

# THE INTERNATIONAL JOURNAL OF HUMANITIES & SOCIAL STUDIES

## Relationship between the Perceived Effects of Implementation of Performance Contracting Process and Head Teachers' Performance in Public Day Primary Schools in Kericho County, Kenya

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### **Abstract:**

*This study tries to check the association between perceived effects of performance and head teachers' performance. The research context is public day primary schools in Kericho County, of Kenya of Kenya. Both quantitative and qualitative approach has been applied. A sample of two hundred twenty-seven head-teachers from Six Sub County Directors has been used for this study. The results also show that implementation of performance contracting process had a statistically significant relationship with head-teachers' performance primary day schools in Kericho County.*

**Keywords:** Implementation of performance contracting process, head teachers' performance, perceived effects

### **1. Introduction**

The Performance Contracting System (PC-System) was founded in France in the late 1960s. In France, the current system for assessing teachers is often described as not fair or inefficient, and leads to weaknesses for both assessed teachers and evaluators as it is based on administrative procedures (Argyriou & Iordanidis, 2014). The term Performance Contracting could be detected at the end of 1960 by France and other countries such as India, Pakistan and Korea (OECD, 1997). Studies worldwide demonstrate the fact that performance contracting has been adopted in schools. Countries in West Africa like Ghana, Nigeria and Gambia started managing public service through performance contracting by 2005 (UN-Economic Commission for Africa, 2010).

In Kenya, the concept of performance is defined as a freely negotiated service level agreement between the government and its ministries (GOK, 2010). It is a freely negotiated service level agreement between the government acting as the owner of a public authority and the agency management.

The Teachers Service Commission (TSC) launched performance contracts with the aim of providing a foundation to ensure compliance with educational standards in curriculum delivery and improve learning outcomes. In addition, to ensure the management of human resources, financially sound and content with a focus on improving teaching and learning (Gatere, 2013). The Kenyan government launched a performance management tool in February 2016 through its agents, the TSC, to improve teaching quality, build a performance-based culture and improve the accountability of educational institutions.

Performance management process includes both performance contracts and performance evaluations of head teachers and teachers. In performance, school heads are judged by the institution based on the goals of the negotiations in key areas of management that have a direct impact on the quality of education. They include; Teaching standards, curriculum and implementation organization, staff supervision, student teaching, infrastructure, financial management and compliance (Republic of Kenya, 2012).

Most previous studies in Kenya focus on the performance of performance contracts in state-owned enterprises, with several efficacy studies conducted at public universities, colleges and some high schools.

#### **1.1. Statement of the Problem**

Questions continue to be raised about the performance of headteachers in Kenya's primary schools. This is especially with respect to issues relating to their efficiency and effectiveness in tasks such as management of human resources (Kinyua (2018), materials and financial resources, performance of teachers and curriculum implementation (Nthoki, 2017). This continual need to improve efficiency and effectiveness in public primary schools in light of scare

resources and the high public expectations have forced the government to put all schools on performance contracts PCs. The government has insisted that teachers should sign PC just like other public civil servants (Gaconi, 2008). However, teachers have continuously rejected the signing of these tools as they consider them punitive and untenable. Headteachers seem to be reluctant in signing PC due to some reasons not yet established through research. With this situation in play, it is not clear what the effects of the implementation of performance management processes on head teacher performance are. Moreover, there is limited research relating implementation of performance management processes to headteachers' performance. Previous studies conducted by Kwedho (2015) on performance contracting have concentrated on implementation of PCs while other studies had tackled the general impact of performance in state corporations (Korir, 2006). Research studies conducted by Njeri, (2011); Mbugua (2011) and Mpapale (2011) have not addressed issues on the relationship between perceived effects of the implementation of performance management processes and headteachers' performance in public primary schools.

### *1.2. Hypotheses of the Study*

- H<sub>01</sub>: There is no statistically significant relationship between the perceived effect of implementation of performance contracting process and Head teachers' performance in public day primary schools in Kericho County of Kenya.

## **2. Literature Review**

### *2.1. Performance Management*

Rummler & Brache (2012) defined performance management as the process to work as effectively and efficiently as possible to meet the organization's needs. Berg (2015) believes that the concept of performance management creates a shared vision of the goals and goals of the organization, helping individuals to understand their part and recognize their contribution, thereby improving the performance of controlling and improving performance.

Performance goals are one of the most commonly used management processes in the corporate world. Performance goals, also known as assigned goals, quotas or performance requirements (Waila, 2014). Quality management researchers and consultants such as Deming (2000) suggest that business goals are needed for management (such as desire and continuous improvement). Performance targets for employees without a timetable, however, have the opposite effect on the goals sought. Deming (2000) emphasized that performance goals are a barrier to improvement.

A study by Komora (2010) reports that KNUT does not see any need for performance contracts because they believe that a person who is permanently and pensionable is not required to work in other contracts. This clearly shows that knowledge about the fulfilment of the contract exists in the unions. He also said that the Kenyan government has struggled to stop any teacher who is unwilling to sign the PC because he is unwilling to solve the basic problems. This claim was rejected by KNUT, arguing that dialogue was more of a threat.

The study by Kwedho (2015) investigated the rejection of performance assignments by teachers at Yatta. Kenya emphasized that teachers rejected the introduction of PCs due to different school operating conditions and difficulties in setting goals. Other challenges identified in PC implementation in Kenya include: limited resources, very high targets, insufficient training of staff involved and negative attitudes due to imbalances between PCs, performance management process and other tools. Another key challenge in introducing the PC into the teaching profession in Kenya was identified as a sabotage by a teachers' union, which claimed that it was not involved by the government in the process and that there were no teachers in the PC concept (Guo & Stevens, 2012).

Opposition to the treaty was based on the fact that KNUT became the biggest because the treaty could lead to collective bargaining and the union was therefore no longer relevant (Kwedho, 2015). A study by Musiega (2014) on the challenges experienced in implementing performance contracts in the tertiary sector of tertiary education in Kakamega County finds less resources, timely resources are not provided, high performance goals and reasons for employee changes not designed that affect the effectiveness of PCs in Kenya's public institutions. Kwedho (2015) suggested that the government need to reconsider the strategy to implement the PC, and suggest that GoK should have a discussion with KNUT and explain to them what the PC and what they want to achieve.

### *2.2. Implementation of Performance Contracting and Head Teachers' Performance*

The performance of school management of public primary schools in Amuru District has been observed by Wanglobo (2017). Mosomi, Kindiki and Boit (2014) conducted a study to establish the perceptions of Kenyan tutors in selected Technical Institutes in Kenya. Jonyo and Jonyo (2017) examined performance management in Kenyan public schools. However, their study appeared to dwell so much on the teachers' performance and not the headteachers' performance, which the reason why the current study is being carried out.

According to Messah and Kariuki, (2011), Performance based contracting has been utilized by both the private and public sectors as an effective way of providing and acquiring quality goods and services within available budgetary resources. Whereas within the private sector, profit orientation and competitiveness have necessitated the introduction of performance contracts, the public sector has taken long to embrace the practice. In light of this, it is important that the influence of implementation of performance contracting process towards head teachers' performance in public day primary schools.

### 2.3. Headteachers Performance

According to Reche Bundi, Riungu and Mbugua (2012) poor performance of headteachers is characterised by poor. The performance of headteacher is critical for the achievement of set school goals. A non performing head-teacher is thus, a liability to the school. A Head teacher in education is undertaken to be any member of staff who has responsibility for the work of other members of staff in order to ensure effective learning and teaching in the school. He or she is a manager.

According to Tan and Maggia (2013), all teachers are managers and even the most inexperienced teacher is responsible for managing students' learning and behavior in the classroom and for managing their own work to meet students' needs. A head teacher plays an important facilitating role in the interpretation of human resources tasks to be performed and material resources within an organization. The ability to adapt fully to a changing education environment is one of the most important characteristics of an effective manager. And yet adaptation is not easy due to the often-conflicting demands of employees and complexities created within the educational environment as a result of the changes (Cerma, 2013). He asserted that organizational change should not be random or initiated for the sake of change.

S/No	Objective	Gaps in Research
2	To determine the relationship between the perceived effects of implementation of performance contracting process towards head teachers' performance in public day primary schools in Kericho County of Kenya.	Wanglobo (2017) - Amuru District, Uganda The focus of Wanglobo's study appears to tilt much towards teachers' effectiveness with little attention being paid towards the performance of headteachers in the district. Mosomi, Kindiki and Boit (2014) - Technical Institutes in Kenya – Focused on hoe PC influenced utilization of teaching and learning resources. Mulei and Orodho (2016) - The study however, focused on secondary schools and not primary schools. Jonyo and Jonyo (2017) - their study appeared to dwell so much on the teachers' performance and not the headteachers' performance, which the reason why the current study is being carried out.

Table 1: Gaps in Research

### 2.4. Theoretical Framework

According to Isaac, Zerbe and Pitt (2001), Expectancy theory suggests that the motivation behind a supervisor accurately and effectively completing the performance evaluation process with a given employee is dependent on the degree. In the context of this study, supervisory role is performed by the head teacher who needs to take into consideration the expectations of the teachers. The head teacher is also supervised by the Sub County Directors of Education, and this case is expected to implement performance management processes.

### 3. Research Methodology

As a research paradigm, pragmatism is based on the proposition that researchers should use the philosophical and/or methodological approach (Žukauskas, Vveinhardt & Andriukaitienė, 2018). This study used the *Ex-facto-post facto* research design.

The sample size for this study was determined by using the Solving formula as recommended by Altares (2003). The sample size is 227 head teachers.

$$n = \frac{N}{1 + N(e^2)}$$

Simple random sampling technique has been used. Three instruments were developed by the researcher and used in the study, a questionnaire, interview schedule and documentary analysis tool. The validity of the instrument was determined by giving to two experts in the department of Educational Administration, Planning and Management of the University of Kabianga. The Cronbach Alpha coefficient results of 0.741 was considered acceptable, and thus the tools were adapted.

The researcher sought an introductory letter from University of Kabianga. This enabled the researcher obtain a research permit from the National Commission of Science, Technology and Innovation (NACOSTI). The researcher proceeded to meet the County Commissioners and the County Directors of Education of Kericho County to explain the purpose of the research.

The researcher will leave the questionnaire with the head teacher for one week. After the expiry of the period, the researcher will visit the school to collect the questionnaire. They should also be assured of their confidentiality. The research tools will then be collected for sorting and processing.

Quantitative data collected was analysed for descriptive statistics such as frequencies, means and percentages, and inferential statistics such as Pearson correlation and inferential statistics using SPSS Version 22. The regression model in this case was -  $Y = \beta_0 + \beta_2 PCP + \epsilon$

The results were presented using tables and charts. Qualitative data collected using interview schedules was analysed using textual analysis approach and presented in prose form.

## 4. Results and Discussions

### 4.1. Respondents Response Rate

The percentage was considered ideal as it surpasses recommended percentage responses by scholars such as Dommeyer, Baum and Hanna (2002) for paper surveys. Majority of the respondents (74.5%) had an employment experience of over 20 years. This finding is contrary to the findings in a study by Ng'eno (2019) primary schools in Ainamoi Sub County, Kericho County. This implies that majority of the head teachers had been in their stations for the period that the researcher was interested in and therefore capable of giving the required information. These findings are similar to those in a study by Kiprob (2016), where it was established that a majority of the head teachers had served for 9 and above years.

### 4.2. Descriptive Statistics for the Implementation of Performance Contracting Process

The results in Table 2 reveal that the headteachers somehow agreed that the implementation of performance contracting process had some effect on their performance. Specifically, assertion that discussing the performance contract targets with the County Director to ensure they are smart ( $\bar{X} = 3.12$ ), and signing the performance contracts in the presence of the County Director by 31st January each year ( $\bar{X} = 3.25$ ) were perceived by the headteachers to somehow influence their performance. The findings are contrary to those in a study by Wekesa (2016) where it was found that head teachers were not discussing the performance contract targets with the County Director and neither was, they involving teachers in setting targets and making important decisions that affect the school. The results were similar to those in a study by Njoroge and Kwasira (2015) who found that employee's motivation has increased since the signing of performance contracts. The study found that management ensures that the performance contract is done according to one's job description and specification. Moreover, according to a study by Jonyo and Jonyo (2017), at the beginning of every year the Performance Contract is signed between the Heads of Institutions and the Chief Executive Officer through the County Directors.

The results provided in Table 2 show the headteachers somehow agreed that the implementation of performance contracting process had some effect on their performance. Specifically, the assertion that presenting the performance contract targets for discussion with the school board of management (BOM) ( $\bar{X} = 3.17$ ), and discussing the process of the implementation of PC targets with the BOM on a termly basis ( $\bar{X} = 3.29$ ) were perceived by the headteachers to somehow influence their performance. This is in line with the findings by Balogun (2003) who reported on the importance of having the BOM involved in the process of performance contracting. Balogun observed that the board signs a performance contract with the school manager to transfer the responsibility of achieving the targets to the management. This guarantees operational autonomy given that board of directors are not executive and are not therefore involved in the day-to-day management of their corporations.

The results provided in Table 2 show the headteachers somehow agreed that implementation of performance contracting process had some effect on their performance. Specifically, assertion that reporting on the process of implementation of the PC targets by submitting monthly, termly and annual reports, to the County Directors for discussion and appraisal ( $\bar{X} = 3.24$ ), and providing evidence of the level of achievement for each target (monthly, termly and annually) for objectives rating ( $\bar{X} = 3.26$ ) were perceived by the headteachers to somehow influence their performance. The result agrees to that in a study by Kobia & Mohammed (2006) where it was observed that reporting on the process of implementation of the PC targets plays an important role in empowering employees as they achieve their goals. The results also resonate with those in Hatry (2006) who stressed on the essence of providing evidence of the level of achievement for each target. Hatry explained that measuring and reporting on organizational performance focuses the attention of public managers and oversight agents, as well as the general public, on what, where and how much value programs provide to the public.

The results from the Sub County Directors indicated otherwise. The Sub County Directors indicated that in many schools the headteachers were not prompt in submission of reports to the Education Sub County offices as expected of them. One Sub County is quoted saying that: *"Some headteachers are 'sluggish' in reporting on the process of implementation of the PC targets by submitting mandatory periodic reports, as such these reported are not acted on in time for a timely feedback."*

The results presented in Table 2 show that implementation of performance contracting process had some effect on their performance. Specifically, obtaining feedback from the BOM and County Director after submission of the reports ( $\bar{X} = 3.11$ ), Obtaining feedback from the BOM and County Director after submission of the reports ( $\bar{X} = 3.17$ ), and uploading and submitting the performance contract (PC) data on the Teachers Service Commission (TSC) online portal ( $\bar{X} = 3.20$ ) were perceived by the headteachers to somehow influence their performance. The results are not in agreement to those in a study by King'oina, Ngaruiya and Mobegi (2017) where it was established that BoM were not fully involved in matters of discipline, guidance and counseling. Their study also found that majority of schools' BoM did not participate in matters of discipline; promote a culture of dialogue and democratic governance. The results were similar to those in a study by Mize, Glover, Good, Foley and Ralston (2011) where the essence of uploading and submitting their data online helped speed up feedback for requisite enhancement of the quality of school management.

However, the results from the Sub County Directors revealed that implementation of performance contracts was not properly done in most of the primary schools. One Sub County Director stated: *"Implementation of performance contract is greatly limited by the fact that some headteachers to date do not understand the tools. How then do you expect them to benefit from performance contracts?"*

	Mean	Std. Deviation
Discussing the pc targets with the County Director to ensure they are smart	3.12	.94221
Signing the pc in the presence of the County Director by 31st January each year	3.25	.91668
Presenting the PC targets for discussion with the school board of management (BOM)	3.17	.93516
Undertaking the implementation of the PC targets	3.29	.90466
Discussing the process of the implementation of PC targets with the BOM on a termly basis	3.24	.93951
Reporting on the process of implementation of the PC targets by submitting monthly, termly and annual reports, to the County Directors for discussion and appraisal	3.26	.91385

Table 2: Descriptive Statistics for the Implementation of Performance Contracting Process  
N = 201

#### 4.3. Association between Implementation of Performance Contracting Process and Head Teachers' Performance

The findings in Table 3 presents the correlation results between the perceived effects of the implementation of performance contracting process and head teachers' performance in public day schools in Kericho County.

		Performance Contracting Process	Headteachers' Performance
Performance	Pearson Correlation	1	.264*
Contracting	Sig. (2-tailed)		.000
Process	N	201	201
Headteachers'	Pearson Correlation	.264*	1
Performance	Sig. (2-tailed)	.000	
	N	201	201

\*\* . Correlation is significant at the 0.05 level (2-tailed).

Table 3: Implementation of Performance Contracting Process and Head Teachers' Performance

Table 3 reveal that there was a positive correlation between implementation of performance contracting process and head teachers' performance in public day schools in Kericho County.

to the results from Sub-County directors on average the headteachers had taken seriously the role of overseeing the signing of performance contracts. However, there was a problem on timeliness in reporting. Some headteachers were sluggish in reporting on the process of implementation of the PC targets by submitting mandatory periodic reports. The results also some headteachers did not understand the tools and thus supervising their usage was not possible. A Sub County Director stated: *"Some headteachers still do not have a checklist of the documents to be kept by the head teacher and that Evaluation Forms are tools to help in the implementation of the performance contract while the Lesson observation tool"* Another Sub County Director stated: *"During appraisal, some appraisees and appraisers fail to check on the performance indicators to ascertain that the targets were achieved"*.

The results from headteachers were contrary to those in a study by Wanjohi (2017) where it was found that implementation of performance contracting process did not have a statistically significant relationship with head teachers' performance. Moreover, Wanjohi noted that performance contracting was hastily executed and thus there was limited time to prepare the teachers and proper communication and requisite engagement by the relevant authorities.

#### 4.4. Headteachers' Performance

The results showing the Headteachers' Performance in in public day primary school in Kericho County was as provided in Table 4.

	Mean	Std. Deviation
Maintenance of teaching standards in curriculum implementation and delivery	3.68	.69865
Monitor the conducts and performance of teachers	3.65	.73458
Ensure actual teaching and learning takes place	3.52	.78150
Supervise and appraise teachings using prescribed tool	3.58	.73789
Ensure prudent management of human resources, materials and financial resources	3.63	.74416
Valid N (listwise)		

Table 4: Descriptive Statistics for Headteachers' Performance

#### 4.5. Regressions

The variables under analysis comprised the relationship between implementation of performance appraisal process, implementation of performance contracting process, and implementation of strategic planning process (Independent variables) and Headteachers' Performance in primary day schools (dependent variable).

#### 4.6. Model Summary

Performance Contracting Process Table 5 accounted for 7 percent of the variability in headteachers' performance. The R-value (.264) is the multiple correlation coefficients between all the entered independent variables and Headteachers' Performance in primary day schools. The Adjusted R Square adjusts for a bias as the number of variables increases. The Std. Error of the Estimate is a measure of the accuracy of the prediction.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.264 <sup>a</sup>	.070	.065	.55584
a. Predictors: (Constant), Performance Contracting Process				

Table 5: Model Summary

#### 4.7. Analysis of Variances (ANOVA)

In the study, the predictors are significant when Sig. (p value)  $p < 0.05$ . The findings in Table 6 show that p value was 0.000..

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.603	1	4.603	14.898	.000 <sup>b</sup>
	Residual	61.483	199	.309		
	Total	66.086	200			
a. Dependent Variable: Headteachers' Performance						
b. Predictors: (Constant), Performance Contracting Process						

Table 6: Analysis of Variances (ANOVA)

#### 4.8. Beta Coefficients

The following regression model was used

$$Y = \beta_0 + \beta_2 \text{PCP} + \epsilon$$

$$Y = 3.051 + 0.175 + 0.151$$

From the findings, it emerges that performance contracting process was an influential determinant of headteachers' performance was (Beta = 0.175; p = 0.000). The findings thus show that the best two predictors of learners' performance were performance contracting process and strategic planning process.

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
1 (Constant)	3.051	.151		20.220	.000
Performance Contracting Process	.175	.045	.264	3.860	.000

a. Dependent Variable: Headteachers' Performance

Table 7: Beta Coefficients

#### 4.9. Test of Hypothesis

Using coefficients outputs for the independent and dependent variables in Table 7 the study hypothesis was tested. The decision rule was to reject the null hypotheses if p values computed from the regression outputs per variable under measure were less than the conventional value of 0.05.

The second hypothesis stated that "H<sub>01</sub>: There is no statistically significant relationship between the perceived effect of implementation of performance contracting process and Head teachers' performance in public day primary schools in Kericho County of Kenya." Results in Table 7 show outputs as (Beta = 0.196; p = 0.000). Since the p value associated with implementation of performance contracting process was 0.000, a value lower than the test significance level of 0.05, the null hypothesis is rejected. This output suggests that implementation of performance contracting process has a positive statistically significant relationship with head teachers' performance in primary day schools in Kericho County.

#### 5. Conclusion

The study concludes that implementation of performance contracting process had a statistically significant relationship with headteachers' performance primary day schools in Kericho County. However, it is worth noting that in some of the schools, reporting on the process of implementation of the PC targets was not properly done, there was failure in providing evidence of the level of achievement for each target (monthly, uploading and submitting the PC data on the TSC online portal, termly and annually) for objectives rating, and feedback from the BOM and County Director after submission of the reports was not obtained timely. Stakeholders failed to discuss the process of the implementation of PC targets with the BOM on a termly basis. Moreover, in some of performance contracting targets are not discussed with the County Director to ensure they are smart; and neither do they present the performance contract targets for discussion with the school board of management (BOM).

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