

Principals' influence on staff training in the Implementation of Performance Contract in Public Secondary Schools in Machakos County, Kenya.

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ABSTRACT

Quality education revolves around the quality of teaching, effective teacher Training management and teacher accountability in the education system (African Development Bank 2022). The education sector world over has been experiencing fast and fundamental changes in its organizational environment in the past decade (Ochola, 2019). To respond to this changing trends effectively Education sector world over has adopted the performance contracting to enhance service delivery. It is at the backdrop of this changing environment in education sector that this study was conceptualized. The purpose of this research study was to determine the influence of the involvement of school Principals in the training of staff in the implementation of performance contracting in public secondary schools in Machakos County, Kenya. The study adopted a descriptive survey design. The sample size was 489 respondents comprising of 9 sub county directors of teachers' service commission Kenya, 120 Principals and 360 Teachers. Purposive sampling was used to sample the sub county directors Teacher's Service Commission, Kenya. Random sampling was used to select Principals and Proportionate sampling was used to select teachers from the selected schools to participate in the study. A questionnaire was used to collect data from Principals and teachers while an interview schedule was used to collect data from sub county directors Teachers Service Commission. Tables, charts and correlation analysis was used to report quantitative data while qualitative data was presented through narratives. The study found that there was a statistically significant relationship between Principals' involvement in the training of personnel and the implementation of performance contracting in public secondary schools in Machakos County, Kenya. The study concluded that personnel training positively influences the implementation of performance contracting in public secondary schools in Machakos county Kenya.

Key words: performance contracting, personnel training, education sector improvements

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1.0 INTRODUCTION AND BACKGROUND OF THE STUDY

World Bank (2011) report observes that personnel and fiscal resources in any Educational institution should be deployed efficiently and effectively to meet specific goals in line with the school's strategic plan, PC work plans and fiscal base of that specific institution. The Teachers Service Commission policy (2005) on human resource management observes that high quality service delivery in schools is achieved by identifying, selecting and training personnel effectively. The Teachers Service Commission teacher management functions include personnel Training/in-servicing among others to ensure teachers practice high teaching standards, are professional and have integrity (Teachers Service Commission, 2005). Training equips personnel with current skills and reduces the likelihood of skilled personnel becoming irrelevant and absolute in execution of duties.

Performance contract is a management tool for measuring negotiated and agreed upon targets set to be met by two parties (TSC 2021). The agreement stipulates rewards and reprimand for set targets achievement and failure respectively (RoK,2005). Performance contracting (PC) as a management tool was initially started for the private sector but due to its success in improving service delivery, curbing wastage and aligning personnel skills to areas where they are required made the public sector to adopt it (Mulei 2016). Effective and efficient performance contracting implementations requires a robust and well-trained personnel.

Waruri (2016) observes that Performance contracting policy is expected to create an efficient and effective management system in public learning institutions in Kenya as part of the broader Public Sector Reforms as enshrined in the Kenyan constitution (2010). Mabubi, Nyakundi, and Areba, (2020) observe that Principals as schools' chief executives should lead, motivate, support, evaluate and ensure staff is in-serviced or trained to have the relevant skills for effective implementation of performance contracting. The Government of Kenya in collaboration with Global Partnership for Education (GPE) and the World Bank (WB); and through the Ministry of Education (MoE) and Teachers Service Commission (TSC) has refocused its efforts on retraining teachers to improving the quality of education in the country. These efforts have been evidenced through strengthening teacher performance systems through performance contracting which is operationalized at school level by use of Teacher Performance Appraisal and Development (TPAD).

According to Mabuhi et al (2021) the Principal at school level in personnel management is mandated to undertake; planning and organizing staff training to ensure staff remains relevant and acquainted the required skills. Training of workers is a key factor in enhancing Measurement of performance in educational institutions and ensuring its effective and objective. Kingoo kasivu and Mwanza (2019) posit that in public sector performance contracting is aimed at improving service delivery to the public. While a study by Allen (2015) observes that management of personnel will not make great impact in improving service delivery if workers are not acquainted with the right skills required. Further a study by Mulei (2016) observes that the main duty of a teacher in a secondary school is admission, discipline, guidance and counseling of students among others which forms the functions of

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students' personnel management. Thus, for this to be actualized education institution requires the expertise of trained personnel.

According to a study by Nader Barzegar and Shroz Farjad (2011) training is meant to empower, develop and qualify employees in knowledge and skills acquisition. Consequently, Conclusions drawn by a study by Newman Thonacoody, and Hui (2011) in China, 'The impact of employee training on organizational commitment to PC implementation: a study of multinationals in the Chinese service sector, concluded that apart from workers competencies improvement, training creates a common practice in the organization, improves employee commitment, and attracts quality workforce. Therefore, training and acquisition of the right skills becomes the lifeline to the success of effective and efficient implementation of policies in educational institutions.

The Rwandan government introduced PC in 2005 as a management tool in all public institutions to strengthen strategic planning, management and improve service delivery. In 2006 PC was wholly integrated into government enterprises to create efficiency in Economic Development and Poverty Reduction Strategy (EDPRS). A research paper by Leaver, Clare; Ozier, Owen; Serneels, Pieter; Zeitlin, Andrew (2020) observes that Rwanda through the Ministry of Education to actualize EDPRS entrenched PC in the education system mainly in allocation of finances, personnel training and supervision. Nuwagaba (2021) notes that PC implementation in Rwanda led more trained teachers being employed and there was an improvement in service delivery in education sector by 67% in schools. This implies that the use of trained staff in PC implementation positively influences governments delivery of services.

According to Study findings from Nuwagaba, (2021) "Analysis of the causes for poor performance in implementation of performance contracts "Imihigo" by districts", found that training of personnel leads to high level of implementation of programs in public organizations. Therefore, there is a positive relationship between training of personnel in the right skills and the implementation of performance contracting in educational institutions. However, a study by Matete (2016) on the implementation of an open performance and appraisal system for teachers in Tanzania argues that, PC introduction was time consuming and caused hostility between the teachers and supervisors hence there is need for training to ensure workers and supervisors know their mandates and roles.

Performance contracting in public secondary schools in Kenya was introduced in 2016. According to Gakure, Arasa and Waititu (2017) study on "Influence of Human Resource Management on Performance Contracting Results in Local Authorities in Kenya", observes that resource expertise need to be developed for organizations to sustain a competitive edge over others and enhance PC implementation. Therefore, there is need for regular training/in-service of workers if the organization has to keep abreast with changing trends of duty execution in the work place. The state employer of teachers in Kenya Teachers Service Commission (TSC) has embarked on an in-service program to ensure teachers are equipped

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with the right skills to implement the PC. A study by Awiti, Onderi and Raburu, (2016) on Head Teachers Supervision of Curriculum Implementation Implications of Provision of Quality Secondary Education in Kenya noted that Training of personnel in new policies introduced in the education sector positively influences its success. Therefore, lack of in service/ training will impact negatively on implementation of PC.

While performance contract is formulated to be linear, service delivery in education sector is non-linear in ideal situations (Wanjohi2012). A major limitation of PC is that it evaluates outcomes against set targets, while the ideal service delivery in education involves many intertwined activities that affect the overall outcomes (Ochola 2019). Issues like adequacy of available fiscal and human resources, staff expertise and transfers, new technology and timely staff in-servicing, level of experience in management of the curriculum supervision, local economic activities, school location and catchment area and other non-target activities, may affect a Principals' level of performance in PC implementation, yet during evaluation, such factors are not considered (Mabubi, Nyakundi and Areba, 2020).

1.2 Statement of the problem

The Government of Kenya in collaboration with the World Bank (WB) is focused to improving the quality of education in Kenya. However, there have been challenges shortage of trained teaching personnel, teachers' absenteeism among others that have compromised the quality of teaching in the education sector (Bruns et al. 2011). This has paved way for the introduction of various quality assurance measures like teacher performance appraisals through the PC policy so as to improve the standards and quality of education. The Teachers Service Commission rolled out performance contracting strategy which is operationalized through Teacher Performance Appraisal and Development (TPAD) in all primary and secondary schools' country wide in 2016. Performance contracting has been executed through TPAD evaluation process that has been in implementation since 2018 to date. During this period, TSC has been implementing PC through TPAD tool activities. Some of these activities have been accomplished while others are ongoing.

The findings from Teachers Service Commission Evaluation Report (2021) study on performance contracting implementation through appraisal of teachers revealed that in 2016 term 1, 84.21% of the teachers were appraised. In 2017 term 2, 87.53% of the teachers were appraised while in 2019 term 3, the percentage of teachers appraised went up to 91.53% of the teachers in the country. This indicates that there is an increasing trend to ensure that all teachers are appraised. The pace of performance contracting implementation is dependent on availability of skilled trained personnel to oversee the implementation process and the level of preparedness through personnel training among others (TSC 2021). Hence, the need to

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conduct this research to establish how Principals' involvement in staff training influence effectiveness of implementation of performance contracting in Machakos county Kenya.

This study was carried out in Machakos County because it has both rural and urban school characteristics hence findings will easily be generalized to the whole country albeit with caution and a similar study has not been done on Principals administrative practices influence Performance contracting implementation in Machakos County. Other studies done did not specifically look at the Principals' influence on staff training in the implementation of performance contracting in Machakos County. This study was conducted to fill this research gap.

1.3 Purpose for the study

The purpose for this study was to determine the prediction of the Principals influence in their involvement of staff training on performance contract implementation in public secondary schools in Machakos county Kenya.

1.4 objectives of the study

- i) To determine the level of performance contract compliance among Principals in public secondary schools in Machakos county
- ii) To determine the influence of Principals involvement in staff training on performance contract implementation in public secondary schools in Machakos county.

1.5 Hypothesis of the study

There is no statistically significant relationship between the Principals' involvement in staff training and performance contract implementation in public secondary schools in Machakos county

2.0 LITERATURE REVIEW

Murerwa (2020), notes that performance contracting is a management tool originally set for private sector to enhance quality service delivery but today it has been adopted by the public sector to make the sector effective and efficient in-service delivery. It involves measuring performance against set targets at the end of the set period. It gives rewards for success in set targets and rebukes failure to meet set goal targets. Performance in any enterprise is determined by three items; quality, quantity and time span (Murerwa, 2020). According

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to African Development Bank (2022) Performance Contract focuses on three key areas; to save, cost effectiveness and responsiveness by offering service to clients through aligning human resource strategy with corporate vision.

According to a study by Nader Barzegar and Shroz Farjad (2011) training is to empower, develop and qualify employees in knowledge and skills acquisition. Further On-job training courses help workers to be equipped with latest skills, competencies, practices and improve personnel output. It also improves firms' output, quality and quantity, increases chances of success, stability and reduces risks of Firms' operational costs (Axons 2010). A research work by Mpapale, (2011) on Factors influencing tutors' perceptions towards performance contracting in public Teacher Training Colleges in Rift Valley provinces of Kenya posits that on-job training of teachers as all the planned activities in which a serving teacher undertake in order to improve professional standards. On job training prepares teachers for new roles and reorients teachers to new policies introduced into the system by the employer and or government (Muriithi 2019). Further Gakure, Arasa and Waititu (2017) study on "Influence of Human Resource Management on Performance Contracting Results in Local Authorities in Kenya", notes that human resource expertise need to be developed to sustain a competitive edge of the firm over others and enhance PC implementation.

Conclusions drawn by a study by Newman Thonacoody, and Hui (2011) in China, 'The impact of employee training on organizational commitment to PC implementation: a study of multinationals in the Chinese service sector,' concluded that apart from workers competencies improvement training creates a common practice in the organization, improve on employee commitment, improves staff retention and relevance and attracts quality workforce. Further Newman Thonacoody and Hui (2011) noted that some targets set were not realistic and were not in line with one's level of expertise hence there was need to consult effectively when setting targets and train staff on target setting to align targets set with individual employees' competencies.

A study conducted by Apiiah.B. (2010) at HFC Bank Ghana on the effects of training on performance contract, organization productivity and mediating effect of workforce performance on human resource training and organization performance revealed that workers

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training empowerment has significant effect on implementation of PC. These findings provide useful guidelines on PC implementation to policy makers to set strategies with regard to workers areas of professionalism to enhance faster implementation of PC. Study findings from Nuwagaba, (2021) “Analysis of the causes for poor performance in implementation of performance contracts “Imihigo” by districts”, found that training of personnel leads to high level of implementation of programs in public institutions. Therefore, there is a relationship between staff training and performance contract implementation. The findings show that training of staff forms a key factor in the implementation of performance contract in public secondary schools.

Empirical findings from a study done by Wellis. (2015) ‘A profile of the labour market for school Principals in South Africa: Evidence to inform policy’, observed that, new professional development initiatives for Principals, aspiring Principals and the teachers are covered in the Policy Framework for Leadership Education and Management. Wellis (2015) study further notes Principal’s competency appears to have the most significant effect on the success of implementation of school programs. The results of this study provide some empirical evidence that appropriate training affects Principal’s competency, consequently training positively affects the success of PC implementation (World Bank 2011). This policy therefore mandates teachers to be in-serviced to equip them with the prerequisite skills to undertake new management practices (Ogbo 2014). This study found a research gap and investigated whether on- job trainings policies lead to a high-level implementation of new programs in a school and whether training of staff on newly introduced policies in work environment enables a firm achieve set goals.

Research work by Wanjohi (2012) sought to determine the effects of teachers training on the implementation of performance contracting in public secondary schools in Ruiru Sub County Kenya. The study revealed training had a weak statistical positive correlation towards implementation of performance contracting. This identifies a research gap on what other factors other than training influences implementation of performance contracting in Public secondary schools. However, A research work by Xavier (2014) “A diagnostic approach to performance management: The case of the performance management and delivery unit of Malaysia”, concludes that performance contracting should not be hastily implemented. This

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research identifies a research gap on whether there was hasty implementation of performance contracting policy and if so what were the effects of that trend implementation of performance contracting in public secondary schools in Machakos County. Further, research findings from Touron (2009) Study concluded that enough time for training is required for the employees and other relevant stakeholders in any organization to become well versed with Performance Contracting implementation process. Therefore, a research gap is identified on impact of timely training of personnel in the implementation of performance contracting in public secondary schools in Machakos County. This study established to fill the knowledge gap on whether policy framework on training and time set to train personnel influences implementation of performance contracting in public secondary schools in Machakos County.

3.0 RESEARCH METHODOLOGY

The study employed a descriptive research design. The study targeted all the 364 public secondary schools in the 9 sub counties in Machakos County. A sample size of 120 Principals, 9 Sub County directors and 360 teachers was used to give a composite sample size of 489 respondents who participated in the study. Purposive sampling was used to select the Sub County directors of Teachers Service Commission (TSC) while proportionate sampling was used to sample the teachers and random sampling to sample the principals to participate in the study. Questionnaires and interview schedules were used for data collection. Questionnaires yielded quantitative data while interview schedules brought in qualitative data. Results for quantitative data were presented in tables and charts. Pearson product moment was used for correlational analysis between principals' involvement in staff training and performance contract implementation. Pearson Chi Test was used at significant p levels of 0.05 and 1 degree of freedom to test hypothesis. presented qualitative data was presented through narratives.

4.0 FINDINGS

4.1 Objectives of the study

To establish the level of performance contract compliance among the Principals of public secondary schools in Machakos county

The return rate was 120 principals and 308 teachers and 9 sub county directors of Teachers service Commission. The analysis and findings are presented below.

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4.2 The level of performance compliance among the principals of public secondary schools in Machakos county. The principals were asked whether they had complied with the tenets of TSC performance contract. The responses were rated in a scale of 1-10. The results are presented on table 4.1

Table 4.1: Compliance with PC mandate in Public secondary schools 2017-2020

	N	Mean	Std. Deviation
2017	120	3.4501	2.46597
2018	120	3.8932	2.14853
2019	120	4.2446	1.83742
2020	120	5.5934	1.48498
Means		4.750	

Results show that compliance with tenets of PC implementation in 2017, 2018, 2019 and 2020 was at 3.2501, 3.8932, 4.2446, 5.5934 respectively. This information shows that there has been a challenge in public secondary schools that were sampled. The implementation of performance contracting mean score was at 3.4501 in 2017 moved to 3.8932 in 2018 and further to 4.2446 in 2019 before rising slightly to 5.5934 in 2020. This indicates a compliance ratio of 4.750 (47%) compliance. The findings agree with problem statement which shows that the overall Machakos County compliance has been a challenge and has not been fully embraced despite that Principals had signed PC and all teachers were on TPAD program in the last four years. The results concur with the findings of Wanjohi (2012) that revealed training had a weak statistical positive correlation towards implementation of performance contracting.

Objective 2 To determine the influence of Principals involvement in staff training in the implementation of performance contract in public secondary schools in Machakos county. The researcher further investigated whether Principals involvement in staff training influences performance contract implementation in public secondary schools in Machakos county. The data is presented in table 4.2

Table 4.2 Significance of Principals influence the training of staff in the implementation of performance contracting

Statements	Respondents	SA		A		D		SD		Total	
		F	%	F	%	F	%	F	%	F	%
Staff training influences implementation of performance contracting	Principals	88	78	23	13	9	9	0	0	120	100

The findings in Table 4.2 show that majority of the principals represented by 78.8% strongly agreed that staff training influences implementation of PC. 13% of the principals agreed with statement that staff training influenced implementation of performance contracting while about 9 % disagreed to the statement. This means that the principals believe that staff training influences implementation of performance contracting. The findings are in agreement with the conclusions from a study by Willis (2015) study that notes Principal's competency appears to have the most significant effect on the success of implementation of school programs. The results of this study provide some empirical evidence that appropriate staff training affects positively the success of PC implementation (World Bank 2011).

4.3 Hypothesis Testing

There is no statistically significant relationship between principals' influence in the training of staff and implementation of performance contract in public secondary schools in Machakos county.

To establish whether there was a statistically significant relationship between principals involvement in staff training and the implementation of performance contract in public secondary schools a simple regression test was taken using the results of the influence of Principals involvement in staff training in the implementation of performance contract as shown in table 4.2 and 4.1 .This was meant to establish the presence and level of correlation (r) as well as significance of correlation ,Pearson chi test was calculated as presented in table 4..3

Table 4.3 Simple Pearson correlation coefficient and Pearson Chi test model summary on staff training on the implementation of performance contracting

Independent variable (Constant predictor	Dependent variable	(r)	Sig. (b)
Staff training on the implementation of performance contracting	Implementation of Performance Contract	0.696	
		Pearson Chi Test	0.016

Significant at the 0.05 level (2-tailed) df= 1

(a) Constant predictor: Staff training

(b) Dependent Variable: Implementation of P C

Table 4.3 indicates that the coefficient of correlation (r) for principals' involvement in staff training and the implementation of performance contracting was 0.696 indicating a strong positive relationship between the predictor variable (principals' staff training) and Implementation of Performance Contracting (outcome).

The information presented in Table 4.3 also indicated that the significant level of Principals staff training and Implementation of Performance Contracting was highly significant at p level 0.016. A value less than alpha 0.05 showing that there was a high significant influence between Principals staff training and the implementation of performance contracting. The output shows that at 0.05 confidence level the null hypothesis (Ho) resulted to a Pearson P value of 0.016 which is less than 0.05 hence the null hypothesis rejected. Therefore, the alternative hypothesis was upheld that there is a statistically significant relationship between principals' Principals staff training and the implementation of PC in public secondary schools in Machakos County was accepted. Further responses from sub county directors TSC concurred with the Principals and teachers that inadequate training negatively affects the Principals effectiveness in the implementation of performance contracting.

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The research findings agree with A study conducted by Apiah.B. (2010) at HFC Bank Ghana on the effects of training on performance contract, organization productivity and mediating effect of workforce performance on human resource training and organization performance which revealed that workers training empowerment has significant effect on implementation of PC. These findings provide useful guidelines on PC implementation to policy makers to set strategies with regard to workers areas of professionalism to enhance faster implementation of PC.

5.0 CONCLUSIONS AND RECOMMENDATIONS

The study concluded that principals 'involvement in staff training influenced implementation of performance contracting. Principals' involvement in staff training programs in the school was found to be a good predictor in implementation of performance contracting. The study revealed that principals' involvement in staff training programs enhances the implementation of performance contracting in public secondary schools in Machakos county. The study concluded that Principals' involvement in staff training programs influenced performance contract implementation in public secondary schools in Machakos County .

5.1 Recommendations

Founded on these findings the researcher made the following recommendations, that;

- i. BOMs TSC and MOE should ensure teachers are equipped with relevant skills required to handle PC implementation
- ii. The BOMs, TSC and MOE should ensure teachers undergo refresher courses as regularly as possible to acquaint themselves with relevant skills required for effectively application of newly introduced programs in the Education sector.
- iii. Principals' should engage teachers regularly to assess the skills deficit in order to plan for bridging the skills deficit

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