

Employees' Perceptions Of Performance Contracting And Service Delivery In Public Primary Teachers Training Colleges In Kenya

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ABSTRACT: *The Government of Kenya introduced Performance contracting in the public service as one of the tools to improve service delivery. Since its introduction in 2004, where only a few of the state corporations participated, performance contracting is now being implemented in a majority of the Ministries, Departments and Agencies. However, Service delivery in Public institutions is still wanting in spite of the introduction of Performance contracting, a control management tool aimed at improving service delivery to members of the public. This study examines employees' perception of Performance contracting with an aim of improving service delivery to the public. It adopted a descriptive survey design. The target population was 2270 employees and 783 members of the students' councils of the sampled Public Primary Teachers Training Colleges. Purposive sampling, simple random sampling and stratified random sampling were used to identify the sample population. A total of 429 respondents formed the sample size representing 30% of the study population. The study established that there is a significant relationship between employees' perceptions of performance contracting and service delivery. The study recommends that for effective Performance contracting on the improvement of quality services in PPTTCs, all employees need to be included in the signing of the performance contracts; the set targets be well communicated to all members of staff. Students should also be included in the setting of their own targets in Colleges for effective implementation. The Government should set a monitoring team on the ground to make sure all agreed PC activities are fully implemented and that rewards must be set for the best and poor performers alike.*

Key words: *Targets, ranking, public institutions.*

Introduction

The definition of performance contract in this study was adopted from Lane (1987) who puts it as a freely negotiated performance agreement between a Government acting as the owner of Public Agency and the management of the Agency or Institution.

According to evaluation of performance contracting report by the GOK (2010), performance contracting system originated from France in the late 1960s and has been used in over

30 developing countries for the last twenty years. In Asia, the performance contract concept been used in Bangladesh, China, India, Korea, Pakistan and Sri Lanka and has been acclaimed as an effective and compromising means of improving the performance of public enterprises as well as government departments. Its success in Asian countries who participated in the implementation of PC has sparked a great deal of interest in policy around the world.

In Africa for example, performance contracts have also been used in selected enterprises in Benin, Burundi, Cameroon, Capeverde, Congo, Cote d'ivoire, Gabon, Gambia, Ghana, Guinea, Madagascar, Mali, Mauritania, Morocco, Niger, Senegal, Togo, Tunisia, Zaire, and currently Rwanda and Kenya (GOK, 2010). What propelled most of these countries to introduce PC was that most public services in many of these countries were confronted with many challenges which constrain their delivery of service capacities (Lienert, 2003).

They include the human resource factor relating to shortages of man power in terms of numbers and key competencies, lack of appropriate mindsets and sociologist that are necessary to support effective service delivery. On one hand Africa is constraint by resources, and on the other hand the gradual erosion of the work ethics and accountability has continued to bedevil the public sector in the delivery of public services to the people effectively. Public sector reform meant to address these challenges has achieved minimal results (AAPAM, 2005).

The principle reason for adoption of the performance contract strategy was informed by the fact that mere employment does not necessary mean productivity (Nyamu, 2007).

In many countries in Africa, the public services has been found to have many employees whose productivity has been found to be below the standard set. According to Nyamu (2007), Performance contract is motivated by the idea that individual and organizational performances occur when an employment of individuals is strictly tied to results or concrete, visible and desirable outcomes and benefits accruing to the customers served by these individuals. The introduction of performance contracts at the national management accountability framework in Kenya was premised on the need to build the country's Competitive advantage around the performance of the public service.

The introduction of the performance contract reforms, in Kenya was intended to achieve improved public service delivery (ROK, 2005). Ministries among them the Ministry of Education were for the first time being required to work towards set targets, draw out service charters with their clients and compare their performance with the best institutions in the world. The first results of these efforts were so significant that the country won international recognition with various African countries wishing to learn from Kenya's experience (GOK, 2010).

However, as with the introduction of any new system, the introduction of performance contracting met some resistance within certain Government institutions. The lack of universal acceptability was one of the reasons various institutions began participation in the system at different times. The bulk of institutions, however registered their first participation in 2005/2006 but tertiary institutions signed it a year later among them Teachers Training Colleges. Most teachers have refused to sign performance contract in Kenya citing lack of level ground for the contract.

They have set terms for the Government to fulfill before they sign it. For instance, they demand their working conditions to be improved, salaries and allowances be harmonies with those of civil servants in the same job groups and improve the level of human resource in all learning institutions. In spite of the complaints the Government has gone ahead to introduce PC in Tertiary institutions and Universities. In Public Primary Teachers Training Colleges, BoM are supposed to sign PC on behave of employees and be evaluated annually.

They have always performed dismally since its introduction and signing in 2007. Their complains are more of perceptions than facts.

It was therefore necessary to examine tutor perception on the introduction of PC and its effects on service delivery in PPTTC in Kenya as

they are part of the teaching fraternity who were opposed to its introduction in learning institutions.

The study therefore attempted to find out from college employees reasons that have contributed to their low ranking in the National performance contracting evaluation results of all the years since the signing of Performance contracting took effect in PPTTCs in Kenya.

Statement of the problem

Employees' reaction to Performance contracting is a critical aspect of the acceptance and effectiveness of the program. Extreme dissatisfaction and perception of unfairness and inequality in the rating may lead to failure of the program. Performance contracting was introduced in public institutions with an aim of bettering service to the public. However, despite the growing interest to engage all Government institutions with PC for better service delivery, PPTTCs have scored very low in the National ranking of all the 68 tertiary institutions under PC since the first date of its signing in 2007.

It can be noted that Public Primary Teachers Training Colleges where on an upward trend until 2010/2011 financial year. The following financial years saw PPTTCs evaluation results declined to date. It is shocking to note that among all the 286 state agencies which signed PC in 2013/2014 for example, a Public Primary Teachers Training College performed the least and was ranked at position 286 out of 286, with a composite score of 4.4707 which is rated as poor, meaning scoring below 50% of her set target.

In fact majority were ranked at the bottom 20 as per the evaluation results of 2013/2014 financial year (GOK, 2014) which is way below other tertiary institutions simply because of the fact that they are not meeting their set targets. Institutions are given an opportunity to set their own targets, assess the achievement of the same set target, award a mark to each category and present their results for evaluation. Lower achievement of targets is inferred to mean lower quality services

offered in that particular area and this finally affect the overall position of the institution as compared to other institutions evaluated under the same criteria.

Stakeholders have complained of mass failure in teacher examinations resulting from low class attendance by tutors, too many out of class college activities/programs and lack of examination preparedness on the side of teacher trainee.

Tutors have also complained of lack of motivation and support by administrators especially when they excel in their specific areas and this might have contributed to reduced efforts in attainment of the required standards in service delivery in PPPTCs. Students have expressed their dissatisfactions in the way complains are handled especially when it comes to students affairs.

The specific role of performance contracting is to improve service delivery which can be identified by way of meeting set targets. Stakeholders have made unsupported claims that institutions are performing fairly low due to lack of full participation by all. Perhaps the most popular of their suggestion is incorporating all stakeholders in the signing of PC. It is against this background that this study was carried out to establish the perception of college employees on Performance Contracting for the sole purpose of improving service delivery in teacher training colleges in Kenya.

Objectives of the study

The objective guiding this study was:

To examine employees' perception of performance contracting as a tool to measure service delivery

Theoretical framework

The resurgence of Institutional theory in 1970s began with investigations of the effects of institutional context on the structures of organizations. We can therefore say the originators of the institutional theory were Meyer and Rowan (1977). These theory has been adopted

by many researchers among them Pablo (1993) and Scott (2004). It was used to guide this study. The theory holds that rules and procedures are established by institutions to maintain themselves and guide the behavior of staff and other stakeholders. According to Hardina, Middleton, Montana and Simpson, (2007), institutions consist of regulative structures and activities that provide stability and meaning to social behavior.

According to Scott (2004), institutional environment can strongly influence the development of formal structures in an institution. Institutional theory holds that the institutions' influences on the beliefs, attitudes and behaviors of social actors are secret but pervasive (Scott, 2004). With this argument, institutions have the capacity to influence the perception of employees on performance contracting to conform to the activities of the institutions.

Another contribution of this theory as observed by Scott (2001) is that despite the level of conformity presented by the institutional theory, the theory is quite promising because it bridges the gap between societal views and institutions action. Management is more aware of social views and opinions and more willing to incorporate societal

norms and expectations, rules and regulations and requirements in its daily operations of an institution. In this study employee perceptions of performance contracting are all about beliefs and attitudes which may change when for example resources are availed in time and appropriate practices employed with the support of institutional structures.

Institutional theory strongly influences networks of variables so that their interactions will result in achievement of annual set targets of the institution concerned.

The meeting of these targets may lead to institutional development, client satisfaction in terms of service delivery and job satisfactions of employees as aims and objectives are attained. All these will lead to quality service delivery in PPTTCs which is the main concern of this research. Other factors which may affect the quality of service delivery includes changes in Government policies, changes in institutional policies, market prices targeting areas of evaluations, appointments and transfers of employees within and out of their working stations among others.

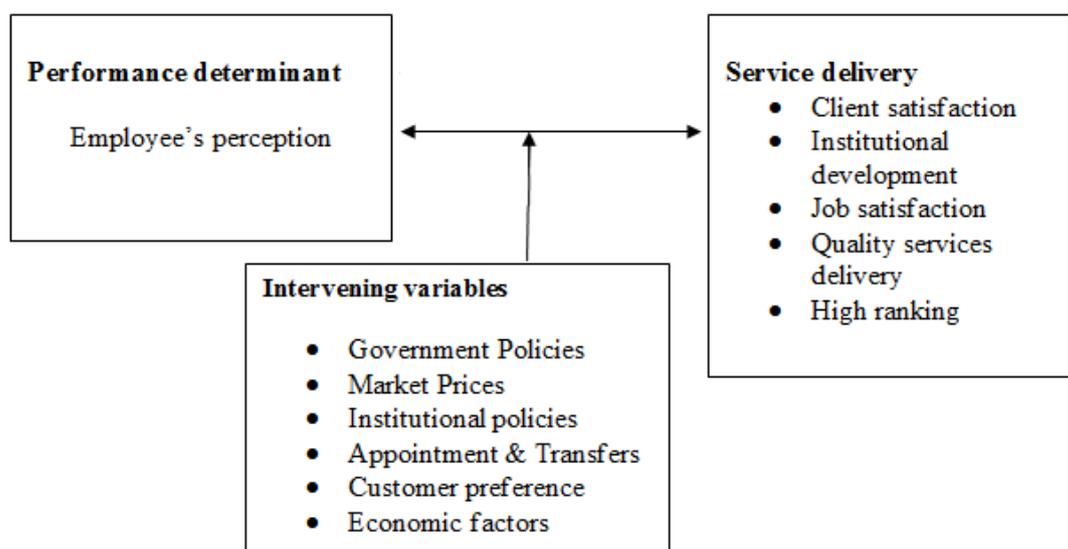


Figure 1.1 Performance contracting in PPTTCs

The variables were measured through perception of employees employed by PPTTCs implementing PC. The results were ascertained through improved service delivery which included client satisfaction, institutional development, job satisfaction and high ranking of institutions. Other variables determining the success of PC in PPTTCs included Government policies, Institutional policies, Economic factors, Customer preferences and Management of employees.

The concept is in conformity with the institutional theory which asserts that the institutional environment strongly influences the performance of the institutions in the public sector. When institutions set their strategies right, they can affect the final outcomes of performance contracts.

Research Design and Methodology

This study adopted a descriptive survey design. Surveys are used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret data for the purpose of clarifications (Orodho, 2002). The design was used by the researcher because it was to enable him collect information on the subject of the study in its current state. It was also to enable the researcher to receive detailed information from respondents who are either directly or indirectly involved in issues of performance contracting in Public Primary Teachers Training Colleges.

The study location

The study was carried out in Public Primary Teachers Training Colleges in Kenya. These institutions were found to have been ranked way below other tertiary institutions in most annual PC evaluation by the Government. Ranking depends on evaluation matrix where marks are awarded depending on the level of achievements of targets. There are 21 PPTTCs and these are Igoji, Kamwenja, Machakos, Kilimambogo, Thogoto, Kigari, Bondo, Mosoriot, Migori, Asumbi,

Tambach, Kaimosi, Shanzu, Garissa, Murang'a, Baringo, Meru, Kitui, Narok, Eregi, and Kericho.

The Target Population

In this study, the target population consisted of Student teachers, Tutors (PC committee members and the rest of the teaching staff) and members of the Non-teaching staff of PPTTCs in Kenya. The target population comprised all the 1414 staff amongst who are from the teaching staffs, PC committees, Deans, Deputy Principals and the Principals. The others were 856 members of the Non-teaching staffs together with all Heads of sections and 783 members of the student councils.

The respondents were targeted because of the structure of college administrations where there are service providers and service recipients. PC committees who are part of the teaching staff oversee the implementation process of Performance contracts and the College Principals who are the chief executive officers of their institutions and chairs of PC meetings were in a position to explain the success of PC implementation.

Sample Size and Sampling Procedures

The researcher used probability sampling techniques namely cluster sampling, simple random sampling and stratified random sampling. It also used non-probability sampling techniques of purposive sampling to select a sample from the populations.

These were appropriate to the research objectives. Stratified random sampling involves dividing the population into various subgroups and then taking a simple random sample within each one. This was to ensure that the sample represents key subgroups of the population (O'leary 2004). A stratified sampling technique was used to determine the sample size in the study because it gave equal opportunities to all subjects in the target population who were to be selected for the study. Colleges were clustered in to six Zones. From the 21 colleges, 12 were selected using stratified technique to capture all colleges

representing all regions of Kenya. The entire sampling matrix comprised of 12 Principals, 65 PC Committee members, 129 teaching staff members, who are not in PC committees, 85 NTS

and 116 members of the student council; yielding a total sample of 429 respondents for the study. Table 1 below shows the sample population from all the 12 colleges under this study.

Table 1: Sample size distribution for the study

Respondents	Population (N)	Sample population	Percentage (%)
Principals	12	12	100
PC Committee	216	65	30
Tutors	430	129	30
NTS.	354	107	30
Student council	386	116	30
Total	1398	429	30.7

Source: Field Data (2014)

Stratified random sampling technique was used to group the teaching staff and student councils according to their departments and areas of operation respectively.

Each college has 8 departments but the population of the teaching staff in each department varies from institution to institution depending on the population of the students. A sample of 129 members of the teaching staff was selected to participate from a population of 430 and a sample of 116 members of the student council was also selected from a population of 386. Simple random sampling was used to select members of the Non-teaching staff were 107 participants were expected to respond to the questionnaires.

A total of 41 questionnaires were returned while 44 participate through interviews making a total of 85 respondents representing 80% of the expected responses from this group which was a representative sample enough to give findings that can be generalized. O'Connor (2011) argued that there are formulas for determining sample size, but the main thing is to be practical and for a small population of interest, you would most likely need to sample about 30% of the population. The study considered utilizing this formula to obtain the sample population. The rationale for this study was informed by poor

evaluation results posted by PPTTCs in all PC evaluation results since its signing in 2007.

Data Collection Instruments

The researcher used the following instruments to collect data: questionnaires, interview schedules, observation checklist and document analysis.

Questionnaires can reach a large group of respondents within a short time with little costs (Mugenda and Mugenda 1999). Respondents have adequate time to reflect on it before answering questions. Closed ended questions were used as it allowed a variety of questions to be asked while open ended questions gave the respondents an opportunity to give their opinions. Interview schedule were used to seek in-depth information from administrators and employees whose ability to read and understand questionnaires was low.

Document analysis applied to signed documents between parties, set targets and various departmental agreements with their institution concerning PC. Observation checklist was used to check the presence of new and completed projects, strategic plans and display of service charters.

Validity

This is about relevance and accuracy of the research instruments to measure the expected phenomena. The validity of the instruments was determined in two ways: first the researcher requested for expert help from the supervisors, other lecturers and colleagues. The advice included suggestions, clarification and other inputs.

They helped in making the necessary changes. Second, the instruments were pre-tested at Mosoriot teachers training college one of the colleges which did not participate in the research. The purpose of the pre-test was to ascertain the clarity and suitability of the questionnaires and hence make some improvements. Of the three types of validity: content validity, criterion related validity and construct validity, the researcher used content validity. Content validity is based on the extent to which a measurement reflects the specific intended domain of content (Carmines and Zeller, 1999).

Reliability

Reliability means the likelihood of obtaining the same results when the researcher measures the same variable more than once, or when more than one person measures the same variable (Brink, 2000). An instrument can be said to be reliable if its measurement accurately reflects the true scores of the attribute under investigation (Polite and Beck, 2004). Test re-test approach was used to verify reliability that is the same questionnaire was administered to ten respondents from each category on two independent occasions in a two weeks' period under similar conditions. The researcher then used Cronbach's Coefficient Alpha method to calculate and test the reliability of the questionnaires with specific reference to its internal consistency.

The use of test-retest approach assumes that there is no substantial change in the construct being measured between the two occasions. The pilot study was done at Mosoriot Teachers Training

College which did not form part of the study sample. The results of cronbach's Alpha coefficient from the four groups of questionnaires were as follows: 0.86 for PC committee, 0.82 for teaching staff, and 0.76 for NTS and 0.71 for student council. Adequate reliability for group comparisons should be ≥ 0.70 whereas any reliability ≥ 0.90 is adequate reliability for individual monitoring. The results were all above the acceptable value of 0.7 hence the tools were reliable.

Data analysis

The study used both qualitative and quantitative methodology. Once the questionnaires, interview schedules, observation checklists and documents scrutiny had been administered and large masses of data collected, the researcher organized them in a systematic order that facilitated the analysis.

Collected data were examined for completeness, consistency and reliability. Descriptive statistics such as frequency distributions and percentages and inferential statistics which included Chi-square were used to analyze the data. The inferential statistics were carried at a confidence level of 95% and a margin error of 5%. Data from the documents gave the true picture of performance contracting in PPTTCs and some of the reasons why PPTTCs were scoring low were obtained.

The findings were presented using textual presentations, frequency tables and figures. Qualitative data was summarized into themes and reported using verbatim reports. Data from document analyzed gave the true picture of the state of affairs in the implementation of performance contracting in PPTTCs in Kenya hence was used to triangulate information. Table 3.3 below gives the summary of data analysis tools.

Findings

Awareness of performance contract

The study sought to know from the respondents whether they were aware of the process of Performance Contracting as practiced in their Colleges and as required by the Government.

Majority of the respondents admitted that they were aware of Performance Contracting in their institution. The Table below indicates their responses.

Table 2: Respondents awareness of activities of PC in PPTTCs

Respondents	Yes	No	Total
Teaching staff	127(98.4%)	2(1.6%)	129(100%)
Non-Teaching staff	61(71.8%)	24(28.2%)	85(100%)
Student Council	64(55.4%%)	52(44.8%)	116(100%)

Source : field data 2014

From the table above we can conclude that majority of the respondents were aware of the existence of performance contracting in PPTTCs in Kenya. That is to say PC is weaved into all PPTTCs programs in Kenya. Looking at individual categories of respondents it is clear that tutors were aware of the existence of PC in their institution as indicated by 127(98.4%) who were in agreement that PC do exist in their colleges. Students were asked if they knew that all College employees were under performance contract and 64(55.2%) were aware while 52(44.8%) were not aware.

The great difference between the two groups of students' respondents is an indication that PC has not been fully felt by the clients. The findings from the Table above revealed that the awareness of performance contracting was high though annual performance evaluation results where low. This awareness also was commendable because, all the principals are able to monitor and evaluate the progress of PC in their institutions. According to performance contract department, PC must be cascaded to lower levels by all institutions. This means that the process must be extended to all

departments, sections, and cadres of employees for the purpose of complete integration of the process in an institution.

Perceptions of performance contract in PPTTCs and service delivery

Performance Contracting (PC) is a modern management instrument adopted in Kenya as part of the government's public policy initiative to improve efficiency and performance under the wider reform initiatives of the government which began in 2003. The concept of performance contracting is often cited as an effective strategy to assure accountability for results. The calls for introduction of PC in colleges is to a great extent fuelled by a persistent belief that the fundamental issues and problems in education could be resolved or at least better managed if colleges and those who teach in them were more accountable.

The table below looks at perceptions of Performance Contracting committee to establish whether they are part of the problem causing the low ranking of PPTTCs in annual evaluations of PC in Kenya.

Table 3: PC Committees' perceptions of performance contracting in PPTTCs

Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Performance contract targets are achievable in PPTTCs	5(7.7%)	30(46.2%)	7(10.8%)	18(27.7%)	4(6.2%)
PC is the same as job contracts	10(15.4%)	17(26.2%)	9(13.8%)	15(23.1%)	11(16.9%)
It is the duty of tutors to implement PC	27(41.5%)	27(41.5%)	4(6.2%)	5(7.7%)	2(3.1%)
There is great improvement in completion rates	8(12.3%)	27(41.5%)	14(21.5%)	14(21.5%)	1(1.5%)
PC is a good practice for quality service delivery	40(61.5%)	22(33.8%)	1(1.5%)	1(1.5%)	0(0%)
Pc has improved job satisfaction	24(36.9%)	23(35.4%)	10(15.4%)	7(10.8%)	0(0%)

Source: field data 2014

The research wanted to find out the perception of the PC committee on each of the following areas; first, if targets set are achievable. It can be deduced from the Table above that PC targets are achievable as 54.7% of the respondents agreed while 33.9% disagreed. Interviews conducted revealed that some targets were achievable while others were difficult to achieve as the variables used were affected by intervening variables.

Respondents blamed some of the targets set as sometimes being unachievable and gave the example of 100% completion rate, completion of projects at the end of the contract period with limited resources and measurement of ISO certification which every college had included in their PC but document analysis revealed that only two of all the colleges under this study had actual began the process, that is Asumbi and Machakos TTCs. According majority of the respondents, some of the targets to be achieved were next to impossible because of Government and institutional policies are totally conflicting such as prohibition of expectant female teacher trainee.

Government policies demand that expectant student should be allowed to continue with their studies until their due dates while college administrations read this policy from a different script. Colleges do not accept expectant mothers to continue with their education and at the same time include a 100% completion rate target.

College students come from varied backgrounds ranging from fresh form four graduates to married men and women. Re-entry policy should be made clear to all institutions as expectancy is not a disease neither has it been declared a criminal offence.

That is why such targets should be abolished or have mothers for example who are expectant continue with their education until their due dates where they should seek for maternity leave for that short period and be back to class if the target is to be achieved. Despite this argument, 54.7% of the respondents agreed that student's completion rate had improved since the introduction of PC in PPTTCs while 23% disagreed. It is the policy of the ministry of education to attain 100% completion rates in all learning institutions in

Kenya. The research also wanted to find out the perception of PC Committee on Performance Contracting and job contract where 40% disagreed that the two were the same while 43.5% agreed.

If this perception is not corrected then PC in PPTTCs may be doomed to survive in future. According to the findings in the same table, it is the duty of the staff or college employees to implement PC activities in their colleges as agreed by 83.1% of the respondents.

It is therefore necessary to differentiate between job contract and service delivery in order to minimize the alleged perceptions of job lose in cases where targets are not met. Majority 96.9% of them agreed that PC was good for service delivery hence it is a good program set to improve services in Public institutions. The findings indicating whether the introduction of PC had improved job satisfaction amongst employees of PPTTCs shows that 72.3% of PC Committee agreed, 10.8% disagreed and 15.4% failed to support either side. It is therefore the feelings of the PC committee that employees' job satisfaction had improved.

The findings by Bomett, Kindiki and Too (2014) on perception of employees on the signing of performance contract was that employees had no problem with the signing of PC so long as they are involved in setting meaningful targets in the contract period.

They argued that majority of the employees did not have the necessary information regarding the signing of PC between the Government and Institutions. Perception being the process by which the individual organizes and interprets stimuli into a meaningful and coherent picture of the world around, it is of prime importance in determining the choice of performance contracting by an individual. The study also analyzed individual performance contract to determine if it meets the needs and expectations of the institutions they are serving.

All members of the teaching staff are not members of performance contracting committee and therefore this study sort to find out from non-committee members their perception of PC. The table below shows the perception of the teaching staff who are not in performance contracting committee in their colleges.

Table 4: Teaching staffs' perceptions on implementation of PC in PPTTCs

Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Work is better managed under PC	19(14.7%)	55(42.6%)	16(12.4%)	23(17.8%)	13(10.1%)
I am aware of PC indicators	18(14%)	57(44.2%)	16(12.4%)	17(13.2%)	17(13.2%)
Tutors implement PC	20(15.5%)	70(54.3%)	15(11.6%)	10(7.8%)	14(10.9%)
PC is the same as job contract	7(5.4%)	26(20.2%)	23(17.8%)	46(35.7%)	21(16.3%)
PC activities are being implemented in colleges	25(19.4%)	67(51.9%)	19(14.7%)	11(8.5%)	6(4.7%)
PC has enhanced innovations in curriculum development	12(9.3%)	44(34.1%)	21(16.3%)	36(27.9%)	10(12.4%)
aware of goals and objectives PC	29(22.5%)	72(55.8%)	12(9.3%)	6(4.7%)	6(4.7%)

Source. Field data 2014

The table above shows that 52% of the tutors believed that PC is not the same as job contract and at the same time 58.7% of them believe that work is better managed under Performance Contracting. It can also be seen that 69.8% of the tutors agreed that it was their duty to implement PC in their institution. Only 60% of the respondents were aware of PC indicators and 26.4% were not. This is to say tutors are more informed of PC than other employee of the colleges.

The research wanted to find out whether PC was being implementable fully in their institution and majority 71.9% of the teaching staff agreed that indeed it was being implemented with some considerable success meaning, employees perceive PC positively. As to whether PC had

enhanced innovations in colleges in the development of the curriculum, 43.4% of the teaching staff agreed while 40.3% disagreed and 16.3% were undecided. By majority 78.3% of the respondents were aware of the goals and objectives of PC an indication that PC activities had been introduced in all PPTTCs in Kenya.

It should be noted that the student body is the main source of PC funding as will be fully explained later in objective three. The table below shows the students perceptions of PC. Students are the main customers or clients in Performance contracting in teacher training colleges and therefore forms the integral part of the yard stick to measure service delivery. The table below shows students' perception of performance contracting in their colleges.

Table 5: Students' perception of PC in PPTTCs

Items	Strongly agree	Agree	Neutral	disagree	Strongly disagree
Tutors providing better service after signing of PC	17(14.7%)	30(25.9%)	21(18.1%)	13(11.2%)	25(22.6%)
Students understand their role in PC	13(11.2%)	21(18.2%)	13(11.2%)	30(25.9%)	34(29.3%)
Government follow up PC activities for better service delivery	15(12.9%)	17(14.7%)	41(35.3%)	14(12.1%)	25(21.6%)

Source: field data

Majority of the students 41(35.3%) are not sure whether the Government has a role to play in PC, 39(33.7%) disagreed that Government follow up PC activities to oversee its implementation and 32(26.9%) agreed that Government do follow up PC activities to make sure it succeeds. As to whether students understand their role in PC, majority 55.2% do not understand their role in PC while 27.6% agreed that they were aware of their role in PC.

The difference was likely to be as a result of the minimal roles played by students in PC in PPTTCs. Teacher trainees are future implementers of PC activities and therefore they should be well trained on the activities of the program so as to safe the government funds for training them in future. Lack of information of what clients ought to receive in term of service delivery diminishes the importance of PC as it is all about service delivery where clients are the

recipient of the services. Therefore if they are less informed of what they ought to know as far as service provision is concerned, then PC activities are of no consequences in PPTTCs. From the table above 47(40.6%) of the respondents agreed that most tutors improved their services after the introduction of PC, 38(33.8%) disagreed and 21(18.1%) were undecided. This shows that there was some change in the approach of how activities were

being done as compared to the period before the introduction of PC in PPTTCs. To make a summary of the perceptions of the college communities on performance contracting, a general question was asked on the opinions of respondents as to whether PC had improved service delivery in their institutions or not. The table below indicates the responses of all the respondents on this item.

Table 6: Performance contract has improved service delivery in PPTTCs

Respondents	Strongly agree	Agree	Neutral	disagree	Strongly disagree
PC committee	23(35.4%)	26(40.0%)	8(12.3%)	4(6.2%)	3(4.6%)
Tutors	26(20.2%)	54(41.9%)	11(8.5%)	20(15.5%)	23(35.4%)
Non-teaching staff	24(58.5%)	8(19.5%)	2(2.9%)	4(9.8%)	2(4.9%)
Student council	17(14.7%)	38(32.8%)	11(9.5%)	10(8.6%)	38(32.8%)

Source: field data 2014

The findings indicate that 75.4% of the PC Committee agreed that PC had improved service delivery as 10.8% were of a contrary view. When the rest of the tutors were asked to respond to the same item 62.1% accepted that PC had improved service delivery in their institutions. The study also revealed that 78% of the NTS were in agreement that PC had improved service delivery in their institution. The study sort to know from the students whether PC had improved service delivery in their colleges and the findings shows that 47.5% agreed while 43.4% disagreed. This is an indication that performances indicators are not clear and to some extend are not known by the

student body. This study established that majority of the College managers perceive the influence of Performance contracting to have contributed to improvement of Service delivery at a low extent. This is in agreement with a research done by Armstrong (2006) who stated that poor performance may be as a result of inadequate leadership or their perception, bad management or defective systems of work and that it may be not necessarily the fault of employees in an organization. The table below indicates employees' level of job satisfaction after the introduction of PC in their institution.

Table 6: PC has improved job satisfaction in PPTTCs

Respondents	Strongly agree	Agree	Neutral	disagree	Strongly disagree
Principals	3(25%)	2(16.7%)	1(8.3%)	6(50%)	0
PC committee	24(36.9%)	23(35.4%)	10(15.4%)	7(10.8%)	0
Teaching staff	20(15.5%)	49(38%)	18(14%)	24(18.6%)	14(10.9%)
Non-teaching staff	7(17.2%)	13(31.7%)	9(22%)	8(19.5%)	4(4.9%)

Source: field data 2014

The study findings reveals that majority of the respondents were of the view that job satisfaction had improved. Job satisfaction is the basis for good service provision by any qualified employee who has a good will to improve the performance of any organization.

According to 41.7% of the Principals, job satisfaction had improved since the introduction of PC while 50% disagreed with the statement. Some Principals were dissatisfied with their jobs and this is an indication that something was going wrong in the implementation process of Performance Contract in their institutions. This could be for the reason that PC is a commitment with limited resources. Principals are central players in the process and therefore can give an honest and informed opinion. Majority of the PC Committee 72.3% agreed that PC had improved job satisfaction while 53.5% of the Teaching staff

was in agreement with the statement. Only 48.9% of the NTS agreed that PC had improved their job satisfaction. This was according to those who responded to the questionnaires but those who were interviewed disagreed and claimed that they had not seen any change as far as their jobs were concerned. The findings indicate that 70% of the Non-teaching staff believed that PC had improved the level of commitment to work while 26.8% think otherwise.

The first objective of this study was to examine the relationship between employees' perception of Performance contracting as a tool to measure Service delivery and the level of service delivery in PPTTCs. It was determined using a hypothesis test: H_{01} : There is no significant relationship between employees' perception of performance contract and service delivery and the results were as given in the chi-square table below.

Table 7: Chi-square summary of employees' perceptions of PC on service delivery

Characteristics: of employees delivery	Perceptions * Service	Pearson chi-square value	df	Asymp. Sig. (2 sided)
PC Committee		326.015	273	.014
Teaching staff		658.056	504	.000
Non-teaching staff		236.661	192	.016

Source: field data 2014

The chi- square tests scores revealed that $P < .05$. This implies therefore that the null hypothesis is

rejected and the alternative hypothesis that there is a significant relationship between employees'

perceptions of performance contracting and service delivery is adopted. From these results we can infer that PC activities has brought some impact in service delivery hence there is need to greatly improve employees' perceptions of performance contracting as a tool to improve service delivery. There must be a difference between the new program (PC) and the way things are usually done (routine activities) in order to attain the desired service delivery levels.

Discussions

Public primary teachers training colleges are public institutions and Government through the relevant ministries must work hard to improve employees' perceptions in order to meet customers' needs. Public institutions are required to carry out annual customer satisfaction surveys and then progressively work towards increasing customer satisfaction. Majority of the PC committees agreed that PC was a good program aimed at improving service delivery in PPTTCs.

They also agreed that PC as a program had improved job satisfaction of employees in their working stations. This implies that those performance contracting implementation key areas are supposed to result in wide credibility in the process because evaluation of performance is carried out by PC committees who are also the employees of their institutions. Performance contracting is meant to highly positively impact on Service delivery and to bring about remarkable change in attitude to work and work ethics by public employees (Armstrong & Baron, 2007). The teaching staffs that were not in PC committees had this opinion although majority of them had not been trained in PC as a program.

In this study employees are service providers while students are the clients or customers. Service delivery is measured through customer and job satisfaction. This means that PC reduces public complains and improves services to those who expect to receive them. The teaching staff agreed that PC had improved service delivery as

well as job satisfaction. For PC to succeed in PPTTCs both the employees and the students are expected to cooperate in order to achieve a common goal. This is what is lacking in PPTTCs as students who are the main clients are not fully involved in PC processes as discussed previously in this study.

It was claimed by majority of the Students that they were not aware of PC activities and in most cases are not involved in any activity requiring some level of measurement by the Government.

It should be noted that students in PPTTCs are a unique group as they will be expected to be under performance contracting immediately after graduation in their working stations.

This therefore means they should understand the role played by PC in the improvement of service delivery hence PC should be seen as part of their training. Performance contracting is all about target setting if it has to succeed. Chhabra (2005) argues that even subordinates should be actively involved in goal setting and they should be given adequate authority to accomplish their goals.

Generally, all employees agreed that PC had improved service delivery in their institutions as indicated by 75.4% of PC committees, 62.1% of the rest of the teaching staff, 78% of the NTS and 47.5% of the student council. Majority of the principals indicated that PC had an influence on service delivery. This result indicates that in most institutions PC activities has been cascaded to all levels.

Openness to communicating with stakeholders is also thought to encourage organizational trust (Blomqvist & Ståhle, 2000). In Kenya, this is ensured by the requirement that institutions carry out annual Customer Satisfaction Surveys, which are meant to elicit feedback from citizens or the target group. First, this feedback mechanism provides the public a real avenue to be involved in public sector reforms against vices such as corruption. Because of this, they will have increased self-efficacy and, as a consequence,

have more confidence in working with the Government. Receiving encouraging feedback also changes the work attitude and professional ethics of employees. Moreover, they will have to start aligning their service delivery with the values and needs of the public (Muthaura, 2007). In turn, these will improve their job Satisfaction and their desire to offer better services.

According to the researcher, if the arguments above are taken into consideration by both the Government and PPTTCs' administrations, employee's perceptions of PC may transform these institutions into high quality service delivery providers as it has been proven that there is a relationship between employees' perceptions and service delivery.

Gaps created by employees' perceptions

Perception is defined as the process through which we receive, filter, organize, interpret and attach meaning to information taken in from the environment and is an important behavioral component of the local communication process (aggrawal, 1994).

The idea of performance contracting is a noble one in as far as the improvement of service delivery in the public sector is concerned especially in PPTTCs as indicated in the literature review. However, according to this study, there is an imperative need to create much more awareness so that it can be properly internalized positively by all stakeholders in all institutions.

There is need to demystify the negative connotation associated with the term "contract" probably to the term "agreement" as indicated by the findings of this study. Employees in PPTTCs and in particular the Teaching staff were found by this study to perceive performance contract as a trap or a tool set to sanction them by instituting disciplinary action that may amount to as far as loss of jobs in the event of failure to achieve the various targets set by each department, hence equating it with a job contract. This has led to certain unscrupulous practices such as faking

performance achievements so that staff responsible for the implementation of various commitments such as customer satisfaction surveys, work environment, employee job satisfaction and other indicators such as those in the Non-financial and qualitative or dynamic categories, falsifies documentary evidence to prove compliance or achievement of the set targets as mention by respondents in the questionnaires.

The study also revealed that some teaching staff in PPTTCs also tends to view performance contract as merely paper work activity since the process simply documents their routine duties. Commitments under indicators such as finance and stewardship, for example, fees collection, receipt of ministry of education grants for payment of Non-teaching staff salaries, bursaries for needy students, records of income generating projects, cost reduction, utilization of allocated funds, increasing development index and reducing the debt equity ratio across to service delivery indicators and corruption eradication are viewed as routine tasks that are performed with or without any contract.

More specifically, the teaching staff views the whole operations' categories of commitments as their daily duty with an elaborate quality assurance and standard mechanism that does not need a separate contract form of monitoring. Examples of sub indicators that tutors in PPTTCs consider routine tasks include; compliance with the syllabi, preparation of scheme of work, lesson plans and lesson notes, records of work covered and ensuring class attendance by tutors and students, ensuring full participation in co-curricular activities, improving the mean score in internal and primary teachers examinations (PTE), implementing teaching practice and improving student completion rates. In their view, these tasks need not be contracted since they form the core of their duties.

Performance contracting is also perceived mainly by Principals to be time involving especially in terms of the requisite man hour involved in preparation of the documentation, the basic institutional infrastructure and the resources needed for implementing the various commitments. In fact, in most PPTTCs, employees perceive it as an activity for the management and the Government.

This was seen in their resistance when there was an attempt to cascade PC down to the teaching staff that are not administrators and the Non-teaching staff. The management of PPTTCs also perceives the process as only further straining the already meager resources at their disposal in terms of implementation of the various commitments. The study found out that Non-teaching staff and students in PPTTCs hardly know about the existence of performance contract and that they only learn about it through casual mentions in assemblies and grapevine by lamenting tutors. Performance contracting is all about service delivery to improve customer satisfaction where customer satisfaction refers to the utility derived by the customers of a given service. All PPTTCs are required to implement the recommendations in Government baseline reports which is available every beginning of a financial year.

Conclusion

This study established that majority of the College managers perceive the influence of Performance contracting to have contributed to improvement of Service delivery at a low extent. From these results we can infer that PC activities has brought some impact in service delivery hence there must be a great change in employees' perceptions of performance contracting as a tool out to improve service delivery. There must be a difference between the new program and the way things are usually done in order to improve service delivery. According to Kemboi (2015), employee commitment affects positively performance contracting. This commitment can only come true

if employee perception of PC is enhanced towards meeting the required targets.

Recommendations

Based on the findings of the study, the following recommendations are suggested.

1. That the Ministry of Education should enhance monitoring and evaluation of performance contracting which should be reflected at institutional level.
2. Ranking of Institutions should be followed by rewards such that best performers are rewarded especially for the most improved institutions, departments and individual staff in order to motivate growth and improvement.
3. All Colleges should develop a transparent complaints handling mechanisms to handle issues supported by the institutions' service delivery charter.

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