. The key performance areas provide a basis for realistic discussions between head teachers and the Ministry of Education concerning progress in these areas. From the model therefore, the key performance areas were considered as performance indicators in the performance contracting exercise. The application of this model to performance contracting of teachers is plausible because it is founded on achievement of results from key areas of the organization by those at the helm of management of any organization (head teachers). It therefore provides an opportunity for the head teachers and the Ministry of Education to collaborate in identifying the key areas for results and in establishing appropriate performance standards against which results can be measured, all of which are the key characteristics of performance contracting.

#### **MATERIALS AND METHODS**

The study was conducted in Bureti, Kericho and Bomet districts formally in the Rift Valley Province of Kenya. By the time of the study, the districts had a total of 210 secondary schools (Statistics Offices, Bureti, Kericho and Bomet District Education Offices). Since performance contracts specifically targeted public schools, 16 privately owned schools did not participate in the study. Out of the remaining 194 schools, 116 (60%) were chosen to participate in the study. Therefore, the study had a sample of 116 respondents. This study was conducted through descriptive survey design. Stratified random sampling was used to select 116 schools out of the 194 schools. The researcher engaged an assistant to carry out random selection where 35 (60%) out of 58 schools in Bureti District; 39 (60%) out of 66 schools in Kericho District and 42

(60%) out of 70 schools in Bomet District were picked to participate in the study. The researcher used questionnaires to collect data from head teachers with the help of 3 field assistants. Each field assistant was assigned a district from which they collected data from head teachers of the selected schools. A total of 104 questionnaires were filled and returned thus having a return rate of 90% of the 116 questionnaires administered. The mass raw of data was presented by the use of descriptive statistics.

## RESULTS

### Head teachers' Background Information

The results showed that the head teachers in all the three districts were professionally qualified with 88 (84.6%) having Bachelors Degrees and 16 (15.4%) having Masters Degrees. Out of the 104 respondents, 25 (24%) were female head teachers while 79 (76%) were male. All female respondents were head teachers of girls' secondary schools and the male respondents were head teachers of boys' only or mixed secondary schools. Analysis of responses from Bureti District showed that three quarters, 24 (75%), of the respondents were male, while a quarter, 8 (25%), were female. It was observed that 29 (90.6%) respondents in the district had Bachelors Degrees, while 3 (9.4%) had Masters Degrees. Only one, 1 (33.3%), of those with Masters Degrees was male, while 2 (66.7%) were female. Similarly, 23 (79.3%) respondents who had Bachelors Degrees were male, while 6 (20.7%) were female.

Similarly, analysis of responses from Kericho District showed that 27 (77.1%) of the respondents were male, while 8 (22.9%) were female. It was noted that 28 (80%) respondents in the district had Bachelors Degrees, while 7 (20%) had Masters Degrees. Four (57.1%) of those with Masters Degrees were male, while 3 (42.9%) were female. Similarly, 23 (82.1%) respondents who had Bachelors Degrees were male, while 5 (17.9%) were female. In Bomet District, analysis of responses indicated that 28 (75.7%) of the respondents were male, while 9 (24.3%) were female. It was noted that 31 (83.8%) respondents in the district had Bachelors Degrees, while 6 (16.2%) had Masters Degrees. Four (66.7%) of those with Masters Degrees were male, while 2 (33.3%) were female. Similarly, 24 (77.4%) respondents who had Bachelors Degrees were male, while 7 (22.6%) were female. The analysis further showed that more than half, 56 (53.8%), of the head teachers were in the age bracket of 40 - 49 years, while 39 (37.5%) were aged from 30 - 39 years, and few, 9 (8.7%), were over 49 years of age. It was inferred from the findings that it requires some years of teaching experience for one to be a head teacher, because none of the respondents fell in the age bracket of 20 - 29 years.

### Financial Indicators of Performance Contracts

The first objective of the study was to establish the head teachers' perceptions towards implementation of performance contracts based on financial indicators. To achieve this objective, the head teachers were asked to respond to statements on the extent to which they considered it important for them to enter into performance contracts based on:

- (i) Procurement and disposal of goods and services as per the Public Procurement and Disposal Act (2005).
- (ii) Collection of fees as provided for in the government guidelines.
- (iii) Adherence to estimates for recurrent and development expenditure as approved by the Board of Governors.

The following are the findings:

#### *Procurement and Disposal of Goods and Services*

This section presents an analysis of head teachers' responses to the statement "it is important for head teachers to enter into performance contracts based on procurement and disposal of goods and services as per the Public Procurement and Disposal Act, 2005". Table 1 shows the analysed responses to this statement. The results in Table 1 showed that more than half, 65 (62.5%), of the respondents strongly agreed with performance contracting of head teachers based on procurement and disposal of goods and services as per the Public Procurement and Disposal Act (2005). A quarter, 25 (24%), of the respondents were undecided, while 14 (13.5%) strongly disagreed with the statement. It was noted that the "strongly agreed" response was fairly distributed in all the three districts as follows: Bureti 21 (32.4%), Kericho 22 (33.8%) and Bomet 22 (33.8%). It was thus concluded that more than half of the head teachers preferred entering into performance contracts on the basis of procurement and disposal of goods and services as per the Public Procurement and Disposal Act (2005).

#### *Collection of Fees as Provided for in the Government Guidelines*

This part presents an analysis of head teachers' responses to the statement "it is important for head teachers to enter into performance contracts based on collection of fees as provided for in the government guidelines". Table 2 shows the analysed responses to this statement. The results in Table 2 showed that majority, 79 (76%), of the respondents strongly disagreed with performance contracting of head teachers based on collection of fees as provided for in the government guidelines. Fifteen (14.4%) were undecided, while 10 (9.6%) strongly agreed with the statement. The analysis showed that the "strongly disagreed" response was fairly distributed in all the three districts as follows: Bureti 25 (31.6%), Kericho 27 (34.2%) and Bomet 27 (34.2%). It was thus concluded that majority of head teachers did not prefer entering into performance contracts based on collection of fees as provided for in the government guidelines.

#### *Adherence to Estimates for Recurrent and Development Expenditure as Approved by BOG*

This section presents an analysis of head teachers' responses to the statement "it is important for head teachers to enter into performance contracts based on adherence to estimates for recurrent and development expenditure as approved by the BOG". Table 3 shows the analysed responses to this statement. Analysed results in Table 3 showed that more than half, 53 (55.2%), of the respondents strongly disagreed with performance contracting of head teachers based on adherence

**Table 1: Importance of Entering into Performance Contracts Based on Procurement and Disposal of Goods and Services**

Response	Category			
	Bureti	Kericho	Bomet	Total
Strongly Agree	21 (32.4%)	22 (33.8%)	22 (33.8%)	65 (62.5%)
Undecided	8 (32%)	8 (32%)	9 (36%)	25 (24%)
Strongly Disagree	3 (21.4%)	5 (35.7%)	6 (42.9%)	14 (13.5%)
Total	32	35	37	104

**Table 2: Importance of Entering into Performance Contracts Based on Collection of Fees as Provided for in the Government Guidelines**

Response	Category			
	Bureti	Kericho	Bomet	Total
Strongly Agree	2 (20%)	3 (30%)	5 (50%)	10 (9.6%)
Undecided	5 (33.3%)	5 (33.3%)	5 (33.3%)	15 (14.4%)
Strongly Disagree	25 (31.6%)	27 (34.2%)	27 (34.2%)	79 (76%)
Total	32	35	37	104

**Table 3: Importance of Entering into Performance Contracts Based on Adherence to Estimates for Recurrent and Development Expenditure as Approved by BOG**

Response	CATEGORY			
	Bureti	Kericho	Bomet	Total
Strongly Agree	5 (25%)	7 (35%)	8 (40%)	20 (20.8%)
Undecided	7 (30.4%)	8 (34.8%)	8 (34.8%)	23 (24%)
Strongly Disagree	17 (32%)	18 (34%)	18 (34%)	53 (55.2%)
Total	29	33	34	96

**Table 4: Importance of Entering into Performance Contracts Based on Safety and Security of Staff and Students in School**

Response	CATEGORY			
	Bureti	Kericho	Bomet	Total
Strongly Agree	7 (28%)	8 (32%)	10 (40%)	25 (27.2%)
Undecided	13 (32.5%)	15 (37.5%)	12 (30%)	40 (43.5%)
Strongly Disagree	9 (33.3%)	8 (29.6%)	10 (37.1%)	27 (29.3%)
Total	29	31	32	92

**Table 5: Importance of Entering into Performance Contracts Based on Discipline of Staff and Students in School**

Response	CATEGORY			
	Bureti	Kericho	Bomet	Total
Strongly Agree	1 (16.7%)	3 (50%)	2 (33.3%)	6 (5.9%)
Undecided	10 (35.7%)	10 (35.7%)	8 (28.6%)	28 (27.7%)
Strongly Disagree	21 (31.3%)	21 (31.3%)	25 (37.4%)	67 (66.4%)
Total	32	34	35	101

**Table 6: Importance of Entering into Performance Contracts Based On Management of Staff Interpersonal Conflicts in School**

Response	CATEGORY			
	Bureti	Kericho	Bomet	Total
Strongly Agree	16 (33.3%)	15 (31.3%)	17 (35.4%)	48 (50.5%)
Undecided	8 (30.8%)	9 (34.6%)	9 (34.6%)	26 (27.4%)
Strongly Disagree	6 (28.6%)	9 (42.8%)	6 (28.6%)	21 (22.1%)
Total	30	33	32	95

**Table 7: Importance of Entering into Performance Contracts Based on Prevention of Drugs and Substance Abuse in School**

Response	Category			
	Bureti	Kericho	Bomet	Total
Strongly Agree	15 (32.6%)	14 (30.4%)	17 (37%)	46 (46.9%)
Undecided	10 (30.3%)	11 (33.3%)	12 (36.4%)	33 (33.7%)
Strongly Disagree	6 (31.6%)	8 (42.1%)	5 (26.3%)	19 (19.4%)
Total	31	33	34	98

**Table 8: Importance of Entering into Performance Contracts Based on Facilitation of Staff to Attend Staff Development Courses**

Response	Category			
	Bureti	Kericho	Bomet	Total
Strongly Agree	2 (18.2%)	5 (45.5%)	4 (36.3%)	11 (10.7%)
Undecided	7 (29.2%)	8 (33.3%)	9 (37.5%)	24 (23.3%)
Strongly Disagree	23 (33.8%)	22 (32.4%)	23 (33.8%)	68 (66%)
Total	32	35	36	103

**Table 9: Importance of Entering into Performance Contracts Based on HIV/AIDS Awareness in School**

Response	Category			
	Bureti	Kericho	Bomet	Total
Strongly Agree	19 (35.2%)	17 (31.5%)	18 (33.3%)	54 (56.8%)
Undecided	5 (25%)	8 (40%)	7 (35%)	20 (21.1%)
Strongly Disagree	5 (23.8%)	6 (28.6%)	10 (47.6%)	21 (22.1%)
Total	29	31	35	95

**Table 10: Importance of Entering into Performance Contracts Based on Repairs and Maintenance of Buildings, Machines and Other Moveable Assets**

Response	Category			Total
	Bureti	Kericho	Bomet	
Strongly Agree	19 (32.2%)	19 (32.2%)	21 (35.6%)	59 (63.4%)
Undecided	4 (26.7%)	6 (40%)	5 (33.3%)	15 (16.1%)
Strongly Disagree	7 (36.8%)	6 (31.6%)	6 (31.6%)	19 (20.4%)
Total	30	31	32	93

**Table 11: Importance of Entering into Performance Contracts Based on Construction and Completion of Buildings/Projects**

Response	Category			Total
	Bureti	Kericho	Bomet	
Strongly Agree	18 (31%)	17 (29.3%)	23 (39.7%)	58 (56.8%)
Undecided	7 (31.8%)	10 (45.5%)	5 (22.7%)	22 (21.6%)
Strongly Disagree	6 (27.2%)	8 (36.4%)	8 (36.4%)	22 (21.6%)
Total	31	35	36	102

**Table 12: Importance of Entering into Performance Contracts Based on Performance of Students in National Examinations**

Response	Category			Total
	Bureti	Kericho	Bomet	
Strongly Agree	1 (12.5%)	3 (37.5%)	4 (50%)	8 (8.1%)
Undecided	6 (28.6%)	8 (38.1%)	7 (33.3%)	21 (21.2%)
Strongly Disagree	23 (32.9%)	24 (34.2%)	23 (32.9%)	70 (70.7%)
Total	30	35	34	99

**Table 13: Importance of Entering into Performance Contracts Based on Availability of Teaching and Learning Resources in School**

Response	Category			Total
	Bureti	Kericho	Bomet	
Strongly Disagree	14 (31.1%)	14 (31.1%)	17 (37.8%)	45 (44.6%)
Undecided	10 (38.5%)	9 (34.6%)	7 (26.9%)	26 (25.7%)
Strongly Disagree	8 (26.7%)	10 (33.3%)	12 (40%)	30 (29.7%)
Total	32	33	36	101

**Table 14: Importance of Entering into Performance Contracts Based on Students' Progression Rates**

Response	Category			Total
	Bureti	Kericho	Bomet	
Strongly Agree	3 (30%)	2 (20%)	5 (50%)	10 (9.8%)
Undecided	6 (27.2%)	8 (36.4%)	8 (36.4%)	22 (21.6%)
Strongly Disagree	23 (32.8%)	24 (34.2%)	23 (32.8%)	70 (68.6%)
Total	32	34	36	102

to estimates for recurrent and development expenditure as approved by the BOG. Twenty three (24%) were undecided, while 20 (20.8%) strongly agreed with performance contracting of head teachers on such basis. It emerged that the "strongly disagreed" response was fairly distributed in all the three districts as follows: Bureti 17 (32%), Kericho 18 (34%) and Bomet 18 (34%). The findings led to the conclusion that more than half of the head teachers in the three districts did not prefer being on performance contracts based on adherence to estimates for recurrent and development expenditure as approved by the BOG.

### Human Resource Management Indicators of Performance Contracts

The second objective of the study was to establish the head teachers' perceptions towards implementation of performance contracts based on human resource management indicators. To achieve this objective, the head teachers were asked to respond to statements on the extent to which they considered it important for them to enter into performance contracts based on:

- (i) Safety and security of staff and students in school.

- (ii) Discipline of staff and students in school.
- (iii) Management of staff interpersonal conflicts.
- (iv) Prevention of drugs and substance abuse.
- (v) Facilitation of staff to attend staff development courses.
- (vi) HIV/Aids awareness in school.

The following are the findings:

### Safety and Security of Staff and Students in School

This part presents an analysis of head teachers' responses to the statement "it is important for head teachers to enter into performance contracts based on safety and security of staff and students in school". Table 4 shows the analysed responses to this statement. From the analysed results, it emerged that almost half, 40 (43.5%), of the respondents were undecided as to whether or not it was important for head teachers to enter into performance contracts based on safety and security of staff and students in school. About one-third, 27 (29.3%), strongly disagreed with the statement, while a similar number, 25 (27.2%), strongly agreed with the statement. The analysis showed that the "undecided" response was fairly distributed in all the three districts as follows: Bureti 13 (32.5%), Kericho 15 (37.5%) and Bomet 12 (30%). The results led the

researcher to the conclusion that almost half of the head teachers were undecided as to whether or not it was important for them to enter into performance contracts based on safety and security of staff and students in school.

### ***Discipline of Staff and Students in School***

This section presents an analysis of head teachers' responses to the statement "it is important for head teachers to enter into performance contracts based on discipline of staff and students in school". Table 5 shows the analysed responses to this statement. From the results, it was evident that two-thirds, 67 (66.4%), of the respondents strongly disagreed with head teachers entering into performance contracts based on discipline of staff and students in school. Twenty-eight (27.7%) were undecided while few, 6 (5.9%) strongly agreed with the statement. The analysis showed that the "strongly disagreed" response was fairly distributed in all the three districts as follows: Bureti 21 (31.3%), Kericho 21 (31.3%) and Bomet 25 (37.4%). The results led to the conclusion that majority of head teachers did not prefer entering into performance contracts based on discipline of staff and students in school.

### ***Management of Staff Interpersonal Conflicts***

This section presents an analysis of head teachers' responses to the statement "it is important for head teachers to enter into performance contracts based on management of staff interpersonal conflicts in school". Table 6 shows the analysed responses to this statement. The results indicated that half, 48 (50.5%), of the respondents strongly agreed with the statement that head teachers should enter into performance contracts based on management of staff interpersonal conflicts in school. Twenty-six (27.4%) were undecided, while 21 (22.1%) strongly disagreed with the statement. The analysis showed that the "strongly agreed" response was fairly distributed in all the three districts as follows: Bureti 16 (33.3%), Kericho 15 (31.3%) and Bomet 17 (35.4%). The results led the researcher to the conclusion that half of the head teachers preferred entering into performance contracts based on management of staff interpersonal conflicts in school.

### ***Prevention of Drugs and Substance Abuse***

This part presents an analysis of head teachers' responses to the statement "it is important for head teachers to enter into performance contracts based on prevention of drugs and substance abuse in school". Table 7 shows the analysed responses to this statement. Analysed results indicated that almost half, 46 (46.9%), of the respondents strongly agreed with performance contracting of head teachers based on prevention of drugs and substance abuse in school. Thirty three (33.7%) were undecided, while 19 (19.4%) strongly disagreed with the statement. The analysis showed that the "strongly agreed" statement response was fairly distributed in all the three districts as follows: Bureti 15 (32.6%), Kericho 14 (30.4%) and Bomet 17 (37%). The results led to the conclusion that almost half of the head teachers preferred entering into performance contracts based on prevention of drugs and substance abuse in school.

### ***Facilitation of Staff to Attend Staff Development Courses***

This section presents an analysis of head teachers' responses to the statement "it is important for head teachers to enter into

performance contracts based on facilitation of staff to attend staff development courses". Table 8 shows the analysed responses to this statement. Results in Table 8 showed that majority, 68 (66%), of the respondents strongly disagreed with performance contracting of head teachers based on facilitation of staff to attend staff development courses. Almost a quarter, 24 (23.3%) were undecided, while 11 (10.7%) strongly agreed with the statement. The analysis showed that the "strongly disagreed" response was fairly distributed in the three districts as follows: Bureti 23 (33.8%), Kericho 22 (32.4%), and Bomet 23 (33.8%). The results led the researcher to the conclusion that almost half of the head teachers did not prefer entering into performance contracts based on facilitation of staff to attend staff development courses.

### ***HIV/AIDS Awareness in School***

This part presents an analysis of head teachers' responses to the statement "it is important for head teachers to enter into performance contracts based on HIV/AIDS awareness in school". Table 9 shows the analysed responses to this statement. Analyzed results indicated that more than half, 54 (56.8%), of the respondents strongly agreed that it was important for head teachers to enter into performance contracts based on HIV/AIDS awareness in school. Twenty one (22.1%) strongly disagreed with the statement, while 20 (21.1%) were undecided. The results showed that the "strongly agreed" response was fairly distributed in the three districts as follows: Bureti 19 (35.2%), Kericho 17 (31.5%) and Bomet 18 (33.3%). The results led to the conclusion that half of the head teachers in the three districts considered it important to enter into performance contracts based on HIV/AIDS awareness in school.

### ***Physical Facilities Indicators of Performance Contracts***

The third objective of the foregoing study was to establish the head teachers' perceptions towards implementation of performance contracts based on physical facilities indicators. To achieve this objective, the head teachers were asked to respond to statements on the extent to which they considered it important for them to enter into performance contracts based on:

- (i) Repairs and maintenance of buildings, machines and other moveable assets.
- (ii) Construction and completion of buildings/projects.

The following are the findings:

#### ***Repairs and Maintenance of Buildings, Machines and Other Moveable Assets***

This section presents an analysis of head teachers' responses to the statement "it is important for head teachers to enter into performance contracts based on repairs and maintenance of buildings, machines and other moveable assets". Table 10 shows the analysed responses to this statement. From the results, it was evident that majority, 59 (63.4%), of the respondents strongly agreed that it was important for head teachers to enter into performance contracts based on repairs and maintenance of buildings, machines and other moveable assets. 19 (20.4%) strongly disagreed with the statement, while 15 (16.1%) were undecided. It emerged that the "strongly agreed" response was fairly distributed in all the three districts as follows: Bureti 19 (32.2%), Kericho 19

(32.2%) and Bomet 21 (35.6%). The findings led to the conclusion that more than half of the head teachers preferred entering into performance contracts based on repairs and maintenance of buildings, machines and other moveable assets.

#### **Construction and Completion of Buildings/Projects**

This section presents an analysis of head teachers' responses to the statement "it is important for head teachers to enter into performance contracts based on construction and completion of buildings/projects". Table 11 shows the analysed responses to this statement. The findings indicated that more than half, 58 (56.8%), of the respondents strongly agreed that it was important for head teachers to enter into performance contracts based on construction and completion of buildings/projects. 22 (21.6%) were undecided while a similar number, 22 (21.6%), strongly disagreed with the statement. It was found out that the "strongly agreed" response was fairly distributed in all the three districts as follows: Bureti 18 (31%), Kericho 17 (29.3%) and Bomet 23 (39.7%). The results made the researcher to conclude that more than half of the head teachers in the three districts considered it important to enter into performance contracts based on construction and completion of buildings/projects.

#### **Academic Indicators of Performance Contracts**

The fourth objective of the study was to establish the head teachers' perceptions towards implementation of performance contracts based on academic indicators. To achieve this objective, the head teachers were asked to respond to statements on the extent to which they considered it important for them to enter into performance contracts based on:

- (i) Performance of students in national examinations.
- (ii) Availability of teaching and learning resources in school.
- (iii) Students' progression rates.

The following are the findings:

#### **Performance of Students in National Examinations**

This section presents an analysis of head teachers' responses to the statement "it is important for head teachers to enter into performance contracts based on performance of students in national examinations". Table 12 shows the analysed responses to this statement. The results in Table 12 indicated that majority, 70 (70.7%), of the respondents strongly disagreed with performance contracting of head teachers based on performance of students in national examinations. 21 (21.2%) were undecided, while 8 (8.1%) strongly agreed with the statement. The findings showed that the "strongly disagreed" response was fairly distributed in all the three districts as follows: Bureti 23 (32.9%), Kericho 24 (34.2%) and Bomet 23 (32.9%). The findings led to the conclusion that majority of the head teachers in the three districts did not prefer entering into performance contracts based on performance of students in national examinations.

#### **Availability of Teaching and Learning Resources in School**

This part presents an analysis of head teachers' responses to the statement "it is important for head teachers to enter into performance contracts based on availability of teaching and learning resources in school". Table 13 shows the analysed responses to this statement. From the results in Table 13, it

was evident that 45 (44.6%) respondents strongly agreed with the need for head teachers to enter into performance contracts based on availability of teaching and learning resources in school. 30 (29.7%) strongly disagreed with the statement, while 26 (25.7%) were undecided. It was evident that the "strongly agreed" response was fairly distributed in all the three districts as follows: Bureti 14 (31.1%), Kericho 14 (31.1%) and Bomet 17 (37.8%). The findings led the researcher to conclude that almost half of the head teachers in the three districts prefer entering into performance contracts based on availability of teaching and learning resources in school.

#### **Students' Progression Rates**

This part presents an analysis of head teachers' responses to the statement "it is important for head teachers to enter into performance contracts based on students' progression rates". Table 14 shows the analysed responses to this statement. Results in Table 14 showed that majority, 70 (68.6%), of the respondents strongly disagreed with performance contracting of head teachers based on students' progression rates. 22 (21.6%) were undecided, while 10 (9.8%) strongly agreed with the statement. The findings pointed that the "strongly disagreed" response was fairly distributed in all the three districts as follows: Bureti 23 (32.8%), Kericho 24 (34.2%) and Bomet 23 (32.8%). The findings led the researcher to conclude that majority of the head teachers in the three districts did not prefer entering into performance contracts based on students' progression rates.

## **DISCUSSION**

#### **Financial Indicators of Performance Contracts**

These are quantifiable measurements, agreed upon between head teachers and the Ministry of Education based on financial operations in school. The significance of head teachers entering into performance contracts in terms of; procurement of goods and services as per the Public Procurement and Disposal Act (2005), collection of fees as provided for in the government guidelines, adherence to estimates for recurrent and development expenditure as approved by the Board of Governors have all been argued to improve the management of schools. The study found out that more than half of the head teachers in the three districts had no problem with entering into performance contracts based on procurement and disposal of goods and services as per the Public Procurement and Disposal Act 2005. It is possible that the response was guided by the fact that they must abide by the statutory requirements. It was also found out that more than half of the head teachers in the three districts would not prefer entering into performance contracts based on; collection of fees as provided for in the government guidelines, and adherence to estimates for recurrent and development expenditure as approved by the Board of Governors. The head teachers cited that such measures would be hampered by the ever increasing and volatile prices of goods due to market forces, which are matters beyond their control.

#### **Human Resource Management Indicators of Performance Contracts**

These are quantifiable measurements, agreed upon between head teachers and the Ministry of Education based on management of human resources in school. The significance

of head teachers entering into performance contracts in terms of; safety and security of staff and students, discipline of staff and students, management of staff interpersonal conflicts, prevention of drugs and substance abuse, facilitation of staff to attend staff development courses, and HIV/AIDS awareness have all been argued to improve the management of schools.

The study found out that half of the head teachers in the three districts were undecided on their preference about entering into performance contracts based on safety and security of staff and students in school. It was also noted that more than half of the head teachers did not prefer being put on performance contracts based on; discipline of staff and students, and facilitation of staff to attend staff development courses. The reason given by most head teachers was that schools had limited funds which could not be sufficient to facilitate staff to attend such courses. Some head teachers suggested that they were not solely responsible for students' indiscipline behaviours. The study also revealed that more than half of the head teachers had no problem with being put on performance contracts based on; staff interpersonal conflicts, prevention of drugs and substance abuse, and HIV/AIDS awareness in schools.

#### Physical Facilities Indicators of Performance Contracts

These are quantifiable measurements, agreed upon between head teachers and the Ministry of Education based on availability of physical facilities in school. The significance of head teachers entering into performance contracts in terms of; repairs/maintenance of buildings, machines and other moveable assets, and construction and completion of new buildings and other projects have all been argued to improve the management of schools. It was found out that more than half of the head teachers in the three districts had no problem with entering into performance contracts based on repairs/maintenance of buildings, machines and other moveable assets, and construction and completion of new buildings and other projects. However the head teachers who were not comfortable with the exercise of performance contracting cited lack of funds in the maintenance of buildings and machines.

#### Academic Indicators of Performance Contracts

These are quantifiable measurements, agreed upon between head teachers and the Ministry of Education based on academic activities in school. The significance of head teachers entering into performance contracts in terms of; performance of students in national examinations, availability of teaching and learning resources, and students' progression rates have all been argued to improve the management of schools. The study found out that almost half of the head teachers in the three districts had no problem entering into performance contracts based on availability of teaching and learning resources in school. The study further revealed that more than half of the head teachers in the three districts were not comfortable with performance contracting based on; performance of students in national examinations, and students' progression rates in school. The head teachers suggested that there were other factors beyond their control which affect students' performance in national examinations and progression rates.

#### CONCLUSION

In view of the findings, this paper concludes that secondary school head teachers have not rejected performance contracting exercise in total. Because performance contracts are freely negotiated performance agreements, the Ministry of Education should take note of those areas which head teachers are comfortable with.

#### RECOMMENDATIONS

Based on the findings of the foregoing study, this paper recommends that:

- (i) The Ministry of Education needs to sensitize head teachers on the meaning and significance of performance contracting exercise. This will help reduce the fears and suspicion that the head teachers have expressed towards the exercise.
- (ii) The Ministry of Education in conjunction with the Kenya Secondary Schools Heads Association should pilot the performance contracting exercise using a few schools for demonstration.
- (iii) Given that resource endowment differs from one school to the other, performance standards should also differ from one school to the other.

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