



EFFECT OF TEACHERS' TRAINING ON THE IMPLEMENTATION OF PERFORMANCE CONTRACTING IN PUBLIC SECONDARY SCHOOLS IN RUIRU SUB COUNTY, KENYA

EVA NYAGUTHII WANJOHI, MRS.ANNE THUO, MR. ERICK MUTIIRIA

EFFECT OF TEACHERS' TRAINING ON THE IMPLEMENTATION OF PERFORMANCE CONTRACTING IN PUBLIC SECONDARY SCHOOLS IN RUIRU SUB COUNTY, KENYA

Eva Nyaguthii Wanjohi^{*1}, Mrs. Anne Thuo², Mr. Erick Mutiiria³

^{*1}MBA Candidate, Kenya Methodist University [KEMU], Nairobi, Kenya

²Kenya Methodist University [KEMU], Nairobi, Kenya

³Kenya Methodist University [KEMU], Nairobi, Kenya

Accepted: August 25, 2017

ABSTRACT

The Kenya government introduced PCs in 2003 and the implementation process begun in 2004. The study was necessitated by the persistence about signing of PCs by teachers in Kenya, and their unions' advice against signing them. The study was sought to determine the effect of teachers' training on the implementation of performance contracting in public secondary schools in Ruiru Sub County, Kenya. The study reviewed literature on origin and experience with implementation of performance contracting both locally and internationally. It also covered other areas such as the rationale introduction of performance contracting in education sector and critical review of performance contract. The target population was 10 schools with 20 head teachers and their deputies and 137 teachers. In selection of the sample population, the study used purposive sampling technique to accurately select 157 respondents as shown in the sample distribution of the population and considering the size of the target population, out of this number (157), 100% represented of all the residents were sampled with a multiplier of 1.0 in all categories targeted. The study used descriptive design to explain the current status of implementing the performance contract and provide the opportunity to acquire more information regarding performance contracting of teachers. The study instruments used were questionnaires and interview schedules. The study revealed that statistically, training had a weak positive correlation towards implementation of performance contracting. Grounded on the findings of this research, it was resolved that performance contracting should not be hastily executed and therefore enough time and training is required between the teachers and proper communication and engagement by the relevant authorities.

Key Words: Teachers Training, Performance Contracts, Public Secondary Schools

INTRODUCTION

The pursuit of efficiency development goes back to the foundation of civilization. Economists in the 17th and 18th century developed concepts to describe performance. The preliminary concepts held that hungry employees would be most industrious. This was nevertheless challenging by philosophers such as Adam Smith who claimed that efficiency would be increased only if employees were rewarded according to their performance (International Society for Performance Improvement (ISPI, 2006). Performance measurement increases performance both to the personal and the organization and encourages' principles of continuous improvement (Letsoalo, 2007).

Performance Management may be viewed as a regulator mechanism used by the top management to guide, control and monitor the movements of teachers to make sure that they add into the approach of the organization (Mackie, 2008). An operative performance management contract ought to go outside control and emphasis on performance enhancement by inspiring learning (Werner & Desimone, 2009). In the late 1960s, France was the first nation to familiarize performance contract as a performance enhancement tool in the public sector before it was accepted in Pakistan, Korea and later India. By 1990s, performance contract theory had been assumed in administration of public service in many nations (Kobia & Mohammed, 2006).

Public sectors refer to economics and administrative life that deals with the distribution of goods and services to the people (Trivedi, 2000). Performance contract on the other hand is the arrangement between the boss and the worker about the worker's duties and conduct through period of review (Cole, 2008). Performance contract is an arrangement between the administration and public agency which

establishes overall goals for the body, set marks for gauging performance and providing inducements for attaining these goals (Bouckaert, 2009).

A large number of government and international organizations, such as France, Pakistan, South Korea, Malaysia India and Kenya, are executing guidelines using this method to enhance the performance of public sectors. Performance contract pursues to privatize the public-sector way of administration without necessarily transferring the ownership of the assets to private ownership. The Commonwealth secretariat described a performance contract as an agreement between the proprietor of the enterprise on one hand and the management of the enterprise on the other hand, setting out specific goals outcomes to be realized in a specified time frame. The performance contract also reckons the joint obligation of the two parties in attaining the target set in the agreement (Bangura, 2009).

A paradigm shift in performance administration is claimed by Shaver (2006) and United Nations (2007) is as a consequence of different practices performance administration by the public sector, explosion of information and human right actions. Ndung'u (2009) stated that régimes are confronted with the challenge of enhancing service delivery while less resources to deliver operative and effective services needed by people. PC notion has been practiced in Bangladesh, China, India, Korea, Sri Lanka and Parkistan, (Gakera, 2013). They have been used at diverse times in Latin America, Argentina, Brazil, Bolivia, Chile, Colombia, Mexico, Uruguay and Venezuela. Others comprise of Malaysia, United Kingdom, United States of America and Canada.

In Kenya, Performance contracting can be drawn back in 1990 through Cabinet Memorandum No. CAB (90) 35. It states that performance contracting paradigm was planned with an

intention of having a actual effect in shifting the way things were being done, forming new conduct patterns and adopting of positive attitude labor integrities in the whole public service delivery (Kobia and Mohammed, 2006). The arrangement was anticipated to bring back confidence on government services to the people and other universal shareholders (Muthaura, 2007). The paradigm shift was later drawn in the Economic Recovery Strategy for Wealth and Employment Creation (ERS) 2003-2007.

The implementation of the performance contract process began in 2004 with many ministries and state corporations signing performance contract with their respective agencies as stipulated in the Legal Notice No. 93 of 2003. Teachers were asked to be reform minded and willing to adapt to the continuously changing education systems and accept to enter into performance contracts with their employer by July^{1st}, 2005. Stakeholders in education have also indicated that schools and teachers should be held accountable for school performance. The Daily Nation dated January 14, 2010 reported that parents in Taita District- Kenya said that teachers should sign the performance contract for improved quality learning in public schools. They argued that teachers were guaranteed their salaries hence did not care on performing unlike their counterparts in private schools. There have also been disputes between the teachers and the government over the implementation of the performance contract, which is a pure demonstration of meagre communication about the new policy. Teachers in public schools' view performance contracting as a necessary imposition destined to push punitive labor procedures via the back door. Teachers have learnt to treat the régime with distrust because of the way it has been handling them over the years, for example pay rise pact employed in 1997 took a whole decade to be implemented, that is, and it was concluded in 2006.

Educational organizations change from time to time owing to outside pressure by the unstable setting around them. Certainly, it is important to sustain firmness of schools and give place to effective education. Therefore, it is important to contribute continuous enhancement practices with varying environments in order to realize school efficiency. Transformation practices in schools comprise diverse methods to curriculum, management structures, educational programs, students and teachers having several backgrounds. For adjustments of these changes, schools should be flexible and be able to propose organizational strategies facing changes (Rosenblett, 2004).

Ruiru Sub - county is situated in Kiambu county. The area is a dormitory town for the nation's capital. There are 10 public schools in the area with different categories in terms of provisional, district, full boarding or partial boarding, mixed or single sex schools. Teachers are well informed regarding the Performance Contracting due to easy accessibility of information, in seminars, and workshops therefore making it easy for them to understand Performance contracting.

Statement of the Problem

According to Simon Nora (1960), the idea of performance contract structure initiated in the late 1960's and ever since it has been assumed in improved forms in various states worldwide (Mehdi, 1994, Mintzeberg, 1938). This concept has been traced to 1989 in Kenya when the state corporation restructuring approach paper was permitted by the cabinet in 1991. This was the initial authorized acknowledgement of the plans that were recommended to reorganize and manage the performance of the government.

PC importance is to effectively improve the performance of public enterprises and government faculties. Performance contracting aim is to improve efficacy in service distribution to the public by making sure that holders of public

office held responsible for outcomes. The Government has insisted that teachers must sign PCs just like other public servants (Gaconi, 2008). According to the Daily Nation Jan 13th, 2016, in the recent past, there is growth in absenteeism from the teacher, lack of competence and in some cases poor grasp of content that has credited to poor performance of government schools. Nevertheless, with the performance contract, the boss (Teachers Service Commission (TSC)), can easily recognize the areas that a teacher may be assisted to do better and yield the anticipated outcomes.

Earlier studies conducted on performance contracting had concentrated on factors affecting teachers' perception on performance contract on teachers training institutes and in primary public schools (Nyaga, 2006; Mumbi, 2007; Komora, 2010). Oswago, (2005) speculates that, "Teachers do not fully understand the concept and benefits of performance contract or if they do, then they have fundamental reasons for the outright rejection of the idea." In that case, the researcher intended at exploring on the aspects that influence the execution of performance contracting on teachers.

Purpose of the Study

This purpose of this research was to assess the effect of teachers' training on the implementation of performance contracting in Public Secondary Schools in Ruiru Sub- County.

LITERATURE REVIEW

Performance contracting is an arrangement between two parties that plainly stipulates their shared performance requirements, aims and tasks. Performance contracting have a general objective of providing a performance administration practice that outlines on performance measurements and monitoring and offers a ground for performance review and rewards to both private and public sectors.

Conferring to England, R. (2000) a performance contract addresses fiscal, societal or other responsibilities that an agency has to discharge for fiscal performance or for other anticipated outcomes. PC organizes and describes responsibilities so that administration can accomplish them properly, smoothly and effectively. It also helps in developing point view, notions and methods for defining what should be done and how to go about it (Amstrong, 2008).

The Kenyan Government established and launched the approach for performance enhancement in the public service in 2001. The plan pursued to rise production and improve on teachers' output delivery to the students. It delineated the activities that were essential to imbed long lasting and sustainable change in the way public services are offered. A performance contracting model and performance contract matrix for each category of public institutions form part of the performance contract guidelines. In order to ensure standardization, the requirements and content of the model contract and matrix should not be altered. These guidelines apply to all public institutions on PCs. In striving towards the goal of performance improvement within the public sector, Kenya introduced performance contracting not only to progress service delivery but also to change the mind set of public services clear of the culture of inward looking in the direction of a culture of business fixated on customer and outcomes.

The introduction on the contract and administration by outcomes is applied to rise performance and purse among other objectives, that of accountability. Basic concerns which comprise of a major component of the rationale behind the demand for greater accountability, teachers and school managers are related to efficiency and effectiveness. Rising costs in the provision of education have led taxpayers and other financiers to demand that teachers and

schools be held accountable for greater efficiency especially when increased funding is required.

Theoretical Review

Goal Setting Theory of Motivation

It was projected by Edwin Locke in 1968. This model is founded on directing one's efforts towards the realization of definite goals that have been set or established. Locke and Latham (1990) observed that the goals have two key purposes; that is, to motivate and to direct behavior. He further says "a goal offers guidelines for an individual deciding how much effort to put to work". It can be concluded that the goals are intended behaviors that may influence task performance. Therefore, a person must be mindful of the goal and what must be accomplished.

A person must agree to take the goal as something he/she is ready to work. The acceptance of the goal suggests that the person intends to engage in the behavior desired to realize it. Goals may be rejected if they are perceived to be too tough or easy since the individual may not be aware what behaviors are required. Therefore, feedback on teachers' performance in pursuit of PC goals could tell whether their efforts are on target towards implementation of performance contract. This theory implies that awareness and acceptance of a goal may lead to the right behavior; hence this study examines on the teachers attitudes and behavior towards measured performance and their awareness of the objective of performance contract.

In relation to PC, Goal Setting model itself applies to objectives, vital performance pointers and targets. Locke and Latham argue that goal setting is operative for any job where individuals have control over their performance. Following the principles of the Goal Setting Model, it is clear that basics of goal setting are existing in numerous degrees of all features that relate to

performance administration practice. According to the model, workers should be assigned tasks which are clearly defined and that will take a day's effort to accomplish, and should be given standard conditions to finish the task. The PC concept is mainly concerned with increased productivity and efficiency at work.

Empirical Literature

Performance measurement is habitually taken to be fundamental to delivery of enhanced services as part of performance administration. Performance administration aims at attaining operational effectiveness which is broadly referred to a number of practices that permit an association to better exploit its resource. According to Farnham and Horton (2003), the procedure of recognizing performance target is carried out after budget course has been finalized and organizations informed about their resource provision. The target set in Performance measurement guide should be realist and achievable to the available resources. They are freely negotiated.

Research done by Kobia and Mohammed (2006) discovered that most workers in public service had not signed personal performance agreement. Previous researches have had diverse outcomes: Letangule and Letting (2012) in a research on employment of Performance Contract at the Ministry of Education in Kenya found incorporation of Performance contract and departmental strategies. In different study at Maua Municipal County in Kenya by Kariuki (2011), the level of worker involvement in Performance Contract was discovered to be 59% which was alike to a previous research at TSC in Kenya by Gakure, Eliud and Karanja (2013) where workforces were found to have personal agreements that were intertwined with departmental work strategies and institutional performance target. These discoveries showed that performance contract has a great extent been dropped to the lower heights.

Kavita (2010) in the study on implementation of performance contract in Teachers Training Institutes found that 58% of the respondents were strongly in support of performing even without performance contract. It indicated that the staff, management and degree of tolerance are required to sustain the momentum. Opponents of performance contracting say that it is good as a thought but it does not work, it is an intimidating tool for bosses; and workforces see it as intended to monitor their performance, it may perhaps be applied inconsistently and unethically (Amstrong& Baron, 2002).

Kinanga and Partoip (2013) did a research on the relationship between worker productivity and involvement in a target setting and found that most workers associate enhanced productivity with performance target setting. These results were alike to previous finding of Kobia and Mohammed (2006). Kogeiel *al.*, 2013. They resolved that including set out targets to their employees would difficult in making sure transparency and responsibility of their performance. Nzube and Njeru (2013) in a study on PC in Nairobi County in Kenya found that 82% of staffs alleged that stakeholders have not been involved in the performance contracting. All these previous researches have showed the fundamental role of making sure that workers and bosses are involved in target setting in so as to form possession, attitude and commitment.

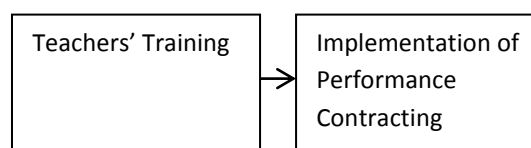
Teachers’ training and Performance Contract

Teachers’ employment and promotion are grounded on the number of years of present training, formal certificates and years in service (Hanushck and other, 2005). Kenya underscores the importance of regularly reviewing training needs of teachers to match core functions and policy directives. The Public Service (2010) panel of performance contacting noted the limited human resource capacity within the government to effectively oversee the performance contracting process. Koninge, sels and

Vanormelingen (2008) however noted that overall, it seems that organizations’ training has a positive impact on the job fulfilment and worker obligation, as well as an on efficiency and product quality.

To clearly comprehend the accomplishments and challenges of executing performance contract in Kenya, (Agnes, Keraro and Roselyn, 2013) carried out a research among the teachers. They established questionnaires from performance contracting and service delivery of teachers. The results showed the teachers’ respondent of those who attended training on performance contract. It was noted that most of the respondents had not attended any training (69%) though it was encouraged almost a third of the respondents (31%) had been trained on the performance contract. Training on the performance contract would be supposed to be central since it would deepen the understanding and awareness of the performance contract notion. The fact that training had not been conducted for such a majority of the workforce is thus a big challenge to implement the performance contract. Through training, teachers understand the objectives of performance contract that could lead to teachers accepting the implementation of the performance contract. This is because they are known of how to react and behave towards the achievement of the PC goals. Through training the teacher are aware of the importance of the PC.

Conceptual Framework



Independent Variables Dependent Variables

Figure 1: Conceptual Framework

Source: Researcher (2017)

Teachers training will have a positive impact to teachers and also in the implementation of performance contract. This is because the head teachers who are the implementers will have the

necessary training programs that will assist to implement the performance contract. Otherwise if they are not trained, implementation of the performance contract may not be effective.

RESEARCH METHODOLOGY

This research utilized descriptive survey design. Descriptive design method describes how things are without changing it in any way. The target population of the research was 10 schools in Ruiru sub County. The researcher targeted on both the head teachers and their deputies and the teachers in the ten schools targeted. A list of all the 20 head teachers and their deputies plus all teachers in the 10 targeted schools was obtained from the various schools administration totaling to 157 targeted respondents. Primary data was used by collecting questionnaires and interview schedules. The information generated by the research after information-gathering was edited, coded then put into a computer for processing by means of the Statistical Package for Social Sciences (SPSS v.21.0). Data was examined both qualitatively and quantitatively.

DATA ANALYSIS AND FINDINGS

The research applied a sample size of 157 interviewees from which 123 completed and returned the questionnaires making a reply frequency of 78.3%. This reply rate was very good and representative to make conclusions for the study. The subject of gender was vital in the research as it would specify whether there was gender balance in the replies given. The findings revealed that majority were female respondents at with frequency and percentages as follows 67 (48.2%) against male 56 (40.3%) respectively. Age

of the respondents was considered to impact the implementation of performance contracting in public schools. Majority of the respondents were between 35-44 Years at 35.8%, followed by over 44 Years at 28.5%, then 26-34 Years at 20.3% and finally respondents under 25 Years at 15.4%. Academic qualification was considered to influence the implementation of performance contracting in public schools. The study results showed that, Majority Of the respondents (35%) were holders of bachelors with frequency of 42 constituting 34.1%, followed by Diploma at 38 in frequency constituting 30.9%, then others with a frequency of 23 constituting 18.7% and finally P1 Certificate holders at 20 in frequency constituting 16.3%. Level of experience was considered to influence the implementation of performance contracting in public schools. Majority of the respondents had served for over 6 Years constituting about 39.8%, followed by 1-3 Years comprising of about 33.3%, then between 4-6 Years with a frequency of 20 constituting 16.3% and finally less than 1 Year with a frequency of 13 constituting 10.6% of the respondents.

Descriptive Statistics

Descriptive statistics is the analysis of information that aids in describing, showing or summarizing data in a meaningful method. According to Babbie and Earl (2009) descriptive statistics is useful to summarize our group of information using a combination of tabulated description.

The respondents were requested to indicate their view on how training affects performance contracting scheme on a scale of 1 to 5, where 1 indicates Strongly Disagree, 2 indicates Disagree, 3 indicates Neutral, 4 indicates Agree and 5 Strongly Agree.

Table 1: Training on performance contracting scheme

	N	Minimum	Maximum	Mean	Std. Deviation
Teachers have been trained on performance contracting	123	1.00	5.00	3.1301	1.25423
Training assessments encourages implementation on performance contracting	123	1.00	5.00	3.0163	1.13790
The School offers training programs in relation to performance contracting	123	1.00	5.00	2.9919	1.35801
Performance contracting identifies teachers training needs	123	1.00	5.00	3.3577	1.07985
Valid N (listwise)	123			3.1228	

Source: (Field data, 2017)

The study results indicated that the grand mean was at 3.1228 meaning that the respondents were generally neutral as to whether training affects performance contracting scheme in the sampled schools. The standard deviation of 1.2075 implied that there was a high variation and that the respondents' selections were spread out. The findings in this section are in collaboration with Vanormelingen *et al.*, (2008) who noted that generally, it seems that organizations' training has a positive effect on the job satisfaction and worker commitment, as well as an on output and product quality. They also highlighted that through training, teachers understood the objectives of performance contract that could

lead to teachers accepting the implementation of the performance contract. This is because they were known of how to react and behave towards the achievement of the PC goals albeit training if not well structured might also had little impact on performance.

Implementation of Performance Contracting Indicators

The research was also tailored to establish how the head teachers' were evaluating the implementation performance contracting on a scale of 1 to 5, where 1 indicated Strongly Disagree, 2 indicated Disagree, 3 indicated Neutral, 4 indicated Agree and 5 Strongly Agree.

Table 2: Implementation of Performance Contracting Indicators

	N	Minimum	Maximum	Mean	Std. Deviation
Lack of understanding of performance contracting objectives and strategies influence implementation	123	1.00	5.00	1.9593	1.06662
Performance being linked with merit pay	123	1.00	5.00	2.5447	1.15412
Lack of rewarding system which is linked with intensives/pay merits	123	1.00	5.00	1.6098	.97202
Fear of loss of existing benefits of collective bargaining	123	1.00	5.00	2.4472	1.23609

No pressure from the administration to produce results without the necessary material	123	1.00	3.00	1.8862	.71521
Identity and involvement of teachers with the performance contracting objectives and strategies affect performance contracting implementation	123	1.00	5.00	2.4797	1.42201
Performance contracting will break usual routine of carrying out teachers duties	123	1.00	5.00	2.0081	1.03620
Lack of sensitization of teachers on the objective of performance contracting will influence its implementation.	123	1.00	5.00	2.7642	1.48810
Valid N (listwise)	123			2.2124	

Source: (Field data, 2017)

On descriptive statistics the study revealed that most of the respondents disagreed that the tested indicators had impact on performance contracting execution with a grand mean of 2.2124. It was however clear from the study findings as well that that there was a high variation and that the respondents' selections were spread out from the average as shown by the grand standard deviation of 1.363.

Head teachers' Interview results

The interview schedule was conducted on seven (7) head teachers of the respective public schools as the other three were out of their schools for some training and the findings were done in a sequence. Efforts were also made to filter out perceptions, expectations and personal opinions. The findings were presented in a pattern of table analysis;

Table 3: Head teachers' interview results

S/NO	Question	Yes	No	Neutral /undecided
1	Do you support on the implementation of the performance contract?	71	29	0
2	Do you think the targets you have been setting are different from the current performance contract?	43	57	0
3	Do you think teachers' training of the objectives of performance contract affect its implementation?	72	14	14
4	Do you think following the performance contract targets set out improves the teachers' performance?	86	14	0
5	Do teachers in your institute understand the purpose of performance contracting?	42	29	29

Source: (Field data, 2017)

On the question of whether the head teacher support on the implementation of the performance contract, 71 % accepted while 29%

disputed. On the question of if the head teachers thought the targets they had been setting were different from the current performance contract,

57% were in disagreement while 43% were in agreement. On the question of whether the head teachers thought that teachers' training on the objectives of performance contract affected its implementation, 72% were in agreement, 14% were in disagreement while another 14% were undecided. On the question of if teachers in their respective institutes understood the purpose of performance contracting, 42% were in agreement, 29% were in disagreement while another 29% of the respondents were undecided.

Narratives

On the question of some of the things that the head teachers had done or were doing that indicated that they were committed in implementing performance contracting, they indicated that they had optimally tried to sensitize teachers on the benefits of performance contracting. This could help in dispelling all the fears and half-truths being peddled by the naysayers about performance contracting. Some also indicated that they had tried to hold in-house trainings to teachers for ease of understanding on the importance of the same. On the question of some of the factors that may have led to the implementation of performance contracting, the respondents revealed that that training and sensitization of teachers about the objectives of performance contracting would play a very important role in the implementation of performance contracting. This was observed from the expression made by most of the respondents that signing of performance contracts was not a problem but drawing up the contracts. They frequently mentioned the need to take care in planning performance contracting by obtaining the views of stakeholders, pilot testing, and consideration of all the implications.

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

As to whether training affected Implementation of performance contracting in public secondary schools in Ruiru Sub County, Kenya, it was summarized that, training is always a significant factor towards Implementation of performance contracting in public secondary schools in Ruiru Sub County, Kenya. The study results showed a positive relationship meaning increasing the frequency of training for teachers would always lead to an increase in the Implementation of performance contracting in public secondary schools in Ruiru Sub County, Kenya.

Conclusions

From the findings of this study, it was concluded that performance contracting should not be hastily executed and therefore enough time, training and commitment was required between the teachers and proper communication and engagement by the relevant authorities.

Recommendations

The study recommended that the Government of Kenya conducts workshops and other forms of training for head teachers to enable them share their experiences on the implementation of performance contracting in their respective public schools. Further, it is recommended that the Ministry of Education organizes for training sessions to sensitize teachers on the benefits of performance contracting because training could assist in changing organizational culture. This is because once the management and teaching staff understand how performance contracting works, they would start to appreciate its potential. From this the teachers will have an improved attitude towards performance contracting.

Suggestions for further study

This study directly focused on the training as a factor that influenced implementation of performance contracts. Further research should be carried out to explore how other factors such as administrative issues, facilities and rewards can be strategically designed and aligned

with organizational goals to enhance implementation of performance contracting. Since this study was conducted in public teachers' colleges similar studies should be conducted in other areas in Kenya for comparison purposes.

REFERENCES

- Ackerman, S. R. (2009). *Corruption and Government: Causes, Consequences and Reform*. London: Cambridge University Press.
- Armstrong, M., (2008). *Performance Management; Key Strategic and Practical Guidelines*(3rd Edition), London, Philadelphia: Kogan Page.
- Bouckaert, E. (2009). *Public Sector Performance Contracting in Belgium and Flanders, OECD*. London: Cambridge University Press.
- Cole, G. A. (2008). *Management theory and practice*, TJ International Padslow Publication.
- Creation Government Press (2005): *Information Booklet on Performance Contracts in the Public Service*. Directorate of Personnel Management.
- Cullen, R. (2003). The digital divide: A global and national call to actions. *The Electronic Library*.21 (3), 247 - 257.
- Daily Nation, (2010, January 14). Parents in Taita Decry Poor Performance. *Daily Nation*, Nairobi: Nation Publishers.
- Daily Nation, (2016, January 13). Teachers Performance Contracting. *Daily Nation*, Nairobi: Nation Publishers.
- Gakure, R., Eliud, T. &Karanja (n.d). Analysis of the factors that influence implementation of performance contracting in state corporations; A case of Kenya Civil Aviation Authority. (Not published, master's thesis) Jomo Kenyatta University.
- Gatere A., Keraro V. &Gakure R. (2013). The impact of performance contracts on service delivery at Teachers Service Commission in Kenya. *Prime journals of business administration and management*.
- Government of Kenya (2003) *Economic Recovery Strategy for Wealth and Employment*
- Gaconi, W. (2007). *A Study of the Challenges Facing the Implementation of Performance Contracting in the Teaching Profession in Kenya*. Unpublished thesis for Master of Education. University of Nairobi.
- International Society for Performance Improvement (2006). *Handbook of Human Performance Technology* (third edition)
- Kariuki F. (2011). Factors affecting implementation of performance contracting initiative at Municipal council of Maua, Kenya.
- Kobia, M. & Mohammed, N. (2006). *The Kenyan Experience with Performance Contracting: Discussion Paper*, 28th AAPAM Annual Roundtable Conference, Arusha, Tanzania.

- Komora, J., (2010); Factors affecting perception of performance contracting by teachers. Survey of teachers in Thika Municipality public Primary Schools. *MBA project*, University of Nairobi.
- Korir, P., (2005); The impact of performance contracting in state corporations. The case study of East African Portland cement. *An unpublished MBA project*, University of Nairobi.
- Kotter, J. P., Schlesinger, L. A., & Sathe, V. (1979). *Organization. Text, cases, and readings on the management of organizational design and change*. Homewood, IL: Irwin.
- Letsoalo B. (2007). An evaluation of performance management in public service. *University of Johannesburg*
- Locke, E.A, and Latham, G. P. (1990). *A Theory of Goal Setting and Task Performance*. New Jersey: Prentice Hall.
- Locke, E.A, and Latham, G. P. (2002). "Building a Practically Useful Theory of Goal Setting and Task Motivation. *American Psychologist*.
- Minogue, M. (2008). *Changing the State: Concepts and Practice in the Reform of the Public Sector*. Cheltenham: Edward Elgar.
- Minogue, M. (2008). *Policy transfer: a framework for comparative analysis' in: Beyond the New Public Management: Changing Ideas and Practices in Government*. New York: Pantheon.
- Mugenda, O.M., & Mugenda, A.G. (1999). *Research Methods; Quantitative & Qualitative approaches*. Nairobi: Acts Press.
- Mugenda and Mugenda (2003), *Research Methods – Quantitative and Qualitative Approaches*: Nairobi, African Centre for Technology Studies.
- Mugenda and Mugenda (2012), *Research Methods – Quantitative and Qualitative Approaches*: Nairobi, African Centre for Technology Studies.
- Ngare P, (2008, July 22) *Ministry of Education blamed for deadlock of signing Performance contract*: Daily Nation Pg. 2
- Ngechu.M. (2004), *Understanding the research process and methods. An introduction*. Star bright Services, Nairobi.
- Nzuve, S.N.M., (1999) *Elements of Organizational Behaviour*, Nairobi: Veena export Ltd.
- Nzuve, S. & Njeru, L. (2013). *Perceived factors affecting performance management among local authorities in Kenya; A case of the City council of Nairobi*. *DBA Africa management review*
- OECD (1999) *Performance contracting: Lessons from Performance Contracting Studies and a Framework for Public Sector Performance Contracting*, Organization of Economic Cooperation and Development, Paris France
- Ombogo J. A. (2011) *teachers' perception towards performance management contracts: a survey of public secondary schools in Siaya district*. Unpublished report
- Oswago, B. (2005,). *Calls for streamlining of Performance Contracting Policy*. The Standard, 15th September 2005 pp 23. Nairobi: The Standard Ltd.
- Owens, C. (2009). *Educational Research: An introduction (5th Edition)*. New York: Longman Publishers Limited.

Performance Contracts Steering Committee, Kenya (2005) Sensitization/Training Manual on Performance Contracts in the Public Service.

Robbins (1996), "Organizational Behavior: Concepts, controversies, Applications", 7th edition, USA.

Rollinson, D. (2002). *Organizational Behaviour and Analysis: An Integrated Approach*, 2nd Edition; Pearson Education Limited, England

Sagimo O.P., (2002). *Management Dynamic*, Nairobi: East African Educational Publishers.

Smith, E. S (1999) *Public Sector Performance Contracting in New Zealand: Case Studies of the Ministry of Justice and Department for Courts*: OECD

Somekh, B. and Cathy, L. (2005), *Research Methods in the Social Sciences*. London: Sage publications Inc.

Ssengooba F. (2010). Performance based contracting; case study for non-profit hospitals in Uganda. *London school of hygiene and tropical medicine*.

The Kenya Times.(2008). KNUT Rejects Performance Contracts for Teachers. The Kenya Times 28 may 2008.Nairobi: The Times News Service.

The Standard. (2005). Teachers Say No to Performance Contracts. The Standard 15 September 2005. Nairobi: The Standard Limited.

Trivedi, K. (2004). *Memorandum of Understanding and Other Performance: An Approach to Improving Public Enterprise Performance*. New Delhi: International Management Publishers.

Thompson, A.A and Strickland, A.J. (2007), *Crafting and Executing Strategy: Texts and Readings*, McGraw Hill Irwin, 10th Edition

Triveldi, P. (2000). *How to Evaluate Performance of Government Agency: A manual for Practitioners*: World Bank: Washington D.C.

United Nations, (2005). *Global Association of Governments Facilitating Co-operation in International Law, Security, Economic Development and Social Equity* www.un.org

United Nations Development Programme, (2005). *Policy Advisory Service: Areas UNDP Provides Range of Services to Governments and to United Nations Teams*

Wangui, P., (2012); Teachers perception of performance contract in public secondary schools. Case study of Laikipia Central District, Kenya. *MBA project*, Kenyatta University.

World Bank (2009). *World Bank Development Report*, World Bank, Washington, D.C.