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Performance Contracting and Service Delivery in Public Secondary Schools in Trans-Nzoia County, Kenya

Mary Maruti

Master Students, Department of Education Planning and Management,
Kibabii University, Kenya

Julius K. Maiyo

Lecturer, Department of Education Planning and Management,
Kibabii University, Kenya

Jane Barasa

Lecturer, Department of Education Planning and Management,
Kibabii University, Kenya

Abstract:

Background: Education institutions in Kenya are obliged to provide quality service to the citizens. The Education sector in Kenya has undergone sector reforms just like the other public agencies. Among the most recent is the introduction of performance in schools that gave birth to introduction of performance contracting with the aim of improving efficiency and effectiveness in the management of public resources as well as delivery of service in these institutions. However, despite the reforms, secondary schools in Trans-Nzoia county are still experiencing poor service deliveries. This study objective was to assess the influence of stakeholders' participation in setting performance targets on service delivery in public secondary schools.

Materials and Methods: The study adopted the descriptive survey design with both qualitative and quantitative approaches being used. The study targeted all the 241 principals, 241 BOM Chairpersons, 257 Senior teachers and 526 student's leaders from 241 secondary schools in Trans-Nzoia county. A sample of 26 secondary schools was identified using Stratified random sampling from four strata. Purposive samplings techniques were used to select 26 principals, 26 BOM Chairpersons, 90 senior teachers and 227 student leaders. The instruments used to collect data were interview schedule, questionnaire and document analysis and Interview schedule were used to collect data from the principals, while questionnaires were administered to BOM Chairpersons, senior teachers and student leaders.

Results: The average level of satisfaction in service delivery based on the rating by teachers was 50.3% (mean = 2.5127, std. dev = 1.03458) rated moderate, 53.9% (mean = 2.6955, std. dev = 0.62639) rated moderate by students, and 51.76% (mean = 02.588, std. dev = 0.97818) rated moderate by chairpersons Board of Management (BOM). There was a significant positive correlation between stakeholder involvement in setting performance targets and service delivery among secondary schools in Trans-Nzoia County. Linear regression findings indicated that Stakeholder's involvement in setting performance targets had a statistical significant positive casual effect on service delivery in public secondary schools in Trans-Nzoia County, Kenya ($\beta = 0.854$, $p\text{-value} = 0.00 < 0.05$).

Conclusion: Enhanced stakeholders' involvement in setting performance targets contributes to improvement of service delivery in public secondary schools in Trans-Nzoia County, Kenya.

Keywords: Performance contracting, service delivery, performance target

1. Introduction

1.1. Background

Performance measurement is fundamental to delivery of improved services. The introduction of performance measurement in the public sector led to the introduction of performance Contracting (PC) in the public agencies. Performance contracting is a form of performance measurement that has existed for ages and has been acclaimed as an effective and promising means of improving performance tool all over the world in public enterprises as well as government departments. As an agreement between the government and the public agency a PC establishes general goals for the agency, set targets for measuring performance as well providing incentives for achieving the targets (Moraa, 2015). Globally, the performance contracting could be traced in Europe. According to Kwendo (2015), France is said to have been the first country to introduce performance contracts in the 1960's as a tool to improve the public service after the Publication of the famous Nora Report on reforms of state-owned enterprises that had suggested the concepts of contract plan (wangolobo,2017). Further, Kwendo (2015), posited that the systems were being embraced in New Zealand as the

country's reforms on the public sector. In the United States of America (USA) the performance contracting concept gained momentum at the time when the government was introducing the Government Performance and Results Act (GPRA) in the year 1993. Omar as cited by (Ochola, 2019) asserts that almost all organizations for Economic Co-operation and Development (OECD) have adopted and are applying the performance contracting systems in their public sectors. In Latin America, the system has been used in Brazil, Bolivia, Argentina, Venezuela and others, while in Asia the performance contracting concept has been used in Bangladesh, China, India, Korea and Sri-Lanka and is acclaimed as an effective and compromising means of improving the performance of public enterprise as well as government departments (Kipkeni, Ndiku and Maiyo, 2016). In the United Kingdom (UK), the civil service uses the public service agreement (PSA) systems which several as the basis for performance contracts of senior in 1998. The PSA outlined specific targets that needed to be achieved in that regard.

Continentially, the issue of performance contracting in Africa is recent. The emergence of the Structural Adjustments Programs (SAPS) era in the 1980s encouraged the governments in African countries to deregulate public enterprises. Also, the experiences of poor performances of public agencies led to new and comprehensive public sector reforms strategy to address the problems (Muriu, Gakure and Orwa, 2013). According to Kipkeni, et. al. (2016), PCs in Africa have been used in selected enterprises in Benin, Burundi, Cameroon, Cape Verde, Congo, Cote d'Ivoire, Gabon, Columbia, Ghana, Guinea, Madagascar, Mali, Mauritania, Morocco, Niger, Senegal, Togo, Tunisia and currently Rwanda and Kenya. These countries were propelled to introduce performance contracts since public services had been confronted with many challenges that constrained the delivery of service capabilities (Mutahaba, 2011). Though Uganda embarked on first generation reforms in the early 1980's and could be said to be the first African country to initiate public service reforms, performance agreements were introduced in 2010 after the publication of the national service delivery survey report on 2008 (Wangolobo, 2017). Debala and Hagos (2012), on the other hand postulates that the Ethiopian government embraced performance contracting as early as by adopting the Results Based Performance management systems in the public sector with the aim of improving top management system capacity, ethics of the civil service and efficiency of service delivery after the recommendations of a consultants in an attempt to understand the problem of the civil service. However, Byamukama (2012), asserts that Rwanda had used an indigenous knowledge system "Imihigo" which means performance contracts as one of those innovative and homegrown approaches that complemented service delivery initiatives. Rwanda later developed the Rwanda's Economic Development and Poverty Reduction Strategy (EDPRSI) 2008 – 2012 which identified and used performance contracts in its public service delivery. The evolution of contract plans in Swaziland is traced back in early 1990's a period that witnessed the promulgation of public Enterprise (control and monitoring) act of 1987. Though this attempt failed to achieve its stated objectives due to wider spread use of consultants in the formulation of the contracts. In Kenya the concept of PC's could be traced back to the 1990's. Cheche and Muathe (2014), mention that PC's dates back to the beginning of civilization due to the quest for productivity improvement. Kenya Railways and National Cereal and Produce Board (NCPB) were the first enterprises to embrace PC's in the years 1989 and 1990 respectively (Sifuna, 2012; Mbua & Sarisar, 2013). Their attempts failed due to lack of political will. Later, in the year 2001, the government of Kenya launched a strategy for performance management in the public service which aimed at increasing productivity and improvement of service delivery. this third phase of reforms is what gave birth to PCs in Kenya. Performance contracting was officially introduced in the public sector in the year 2004, and on AAY a few state corporations were participating (Mbua & Sarisar 2015).

Currently, Performance contracting is being implemented in public secondary schools. The government insisted that teachers must sign PC's just like other public servants (Gaconi 2008). The decision to extend its coverage to public secondary schools was as a result of the benefits that had begun to accrue (manifest) in participating institutions through administrative and financial performance as well as service delivery (wangolobo, 2017). Schools were required for the first time to work towards set targets draw service charters and develop work plans based on the strategic plans of their institutions. The work plans then form the basis for the performance contract.

1.2. Statement of the Problem

Public secondary schools are institution of learning that offer public educational service to the citizen of Kenya. Just like other public agencies, they were part of the broad public sector reforms that aimed at improving efficiency and effectiveness in the management of the public resources and service delivery. In quest of this goal the Teachers Service Commission introduced performance management practices in all public secondary schools. Since then, performance contracts and TPAD have been implemented in schools. It is argued that with the implementation of PCs in schools the quality of services is expected to improve which in turn should increase customer satisfaction. However, this has not the case despite the birth of performance contracts in schools' concerns associated with service delivery are still prevalent. For instance, there has been concerns on the rising cases of unrest in most schools in the country. Furthermore, performance contracting practices in schools that includes targets setting, implementation and monitoring is done by individual schools and this complicates the objectives of the tool as these challenges need to be addressed by the PC tool itself. Therefore, with the implementation of PCs in the public secondary schools a decade ago, there is need to establish whether performance contracting influences delivery of services in public secondary schools in Trans-nzoia county; Kenya. This will help compare the results of PC reports and the reality on the ground.

1.3. The Study Objective

To assess the influence of stakeholders' involvement in performance target setting on service delivery in public secondary schools in Trans-nzoia county, Kenya.

2. Material and Methods

2.1. Research Design

The study adopted the mixed methodology research design. The choice of the design was informed by the cross-sectional nature of the respondents and nature of data collected. Both qualitative and quantitative approaches were used in order to make use of the strength of both while minimizing limitations from either.

2.2. Target Population

The study targeted all the 241 principals, 241 chairpersons of the Board of management of the school, 257 senior teachers in Job groups DI and above but not serving as Principal and 526 form four class secretaries in all the 241 public secondary schools in Trans-Nzoia county, Kenya. This gave a population of 1265.

2.3. Sampling Procedure and Sample Size

The study adopted stratified random sampling to sample schools. The schools were grouped into four (4) strata according to the category of the school; National, Extra County, county and sub-county. Thereafter simple random sampling was used to select 10% of the schools from each Strata except the national schools where all were included to increase precision. A total of 26 public secondary schools were selected. A sample size of 369 respondents was selected, which comprised of 26 principals, 26 BOM chairpersons, 90 senior teachers and 227 student leaders. According to Mugenda and Mugenda (2003), a sample size of between 10-30% of the target population is adequate for descriptive studies.

2.4. Research Tool

Questionnaires were used to collect data from the selected BOM Chairpersons, student leaders and senior teachers. The interview schedules were administered to the principals to obtain key information.

2.5. Data Analysis

Data was analyzed using SPSS version 23. Both descriptive and inferential analysis were used to analyze the data. Descriptive statistics were used to describe the study sample and describe the trends and patterns in the study datasets. The descriptive analysis included mean as a measure of central tendency, standard deviation, standard error of the mean as measures of dispersion, frequencies and percentage frequencies. Inferential analysis was used to infer the sample findings to the study population. These included; linear regression analysis, correlation analysis and independent sample t-test. linear regression analysis was used to assess the causal and effect relationship between stakeholder involvement and service delivery. Pearson moment correlation was used to assess the strength and direction of the relationship between stakeholder involvement and service delivery. Student's *t*-test was used to ascertain the significance of differences between mean values of two continuous variables. The findings were presented in form of tables and figures.

3. Result

3.1. Response Rate

The study had four major target respondents; 26 principals, 26 BOM chairperson, 90 senior teachers and 227 students leaders. All the respondents were issued with the questionnaires and interviews schedules accordingly. All the senior teachers sampled were able to complete and return their questionnaires with a response rate of 100%, while the student leaders and BOM chairperson only 220 and respectively were able to successfully fill and return complete and error free questionnaires. The interview schedules were also administered to 24 principals. Therefore, out of 369 respondents to whom the instruments were administered 357 were completely filled and returned without errors. The response rate was 96.75% which was deemed to be sufficient representative. This was summarized in table 1.

Respondents	Sample Size	Response Count	Percentage Return Rate
Principals	26	24	92.3%
BOM Chairpersons	26	23	88.5%
Teachers in administrative positions	90	90	100.0%
Student Leaders (Form 4 class secretariats)	227	220	96.9%
Total	369	357	96.7%

Table 1: Response Rate

3.2. Demographic and General Information

The section looks at the demographic characteristics of the respondents. This included the gender distribution, age bracket and experience

3.2.1. Gender for Teachers

The senior teachers were asked to indicate their gender and the findings were as indicated in figure 1.

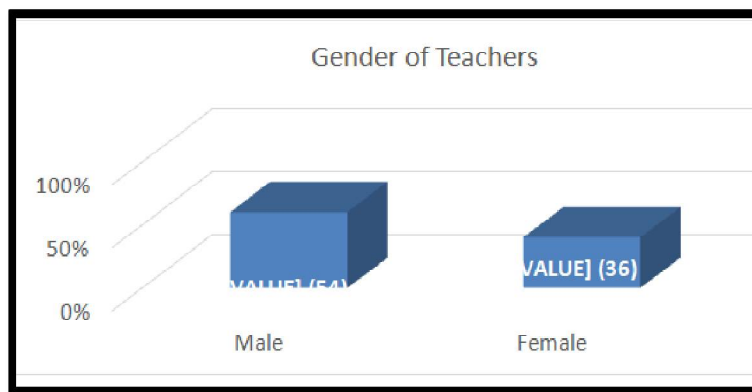


Figure 1: Gender Representation for Teachers
Source: Researcher 2021

From the findings in figure 1, majority of the respondents of the teachers' males were 60% in comparison to the female who were 40%. This may be a representation of the gender dynamics of the teachers in many schools in Trans-Nzoia County.

3.2.2. Age of Teachers

The study sought to establish the information on the Age of senior teachers in public secondary schools in Trans County who took part in the study. The findings were tabulated in Table 2 below:

Age Bracket	Frequency	Percentage
Below 25	00	0.0
25 to 35	00	0.0
35 to 45	59	65.6
Above 45	31	34.4
Total	90	100

Table 2 Ages of Teachers
Source: Researcher 2021

From the table 2 above it is observed that most of the senior teachers 59 (65.6%) were aged between 35 to 45 years while another 31(34.4%) were above 45 years. The age distribution was approximately proportional with the senior teachers' age bracket in schools and as such it was representative.

3.2.3. Experience in Years as a Senior Teacher

The senior teachers were also asked to indicate the number of years they had served in the position of senior teachers. The findings were represented in table 3 below;

Years of Experience	Frequency	Percentage
1 to 4	44	48.9
5 to 10	29	32.2
11 to 20	12	13.3
Above 20	05	5.6
Total	90	100

Table 3: Experience as a Senior Teacher
Source: Researcher 2021

With regard to data presented in table 3 above, about half of the senior teachers 44 (48.9%) had served in the position of a senior teacher period of between 1 to 4 years. At the same time, 29 (32.2%) of the respondents had served as senior teachers for a period of between 5 to 10 years. Those who had worked as senior teachers for a period 10 to 20 years were only 12(13.3 %) and a small percentage 5(5.6%) indicated they had been in that position for more than 20 years in the profession. This was sufficiently considered to be appropriate representation of senior teachers in the country in terms of their experience and hence they were well acquainted with the issue of performance contracting.

3.2.4. Gender Distribution for BOM Chairpersons

The study also sought to establish the gender distribution of BOM Chairpersons in public secondary schools that participated in the study. The results were illustrated in figure 2 below.

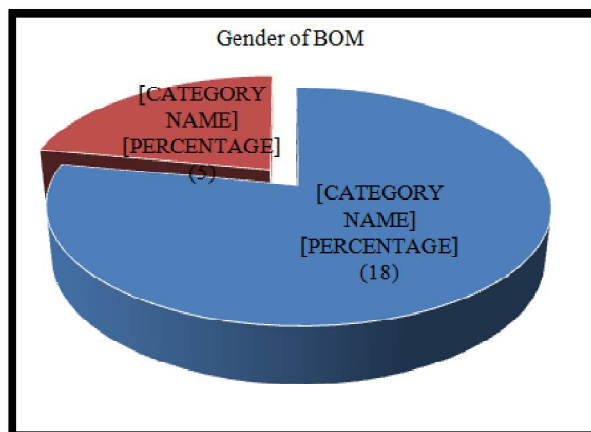


Figure 2: Gender for the Board of Management
Source: Researcher 2021

From the figure 2 above, it can be seen that there were more male chairpersons in the Board of Management, 18 (78.3%) compared to female chairpersons who were 5 (21.7%). This depicted gender imbalance in most school Boards of Management in Trans-Nzoia County.

3.2.5. Academic Level of Qualifications of Board of Management Chairpersons

The academic qualification of the BOM chairpersons was key in understanding the level of participants in decision making as academic qualifications produce knowledge and skills which impacts on competitiveness. The chairpersons' respondents were asked to indicate their level of qualification which was represented in Table 4

Academic Qualification	Frequency	Percentage
K.C.S.E	01	04.3
Degree	18	78.3
Others	04	17.4

Table 4: Education Level of BOM Chairpersons
Source: Researcher 2021

The results in table 4 indicates that only 1 (4.3%) of BOM chairpersons had KCSE certificate, 18 (78.3%) had degree certificates and the remaining 4 (17.4%) had other certificates and qualifications, i.e., certificate, diploma or PHD's. This indicates that the respondents possessed the requisite knowledge to respond to the issues in the study based on the qualifications they possessed.

3.2.6. Work Experience of BOM

The BOM chairpersons were also requested to indicate the number of years they had served as BOM chairpersons. The result on their experience was then presented in figure 3 below;

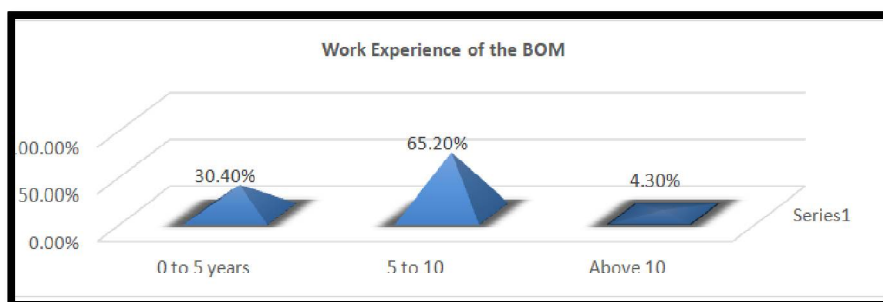


Figure 3: Experience for Chairpersons
Source: Researcher 2021

Data findings on experience in number of years as chairperson of the BOM indicated that 65.2% had an experience of between 5 to 10 years serving as a chairperson to the Board of Management in a school. Another 30.4% indicated having an experience of between 0 to 5 years. A very small percentage 4.3% had worked in the position for more than 10 years. This was an affirmation that the respondents posed requisite experience as a chairperson to understand the issue of Performance Contracting.

3.2.7. Gender of Students

The researcher asked the student leaders to indicate the respective gender. The findings below represent the background information on the gender distribution of students who were part of the study.

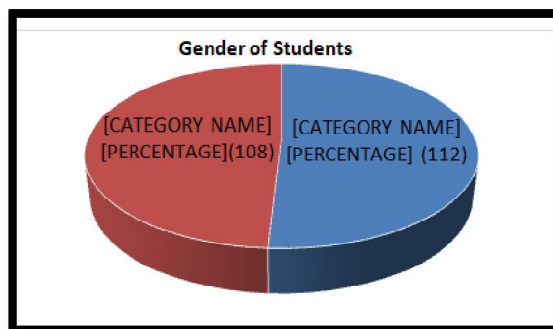


Figure 4: Gender Representations for Students
Source: Researcher 2021

The findings presented in figure 4 reveals that 112 (51%) were male while 108 (49%) were female. It can be deduced that gender representation was near parity with that of the boys surpassing girls slightly. The representation was considered sufficient to warrant appropriate responses that were contained in the instrument.

3.2.8. Students Age

The student leaders were asked to indicate their age. The aim was to establish the age disparities in public secondary schools in Trans-Nzoia County.

Age bracket (years)	Frequency	Percent (%)
Less than 15	03	1.37
15-20	203	92.28
More than 20	14	06.37
Total	220	100

Table 5: Representation for Students' Age
Source: Researcher 2021

The findings in table 6 on age of student leaders depicts the majority of respondents 203(92.28%) were aged 15-20 years, below 15 years were 3(1.37%) and 14(6.36%) were above 20 years. The findings imply the majority 217(98.65%) of student leaders in public secondary schools are above 15 years.

3.3. Descriptive Statistics for Service Delivery in Schools

The respondents were asked a range of questions on aspects of service delivery. The respondents were asked to indicate to what extent they agreed with the given statements on service delivery in their institutions. Using the key given, they were to choose or tick (✓) the right alternative that fitted their opinion on service delivery (5 = strongly agree, 4 = agree, 3 = Not sure, 2 = Disagree, 1 = Strongly Disagree). The responses of the senior teachers on service delivery were tabulated in table 6 while the student leaders and BOM chairpersons in tables 7 and 8 respectively.

Extend of Service Delivery Activity	Strongly Disagreed	Disagree	Not Sure	Agree	Strongly Agree
The school promptly attend to their customers	9	45	10	16	10
	10%	50%	11%	18%	11%
The institution adheres to the service charter (ability to provide services as promised.)	8	47	13	14	8
	9%	52%	14%	16%	9%
There has been an improvement in the quality of services delivery in the school.	9	53	6	13	9
	10%	59%	7%	14%	10%
There has been enhanced task completion	12	50	7	14	7
	13%	56%	8%	16%	8%
The administration is responsive to customers complaints	11	47	12	14	6
	12%	52%	13%	16%	7%
Employees and staff have willingness to assist students and other customers.	26	43	3	9	9
	29%	48%	3%	10%	10%
There is improved general school performance.	25	39	2	9	15
	28%	43%	2%	10%	17%
Average level of Satisfaction in Service Delivery	Mean	Std. Deviation	Std. Error of Mean	Minimum	Maximum
	2.5127 (50.3%)	1.03458	.10905	1.00	5.00

Table 6 Teacher's Responses on Service Delivery
Source: Researcher 2021

The findings of table 6 show that majority of the respondents, 50% disagreed and 10% strongly disagreed that their respective schools promptly attend to their customers. Similarly, 52% disagreed and 9% strongly disagreed that their respective institutions adhere to the service charter (ability to provide services as promised) while 14% were not sure, 16% agreed and 9% strongly agreed. This was an indication that most of the schools were not adequately adhering to the service charter (ability to provide services as promised). The study findings also showed that majority of the respondents, 59% and 10% disagreed and strongly disagreed that there had been improvement in the quality of services delivery in the school. This indicates that for most of the schools, quality of services had remained low. Similarly, majority of the respondents, 56% and 13% disagreed and strongly disagreed that there had been enhanced task completion in their respective schools. 52% and 12% disagreed and strongly disagreed that their respective school administration was responsive to customers complaints. These findings indicate that most of the schools had not enhanced their service delivery and that school administrations were not adequately responsive to customer complaints. The study findings showed that majority of the respondents, 48% and 29% disagreed and strongly disagreed that their employees and staff had willingness to assist students and other customers. Similarly, 43% and 28% disagreed and strongly disagreed that there was improved general school performance. On average, the overall level of teachers' satisfaction in service delivery was rated to be 50.3% (mean = 2.5127, std. dev = 1.03458) rated moderate. These findings were an indication that most of the teachers were moderately satisfied with service delivery in their respective schools hence need for enhancement.

The student leaders were also presented with Likert Scale statement on services for them to rate and their responses were summarized in Table 7.

Extend of Service Delivery Activity		Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
The school promptly attend to their customers		40	39	95	26	20
		18%	18%	43%	12%	9%
The institution adheres to the service charter (ability to provide services as promised.)		39	68	75	17	21
		18%	31%	34%	8%	10%
There has been an improvement in the quality of services delivery in the school.		25	56	93	25	21
		11%	25%	42%	11%	10%
There has been enhanced task completion		20	89	76	15	20
		9%	40%	35%	7%	9%
The administration responds to students and other clients' complaints immediately.		40	70	68	25	17
		18%	32%	31%	11%	8%
Employees and staff have willingness to assist students and other customers.		14	86	82	20	18
		6%	39%	37%	9%	8%
Average level of Satisfaction in Service Delivery	Mean	Std. Deviation	Std. Error of Mean		Minimum	Maximum
	2.6955 (53.9%)	.62639	.04223		1.50	5.00

Table 7: Students' Responses to Service Delivery
Source: Researcher 2021

Findings in table 7 reveals that 39 (18%) of the student leaders disagreed and 95 (43%) were not sure if their schools respond promptly to their customers while 40 (18%) strongly disagreed, 20 (9%) strongly agreed and 26 (12%) agreed with the statement. On whether their institution adheres to the service charter, 21 (10%) strongly agreed and 17(8%) agreed 26(11.8%) were not sure whilst 28(12.7%) disagreed and 31(14.1%) strongly disagreed with the assertion. These findings were indicating that most of the schools were not adequately adhering to the service charter (ability to provide services as promised). The study findings also showed that majority of the respondents, 42% and 25% were not sure and disagreed that there had been improvement in the quality of services delivery in the school. This indicates that for most of the schools, quality of services had remained low or rather not recognizable. Similarly, majority of the respondents, 40% disagreed that there had been enhanced task completion in their respective schools. 32% disagreed that their respective school administration was responsive to customers complaints. These findings indicates that most of the schools had not enhanced their service delivery and that school administrations were not adequately responsive to customer complaints. The study findings showed that majority of the respondents, 39% disagreed that their employees and staff had willingness to assist students and other customers. These findings indicated that for most of the schools, employees and staff had willingness to assist students and other customers. On average, the overall level of students' satisfaction in service delivery was rated to be 53.9% (mean = 2.6955, std. dev = 0.62639) rated moderate. The findings indicates that most of the student leaders were moderately satisfied with service delivery in their respective schools; an indication that there was need to enhance service delivery in the schools.

Extend of Service Delivery Activity		Strongly Disagreed	Disagree	Not Sure	Agree	Strongly Agree
The school promptly attend to their customers		2	12	4	2	3
		9%	52%	17%	9%	13%
The institution adheres to the service charter (ability to provide services as promised.)		6	10	4	1	2
		26%	43%	17%	4%	9%
There has been an improvement in the quality of services delivery in the school.		2	11	6	2	2
		9%	48%	26%	9%	9%
There has been enhanced task completion		3	14	3	1	2
		13%	61%	13%	4%	9%
The administration is responsive to customers complaints		2	11	6	1	2
		9%	50%	27%	5%	9%
Employees and staff have willingness to assist students and other customers.		1	10	6	3	3
		4%	43%	26%	13%	13%
There is improved general school performance.		1	11	5	4	2
		4%	48%	22%	17%	9%
Average level of Satisfaction in Service Delivery	Mean	Std. Deviation	Std. Error of Mean	Minimum	Maximum	
	2.5880(51.76%)	.97818	.20396	1.00	5.00	

Table 8: BOM Chairpersons Responses on Service Delivery

Source: Researcher 2021

The findings of table 8 show that majority of the BOM respondents, 52% disagreed and 9% strongly disagreed that their respective schools promptly attend to their customers. This was an indication that for most of the BOM members, their respective schools were not promptly attending to their customers. Similarly, 43% disagreed and 26% strongly disagreed that their respective institutions adhere to the service charter (ability to provide services as promised) while 17% were not sure, 4% agreed and 9% strongly agreed. This was an indication that most of the schools were not adequately adhering to the service charter (ability to provide services as promised). The study findings also showed that majority of the respondents, 48% and 9% disagreed and strongly disagreed that there had been improvement in the quality of services delivery in the school. This indicates that for most of the schools, quality of services had remained low. Similarly, majority of the respondents, 61% and 13% disagreed and strongly disagreed that there had been enhanced task completion in their respective schools. 50% and 9% disagreed and strongly disagreed that their respective school administration was responsive to customers complaints. These findings indicates that most of the schools had not enhanced their service delivery and that school administrations were not adequately responsive to customer complaints. The study findings showed that majority of the respondents, 43% disagreed that their employees and staff had willingness to assist students and other customers. Similarly, 48% disagreed that there was improved general school performance. These findings indicated that for most of the schools, employees and staff had willingness to assist students and other customers, and that general performance of the schools had not improved over some time. On average, the overall level of BoMs' satisfaction in service delivery was rated to be 51.76% (mean = 02.588, std. dev = 0.97818) rated moderate. The findings indicates that most of the Chairpersons of the BOMs were moderately satisfied with service delivery in their respective schools; an indication that there was need to enhance service delivery in the schools.

3.4. Descriptive Statistics for Stakeholder Involvement in Setting Performance Targets

The respondents (teachers, students and BOM chairpersons) were asked to indicate to what extent they agreed with the following statements relating to how stakeholders' participation on target setting influences delivery of services. (5 =strongly agree, 4 =agree, 3=Not sure, 2 = Disagree, 1 = Strongly Disagree). Their responses are provided in table 9, 10 and 11.

Extend of Service Delivery Activity		Strongly Disagreed	Disagree	Not Sure	Agree	Strongly Agree
I'm adequately involved in the performance setting activities in the school		12	47	9	12	10
		13%	52%	10%	13%	11%
My opinions are respected and we engage as equal partners when setting performance targets		8	48	11	8	15
		9%	53%	12%	9%	17%
Any time we agree on a decision it is often upheld and implemented		13	52	7	9	9
		14%	58%	8%	10%	10%
Involvement of stakeholders is well documented with defined roles that have given me a certain degree of control over operations		17	49	6	11	7
		19%	54%	7%	12%	8%
It has been easier to achieve set targets with stakeholders' strategies		15	49	9	11	6
		17%	54%	10%	12%	7%
I have been involved in facilitating or overseeing some activities in performance contracts		29	43	4	5	9
		32%	48%	4%	6%	10%
Average level of Satisfaction in Stakeholder Involvement	Mean	Std. Deviation	Std. Error of Mean		Minimum	Maximum
	2.4296 (48.6%)	1.01394	.10688		1.00	5.00

Table 9: Teachers' Responses on Stakeholder Participation

Source: Researcher 2021

From table 9, the study found that majority of the teacher respondents, 52% and 13% disagreed and strongly disagreed that they were adequately involved in the performance setting activities in their respective schools. Similarly, 53% and 9% disagreed and strongly disagreed that their opinions were respected and were engaged as equal partners when setting performance targets. These findings were clear indication that in most of the schools, teachers were not adequately involved in the setting of performance targets and their opinions were not respected and were not engaged as equal partners when setting performance targets. The findings showed that majority of the respondents, 58% and 14% disagreed and strongly disagreed that at any time they agreed on a decision it was often upheld and implemented. Similarly, 54% and 19% disagreed and strongly disagreed that involvement of stakeholders was well documented with defined roles that had given them certain degree of control over operations in the schools. These findings indicated that documentation of the stakeholder involvement was not well done and that most of the time decision agreed upon were often not upheld and implemented. The findings of table 4.9 also showed that majority of the respondents, 54% and 17% disagreed and strongly disagreed that it had been easier to achieve set targets with stakeholders' strategies. Similarly, 48% and 32% disagreed and strongly disagreed that they had been involved in facilitating or overseeing some activities in performance contracts. These was indications that in most of the schools, set targets were not being achieved and that most of the teachers were not involved in setting the school performance contracting targets. On average, the overall level of Teachers' satisfaction in stakeholder involvement in setting performance targets was rated to be 48.6% (mean = 2.4296, std. dev = 1.01394) rated moderate. The findings indicates that most of the teachers were moderately satisfied with stakeholder involvement in setting performance targets in their respective schools; an indication that there was need for enhancement.

Performance Setting	N=220	Frequency	Percentage
Are you aware of performance contracting in your school?	Yes	184	84%
	No	36	16%
During the process of setting performance targets in performance contracts, are students adequately involved?	Yes	67	30%
	No	153	70%

Table 10: Students' Responses on Their Involvement in Performance Target Setting

Source: Researcher 2021

The study found 184(84%) of the students indicated that they are aware of performance contracting by principals in the school while 36(16.4%) do not know about performance contracting. Further, it was found the majority of students 153 (70%) were not involved in performance targets setting while 67(30%) were involved in setting the performance targets. The findings of table 10 indicates that as much as most of the students are aware of setting performance targets by principals in their respective schools, they were not adequately being involved to participate in setting the targets.

Performance Setting	N=23	Frequency	Percentage
Are you aware of performance contracting in your school?	Yes	20	87%
	No	3	13%
During the process of setting performance targets in performance contracts, are BOM members adequately involved?	Yes	13	57%
	No	10	43%

Table 11: Boms' Responses on Stakeholder Involvement in Setting Performance Targets
Source: Researcher 2021

The findings of table 11 shows that 20(87%) of the BOM respondents indicated that they are aware of performance contracting by principals in the school while 3(13%) do not know about performance contracting. Further, it was found the majority of selected BOM Chairpersons 13 (57%) were adequately involved in performance targets setting while 10(43%) were not adequately involved in setting the performance targets. The findings of table 10 indicates that as much as most of the selected BOM chairpersons were aware of setting performance targets by principals in their respective schools, significant proportion of them were not adequately being involved to participate in setting the targets.

3.5. Inferential Analysis of Influence of Stakeholder Involvement in Setting Performance Targets on Service Delivery

The objective of the study was to assess the influence of stakeholders' involvement in setting performance targets on service delivery in public secondary schools in Trans-Nzoia County. To achieve this, the study tested the following null hypothesis (H_0):

- H_0 Stakeholders involvement in setting performance targets has no statistical significant influence on service delivery in public secondary schools in Trans-Nzoia County, Kenya.

3.5.1. Correlation between Stakeholder Involvement and the Service Delivery

The researcher sought to assess the strength and direction of the relationship between stakeholder involvement in performance targets setting, and the service delivery among the secondary schools in Trans-Nzoia county using Pearson moment correlation analysis and the findings were as shown in table 12.

		Service Delivery
Stakeholder Involvement	Correlation Coefficient	.837**
	p-value	.000
	N	90
**. Correlation is significant at the 0.01 level (2-tailed)		

Table 12: Correlation between Stakeholder Involvement and the Service Delivery
Source: Teachers Data

The correlation coefficients were found to be significant and positive; $r = 0.873$, $p\text{-values} < 0.05$ (see table 12). Gravetter *et al*, (2000) indicates that a coefficient of 0.5 and above indicate a strong relationship between two variables. From table 12, the Pearson correlation coefficient was $r = 0.873 > 0.5$. The study therefore concluded that there was strong positive relationship between stakeholder involvement in performance targets setting, and the service delivery among the secondary schools in Trans-Nzoia County.

3.5.2. Linear Regression between Stakeholder Involvement and the Service Delivery

The linear regression analysis was used to test the null hypothesis (H_0) and the findings were as shown in table 13 below.

Model Summary						
Model		r	r-square	Adjusted r-square	Std. Error of the Estimate	
1		.837	.701	.698	.56878	
ANOVA						
Model		Sum of Squares	df	Mean Square	F	p-value
1	Regression	66.793	1	66.793	206.465	.000
	Residual	28.468	88	.324		
	Total	95.261	89			
Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	p-value
		β	Std. Error	Beta		
	(Constant)	.437	.156		2.793	.006
	Stakeholder Involvement	.854	.059	.837	14.369	.000

Table 13: Linear Regression of Stakeholder Involvement and the Service Delivery.
Source: Research Data (Teachers Data)

ANOVA findings of Table 13 shows that F-Statistic is significant, $F(1, 88) = 206.465$, $p\text{-value} = 0.000 < 0.05$; this indicates that the model was a good fit to the study dataset. The model (stakeholder involvement) explained 70.1% of the variation in the service delivery in public secondary schools in Trans-Nzoia County as indicated by the $r\text{-square} = 0.701$ (see table 13). The regression Coefficients findings shows that unstandardized beta coefficient for the stakeholder involvement variable was significant as shown in table 13 above; $\beta = 0.854$, $p\text{-value} = 0.00 < 0.05$; the study therefore rejected the null hypothesis (H_{01}) and conclude that stakeholder involvement in setting performance targets had a statistically significant positive influence on the on-service delivery in public secondary schools in Trans-Nzoia County, Kenya. stakeholder involvement had a positive standardized beta coefficient value of 0.837 as shown in the coefficients results of table 13; these findings indicate that a unit improvement in the stakeholder involvement in setting performance targets is likely to enhance service delivery in public secondary schools in Trans-Nzoia County, Kenya by 83.7%. To predict average level of service delivery in public secondary schools in Trans-Nzoia County, Kenya when the level of stakeholder involvement in setting performance targets is given, the study suggests use of the following model;
Service Delivery = $0.437 + 854 \text{ Stakeholder Involvement}$

The researcher also assessed if the students and BOM members used to be adequately involved in the setting performance targets in the schools and how it related the average level in service delivery in the schools. The findings were as shown in table 14 below.

Responded	Statement / Question	Category	Count Response	% Response	Independent Sample t-test for the Mean Difference in the Average Level of Satisfaction in Service Delivery			
					Mean	t	df	p-value
BOM	During the process of setting performance targets in performance contracts, are BOM adequately involved?	Yes	13	57%	3.0403 (60.8%)	2.933	21	0.008
		No	10	43%	2.000 (40%)			
Students	During the process of setting performance targets in performance contracts, are students adequately involved?	Yes	67	30%	3.3682 (67.4%)	14.984	218	0.000
		No	153	70%	2.4009 (48.0%)			

Table 14: Students T-Test Results on BOM and Student Involvement and Its Effects on Service Delivery
Source: Research Data (BOM and Students Data)

The findings of table 14 shows that majority of the selected BOM chairpersons, 13 (57%) agreed that BOM members are adequately involved during the process of setting performance targets in performance contracts while 10 (43%) claimed that they used not used to be involved. For those selected BOM members who used to be involved in setting performance targets, there level of satisfaction of 60.8% (mean = 3.0403) in service delivery in the respective school was significantly higher than mean satisfaction level of 40% (mean= 2.000) for those who had not been involved as indicated by significant t-test statistic; $t\text{-value} = 2.933$, $p\text{-value} = 0.008 < 0.05$. Majority of the selected student leaders, 153 (70%) disagreed that students are not adequately involved during the process of setting performance targets in performance contracts while 67 (30%) claimed that they used to be involved. For those selected students who used to be involved in setting performance targets, there level of satisfaction of 67.4% (mean = 3.3682) in respective school service delivery in the respective school was significantly higher than mean satisfaction level of 48% (mean= 2.4009) for those who had not been involved as indicated by significant t-test statistic; $t\text{-value} = 14.984$, $p\text{-value} = 0.000 < 0.05$.

4. Discussion

The study revealed that adequate involvement of all stakeholder including teachers, BOM members and students in setting performance targets during performance contracting enhances service delivery in public secondary schools in Trans-Nzoia County. Further from interviews with the key informants who were school principals, it was revealed that stakeholder involvement in setting performance targets enhances service delivery in the schools as indicated in one of the quotes below:

Involvement of other stakeholders in setting performance targets is important. It enhances accountability teamwork; transparently and commonly help in reducing conflicts due to improved communication and participation bringing out the achievement of the indented impact.

This was also supported by response from another key informant who was interviewed weighed in as shown in the following quote:

... when all the stakeholders are involved in identifying targets to be achieved implementation becomes easier, resources are easily accessed and the administration gains the support of all.

The findings are in agreement with the findings of Mulei & Orodho (2016) who established that performance contracting results to effective management. Where there is effectiveness and efficiency in management improved performance is realized. Mauya (2015) notes that establishing clearly defined objectives helps employees to focus on specific tasks and corporate goals. This supports the claim by Kinanga & Partoip (2013) who argues that getting employees involved in planning process helps them to understand the goals of an organization as well as what needs to be done, why it needs to be done and how well it should be done. Gakure, Eliud & Karanja (2013) asserts, a good target should be clear and precise on what is being measured and how it is being measured without any ambiguity to promote staff commitment. Therefore, when targets are imposed, most staff tend to resist. Involvement and participation also reduce ambiguity which helps employees to focus enhancing effectiveness and efficiency while on the other hand increasing productivity and general performance. These findings are agreement with the findings of Mose (2017) who argued that if different stakeholders are not involved in decision making, they may offer opposing incentives which may result in poor service delivery. Decision making could be what is to be achieved, how and when? This could be supported by the assertion from Mugwira (2014) in support to the above argument that involvement of stakeholders in formulation of targets in the performance contracts provides invaluable support during implementation and eases the achievement of goals.

5. Conclusion

The study concluded that adequate involvement of all stakeholder including teachers, BOM members and students in setting performance targets during performance contracting enhances service delivery in public secondary schools in Trans-Nzoia County. When stakeholders are involved in setting performance targets service delivery is greatly improved. It is in this regard that stakeholders should be sensitized on all the procedures of performance contracting especially students, teachers and the BOM members to enable them be fully involved from initial stages. A clear policy on setting performance targets is required clarifying who should be involved and the extent to which they should be involved.

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