

Principals' Allocation of Duties to Relevant Personnel as a Predictor to Implementation of Performance Contract in Public Secondary Schools in Machakos County, Kenya

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Abstract: Management reforms in the education sector through Performance Contracting (PC) is aimed at making the education sector effective and efficient in provision quality education services to the public. One significant PC reform in learning institutions is managing staff so that performance of duty is enhanced which forms the basis of this research. The purpose of this study was to determine the prediction of Principals' allocation of duties to the relevant personnel on the implementation of PC in public secondary schools in Machakos County, Kenya. The study adopted a descriptive survey research design. The sample size was 409 respondents comprising of nine sub-County directors of education, 100 Principals' and 300 Teachers. The Sub County directors of education were sampled purposively while proportionate sampling was used to sample the teachers and random sampling to sample the principals to participate in the study. Data from principals and teachers was collected by use of questionnaires while interview schedules were used to collect data from Education officials. Results for quantitative data were presented in tables and charts and correlational analysis while verbatim reports and indirect reports presented qualitative data. The study revealed that there was a statistically significant relationship between allocation of duties to the relevant personnel and the implementation of PC in public secondary schools in Machakos County, Kenya. The study concluded allocation of duties to relevant personnel enhanced the implementation of Performance Contracting in Public secondary schools in Machakos County Kenya.

Key words. Education Sector reforms, Performance Contracting, Allocation of duties to relevant personnel.

I. INTRODUCTION AND BACKGROUND TO THE STUDY

The need for productivity and improvement in performance of duty is as old as the beginning of human civilization (International Society for Performance Improvement (ISPI) (2006). Reports quoted by Cheche & Muathe (2014) citing International Society for Performance Improvement (ISPI) (2006) argue that productivity would increase amongst workers if they were well managed (ISPI, 2006). According Letsoalo (2007), measuring performance improves performance to both individuals and organizations. Workers

feel motivated and inspired to work when they feel the management is concerned with their plight. Management reforms through Performance Contracting (PC) is aimed at making the organizations effective and efficient in provision of services to their clients. One of the key pillars of reforms in organizations in the world is the introduction of performance contracting.

Performance contract is a management instrument for measuring negotiated and agreed upon performance targets between two parties (RoK 2006). It stipulates the shared performance responsibilities, purposes and the tasks of the two parties. The agreement spells and define tasks so that an organization could perform them methodically, resolutely and judiciously (Ogugi, 2013). Performance Contracting (PC) as a management tool was initially established for private sector but has gradually been adopted by the public sector. Muli, Kasivu and Cheloti (2022) citing Lin & Lee (2011) posit that private sector adopted PC in order to enhance higher performance. The introduction of PC in organizations is influenced by the desire to attain perceptible outcomes that are measurable (Dooren, 2006). Malik (2016) posits that the main aim of performance management is to bring controls and variable activities of an organization to attain agreed objectives that enhance performance.

It is important to measure performance in organizations in order to maximize outcomes. In public sector Performance Contracting aimed at increasing and enhancing service delivery to the public (King'oo, Kasivu and Mwanza 2019). One notable area that Performance Contracting has recorded immense success in management of human resource in the bid to improve their productivity. In institutional management, staff management and allocation of duties to relevant personnel has contributed to the Implementation of Performance Contract (Mutiso, Mulwa and Kasivu, 2020). Management of employees is the most vital tool in organizations; thus, all assets of an enterprise will be of great use if proper personnel integration is correctly executed in the organization (Allen, 2015).

The Rwandan government introduced PC in 2005 as a management tool in all public institutions including schools to strengthen strategic planning, management and improve service delivery. In 2006 PC was wholly integrated in government enterprises and learning institutions in bid to create efficiency in Economic Development and Poverty Reduction Strategy (EDPRS). A study by Malik (2016), observes that Rwanda through the Ministry of Education entrenched EDPRS PC in the education system mainly in allocation of human resource as per their competencies. PC implementation in Rwanda led to a greater allocation of funds to schools. Principals' supervision of personnel increased immensely which led to great improvement in quality service delivery in schools (Versaille ,2017). This implies that PC implementation positively influences delivery of services.

Matete (2016) posits that implementation of open performance and appraisal system for teachers in Tanzania through the introduction of PC was intended to look at the impact of human resource on productivity in schools and offer solution to falling Education standards. The study noted there were conflicts between the teachers and supervisors when duties were delegated to personnel who lacked expertise in areas of specialization. However as per Matete (2016), proper allocation of fiscal and human resources to schools positively influenced PC implementation in public education institutions in Tanzania when duties were allocated as per one's areas of specialization.

In Kenya, PC was started in 1995 (Republic of Kenya, 2005) to check on excessive regulations, frequent political interference, and low output of fiscal and human resource investments. Measures undertaken by government to reform the public sector aim at result orientation rather than process orientation. However, since independence Kenyan Education sector performance has been poor due to management systems which emphasized processes compliance rather than results compliance. Consequently, lack of well formulated clear procedures on measuring performance resulted to difficulties in individual and institutional assessment in the education sector (Republic of Kenya, 2005). Therefore, the need to have clear guide lines on how allocation of proper duties in implementing PC in public schools has become an important tool which necessitated the need for this study. The objectives of performance contract strategy in the public learning institutions include to improve answerability in service delivery, commit to performance-oriented philosophy through an objective open performance appraisal system, monitor and evaluate performance, link performance to quantifiable outcomes, strengthen and clarify responsibilities required of the TSC personnel in order to achieve agreed targets (TSC/PCPH/ANNEX 4, ROK, 2016).

According to Willis (2017) school Principal undertakes various processes; planning, organizing, staffing, directing, controlling, innovation and representation. (2010) outlines planning, organizing, and controlling of staff training as an administrative task area of the personnel management. 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. This function is delegated to Principals at the school level as agents of the TSC (TSC, 2012). Ndugu (2009) observes that Principals should lead, motivate, support, evaluate and ensure staff are allocated duties according to their areas of specialization. Therefore, personnel resource should be deployed in an efficient and effective manner to meet specific goals set in the school's strategic plan and work plans.

While performance contract is formulated to be linear, service delivery in education sector it is never the less non-linear in ideal situations (Kobia 2006). Kobia further notes that PC compliance in organizations in Kenya is low that has led to poor service delivery in the public sector. 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. Issues like adequacy of available fiscal and human resources may affect Principals' level of performance in PC implementation. Thus, the need to carry out a study to determine whether principals' allocation of duties to relevant personnel has any prediction to implementation of performance contracting in public schools in Machakos county.

Statement of the problem

The economic Survey (ROK, 2012) done in Kenya posit that there has been failure of public institutions to meet the expectations and perceptions on performance needs of customer satisfaction in Kenya. In pursuit to satisfy the expectations of the public, Kenya introduced performance contracting not only to enhance service delivery but also to change the mindset of the public from non-dedicated philosophy of service delivery to a culture fixated on the customer and results delivery (Economic Survey 2015). In that vein in 2016 the teachers' employer, Teachers Service Commission (TSC) introduced performance contracting in all public schools as part of public sector reforms aimed at improving efficiency in service delivery in public schools. Earlier before the introduction of PC among secondary school principals' by TSC in 2016, schools were perceived to underperform according to stakeholders and client expectations (King'oo, Kasivu and Mwanza 2019). This raised discontent on the outcomes as they did not provide anticipated expectations by school clients (Kyule and Kasivu, 2020). The spirit of performance contracting was predicted to be a tool for delivering quality service but very little was realized from that. The level of implementation of PC has faced contests and has persisted to be low in most public secondary schools in Kenya and in Machakos County in particular. Assessment reports held at TSC County Education offices designate that, the level of operation of PC among principals in public schools in Machakos county was relatively low with many challenges realized in areas of human resource management especially in allocation of duties to staff (TSC County 2021). It was imperative that a study be conducted to address this gap. This was upon the realization

that performance contracting is a part of the wider undertaking in service delivery and the means through which performance is realized especially in allocation of duties to staff that this study is premised on. This study thus seeks to fill these identified research gaps.

Purpose of the study

The purpose of this study was to determine the prediction of Principals' allocation of duties to relevant personnel on performance contract implementation in public secondary schools in Machakos County, Kenya.

Objectives of the study

- (i) To establish the level of Performance Contract compliance among the Principals of Public Secondary schools in Machakos County.
- (ii) To determine the influence of Principals' allocation of duties to relevant personnel on Performance Contract implementation in public secondary schools in Machakos County

Hypothesis of the study

There is no statistically significant influence between the principals' allocation of duties to relevant personnel and PC implementation in public secondary schools in Machakos County, Kenya.

II. LITERATURE REVIEW

Performance contracting is an agreed contract between government or its representative agencies and the management of public enterprises on one hand and units directly delivering services to public, or between a government and private managers of state assets on the other hand (Prajapatti ,2010). Performance in any enterprise is determined by three items; quality, quantity and time span (Lion 2001). PC focuses on three key areas; to save, cost effectiveness and responsiveness by offering service to clients through aligning human resource strategy with corporate vision (World Bank ,2012).

In schools PC requires Principals to identify, source and allocate duties as per personnel's qualifications. Walker research work (2016) on the effects of employee competency on PC; found out that implementation of PC in organizations is influenced by recruitment of trained personnel and allocation of duties according to personnel competencies such as team building, regular in-service, effective communication and coordination. Walker (2016) study further noted that allocation of specialized duties to unskilled labour will result to low level of PC implementation.

A survey research by Zaim,Yasar and Unal (2016) which analyzed individual employee competencies on PC in the service industry in Turkey, revealed that a positive influence exists between personnel specialized skills and level of implementation of PC. Core competencies appeared to have the most significant effects of the individual performance. There was evidence that organizations' performance and

managerial competencies were a significant factor in the success of the organization. Therefore, the study reveals that allocation of skilled duties to skilled labor lead to high level of PC implementation

Revelations from a study done by Ousmane Diallo (2016), on effects of PC implementation on personnel competence in Senegalese Public Media sector show that the main asset of an organization is human resource competencies and that when personnel have the right skills, implementation of PC is high and the converse is true. The study findings concluded that assigning skilled labour specialized tasks positively improved their motivation to work and consequently the motivation had a positive correlation with success of PC implementation. However, a study by Needesh and Chittoo (2015), on analysis of Management Development in the Hotel Sector, "A Case Study of Mauritian Hotels" observed that PC may discourage experimentation, limit one's success and on one hand and on the other hand encourage innovation in cost cutting measures in service delivery. This implies that rewarding promises and not performance undermine equity and fairness in the allocation of duties and responsibilities to staff.

Findings from a study done by Njogu (2009) which sought to determine the problems experienced by workers in PC implementation in Kenya's learning institutions revealed that allocation of duties to skilled personnel, led to high level of implementation of PC. This concurs with a similar study done by Mwapira (2015) in Eastern region of Tanzania, on effects of PC implementation on service delivery in Tanzanian schools which revealed that allocation of relevant duties to employees, monitoring and evaluation were crucial in the implementation of PC in schools in Tanzania. The study also noted that on the job training internal and external training helps to improve on personnel competencies. However, it observed that monitoring and evaluation of the personnel competencies was not well coordinated and this affected PC implementation. This indicates that skills development, training and allocation of duties as per ones' area of specialization result to successful PC implementation. Ambogo (2012), observes that teaching the force influence education programs globally; therefore, assigning specialized duties to experts will lead to a high level of school programs implementation. This implies that personnel management skill are required to effectively allocate duties to staff throughout the process of PC implementation. A research gap is identified on how Principals' allocation of duties to personnel influence implementation of performance contracting in public secondary schools in Machakos County.

III. RESEARCH METHODOLOGY

The study employed a descriptive research design. The study targeted all the 300 public secondary schools in the 9 sub counties pf Machakos County. A sample size of 100 Principals, 9 Sub County directors and 300 teachers was used to give a composite sample size of 409 respondents who participated in the study. The Sub County directors of education were sampled purposively 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 qualitative data and 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' allocation of duties to relevant personnel and performance contract implementation. Pearson Chi Test was used at significant *p* levels of 0.05 and 1 degree of freedom to test hypothesis. Verbatim reports presented qualitative data.

IV. FINDINGS

Objectives of the study.

Objective 1. The studies first objective was to establish the level of Performance Contract compliance among the Principals of Public Secondary schools in Machakos County.

The respondent return rates were 100 principals and 300 teachers and 9 Sub County directors of education. The analysis and findings are presented below.

The level of performance contract compliance among the Principals of Public Secondary schools in Machakos County

The principals were asked whether they had complied with all the provisions of performance contracting since its inception in 2018. The key was rated at a scale of 1-10. The results are provided in Table 1

Table I Compliance with PC mandate in Public secondary schools 2018-2021

	N	Mean	Std. Deviation
2018	100	2.350	2.365
2019	100	2.593	2.128
2020	100	3.236	1.837
2021	100	3.454	1.384
Means		3.0453	

Results reveal that compliance with creeds of PC implementation in 2018, 2019, 2020 and 2021 was at average of 3.0453 This information displays an indication of a challenge in implementation of PC in public secondary schools that were sampled. The output show that the operation of performance contracting mean score was at 2.350 in 2018 which moved to 2.593 in 2019 and further to 3.236 in 2020 before rising slightly to 3.454 in 2021. This indicates a compliance ratio of 3.0453 (30.04% compliance). The findings show that the overall PC compliance among principals in Machakos County was low. It is notable according to data shown in Table 4.1 that PC operationalization among the principals has not been fully incorporated notwithstanding the Principals having contracted the PC. The results concur with assertion by Kobia (2006) who notes that PC compliance in organizations in Kenya is low and has led to poor service delivery in the public sector.

Objective 2. To determine the influence of Principals' allocation of duties to relevant personnel on Performance Contract implementation in public secondary schools in Machakos County

The research further investigated whether Principals' allocation of duties to relevant personnel influenced Performance Contract implementation in public secondary schools in Machakos County. The data is analyzed in Table 4.2

Table 2 Influence of Principals' allocation of duties to relevant personnel and implementation PC

Statement	Respondents	SA		A		D		SD		Total	
		F	%	F	%	F	%	F	%	F	%
Allocation of duties to relevant personnel and influence on Pc implementation	Principals	65	65	35	35	0	0	0	0	100	100
	Teachers	225	75	75	25	0	0	0	0	300	100

The results presented in Table 4.2 indicate that 65% of Principals' and 75% of teachers strongly agreed that allocation of duties to relevant personnel influenced implementation of PC in public secondary schools in Machakos County while 35% and 25% of Principals and teachers respectively agreed to the same view. None of the principals and teachers had contrary opinion. This implies that allocation of duties to relevant personnel influenced implementation of PC in public secondary schools in Machakos County. The findings are in agreement with research carried by Njogu (2009) which revealed that allocation of duties to skilled personnel led to high level of implementation of PC.

Hypothesis Testing

H₀₁: There is no statistically significant relationship and influence between principals' allocation of duties to relevant personnel and PC implementation in public secondary schools in Machakos County

To establish whether there was statistically significant relationship and influence between Principals' allocation of duties to relevant personnel and Performance Contracting implementation in schools, a simple regression test was done using results of influence of Principals allocation of duties to relevant personnel (Table 4.2) and implementation of Provisions of performance since its inception in 2018 (Table 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. The results are presented in Table 3.

Table 3. Simple Pearson correlation coefficient and Pearson Chi test model summary on Principals' allocation of duties to relevant personnel and Implementation of Performance Contracting

Independent variable (Constant predictor)	Dependent variable		(r)	Sig. (b)
Allocation of duties to relevant personnel and influence on Pc implementation	Implementation of Performance Contract		0.746	
		Pearson Chi Test		0.0005

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

(a) Constant predictor: Principals' allocation of duties to relevant personnel

(b) Dependent Variable: Implementation of P C

Table 4.3 reveals that the coefficient of correlation (r) for principals' allocation of duties to relevant personnel was 0.746 representing a strong positive relationship between the predictor variable (principals' allocation of duties to relevant personnel) and Implementation of Performance Contracting (output). The outcome demonstrates that at 0.05 confidence level the null hypothesis (H_0) resulted to a Pearson p value of 0.0005 which is less than 0.05 hence the null hypothesis was rejected. Hypothesis was tested at 0.05 level of confidence. The study thus revealed that there is a statistically significant relationship between Principals allocation of duties to relevant personnel and implementation of Performance contract in public secondary schools in Machakos County.

When Subcounty directors of education were interviewed, they said

“School managers are charged with the responsibility of recruiting relevant personnel, assigning and supervising performance of duties personnel in schools.” They also posited that effective human resource management will lead to productivity and implementation of contractual performance between the principal and employees on one hand and between the principal and Teachers Service Commission on the other.

These findings agree with a study done by Mwapira (2015) in Eastern region of Tanzania, on effects of PC on service delivery on Tanzanian schools which revealed that allocation of relevant duties to employees, skills development and training, monitoring and evaluation were crucial in the implementation of PC in schools in Tanzania.

V. CONCLUSIONS AND RECOMMENDATIONS

The study concluded that Principal's allocation of duties to relevant staff influenced implementation of performance contracting. Principals' allocation of duties to relevant personnel in schools was found to be a good predictor in implementation of performance contracting. The study revealed that Principals' allocation of duties to relevant personnel enhances the implementation of performance contracting in Public secondary school in Machakos County. The study concluded that Principals' allocation of duties to relevant personnel influenced performance contract

implementation in public secondary schools in Machakos County

VI. RECOMMENDATIONS

Founded on these results and conclusions the researcher made the following recommendations.

That;

- i. Teachers Service Commission should employ more teaching staff to bridge the staffing shortage that has been affecting PC implementation negatively.
- ii. The TSC should employ more teachers to bridge the gap in staffing deficit in schools for smooth implementation of the Performance contracting in Public secondary schools.

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