LECTURERS' PERCEPTIONS OF PERFORMANCE CONTRACTING IN PUBLIC UNIVERSITIES IN KENYA: A CASE OF SCHOOL OF EDUCATION -MOI UNIVERSITY

BY

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MOI UNIVERSITY

2015

DECLARATION

DECLARATION BY THE STUDENT

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DECLARATION BY THE SUPERVISORS

This thesis has been submitted for examination with our approval as University

SUPERVISORS

Sign..

Date..

PROF. KINDIKI, J.N

EDUCATIONAL MANAGEMENT AND POLICY STUDIES,

MOI UNIVERSITY,

Sign..

Date..

DR. J. TUITOEK

EDUCATIONAL MANAGEMENT AND POLICY STUDIES,

MOI UNIVERSITY.

DEDICATION

I would wish to dedicate this work to my parents, who motivated me to enrol for a master's degree in Education management.

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I take this opportunity to thank God for taking me through this study and for giving me the strength to go through the whole programme.

Secondly my gratitude goes to my dear wife Tabitha for her love, my dear little daughter Ava for her inspiration. My parents, Mr. and Mrs. Nyakundi, for their love, financial support and emotional encouragement

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ABSTRACT

The purpose of this study is to investigate the lecturers' perceptions of performance contracting in public universities in Kenya: A case of school of Education in Moi University. The study is important because performance contracting is a new concept in the management of lecturers in public universities in Kenya. Four objectives were addressed namely: to find out lecturers' levels of awareness on the concept of performance contracting, to establish their perceived benefits of performance contracting, investigate their perceptions on possible challenges and possible solutions in performance Contracting. The study adopted the theory of management by objectives (MBO) by Drucker and the modern quality management theory by Edward and Douglas. In order to achieve this goal, the researcher chose a quantitative cross-sectional descriptive and exploratory research design. The School of Education-Moi University was chosen because performance contracting has not been fully implemented although the university is in the process of doing so. The target population was all 104 lecturers in the four departments of the school of Education in Moi University. A total of 36 lecturers representing 34.6% of all the lecturers from the four departments in the School of Education were used; information was also sought from the Office of the Performance Contracting Secretariat in Moi University. Data was collected using questionnaires, interviews and document analysis. The questionnaires and interviews were administered to lecturers and officers from the Office of the Performance Contracting Secretariat in Moi University. The questionnaires had both structured and unstructured questions while the interviews schedule had open ended questions. The quantitative data was analysed by use of descriptive statistics which involved frequencies and tables and presented in pie charts and tables, while the qualitative data was thematically analysed based on the findings the lecturers are aware of the concept of performance contracting, positively perceive the benefits of such a system, and are aware of the possible challenges and possible solutions of such a system. Findings of this study will add value to the already existing literature on performance contracting. The findings may also assist policy makers, educational managers, administrators and lecturers in the formulation and implementation of performance contracts in the public universities in Kenya, particularly at Moi University.

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LIST OF ABBREVIATIONS

CBAs: Collective Bargaining Agreements

CIM: Department of Curriculum Instruction and Media

EDF: Department of Educational Foundation

EMP: Department of Educational Management and Policy

GOK: Government of Kenya

HODs: Head of Departments

ISO: International Organisation for Standardisation

MBO: Management by objectives

MDGs: Millennium Development Goals

MU: Moi University

OECD: Organisation of Economic Cooperation and Development

PBRF: Performance Based Research Fund

PC: Performance Contracting

PCs: Performance Contracts

PCSE: Performance Contracting Secretariat

PSY: Department of Education Psychology

RQF: Research Quality Frame work

SOE: State Owned Enterprises

UASU: University Academic Staff Union

CHAPTER ONE

1.0 INTRODUCTION

1.1 Introduction to the Study

This chapter examines the background to the study, the statement of the research problem and the purpose of the study. The research objectives, the research questions, significance of the study, scope and limitation of the study are also be discussed.

1.2 Background of the Study

In 1984, Moi University was established as the second public university in Kenya by an Act of Parliament, the Moi University Act of 1984.The same year it started its operations. Since then, the University has experienced phenomenal growth from its initial one faculty in 1984, to a total of fourteen schools and five directorates in 2010. The University currently operates two campuses, four constituent colleges and seven satellite campuses.

The University is committed to providing quality education and services that meet the needs of its customers and stakeholders through quality and relevant teaching, research and community service and outreach. As a result, the University is committed to a quality work and learning environment that is grounded in intellectual and academic freedom, teamwork, quest for excellence, professionalism, discipline and continuous improvement of its products: programmes and activities and services so as to achieve client/customer satisfaction (Moi University Almanac 1996).

To be able to realise this commitment, the University has identified continued review of its products that is programmes and activities and services to conform to the Quality Management Systems based on the ISO 9001 - 2008 Standards. Performance contracting is one of these strategies that are being employed to enhance efficiency in performance management of all the lecturers.

Currently, the code of conduct of the lecturers and the staff is based on the Moi University statutes Moi university Almanac of 1996/97, that states in part that :the academic staff of the university shall consist of the deputy Vice –chancellor, the librarian and all members of staff who are engaged in research and teaching; that all members of staff of the university shall be subject to the general authority of the council and of the Vice chancellor; that all members shall be deemed to be employed on full-time basis except as otherwise provided by the terms and the letter of appointment of a particular appointment.

That disciplinary procedures shall be approved by the council as regulations and shall be appended to the terms and conditions of service for the university staff; that no person shall be removed from office by council or membership of anybody within the university by council, unless he shall be given a reasonable opportunity to be heard in person by the council and to be accompanied by a friend if he so wishes, and such a friend to have a right to be heard, that there shall be a disciplinary committee which shall consider all cases of the of members of staff provided that the council shall have the rights to invoke the provisions of the Employment Act as may be appropriate.

That members of the staff of the university shall be appointed by the council on recommendation of an appointments committee of the council and on such terms and

conditions as may be provided and approved by the council from time to time and that such terms as may be provided by the senate; that no person shall be removed from employment under the statutes unless he has been given adequate notice of any charge made against him and access to such documents introduced in evidence and give a reasonable opportunity to: be heard in person, call a witness, examine the witness called against him.

One of the shortcomings in the statues above is that they are not defined on clear institutional objectives to be achieved as compared to ones advocated in performance contracting. The statues do not clearly define the obligations of the employee (lecturer) visa avi the obligations of the University (the employer) in regard to the teaching and learning processes in Moi University.

To address the shortcoming of the processes and procedures as were before (outlined above), the government thought of a modern way of managing employees. One of such quality management tools in use today is performance contracting. Performance contracting (PC) belongs to a branch of management science referred to as management control systems (MCs).The system is based on the signing of performance contracts (PCs) (Lienert, 2003)

A performance contract refers to a freely negotiated performance agreement between Government, acting as the owner of a government agency, and the implementing agency itself. It is an agreement between two parties that clearly specifies their mutual performance obligations, intentions and responsibilities. It shows the key result areas, the level of performance expected towards achievement of agreed targets and how performance will be measured (Kobia and Mohammed, 2006)

According to the Government of Kenya, the system of PC outlines the Governments' commitment to improve performance, corporate governance and management in the public service through the introduction of modern performance management practices. The government has fast introduced performance contracts in the management of all state corporations including public universities. Thus, as observed, the introduction of the performance contracts in Kenyan universities by the Kenyan government has been informed by the current global trend to employ workers on performance contracts (Kobia and Mohammed, 2006)

In the corporate world, performance contracts have rapidly gained popularity. Performance contracting has been occasioned because Governments all over the world view the system as a useful vehicle for articulating clearer definitions of objectives and supporting a new system of management-monitoring and control methods while at the same time leaving day to day managements to the mangers themselves (AAPAM,2005). This is because performance contracts are based on the premise that what gets measured gets done; if you cannot see and measure success, you cannot reward it; if you cannot recognise failure ,you cannot correct it and if you demonstrate results, you can win public support (Kobia and Mohammed 2006).In public universities in Kenya, the use of performance contracting is aimed at improving the current state of lecturer performance assessment, one that is based on routine activities such as the lecturers attending to lectures, setting , moderating and making of exams.

According to the Kenyan government, performance contracting is the only sure way of ascertaining performance, through an organised, effective, formal and systematic process of performance appraisal. Performance contracts sets targets for certain goals to be achieved within specified times, whether quarterly or annually. The specific

targets are supposed to transcend from the headquarters to the local learning institutions through the Vice chancellors, Deans and heads of departments in the case of various schools of the university.

The heads of departments are also expected to ensure that individual teaching staffs under their watch achieve the stipulated targets within stipulated periods. To assess the extent to which the lecturers perceive the new system of performance contracting, it is important to carry out a study on perceptions on performance contracting in the four departments of the School of Education in Moi University.

 Nationally, the process of performance contracting commenced with the establishment of Performance Contracts Steering Committee (PCSC) in August 2003 and the issue of Legal notice No 93, while the state corporations regulations were put in place in August 2004.Under this framework, the initial performance contracts were introduced in sixteen pilot state corporations which signed contracts on 1st October 2004 and 16th December respectively. The civil service together with all sate corporations were scheduled to sign performance contracts by 30th June 2005 .Although most state corporations have embraced PC, some have either not implemented performance contracting fully or are in the process of doing so (Kenya, Directorate of Personnel Management: Information on Performance contracts, 2005). Moi University is among some of state corporations that are currently in the process of implementing the PCs .Thus a study on perceptions is important since this will provide different perceptions into PC system and provide guidance on how best it can be implemented.

1.3 Statement of the Problem

Performance contracting can be said to be a system of an agreement between two parties that is the employer on one hand and the employee (Information on Performance Contracting in the Public service,2005), or a memorandum of understanding (Suresh,1994) and a system based on definition of responsibilities (OECD,1999). Due to the perceived gains in improving service delivery in government agencies, PC has been one of the Governments of Kenya's principal development strategy to build a public service capable of meeting the challenges of the twenty first century, one that is capable of enhancing service delivery that meets both the national and international standards. In the light of this, Education has also been identified as the central pillar to Kenya's realisation of Vision 2030 and the Millennium Development Goals (MDGs) (Report on the Evaluation of Public Agencies for the Financial Year 2008/2009)

Globally, studies on perceptions conducted in this area show that some PCs can be poorly specified. For example in Australia and New Zealand public universities, it was noted that PCs compromised the quality of teaching and research (Jarvis ,2001).In Kenya, Njeru (2007) notes that there are a considerable number of corporations that have not embraced the changes necessary in the implementation of performance contracting because of negative perceptions.

Murmurs about performance contracting in the civil service have also been reported, there are also concerns that the process is tedious and cumbersome (Lienert, 2003). Muthaura (2007) notes that those corporations that have appropriate performance contracts have greatly improved service delivery. However, the implementation of PCs in the civil service and state corporations has been faced with several challenges

(Kobia and Mohammed,2006 and Government of Kenya Report on Performance Contracting in public corporations 2010).

Kisero (2009) agrees with Kobia and Mohammed (2006) on the numerous challenges faced. He argues that PC is good idea for inculcating accountability in the civil service but notes that it has poorly been implemented. Njeru (2007) also supports this argument but differs with UASU's observations that the lecturers jobs cannot be evaluated on the basis that that the amount of knowledge imparted on the learners cannot be measured. He observes that there is no job whose performance cannot be evaluated.

Moi University was ranked number four in the public universities category with a composite score of 2.3882, the University of Nairobi, Kenyatta University, Jomo Kenyatta University of Science and Technology and Egerton Universities were ranked first, second, third respectively in the 2009 Public Corporations Report on Performance Contracting 2010. This report indicates that Moi University performed poorly when compared to other public universities. These results were, however, based on performance contracts signed by senior administrators in the university since the lecturers have not done so. Therefore there is need to examine the lecturers' perceptions on performance contracting more so in public universities where they have not been implemented.

1.4 The Purpose of the Study

The purpose of this study is to investigate the lecturers' perceptions of PC in public universities in Kenya a case of the School Of Education –Moi University with an aim of establishing the varied perceptions as held by the lecturers.

1.5 The Objectives of the Study

The objectives of this study are:

i. Establish the lecturers' awareness of the concept of performance contracting in public Universities in Kenya.

ii. Investigate the lecturers' perceived benefits of performance contracting in public universities in Kenya.

iii. Find out the possible challenges in performance contracting in public universities in Kenya as perceived by the lecturers.

iv. Identify possible solutions to challenges of performance contracting in public universities in Kenya as perceived by the lecturers.

1.6 Research Questions

The study will be guided by the following research questions:

i. What is the level of awareness of the lecturers on the concept of performance contracting in public universities in Kenya?

ii. What are the lecturers' perceived benefits of performance contracting in public universities in Kenya?

iii. What are the lecturers' perceived challenges in performance contracting in public universities in Kenya?

iv. What are the lecturers' solutions to challenges in performance contracting in public universities in Kenya?

1.7 Significance of the Study

The use of PC has been identified as an effective means of improving performance of public enterprises, they have been used extensively used in Organisation of

Economic Cooperation and Development (OECD) countries to improve the delivery of services and making effective of government machinery (OECD, 1999) but not much has been done locally.

In the light of this, the study is important since it will add more information to the literature already existing in performance contracting in public agencies, and state corporations and give insight to whether the lecturers' perceptions are positive or negative, the information on the lecturers' levels of awareness will provide insight into whether they have received adequate information from the relevant authorities on PC while information on perceived benefits of performance contracting will show the need for such a system. The information from the study on perceived challenges will also be important since perceptions on challenges are key when embracing change in any organisation. This will be important in advocating for the adoption of performance contracting in MU. Lastly, the study also focused on possible solutions, this was important because it will give insight on how the lecturers expect the challenges to be addressed.

1.8 Justification of the Study

This study was justified on several grounds. First, PC is a new concept in the management of public universities in Kenya. Since its introduction, the system has elicited speculative reactions more so with the teachers and the lecturers (Momanyi, 2010). There is also insufficient documented information on the lecturers' perceptions on performance contracting in public universities in Kenya. The information available is mainly theoretical. Time is due to conduct such a study in an actual environment. It is also expected that this will inform other studies on performance contracting in other public universities in Kenya.

More specifically, the research provides information on the lecturers' levels of awareness, their perceived benefits, their perceptions on possible challenges and solutions. To the academicians, the study sheds more light on perceptions in performance contracting by providing a case to refer to in academic circles.

The study benefits several stakeholders. These stakeholders include: Government officials, the university administrators, lecturers and other researchers interested in the field of performance contracts. The government will be the first beneficiary to be informed why there has been a slow pace of fully implementing the performance contracts in public universities in Kenya (Njeru, 2007) .It will also provide information to the university administration at MU on how to fully diagnose various attitudes as held by the lecturers for the successful implementation of PC.

1.9 Scope of the Study

This study investigated the lecturers' perceptions on PC in four departments of the School of Education in MU, main campus. The study helps determine the lecturer's levels of awareness of PC, their perceived benefits of performance contracting, their views on possible challenges and solutions in performance contracting. The lecturers in the School of Education and officials from the Office of the Performance Contracting Secretariat were targeted as study respondents.

1.10 Limitations of the Study

The content validity and reliability of the research instruments could be a limitation in this study since the respondents were only to respond to the items constructed and ordered by the researcher. In view of the limitation, the researcher ensured that the items were constructed in line with the research objectives. Consultations with

professionals in this area ensured validity. To ascertain their reliability; the researcher used a test retest method.

The research report is based on the experience of the lecturers' in the School Of Education MU. The results may not be adequate to generalise to the wider population in MU or in other public universities since the findings in the School Of Education in MU may not be necessarily the same in other departments/schools. Further research will be required to understand the extent to which these perceptions are valid to other schools and departments in other universities.

Many institutions are known to be wary of strangers seeking information from them; this often leads to the release of limited information. The researcher used a research permit to clear these suspicions.

1.11 Assumptions of the Study

Assumptions are factors with potential influence to any study for which the research has no hard data, might not ever know, and cant intend to control (William, 2006).The following assumptions were appreciated:

1. That some lecturers might not be aware of PC.

2. There exists a performance contracting office in Moi University and that the office has made attempts to educate lecturers on PC.

3. That some lecturers have signed or not signed PCs.

4. That Moi University has embraced the concept of PC.

1.12 Theoretical Framework

Theories are perspectives with which people make sense of their world experiences. Theory is a systematic grouping of interdependent concepts (mental images of anything formed by generalization from particulars) and principles (are generalizations or hypotheses that are tested for accuracy and appear to be true to reflect or explain reality) that give a framework to, or tie together, a significant area of knowledge (William, 2006).

In this study, two theories formed the basis for the study. The specific theories are: Management by objectives (MBO) by Peter Drucker (1954) and the modern quality management theory by Edward and Douglas (1982).

1.12.1 Theory of Management by Objectives (MBO)

First, the study at hand was based on the concept of **management by objectives (MBO)**.This concept was developed by Drucker (1954) and supported by McGregor(1957) as an acceptable method of performance appraisal which forms the basis for modern day performance contracting. This represents outcome related to performance that puts more emphasis on goal setting based on mutual understanding between the management and the staff. The evaluated is based on mutually established goals and objectives that are to be achieved within a specified period. The management and the teaching member of staff sit together to discuss the latter's job performance description, agreeing in content of the task to be performed and result areas to be evaluated,

It is the employee that prepares a list of reasonable targets and the period in which the achievements will be made. This is finally discussed and agreed on between the member of staff and the superior. The checkpoints are established for the evaluation

of progress and the ways of measuring this progress are selected and agreed upon. The subordinate and the superior later meet at the end of the agreed period to discuss the results of the subordinate's efforts to meet the target mutually established. Areas of strengths and weaknesses are identified and challenges understood with the aim of advising on the needed remedial actions for those areas of weaknesses. This leads to increased motivation of the subordinate to improve performance.

The concept of MBO addresses the dependent variables basic in the system of PC. The theory shows the need where both parties; the employer and the employee have a mutual understanding of the PC system so as to embrace the it positively

Convenient PC techniques and appropriate perceptions by the lecturers and the university officials in the university will also address challenges in PC by providing appropriate solutions.

1.12.2 The Modern Quality Management Theory

Edward and Douglas (1982) are the founders of modern quality management theory. In their theory, they postulated several assumptions. They include: creating constancy of purpose for continual improvement of products and service; adopting the new philosophies; ceasing dependence on mass inspection; building quality along with price; improving constantly and forever every process planning, production, and service; instituting modern methods of training on-the-job; adopting and instituting leadership aimed at helping people to do a better job; driving out fear, encouraging effective two-way communication; breaking down barriers between departments and staff areas; eliminating exhortations for the workforce since they only create adversarial relationships; eliminating quotas and numerical targets; removing barriers to pride of workmanship, including annual appraisal such as Management by

objectives; encouraging education and self-improvement for everyone; and defining top management's permanent commitment to ever improving quality and productivity and their obligation to implement all these principles.

In this theory, it is important to note that objective based annual appraisals, quotas and numerical targets are not perceived as important by the employee because they only lead to resentments (challenges). Instead any organisation must work to enhance the awareness of its workers by educating them and also making the working environment conducive so that workers not to feel as if they are being witch hunted. This will consequently improve the employees' perceptions thus provide solutions to various challenges facing organizations in their quest to implement PC.

The theory of management by objectives forms the basis of modern day PC systems since it is goal, outcome (result) based while the modern quality management theory provides vital information needed in diagnosing and mitigating the challenges experienced by the employees in objective based management systems that is PCs.

1.13 Operational Definition of Terms

Department – This will refer to a division/a smaller unit of administration in the school headed by the HOD.

Lecturers-This study will refer to full time members of teaching staff employed by the university to teach. They include: professors, Doctors, graduate assistants, lecturers and senior lecturers.

Perceptions- This study will refer to positive or negative views and opinions on performance contracting.

Performance contracting-This will refer to a system of management based on performance Contracts.

Performance contracts-These shall refer to that documents that is signed by the university and the lecturers detailing the commitments on both parties to achieve given objectives.

School – This will refer to all the departments under one dean such as the School of Education, School of Engineering, and School of Human Resource Development etc.

1.14 Chapter Summary

In this chapter, I have examined the background to the study, the statement of the research problem and the purpose of the study. The research objectives, the research questions, significance of the study, the definition of terms, scope and limitation of the study are also discussed. In the next chapter, the analysis of available literature on performance contracting will be done.

CHAPTER TWO

LITERATURE   REVIEW

2.1 Introduction

This chapter will attempt to analyse the available literature on PC. Some of the work analysed herein may not directly involve universities. However, it is expected that the information collected will be useful in helping us get an in-depth understanding of various global perceptions on performance contracting as a modern employee management tool. This will be in turn be used to understand the same issues in MU.

2.2 What is Performance Contracting?

There are many definitions of PC. According Republic of Kenya Information on Performance Contracts in the Public Service (2005) PC is a system based on a freely negotiated performance agreement between the government and employees in government agencies. It is thus an agreement between two parties that clearly specify their mutual performance obligations.

Suresh (1994) sees PC as a Memorandum of Understanding (MOU) based system, rooted in an evaluation system, which not only looks at performance comprehensively but also ensures forces improvement of performance managements and industries by making the autonomy and accountability aspect clearer and more transparent. OECD (1999) views PC as a range of management instruments used to define responsibility and expectations between parties to achieve mutually agreed results.

Smith (1999) argues that while a common definition of PC can be found, there are considerable variety of uses and forms for quasi-contractual arrangements.

Similarly, Bushweller (1997) observes that such systems (PC) employ performance contracts which are diverse and highly individualized. He adds that some contracts link ones pay to performance.

In the public sector, PC is used as a management tool to help public (sub)sector executives and policy makers to define responsibilities and expectations between the contracting parties to achieve common mutually agreed goals but since PC focus on results there are many forms of performance contracts in existence, (OECD, 1999).

There are also many ways of measuring performance or results. One of this ways is by use of indicators. While the type of indicator used depends on the type of organization and the purpose for which that organization was started, some performance contracts have more than one indicator and each indicator has some criteria weight assigned to it, (OECD, 1999). This study did therefore not delve much on the diverse types of performance contracts but mainly focused on the perceptions on such a scheme.

It is clear from the above definitions that there is no consensus on performance contracting but there tends to be an agreement that performance contracting, as a system, has three common features; it is between two parties, responsibilities and commitments must be mutually agreed, and that they are results focused.

2.3 The History of the Concept of Performance Contracting In Kenya.

Performance Contracting System originated in France in the late 1960s. It was later developed with great deal of elaboration in Pakistan and Korea and thereafter introduced to India (OECD, 1999). It has been adopted in developing countries in Africa, including Nigeria, Gambia, Ghana and now Kenya as a modern way of

managing employees so that service delivery can be enhanced to become efficient and reliable.

According to Lienert (2003), public services in many African countries are confronted with many challenges, which constrain their delivery capacities. These challenges include the human resource factor, relating to shortages of the manpower in terms of numbers and key competencies, lack of appropriate mindsets, and socio-psychological dispositions. There is also the perennial problem of the shortage of financial and material logistics that are necessary to support effective service delivery. In addition, the gradual erosion of the ethics and accountability has continued to bedevil the public sector in delivering public services to the people effectively. Public sector reforms meant to address these challenges have achieved minimal results (AAPAM, 2005).

In view of these challenges, Kenya introduced PC not only to improve service delivery but also to refocus the mind set towards a culture of business as focused on customer experience and results. Consequently, the policy decision to introduce Performance Contracting in the management of the Public Service was succinctly conveyed in the Economic Recovery Strategy for Wealth and Employment Creation ERS (2003-2007).*"The Kenyan government will intensify efforts to bring about an attitudinal change in the public service that value transparency and accountability to the citizen," (Kenya vision 2030.)*

In Kenya today, performance contracting has spread to 440 public institutions, comprising 46 ministries and departments, 151 state corporations, all the 175 local authorities and 68 tertially institutions. In the year 2007, performance contracting in the public sector earned Kenya accolades, scooping the 2007 United Nations Public

service award for improving transparency, accountability and responsiveness in the public service, Ondari (2010). **Perceptions on Performance Contracting**

2.3.1 Perceptions on Performance Contracting

Graves (1995) argues that PC for administrators can be seen as the first step towards creating a performance based pay system for all for all employees. Those in senior positions are setting the way for principals and teachers. However, many feel that performance contracts could unfairly hold administrators accountable for factors beyond their control (Graves, 1995).

According to Murphy and Pimentel (1996) PCs set clearly defined goals for the organisation in focus. They argue that performance incentives set the destination and provide educators with a road map to get there. Another, benefit of PC is the detailed feedback-oriented evaluation system, which is used to reward employees for accomplishing goals.

Bushweller (1997) views performance contracting as symbolic demonstration of accountability and not merely about money. Lafee (1999) agrees with him and adds that PCs are viewed by many as a sure way of establishing a new performance based culture in education that rewards improvement and innovation. However, he contends that there are potential difficulties with PCs. He observes that senior administrators could place unreasonable pressure on teachers and principals to enhance their own performance. Similarly, Momanyi (2008) observes that in Kenya the system has been developed haphazardly without proper consultation and procedure. He adds that there are no guidelines in the process nor legislation to legalise the process as has been done in jurisdictions like Korea.

This literature above shows that much has been written on the need for performance contracting –more so the senior administrators but not much has been written on the lower cadre employees. Although the new system is meant to be beneficial there are potential challenges in its implementation

2.4 The Push for Performance Contracting in Kenya

The push for introduction of PC in Kenya underlies the assumption that institution of performance measurement, clarification of corporate objectives, customer orientation and focus towards incremental productivity and cost reduction can lead to improvements in service delivery, (The Economic Recovery Strategy for Wealth and Employment Creation, 2003). In Kenya this has been done through performance contracts which are freely negotiated agreements between the government and the respective department or parastatal, (Kenya, Information on Performance Contracts in the Public Service, 2005).

Further, the performance contracts establish the general goals for the agency, set targets for measuring performance and provides incentives for achieving these targets. The then President Mwai Kibaki and the Prime Minister Raila Odinga have demonstrated the right political will by pushing for the implementation of performance contracting in Kenya.

"The implementation of performance contracting is not a selective requirement. We must therefore place punitive punishments to those who fail to implement the programme," the President and the Prime Minister said when releasing the results for 2010, (Daily Nation, 8th June 2010).

Despite the spirited effort by the President and the Prime minister to implement performance contracting; there have been different perceptions by key stakeholders. There are perceptions that employees were not well inducted into the system leading

to misleading information on PC. Momanyi (2008) observes that in Kenya, the system has been developed haphazardly without proper consultation and procedure. He adds that there is no guideline in the process nor legislation to legalise the process as has been done in jurisdictions like Korea.

2.5 The Perceived Benefits of Performance Contracting in Kenya

According to the Kenya, Report on the Evaluation of Public Agencies for the financial year 2008/2009, the Government of Kenya introduced performance contracting with the following specific objectives in mind, all aimed at transforming the public service.

They include: improving service delivery to the public by ensuring that top-level managers are accountable for results; reversing the decline in efficiency and ensuring that resources are focused on attainment of key national policy priorities of the government (Parachuted projects); institutionalizing performance oriented culture in the public Service through introduction of an objective performance appraisal system, measuring and evaluating performance; linking reward to measurable performance, facilitating the attainment of desired results; instilling accountability for results at the highest level in the government, ensuring that the culture of accountability pervades all levels of the government machinery; strengthening and clarifying the obligations required of the government and its employees in   order to achieve agreed target,(AAPAM,2005)

However, talking of PCs, several questions have been raised. For instance: What kind of performance contracts do the lecturers need to design with students, university administrators and with other key stakeholder? In what ways would signing a performance contract with my students as a teacher or lecturer change the

perception and practice of working? In what ways will the practice of performance contract change educational management and leadership in Kenya? (Momanyi, 2010)

Rumour and propaganda being peddled by politicians for political gain has also negatively informed PC in Kenya. For instance some say "performance contracts" are goals and objectives that are not achievable but designed for folks earmarked for firing/sacking. That they are goals and objectives designed to set up people to fail and not to succeed. The questions and concerns raised above have not been fully addressed and that could partly explain the lecturers' perceived reluctance to sign the performance contracts (East African Standard, 13th August 2010)

Despite the different perceptions, the introduction of PC in Kenyan universities has been informed by the modern global trend to employ workers on performance contracts. In the corporate world, PC has highly gained popularity since they show achievements and failures. This is the only sure way of ascertaining performance, through organised, effective, formal and systematic process of performance appraisal. Performance contracts sets targets for certain goals to be achieved within specified times, whether quarterly or annually. The specific targets are supposed to transcend from the headquarters to the local learning institutions through deans and heads of departments (HoDs) in the case of various schools of the university. The heads of departments are also expected to ensure that individual teaching staffs under their watch achieve the stipulated targets within the stipulate periods. To assess the extent to which the lecturers perceive the system of performance contracting, it is important to carry out a study on perceptions on performance contracting in the School Of Education In Moi University.

2.6 Challenges of Performance Contracting ;a Global Pperspective.

There are varying experiences from different countries in the world that have implemented PC in their public sectors and more so in the institutions of higher learning. In some cases, the performance contracts have totally 'revolutionalised' the service delivery in the public sectors making it better while in some cases they have done so to a limited extent. Below are selected cases of success and failure.

2.6.1 Negative Impacts of PC based schemes in the UK

In one study conducted in the UK in 1998 by the Organization of Economic Cooperation and Development on the use of performance contracting in the UK, it was found out that the public sector organizations surveyed were less likely than the private sector to think that linking pay to pre-arranged objectives had a positive effect on performance, and were more likely to say that it had a negative effect on motivation. Consequently, they were also more likely to consider dropping individual pperformance related programmes schemes than were their private sector counterparts. Consequently, the scheme has been noted as discriminatory, divisive and demoralizing for the educational sector (Jarvis, 2001)

Commenting on results from the above, a high performing English university Jarvis (2001) observes that, in spite of a substantial increase in the measurement of performance in most areas, there seems to be a lack of action, especially regarding individual performance. In relation to the key actors in the governance of the university, he argues that it is clear that they are now held more accountable, especially in a managerial way, mainly resulting from pressures coming both from the State and the market, and their roles have changed. This research data suggests that whilst 'New Managerialism' has permeated UK universities, it has, to a considerable

extent, done so because of external pressures (such as teaching quality and research assessment) and policy changes (for example, expansion of student intakes). However, in the focus groups and case studies, university staff not occupying management roles maintained that universities were awash with managerialism which they resented.

Moreover, teachers often have concerns about performance systems that use methods such as principal evaluations. This is more so if the systems are viewed as overtly subjective. Research has found that the correlation is low between teachers output and student performance. A qualitative review of the literature by Jarvis (2001) concluded that principals are not accurate evaluators of teacher performance and that both teachers and administrators have little confidence in performance evaluation.

2.6.2 Views on PC in Australia and New Zealand Public Universities

Jarvis (1996) observes that since the 1990s, Universities in New Zealand and Australia not only followed the 'managerialist' and market-oriented revolution so evident in the public sector; they have also become increasingly responsive to government and public service demands. Through increased audit and performance management practices, universities and individual academics are ever more accountable for outcomes that they have less ability to determine (Jarvis, 2001).

In addition, government funding comes with ever more strings attached, and university managers now commonly apply conditions and controls as they allocate funds internally. More rigorous benchmarking, auditing, and administrative compliance, are often experienced negatively as managerialist imperatives rather than means to support pursuit of quality research and teaching outcomes. The Performance Based Research Fund (PBRF) in New Zealand, and the introduction of the Research Quality Framework (RQF) in Australia are, for example, strongly indicative of the

growing audit of, and control over, the direction and outcomes of universities and their academics. The associated compulsion to increase 'quality' research publications in a context of ongoing academic work intensification is adding greatly to the pressure academics feel. However, despite this increased responsiveness and accountability, universities, and academics, are regularly criticised for being out-of-touch with, or unresponsive to, the needs of industry and clients (Jarvis, 2001).

Many of the changes and problems that New Zealand and Australian universities and academics have experienced have also been experienced by UK universities and academics. As in the UK Jarvis (2001), New Zealand and Australian academics are working longer hours, experiencing greater stress, and have declining morale. Governments and industry see universities as a resource to be utilised in the service of the economic needs of the nation.

Once alien to universities, we now see greater strategic planning, cost reduction, application of user pays and 'client' orientation principles. University priorities and practices that were often linked to government policies of growth and access in higher education are rapidly shifting to support strategic reorientations that emphasise diversification and differentiation. A truly worrying paradox at the heart of much of the change has been the decline in government funding of higher education at a time when knowledge and learning are deemed to be more central to work and life than ever before (Jarvis, 2001).

Such changes reflect, and have contributed to the emergence of, the increasingly dominant view of university education as a matter of private investment rather than a public good (Lafee, 1999).

Further, Australian research has indicated that many academics perceive that the important cultural and ethical contributions that universities make to society are being

undermined by performance contracting related systems. The PBRF and RQF are, arguably, indicative of the further demotion of teaching and learning relative to a more narrowly focused research agenda. Staff/student ratios are at all time highs in many universities and value conflict between principles and practices associated with marketisation and managerialism and those traditionally associated with a commitment to teaching, learning and scholarship has become a well noted problem experienced by academics (Lafee, 1999).

Evident in innumerable management and leadership initiatives, and growing top down control, universities are less collegiate and more bureaucratic and corporate. Lafee (1999) notes the emergence of "a university climate increasingly dominated by accountability and performance-oriented decrees from the university executive". Collegial governance and academic autonomy continue the decline that was noted as a matter of great concern.

The language and practice of business has become the language and practice of university leaders and managers, further adding to the ongoing erosion of professional control within universities (Jarvis, 2001).More powerful administrators and managers are holding faculties, departments and individual academics more accountable for outcomes.

As universities have become more reliant upon private sources of income, commercialisation and competition for funds and students continues to grow (Lafee, 1999). Elite universities are busy pursuing strategic benefits from marshalling their considerable resources in a competitive market for research and teaching funds, and funded and fee-paying students, however, some universities face a very uncertain future. The, industrial relations environments that have seen many university workplace conditions and protections stripped away and increasingly rigorous

performance management of academics may see greater numbers of relative 'poor performers' facing redundancy (lafee,1999).

2.7 Challenges Facing PC in Kenya.

Kisero (2009) observes that the idea of performance contracting is good as it inculcates a culture of performance accountability in the civil service. However, he questions its poor implementation. He cites performance appraisal as major challenge since the criterion used is inadequate. Bundotich (2009) agrees with Kisero (2009). However, his main concern is on whether the increased competition helps improve service delivery. They note that the ministries and state corporations could set more moderate targets in the hope of outperforming their rivals so that they can get rewarded.

There are also some problems experienced during the implementation of the system of PC, which include lack of adequate resources, resources not being released in time, some PCs being highly over ambitious and unplanned transfer of staff (Kobia and Mohammed, 2006). They recommend that the following can be done to remedy these short comings: Continuous training on the system of PC, allocation in time of adequate resources, developing a reward system for performance, increasing salaries and enhancing team work. Oduor (2008) agrees with (Kobia and Mohamed 2006), but notes that resource mobilisation is a complex undertaking since resources are scarce and that competing ventures may require the same resources.

On the requisite change required to make performance contracting effective in the public corporations, Njeru (2007) notes that most state corporations were making impressive strides forward. However, the proportion of those organizations who rated the changes as having initiated to a less extent, and to moderate extent provided evidence that there were a considerable number of corporations that have not

embraced the changes necessary in the implementation of performance contracts. She recommends that the staff be involved in a joint monitoring of his or her performance. Similarly, Muthaura (2007) observes that this joint venture is plausible since good workers are encouraged while poor performers learn about problems before they grow out of control .The employee involvement and participation also results into formation of realistic goals making, the employee motivated to achieve goals that he/she has personally set. It also brings about a relationship between the employer and his/her superiors.

According to Muthaura (2007), such joint involvements enable the employee to easily marry personal interest with organisational expectations. This minimises that tendencies to perceive performance contracting as biased, cruel and subjective. Momanyi (2008) agrees with (Kobia and Mohammed 2006) and further notes that organizational trust is fostered if members are mutually oriented towards particular ends. In the case of the implementation of the PCs in Kenya, this is dealt with by performance planning. In this process, the Government and its partners negotiate what goals are to be achieved, how these goals are to be achieved, and how resources are to be managed to ensure successful implementation. To be sure, a survey of civil servants revealed that 72.2 percent of the respondents knew the goals of their PCs and that 73.6 percent knew the developments as regards the renewal of their PCs (Kobia & Mohammed, 2006).

2.8 Overcoming Challenges in PC

According to Jarvis (2001), for the Performance Contracting system to be effective, the public agencies should do three things; One, make the process to be transparent and as well understood by all the parties to the contract so that right from the time the

contract is signed, the parties will be motivated not only to achieve the targets but also to achieve the extra levels of performance which will earn the bonus;

Two, Consider the issue of imposition of penalty for non achievement of performance. There is the view that penalties should be the other side of the coin of incentives. Penalties such as stoppage of increment and a small cut in salary for the succeeding year may be included in the contract. But there is another view that until the PC system is well established, the imposition of penalties for non achievement of targets may lead to suspicion among workers and executives who feel that these have been brought in to punish them.

The perception may reduce the acceptability of the PC system. The fact that they were able to get rewards in terms of bonuses or titles for the executive may be an active motivating factor.

Three, spell out who will receive a pecuniary benefit for achieving performance levels above the target and how the bonus or reward will be shared by the executives and workers.

Lastly, a clear incentive system should be established to clear all the disagreements that may affect the operation of the performance based management schemes. It is thus clear that for performance contracting to be effective both the employee and the employer should understand their obligations, commitments and responsibilities so that the PCs are respected. This can only be achieved through sensitization so that there can be a change in attitude in the two parties to accommodate the new paradigm in management.

2.9 Summary of Review and Study Gap

In summary, the history of the system of performance contracting dates back to the 1960s (OECD, 1999), Many scholars, organisations have attempted to define the

concept of performance contracting, among them, the Government of Kenya, Information on Performance Contracts in the Public Service (Republic of Kenya, 2005) sees it as an agreement between two parties, Suresh (1994) views it as a memorandum of understanding while OECD (1999) says that it is a definition of responsibility. The Government of Kenya (2010) Report on Public Corporations provides the objectives for performance contracting in Kenya. Graves 91995), Murphy & Pimentel (1996) and Bushweller (1997) all provide different important perceptions on performance contracting among the senior administrators.

Different impacts have been noted in the UK, Australia and New Zealand, (Jarvis, 2001).Kisero (2009) and Kobia and Mohammed (2006) are some scholars that have written on the challenges facing PCs in Kenya. (Jarvis, 2001) proposes a universal way of overcoming challenges in performance contracting.

In the existing literature, more emphasis has been devoted on finding out the challenges in the implementation of performance contracts in the government agencies, it was thus important to conduct a study on the lecturers' perceptions before performance contracts are implemented so that the lecturers concerns can be factored.

In the next chapter, the analysis of the research design and methodology that was used in carrying out the study will be done.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This section deals with research methodology and procedure that was used in carrying out the study. It describes the research design, study area, the target population, sample size and sampling procedures, data analysis techniques and presentation. It also presents reliability and validity of instruments used in the study.

3.2 Research Design

Polit and Beck (2004:49) describe the research design as "a blueprint, or outline, for conducting the study in such a way that maximum control will be exercised over factors that could interfere with the validity of the research results. The research design is the researcher's overall plan for obtaining answers to the research questions guiding the study." Burns and Grove (2005:211) state that designing a study helps researchers "to plan and implement the study in a way that will help them obtain the intended results, thus increasing the chances of obtaining information that could be associated with the real situation".

The researcher chose a quantitative cross-sectional descriptive and exploratory research design to describe lecturers perception on performance contracting: a case of Moi University school of Education.

3.3 Research Methodology

Research methodology is a way of systematically solving the research problem, it may be understood as a science of studying how research is done scientifically, it

describes the various steps that are generally adopted by a researcher in studying his research problem along with the logic behind them (Kothari C.R, 2004: 8)

It describes how one will gather information (methods employed); this can be interviews, review of available literature and documentary analysis and the use of questionnaires. Broadly the research methodology can be divided into two branches namely: the quantitative paradigm and the qualitative paradigm, (William 2006).

3.3.1 Quantitative Research

This study attempted to quantify lecturers perception on performance contracting. Quantitative data can be transposed into numbers, in a formal, objective, systematic process to obtain information and describe variables and their relationships (Brink 2006:91).

Quantitative research has the following characteristics (Burns & Grove 2005:24-25;

Brink 2006)

• There is a single reality that can be defined by careful measurement.

• It is usually concise.

• It describes and examines relationships, and determines causality among

variables, where possible.

• Statistical analysis is conducted to reduce and organise data, determine

significant relationships and identify differences and/or similarities within and

between different categories of data.

• The sample should be representative of a large population.

• Reliability and validity of the instruments are crucial.

• Comprehensive data collected by employing different methods and/or

instruments should result in a complete description of the variable or the

population studied.

• It provides an accurate account of characteristics of particular individuals,

situations, or groups.

3.3.2 Exploratory Descriptive Design

Exploratory research studies what has previously been studied and attempts to

identify new knowledge, new insights, new understandings, and new meanings and to

explore factors related to the topic (Brink 2006:102) . The study was exploratory

because it explored the nature, history and perceptions of performance contracting.

Results of exploratory studies cannot necessarily be generalised to a larger

population but provide a better understanding of the sample being examined (Burns

& Grove 2005:356-357). Exploratory research examines the relevant factors in detail

to arrive at an appropriate description of the reality of the existing situation (Brink

2006:104). The researcher deemed this approach suitable for gaining a better

understanding of perceptions of the lectures at Moi University School of Education

on Performance contracting.

3.3.3 Descriptive

The study was descriptive in that the researcher collected detailed descriptions of the

Lecturers perceptions of performance contracting in Public universities. The factors

identified were described accurately. Burns and Grove (2005:44) define the purpose

of descriptive research as "to provide the opinions of respondents regarding the

phenomenon being studied". Descriptive research provides an accurate portrayal or

account of the characteristics of a particular individual event, or group in real-life

situations for the purpose of discovering new meaning, describing what exists,

determining the frequency with which something occurs, and categorising

information (Burns & Grove 2005:734). Descriptive studies provide valuable

baseline information. The method is also flexible and can be used to collect

information from a large group of respondents (Drummond 1998:31). In this study,

the researcher attempted to identify and describe Lecturers perception on

Performance contracting at Moi University School of Edcucation.

3.3.4 Exploratory Descriptive Research Design

According to Brink (2006:102), an exploratory descriptive research design has the

following characteristics:

• It is a flexible research design that provides an opportunity to examine all aspects

of the problem being studied.

• It strives to develop new knowledge.

• The data may lead to suggestions or hypotheses for future studies.

• It is usually a field study in a natural setting.

3.4 Area of Study

Moi University is a Kenyan public university located in Eldoret, western Kenya. It was the second public university to be established in Kenya after the University of Nairobi. As at 2007 the university had over twenty thousand students of whom seventeen thousand and eighty six were undergraduate. The university has fourteen schools.

Among the fourteen is the school of education. The school of education was formed in 1987.The school of education offers educational courses from diploma to doctor of philosophy by specialists in the respective field. At the time of the study, there were four departments in the school of education namely: Educational Psychology, Curriculum Instruction and Educational Media, Educational Management and Policy Studies and Education foundations.

The study targeted the one hundred and four lecturers who were working in four departments in the school of education as at June 2010.

3.5 Study Population

Polit and Beck (2004:50) define a population as "the totality of all subjects that conform to a set of specifications, comprising the entire group of persons that is of interest to the researcher and to whom the research results can be generalized". The target population was all the 104 lecturers working (full time) in the School of Education in Moi University. The school of education has four departments namely: Educational psychology (28 lecturers), Curriculum Instruction and Educational Media (41), Education management and policy (20) and Education Foundations (15).

3.6 Study Sample and Sampling Technique

LoBiondo-Wood and Harber (2002:242) describe a sample as "a portion or a subset of the research population selected to participate in a study, representing the research population"

The study employed stratified random sampling. Stratified random sampling is a type of probability sampling technique used by a researcher when he is interested in a particular stratum (group) it involves dividing the population into two or more strata (Kothari C R 2004)

The researcher employed stratified random sampling to get respondents from the four departments in the School of Education which are: Education psychology, Curriculum instruction and educational media (CIEM), Educational management and Policy (EMP) and Education Foundations (EDF). Stratified random sampling improves representation of particular strata/ group within the population as well as ensuring one stratum is not over represented, this also helps the researcher to compare strata as well as make more valid inferences from the sample to the population. The technique allows the researcher to use a smaller sample thus saving time and money.

Simple random sampling was used to get respondents in each department. The technique is a type of probability sampling which gives each unit/person from the population an equal chance of being selected for inclusion in the sample. The sample consisted of lecturers from the four departments in the school of education Moi University.

According to Cooper and Shindler (2007) purposive sampling is a sampling technique that allows the researcher to use cases that have the required information in

respect to the objectives of the study. Cooper and Shindler (2007) further classify purposive sampling into judgmental and quota sampling .Judgmental sampling involves subjects that conform to a certain criterion while quota sampling addresses the issues of representation.The study used Purposive sampling technique to select the study sample. The main goal of purposive sampling is to focus on particular on particular characteristics of the population that are of interest to the researcher. (Kothari C R 2004) The technique was used to get information from the office of the performance contracts secretariat who are people working in the administration of the school of Education Moi University.

The sample size is an important feature of any empirical study in which the goal is to make inferences. According to Gray (1992) a sample of 10% for a large population should be taken for a survey research. In the study 36 lecturers representing 34.6% of the lecturers working fulltime in the four departments of the School Of Education was used.

3.7 Data Collection Instruments

3.7.1 Questionnaires

Data-collection instruments refer to devices used to collect data such as questionnaires,tests, structured interview schedules and checklists (Brink 2006:296). Polit and Beck (2004:729) define a questionnaire as "a method of gathering information from respondents about attitudes, knowledge, beliefs and feelings". The questionnaire was designed to gather information about lecturers perception on perfomance contracting.

After an in-depth literature review, the researcher designed a questionnaire. The final questionnaire was discussed with the guidance of the supervisor. According to

Babbie (2005:244), a questionnaire is "a document containing questions designed to solicit information appropriate for analysis. Usually it is information from respondents about their attitudes, knowledge, beliefs and feelings."

3.7.1.1 Characteristics of a Questionnaire

Brink (2006:300-304) states that the following aspects characterise a questionnaire:

• Each participant enters his/her responses on the questionnaire, saving the

researcher's time, compared to the time required to conduct personal interviews.

• It is less expensive than conducting personal interviews.

• Respondents' feel that they remain anonymous and can express themselves in

their own words without fear of identification.

• Data on a broad range of topics may be collected in a limited period.

• The format is standard for all subjects and independent of the interviewer's

mood.

3.7.1.2 Development of the Questionnaire

The researcher derived the questions from the literature review (see chapter 2), from

the researcher's personal observations. The questionnaire was corrected and discussed

with the supervisor, Polit and Hungler (1999:419) emphasise that experts on the content should be called upon to analyse the adequacy of items representing the topic under study.

3.7.1.3 Administration of the Questionnaire

The researcher randomly the administered the questionnaires at the departmental offices in Moi University Main cumpus and requested the lecturers to fill them.

The researcher explained the nature and purpose of the study to the potential respondents, informed them that participation was voluntary, and asked them to participate in the study. Every respondent willing to participate received a consent form with information about the study to sign. After giving informed consent, the respondents were left with the questionnaires to fill at their own free time.The questionnares were later collcted by the researcher.

3.7.1.4 Advantages of a Questionnaire

The advantages of using a questionnaire in this study were as follows:

• Questionnaires were less expensive to administer than conducting interviews, as

interviews might have required hiring and training interviewers/field workers.

• As the researcher was not present during the completion of the questionnaires,

there was no researcher bias, as could occur during interviews.

• The respondents' anonymity was ensured during data collection by not writing

their names on the questionnaires, so that the findings could not be linked to any

respondent.

• The respondents felt safe, as they were not facing the researcher during

completion of the questionnaire.

3.7.2 Interview Schedule

An interview schedule was used to collect data from officers from the office of the Performance Contracting Secretariat. It contained both structured and unstructured questions. Structured questions have categories with responses and the interviewer simply checks the respondent's response (Mugenda and Mugenda 1997). The unstructured interview is flexible in questioning it does not follow a system of predetermined questions and standardized techniques of recording the information (Kothari 2004). The two types of interviews were used since the unstructured interview will help guard against confusion, since the interviewer can clarify the questions thereby helping the respondent to give relevant responses. It can also allow changing the subject if the issue in question is deemed sensitive to the informant, the interviewer can also clarify and elaborate the purpose of the research which will ensure cooperation from the respondents; interviews also allow observation of the respondents' reaction and feelings for instance the expression of anger, and fear.

The instruments that were used for data collection included: questionnaires, interviews, and document analysis. This facilitated the collection of the required data from the population.

3.7.3 Document Analysis

Documents reveal what people do or did and what they value, so the data is strong in validity (Kvale, 1996).However; it was difficult to access some documents because they were deemed confidential by the respective offices. An examination of policy documents such as previous evaluation reports (lecturers), and documents on performance contract implementation such as implementation manuals, guidelines

and workshop papers on performance contracting was done. This supplemented data obtained from the questionnaires and the interviews.

3.7.4 Data Collection Procedure

The first step in this study was a reconnaissance visit to the School Of Education in Moi University. Its main objective was to familiarise the researcher to the university, the lecturers and the administrators. This was also to enable the researcher obtain the necessary information about the university as well as permission from the relevant authorities to carry out the research.

3.8 Reliability and Validity

3.8.1 Reliability of Research Instruments

Polit and Hungler (1999:411) describe the reliability of a tool as the consistency with which the tool measures the attribute it is supposed to measure. If a study and its results are reliable, other researchers using the same method will obtain the same results. An instrument that consistently gives the same result every time it has been used is considered to be reliable (Kvale, 1996). To ensure reliability, the researcher used the test retest method. This involved administering the same instruments to the same subjects. A pre-test was conducted with respondents similar to the study sample, but excluded from the actual study, to determine the clarity of the items and consistency of the responses (LoBiondo-Wood & Haber 2002:319). The questionnaire and the interview schedule were first administered to 10 lecturers in the school of education in Egerton University in December 2010; the same was repeated after one week. The researcher then got the coefficient since according to William (2006), if the coefficient of reliability is greater than 0.60 then the instrument is reliable.

3.8.2 Validity of Research Instruments

According to Babbie (2005:143), validity refers to "the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration".Validity can be sub-categorised as external and internal validity.

Burns and Grove (2005:218) describe external validity as "the extent to which the results can be generalised beyond the sample used in the study. This usually depends on the degree to which the sample represents the population." Low external validity in this study implies that the results can apply only to lecturers at Moi University school of education (Lo-Biondo-Wood & Harber 2002:197). The external validity of this study may have been compromised as there was no guarantee that the respondents had similar knowledge, attitudes and beliefs regarding performance contracting.

Internal validity is the extent to which lecturers perception on performance contracting are a true reflection of reality rather than the result of the effects of extraneous or chance variables, not necessarily related to performace contracting.

The researcher analyzed the content validity of the questionnaires and interview schedules to ensure that the items were relevant to the research objectives. The lecturers and supervisors in the department of educational management and policy in Moi University were requested to analyze the research instrument and advice accordingly. Pilot testing was also carried out to reduce the ambiguity of questions in the School of Education Egerton University; this enhanced the usage of language and appropriateness of question items. The pilot study was used to ascertain validity and reliability.

3.9 Data Analysis

Data analysis is the process of bringing order structure and meaning to the mass of information collected. In this study, It involved examining what had been collected and making deductions and inferences (Kombo & Tromp: 2006).This study employed descriptive statistics to analyses the data obtained. Descriptive statistics involves the collection, organization and analysis of all data relating to the sample under study.

For quantitative data analysis and processing, the following steps were observed:

Data (editing) was done to ensure that the data is free from inconsistencies and any incompleteness. After editing the data, it was coded. Coding involved the following steps: developing of a code book, pre-testing of the code book, coding the data and verifying the coded data. Once the data was coded, a few instruments were selected to identify any discrepancies in coding. The next step was content analysis which is the process used for analyzing qualitative data, thereafter the main themes were pointed and codes assigned to them. The responses were later classified under the main themes.

According to Babbie (1990), descriptive research design is commonly represented by use of frequency tables, graphs, and pie charts to tabulate the information gathered appropriately. Statistical Package for Social Sciences (SPSS) version 16 was used to analyze the data. The package was comprehensive enough and it had the ability to handle large amounts of data. The (SPSS) tool has a wide spectrum for statistical procedures purposefully designed for social science thus proved very reliable in the analysis of data.

3.10   Ethical Considerations

Conducting the research in an ethical manner is critical and an important component in any research study (Ferrell, Fraedrich, & Ferrel, 2008).The research incorporated personal issues thus confidentiality was key in conducting the study as well as protecting the identity of the respondents. Therefore confidentiality of respondents was upheld throughout the study. Subsequently the questionnaires did not require the respondent's names.

Mugenda and Mugenda, (2003), states that ethics are norms governing humans thus play a critical role in maintaining harmony in the society. According to Ferrell, Fraedrich, and Ferrel (2008), it is the responsibility of the researcher to asses the possibility of harm to research participants and minimize the same.Ferrell,Fraedrich and Ferrel (2008) further state that the researcher must take all precautions to ensure respondents are in no way directly harmed or adversely affected as a result of their participation in a research study.

Subsequently ethical guidelines help in practicing and maintaining fair and genuine practices of the community and its individual members. It describes what a society believes to be right or wrong. In this study, confidentiality to the respondents in line with the information given was adhered to. The names of the respondents were not disclosed and their opinions and attributes in to responses to the questionnaires were held in confidence.

3.11 Chapter Summary

This chapter has outlined the methodology that was used in the research. It has described the type of research design that was used, the target population, sample size, sampling design, pre testing, research analysis and presentation of the research

findings. It has further described the procedures used in collecting the research data. Finally the chapter has also pointed out how the collected data was analyzed. The study now moves to chapter four where empirical data collected during the research is presented.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter basically presents the empirical data collected using questionnaires. The purpose of this research was to find out lecturers perceptions of performance contracting in public universities in Kenya.. The presentation and interpretation of the data is given through the use of pie charts, bar charts and frequency tables. The key objectives that were addressed included: to establish lecturers' awareness on the concept of performance contracting, lecturers perceived benefits of performance contracting, find out the possible challenges in performance contracting as well as investigate possible solutions to challenges of performance contracting in public universities as perceived by lecturers.

4.2 Background Information

Before looking into the main areas of the study it was of crucial importance to understand the demographic characteristics of the respondents as this informed the discussion of the findings. The background information was analysed by looking at three variables namely: The department of the lecturers, working experience of the lecturers in the university and grade/level of the lecturers in their respective departments. The table 4.1.1, 4.1.2 and 4.2.3 has summary of the respondents' background information.

Table 4.1. 1: Lecturers from each department

Lecturers were requested to indicate there specific departments in which they worked

Department	Frequency	Percentage
EMP	10	27.8
CIEM	12	33.3
PSY	8	22.2
EDF	6	16.7
TOTAL	36	100

From table 4.2.1 findings suggest that there were more respondents from the department of CIEM at 33.3% respondents when compared to other departments like that of EMP at 27.8%,PSY at 22.2% and EDF at16.7%.This was occasioned by the different sizes of the different schools going by the varying lecturer numbers.

Table 4.1. 2 length of Service of each Respondent

Lecturers were requested to indicate their specific length of service in each department.

length of service		Frequency	Percentage
less than one year		8	22.2
1-5 years		10	27.8
6-10 years		4	11.1
over ten years		14	38.9
	Total	36	100

It was established that 38.9% of the lecturers had worked for more than 10 years while 11.1% had worked for more than 6 years and a further 27.8% had worked for more than a year, in their respective departments. This implies that the respondents are well aware of the current status of lecturers' assessments and evaluation in Moi University and would thus provide a better appreciation of the performance contracting system. It's also prudent to say that the respondents had a reasonable experience on their jobs hence valid perceptions on performance contracting.

Table 4.1. 3: Academic Level of Respondents

In the questionnaires provided, Lecturers were requested to indicate their academic levels. The findings are summarized in table 4.2.3.

Level of Respondents	Frequency	Percentage
Assistant lecturers	4	11.1
Lecturers	20	55.6
Senior Lecturers	6	16.6
Associate Professors	2	5.6
Professors	4	11.1
Total	36	100

It was also established that majority (55.6%) of the respondents were lecturers, while 16.7% were senior lecturers .There was an equal number professors as were assistant lecturers (11.1%) thus there was a fair presentation from all lecturers.

4.3 Levels of Awareness on PC in Public Universities

The first objective in the study was to find out the levels of awareness of the lecturers on the concept of performance contracting. This was measured by looking at

different variables based on the Likert scale (Strongly agree=5, agree= 4, undecided= 3, disagree=2, strongly Disagree =1) as discussed below:

4.3.1 Adoption of PC in Public Universities

This study sought to find out whether the lecturers supported the adoption of PC based on the information they have about the system (see figure 4.1)

Figure 4. 1: Adoption of Performance Contracting

5.60%

33.30%

61.10%

strongly agree

agreed

undecided
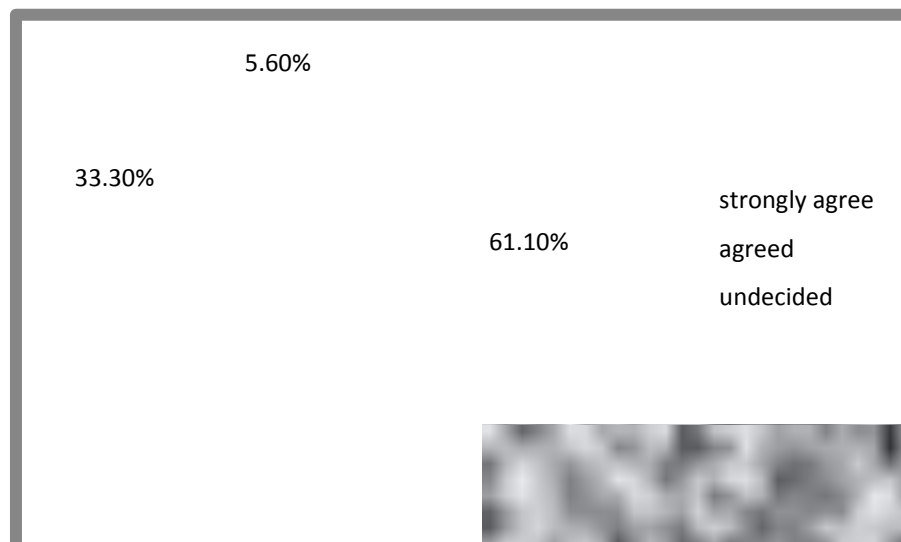
As illustrated in chart 4.1, 61.1% of the lecturers strongly agreed supported the adoption of performance contracting in public universities, while a further 33.3 % agreed that they were indeed necessary. An interesting finding was that only 5.6% of the respondents were undecided while none of the respondents had a contrary opinion.

The views expressed are also in agreement with the views of the PCSE in Moi University that "fully" supports the implementation of PC. However, the office acknowledges that the idea has not been cascaded down to the lecturers. Similarly, both the office of Personnel Management and the Office of the Performance

Contracting Secretariat were in agreement that performance contracting is being done in phases, first targeting senior administrators then cascading it down to those under (lecturers). At the moment they indicated that they are at the Deans level.

4.3.2 Lecturers and Information on PC

The study sought to find out whether the lecturers have received adequate information on PC in public universities (see figure 4.2)

Figure 4. 2: Information on Performance Contracting
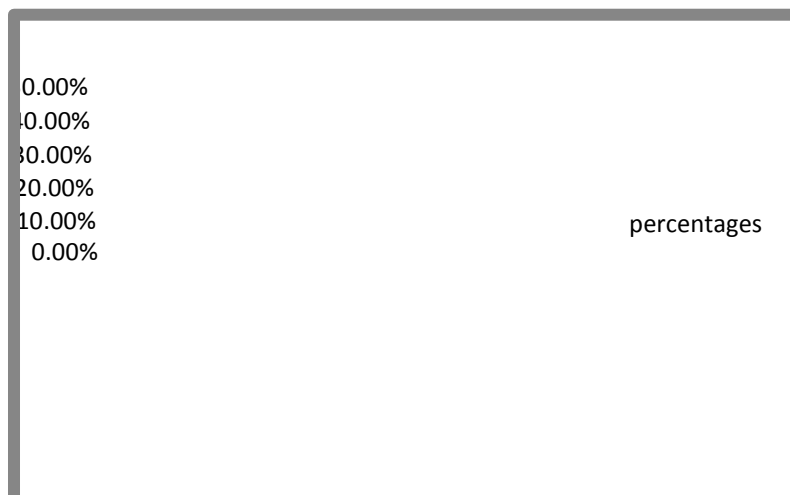
Respondents were asked to indicate whether they have received adequate information on PC in public universities, 50% agreed, a further 22.2% strongly agreed, 5.6% were undecided, 16.7% disagreed that they have adequate information; further 5.5% strongly disagreed. This means that although the finding suggests that most lecturers are well informed on performance contracting, there is still good proportion that has not accessed information on the philosophy and process of PC in public universities.

The Office of PCSE in Moi University indicated that there was adequate information on PC in the university but were careful to note that they could not "push" the

lecturers to access the information for fear of facing "rejection". This explains why 16.7% of the lecturers had not been formally briefed on PC. Hence there is need for the lectures to be well informed on the process to avoid resistance at the implementation stage of the PCs.

4.3.3 Need for Training on PC in Public Universities

The researcher sought to find out the need for training on the whole concept of PC in public Universities.

Figure 4. 3: Need for Training on PC
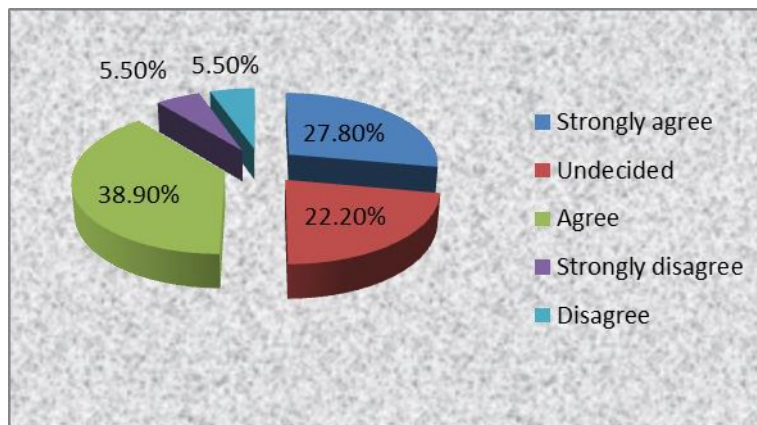
Following an establishment that not all lecturers were adequately informed on PC, this question sought to find out their perceptions on need for further training on PC(s). As illustrated in figure 4.3, it was established that 38.9 % agreed, while 27.8% strongly agreed that they would wish to be trained further on PC(s), however, it was found out that 22.2% were undecided. The findings indicate that the lecturers are ready for training on PC; however, 22.2% were undecided and questioned the need for training since they have not been formally informed of the university's intention of implementing PC at the lecturers' (teaching) level.

4.3.4. Performance Contracting for Each Department

The researcher sought to find out the lecturers perception on the need to have PC for each department at the university

Figure 4. 4: Need for PC for Each Department
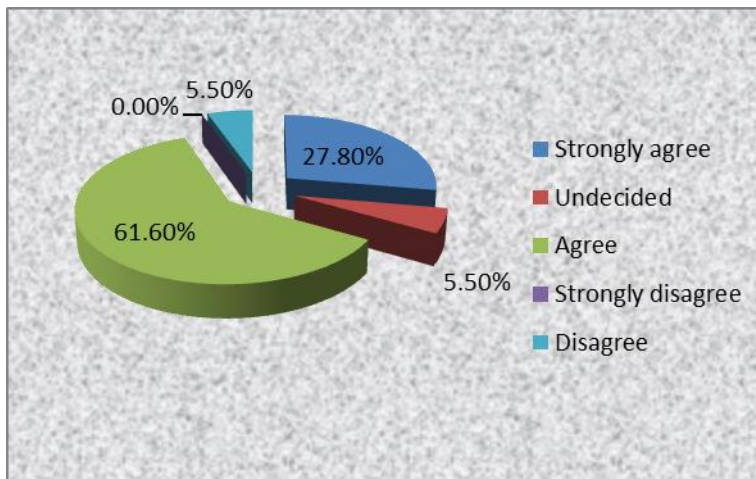
The study also sought to establish whether there was a felt need for PC based on the lecturers' perceptions in each department in the school. It was found out that 61.1% agreed, a further 27.8% strongly agreed (welcomed) the Idea of PC, only 5.5% disagreed and were undecided respectively. From the finding there is a general feeling that PC could positively improve the operations at the Departmental level. Contrary to the common perception that the lecturers are against the process of performance contracting, the study found out that indeed, there was a felt need for PC at the departmental level.

4.3.5 Lecturers Perceptions on Current Processes Evaluation

The study sought to find out whether the lecturers are satisfied with the current state of job evaluation (see figure 4.5)

Figure 4. 5: Perceptions on Current Evaluation.

8

44.40%

5.00%
0.00%
35.00%
30.00%
25.00%   27.80%
20.00%   11.10%
15.00%   11.10%
10.00%
5.00%   5.60%
0.00%
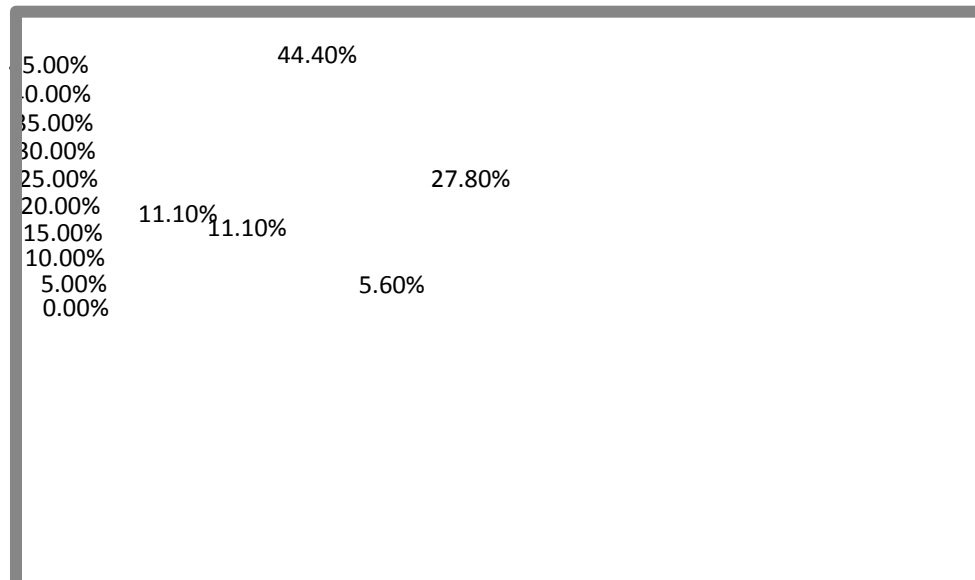
The study sought to investigate the need for change based on the lecturers'
satisfaction with the current state of job evaluation in the university. It was established
that 44.4% of the lectures were satisfied agreed a further 11.1% strongly agreed that
the current evaluation in place is adequate. However, 5.6% strongly disagreed, a
further 27.8% were dissatisfied (disagreed), and 11.1% were undecided. The records
available indicated that lecturers are evaluated yearly.

The finding indicates that although the lecturers are satisfied with the evaluation
currently in place but there is need for improvement of the systems currently in place
since 27.8% was dissatisfied.

4.3.6 Meetings and Workshops On PC

The researcher sought to find out whether the lecturers had held any sensitization meetings and workshops on PC.

Figure 4. 6: Meetings and Workshops on Performance Contracting.
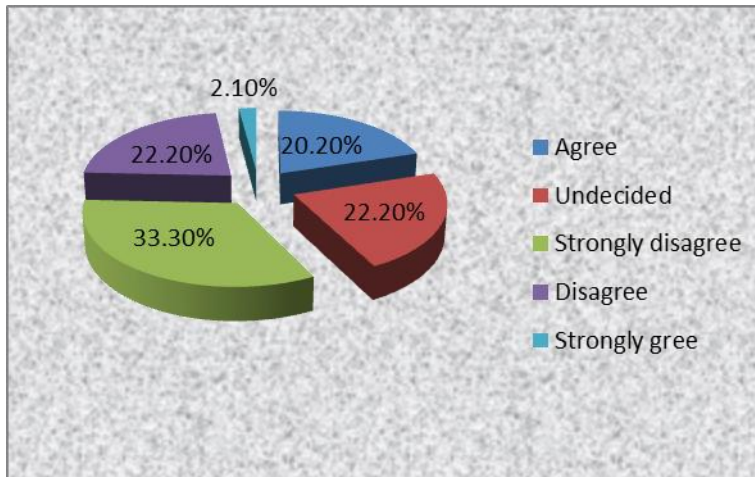
Findings from the study suggest that the lecturers have not adequately been informed on PC from meetings and workshops. As illustrated in figure 4.6, 33.3% strongly disagreed, 22.2% disagreed a further 22.2% was undecided, only 20.2% answered in the positive. Thus, it is evident that the lecturers have not been adequately informed on PC from meetings and workshops. The study established that the university has not formally prepared the lecturers for such a system.

The findings of the study are in agreement with the views of The Office PCSE in Moi University that hold that's no formal meetings and workshops have been held to sensitize the lecturers since the implementation is being done in phases, currently the implementation is at the Deans level.

4.3.7 Performance Contracting and the Media

The researcher sought to find out whether the lecturers have learnt the about PC from all available media sources (see figure 4.7)

Figure 4. 7: Performance Contracting and the Media.

This question sought to assess whether the lecturers have received information from the media on performance contracting.
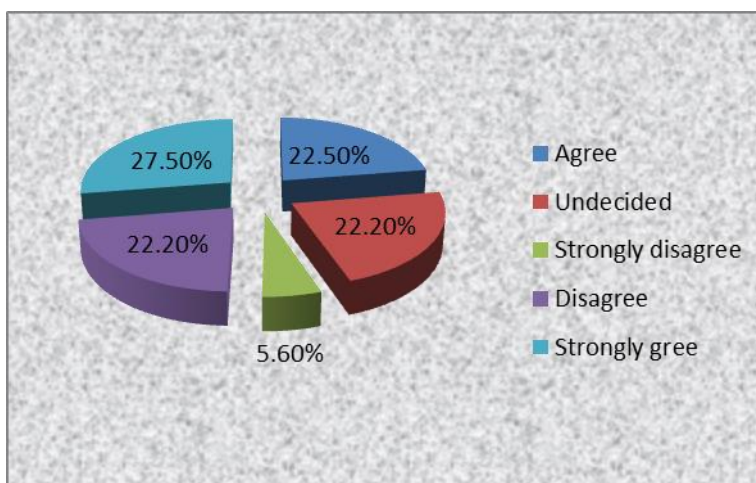
This question sought to assess whether the lecturers have received information from the media on performance contracting. The media included the internet, audio/audio visual media (T.V) and print media. It was established that 27.5 % of the lecturers strongly agreed while a further 22.5% agreed. The study thus found out that the lecturers have accessed more information on PC from the media than meetings and workshops. This was possible since performance contracts have been of key interest for all the government departments. Much has been written in the local dailies since President Mwai Kibaki and the Prime Minister Raila Odinga have been championing for the new system in all government agencies. However another 22.2% was undecided; further 22.2% disagreed and 5.6% strongly disagreed. Information obtained from the interviews indicated that the lecturers were not actually "bound" to

listen or read the Dailies, Most of them viewed information in the media on the system of PC as having political undertones, Moreover, it was established that lecturers were "comfortable" with the "normal" meetings, workshops and seminars as means of communication as opposed to traditional media.

4.4 Perceived Benefits of PC in Public Universities

Employee perceptions of aspects of change play a vital role in either embracing the change or resenting it. The assessment of lecturers' perceptions on PC is thus important since it will reveal whether they are ready to work under such a scheme. To study this, the study sought information by asking the lecturers' questions based on the government's rationale of introducing PC in Kenya. The questions were based on Likert scale, the areas of interest here included: the lecturers' perceptions on performance contracting enhancing accountability, PC enhancing transparency, PC improving administration of the public universities, and PC improving responsiveness and generally PC improving service delivery in public universities.

4.4.1. Performance Contracting and Accountability

These questions specifically sought to evaluate the lecturers' perceptions on the impact of PC on accountability if they were implemented. This was based on the information they have on such systems. In this study accountability was understood to mean assumption of responsibility of ones actions (answerable for resulting consequences).

Finding from the study suggest that 50% of the respondents strongly agreed while 50% agreed that PC would indeed enhance accountability, No respondent had a contrary opinion or was undecided.

4.4.2 Performance Contracting and Transparency

Transparency has been for a long time been a general requirement for democratic societies, the idea based on being informed and having access to information.

The study sought to find out the lecturers' perceptions on the effect of the system of PC on transparency of operations in the university. Findings from the study indicate that 55.6% of the lecturers strongly agreed, those who agreed were 44.4%, no respondent was undecided, disagreed or strongly disagreed. It is thus clear that PC would positively improve transparency of operations and processes in the university. The findings in this study are in tandem with observations by Suresh (1994), who observes that PC does not only look at performance in isolation but also ensures forces of improvement of performance management systems and industries by making them clearer and transparent.

4.4.3. Performance Contracting on Administration Processes

In most organizations the administration processes have been linked to the act of getting people together to accomplish certain desired goals and objectives using available resources efficiently. This comprises of planning, organising, staffing and controlling an organisation.

The study sought to find out the lecturers perceptions on performance contracting Vis-a avis the improvement of administration in public universities in Kenya. The study established that 61.1% of the lecturers strongly agreed believed that PC would enhance effective administration of the public universities, a further 33.3% agreed, only 5.6% was undecided none of the respondents disagreed.

4.4.4 Performance Contracting and Responsiveness

Responsiveness in this case refers to the ability of an institution to embrace the requisite change, to re-brand itself to compete favourably or out compete its competitors.

The study attempted to assess the lecturers' perceptions on the impact of PC on enhancing responsiveness of the public universities. Findings from the study indicate that 55.6% of the lecturers strongly agreed while another 33.3% "agreed", 5.55% were undecided and similar percentage strongly disagreed, and "disagreed" respectively. Thus most lecturers positively thought that PC would make Moi University (as an institution) be more "competitive". This could make the university compete favourably with other public and private universities that have already implemented PC and are ISO certified.

4.4.5 Performance Contracting and Service Delivery

The university being a service provider, the study sought to find out the lecturers perceptions on whether the system of PC would improve service delivery in the university.

The findings indicate that a majority of the lecturers 55.6% strongly agreed, 27.5% agreed, 11.1% disagreed while 5.6% was undecided at the time of the study that service delivery would improve. The PCSE indicated that since the university is now ISO certified there was no "option" but implement the system of PC as global symbol of good practice both in governance and service delivery. In view of the finding, lecturers positively view PC as an appropriate tool of improving service delivery. However, there is still a proportion that could not link such a system to

improvement in service delivery in the university. This is because they may have not accessed information on PC.

4.5. Challenges in PC in Public Universities in Kenya

In order to determine the lecturers perceptions on performance contracting in public universities, the lecturers were asked the following questions to capture their perceptions : the concept of setting targets and then handing them down, the provision of adequate resources, the provision of resources in good time, the fairness of evaluation by schools and departments, the possibility of setting clear objectives, the nature work not easy to evaluate PCs and the negative impact on job security, and linking performance with ones pay.

4.5.1 Concept of Setting Targets with Heads of Departments

The researcher sought to find out how lecturers perceive the concept of setting targets with their Head of departments.

Table 4.2: The Concept of Setting Targets

Targets	Frequency	Percentages
Disagree	6	16.7
Undecided	2	5.6
Agree	20	55.6
Strongly agree	8	22.2
Total	**36**	**100**

Table 4.2 shows clearly that 22.2% strongly agreed while 55.6% agreed .Thus the study found out that the lecturers positively perceive the concept of setting targets with their line departmental heads as acceptable. It is, however, worth noting that 16.7% disagreed while another 5.6% was undecided. The study also established that the Office of the Performance Contracting Secretariat in Moi University fully supports the setting of targets at the departmental levels as joint ventures where all the parties are free to ask questions and modify the targets to reflect the unique difference of the departments.

4.5.2 Provision of Resources to the Lecturers.

The researcher sought to find out whether provision of resources to the lecturers will be adequate to facilitate the process of PC.

Table 4.3: Provision of Resources.

Resources	Frequency	Percentages
Disagree	4	11.1
Undecided	2	5.6
Agree	20	55.6
Strongly agree	10	27.5
Total	**36**	**100**

From table 4.3, it was established that 27.5% of the lecturers strongly agreed that the resources required will be adequate, a further 55.6% agreed, 11.1% disagreed and 5.6% were still undecided. On resources provision, the Office of the Performance

Contracting Secretariat viewed the resources as "sufficient" to deliver the PCs but noted that this was entirely dependent on the lecturers personality (time management and masterly of the content).Thus the study found out that resources are an important factor but not the only factor for a better service delivery since the perceptions and attitudes play a key role.

4.5.3 Time factor in Resource Provision

The researcher sought to find out whether provision of resources to facilitate Performance contracting will be availed in good time, the findings are illustrated in table 4.4

Table 4.4.: Time factor in Resource Provision

Time	Frequency	Percentages
Undecided	4	11.1
Agree	20	55.6
Strongly agree	12	33.3
Total	**36**	**100**

The study found out that 33.3 % and a further 56.6% of the lecturers strongly agreed and agreed respectively that the timing of the resources would be adequate.11.1% of the respondents were undecided while none of the respondents had a contrary opinion. The office PCSE noted that it's possible to avail resources in good time

although the timing may not be "as convenient" to all lecturers at all times since resources are always scarce.

4.5.4 Evaluation of Individual in Schools and Departments

The researcher sought to find out the lecturers' perception of fairness in evaluation by the school and departments will be fair.

Table 4.5: Fairness of Evaluation.

Evaluation	Frequency	Percentage
Undecided	4	11.1
Agree	22	61.1
Strongly agree	10	27.5
Total	**36**	**100**

As illustrated in table 4.5 the study found out that 27.5% and 61.1% positively perceived the evaluation of the lecturers based on PC would be fair (strongly agreed and agreed respectively). This shows that the lecturers are confident that if the system is implemented they positively perceive schools and departments to have the potential of being fair in their evaluations. However, 11.1% were still undecided. The study established that the "joint involvements" based on freely negotiated agreements with their departmental heads made the lecturers perceive the system to be fair.

4.5.5 Possibility of Setting Clear Objectives

The researcher wanted to find out whether it was Possible for the Lecturers to set clear achievable objectives in their departments.

Table 4.6: Setting Clear Objectives

Objectives	Frequency	Percentages
Undecided	2	5.6
Agree	24	66.7
Strongly agree	10	27.5
Total	**36**	**100**

The study found out that 66.7% agreed while 27.5% strongly agreed, 5.6% were undecided at the time of the study. The study indicates that the lecturers positively perceive there is possibility of setting clear objectives which form the basis of performance contracting appraisal.

4.5.6 Readiness for Performance Contracting

The researcher wanted to know the Lecturers' perceptions on whether their Respective departments were ready for performance contract

Table 4.7: Readiness for Performance Contracting

Readiness	Frequency	Percentages
Strongly disagree	2	5.6
Disagree	4	11.1
Undecided	10	27.8
Agree	14	38.9
Strongly agree	6	16.7
Total	**36**	**100**

The table 4.7 above indicate that 38.9% agreed while 16.7% strongly agree think that on the status quo the university (departments) is/are ready to embrace lecturers' PC as normal practice in enhancing performance. However, 27.8% were still undecided suggesting that they did not have information on whether the departments or the university were ready to embrace such a system. A further 11.1% disagreed while another 5.6% strongly disagreed. A similar observation was noted by the office of PCSE who observed that although the lecturers might have some information on the system of PC, they may not be ready for them since they have not "formally" been informed but were quick to note that this was in the "pipeline".

4.5.7 Nature of a Lecturer's Job and Evaluation

The researcher wanted to know whether the nature of the Lecturers job can be fully evaluated based on performance contracting.

Table 4.8: The Nature of a Lecturer's Job

Job	Frequency	Percentages
Strongly disagree	8	22.2
Disagree	12	33.3
Agree	2	5.6
Strongly agree	14	38.9
Total	**36**	**100**

An interesting finding here is that most lecturers thought that it's not easy to "fully" evaluate a lecturer's job based on the PCs alone .The study found out that 22.2% and a further 33.3% of the respondents thought the lecturers' job is not easy to evaluate when compared to 38.9% and 5.6% who strongly agreed and agreed respectively.

4.5.8 Performance Contracting and Job Security

The researcher sought to find out whether performance contracting will have a negative impact on the Lecturers' job security.

Table 4.9: Impact of the Performance Contracting on Job Security

Security	Frequency	Percentages
Strongly disagree	10	27.8
Disagree	8	22.2
Undecided	6	16.7
Agree	6	16.7
Strongly agree	6	16.7
Total	**36**	**100**

The study established that the system of PC will not have a negative impact on the lecturers job security, 27.8% and 22.2% of the respondents strongly disagreed and disagreed respectively, 16.7% were undecided, however, 16.7% and 16.7% of the lecturers strongly agreed and agreed respectively that in practice PC will have a negative impact on the lecturers job security since at the moment they are hired on permanent terms. The study thus found out that there are both negative and positive perceptions on impact of PC on job security; however, most lecturers are positive.

On the other hand, the PCSE notes that at the moment there is no link between the system of PC and the job security since the two will operate independently since no link has been established between the two at the moment.

4.5.9 Lecturers' pay and Performance

The researcher also looked at lecturers' Perception on whether one's pay should be linked to one's performance.

Figure 4.8: Linking Ones Pay to Performance.
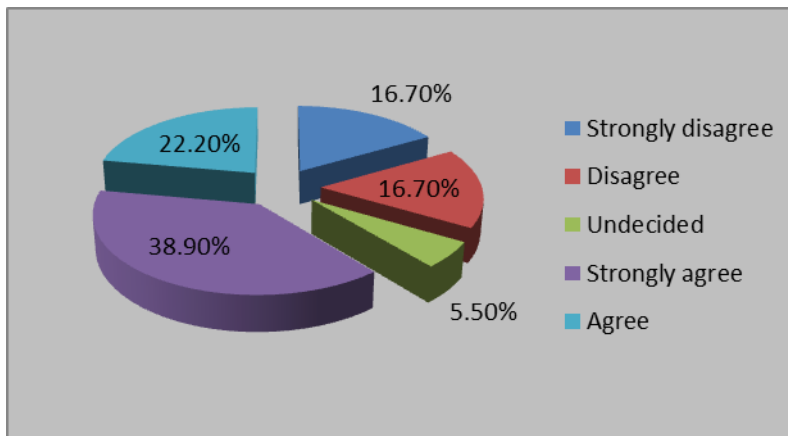
The study established that 38.9% and 22.2% the lecturers strongly agreed and agreed respectively that the lectures pay should be linked to ones performance based on the PCs performance indicators, 16.7% and 16.7% strongly disagreed and disagreed respectively, only 5.5% of the respondents were not decided on this issue. The lecturers also noted that factors such as different subjects/courses, different numbers of students and the different pay scales should be of key consideration when structuring the PCs. This is also in agreement with the views of the PCSE that notes that although the lecturers pay is negotiated through the CBAs, that, in a way they should be linked (pay for or against performance targets) to serve as a reward and a motivator for all the lecturers

In general there was an understanding of what performance contracting means as opposed to being understood as merely a "contract" that could be renewed at certain times based on ones performance.

4.5.10 Other Challenges of PC as Perceived by the Lecturers

To find out other perceived challenges in PC that were not captured in the pre-designed items above; open-ended questions were asked in the questionnaires. Further reinforcement was done through the interviews conducted. Below are the findings:

The lecturers indicated that the overtime remuneration factor in performance PC is a perceived challenge that will need to be addressed since the individual PCs only take care of the "normal- formal" working hours. They further indicated that there has been a challenge in determining overtime remuneration in the past and wondered how this would change in the new system. Similar sentiments have been advanced by Jarvis (2001) who says in Australia; academics are working longer hours, experiencing greater stress and declining morale with the implementation of new performance management systems by the government in Australian universities.

Some lecturers failed to see how PC will of benefit to individual lecturers. Thus leaving questions on how incentives and motivation of lecturers under PC would be achieved. There is also a challenge of linking the performance contracts with promotions and job security. This is because over and above the performance contracts the lecturers need to excel in academics. At the moment there are different policies for each thus a challenge in merging them. The PCSE was in agreement with the observation above and noted that the PCs reflected corporate targets, they were silent on training, employee satisfaction, and work environment and how the requisite competencies and skills would be achieved.

Corrupt administrators were also perceived to be a huge hindrance to the process of embracing the PC system in public universities since they allow unqualified students

into the university, this, the lecturers noted leads to poor planning and over intake of students that the current numbers of lecturers cannot handle efficiently.

In addition, some lecturers observed that certain aspects may be beyond individual lecturer's control. These aspects include: rate of publications, class size and student performance in examinations. The PCSE observed that the trade union (UASU) factor could be a hindrance if not well incorporated into the whole process of performance contracting. The office further noted that the general fear of change is a force that may negatively inform the lecturer perceptions since people view change differently and often with suspicion.

The lecturers also indicated that resources such as the internet, more journals, reference books and office space should be provided to facilitate the implementation of the new system.

4.6 Possible Solutions to Challenges in PC in Public Universities

The study also sought to establish the lecturers solutions in the process of PC, open ended questions were asked in the questionnaires. This was also reinforced by the interviews conducted. Below are some solutions as perceived by the lecturers.

The lecturers suggested that the university, schools and departments should conduct adequate sensitization seminars and workshops on PC even before they are implemented since this could make them be part of the philosophy and practice of PC. The lecturers also suggested that all the parties involved should set unambiguous performance indicators so that evaluation will be simple, fair and transparent.

The lecturers also positively perceive that it would be fair if the Implementing arm of the system of PC (PCSE) in the university could identify, redefine and consider areas

and circumstances where the PCs would not work by piloting of the PCs. The study found out that the lecturers thought it was difficult to formulate PCs for some areas such as research, papers presented and books published and student performance in exams since some limiting factors are beyond their control.

The lecturers observed that there should be a practical demonstration of how the system of PC will benefit the worker as opposed to only emphasizing the corporate targets. They suggested that PCs should be rewarded in terms of incentives and promotions rather salary. Lecturers also suggested that they should be paid in accordance to their work; they indicated that if a lecturer doesn't attend classes and students fail in the exams then the very lecturer should be sanctioned.

Perceptions that salary should be fixed while other PCs incentives should based on an individual lecturer's performance were also noted.

The study found out that the lecturers viewed transparency and good governance at the university as a whole as a key requirement to facilitate PC.

4.7 Discussion of the Findings

The discussions are based on the researcher's objectives which were: Establishing lecturers' awareness on the concept of PC, lecturers perceived benefits of PC, find out possible challenges in PC and to investigate the possible challenges of PC in public universities as perceived by the lecturers.

On establishing the level of awareness on the concept of PC the researcher looked at the number of lecturers who are in support of adopting PC, with 61.1% fully supporting the adoption of performance contracting (see fig 4.1), on information 70% of the respondents agreed to have received adequate information (see fig 4.2), on

need for training 66.7% agreed that there was need for training on PC (see fig 4.3), on need for PC on each department more than 60% of the respondents agreed on the same (fig 4.4), 55.5% of the respondents were satisfied with the current evaluation process, thus from the findings its veracious to say that there is a high level of awareness on PC among lecturers in public universities.

The findings further support Kobia & Mohammed (2006) who note that a survey of civil servants revealed that 72.2 percent of the respondents knew the goals of their PCs and that 73.6 percent knew the developments as regards the renewal of their PCs. The Office of the Performance Contracting Secretariat in Moi University indicated that training of the lecturers would be done at the "right" time. The finding supports Momanyi (2008) argument that that the system of PC has been haphazardly been developed in Kenya, without proper consultation and procedure. Jarvis (2001) also observes that for Performance contracting to be successful, the process has to be understood and transparent by all parties. This means that the university should strive to create awareness on the need for proper training on PC, for both the lecturers who are still undecided and those that have not received adequate information.

The researcher also investigated the perceived benefits of PC among lecturers, by looking at whether PC would enhance accountability, transparency, improve administration processes, and improve responsiveness in public universities. From the findings 55.6% strongly agreed that PC would enhance accountability, the findings also indicated that 90% of the lecturers agreed that PC would enhance transparency. Similar perceptions were held by the Office of the Performance Contracting Secretariat that held that PC is a good tool for internal monitoring and evaluation of the entire university and its subsystems.

The findings further support Ondari (2010) observation that, in the year 2010, PC earned Kenya accolades for improving transparency, accountability and responsiveness in the public service. Similarly, the findings echoes the Economic Strategy for Wealth and Employment Creation, ERS (2003-2007) based on attitudinal change in public agencies that values transparency. It's evident that the lecturers positively perceive PC as a means of enhancing accountability. The finding amplifies observations from by the government of Kenya Report on the Evaluation of Public Agencies (2010) that noted that everyone should be held accountable for results from the managers to administrators.

More than 60% of the respondents approved that PC would enhance effective administration in public universities; this indicates that the lecturers are positively convinced that the system of PC will improve the administrative processes of the university. The finding however strongly opposes an earlier finding in Australian universities that identified PC to having led to erosion of professional control within the universities by making administrators hold individuals more accountable in a negative way, Jarvis, (2001).

The researcher also sought to find out possible challenges of PC as perceived by lecturers. This was done by looking at: the concept of the administrators setting targets and handing them to lecturers, provision of resources in time, fairness of evaluation, possibility of setting clear objectives, readiness of departments for PC, Nature of lecturers job and PC, impact of PC and job security, and lecturers perception on whether lecturers performance should be linked to one's pay (see figure 4.8 and tables 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9)

From the study 50% agreed while 22.2% strongly agreed that targets should be set at the department level. The findings support Muthaura (2007) who observes that joint involvements enable employees to marry personal interest with organisational expectations. Similarly Jarvis (2001) agrees and notes that joint ventures are plausible since the employees' feel motivated to achieve the goals that s/he personally set. It further enhances a relationship between the employer and his superiors.

From the findings 56.6% of the respondents strongly agreed that resources for PC would be adequate and availed in good time. The findings oppose the popular perceptions that resources are (only) to blame for poor service delivery in public universities. Thus, the study questions Kobia and Mohammed (2006) observations that lack of adequate resources in public sectors and agencies in Kenya as the only major problem experienced in the implementation stage of PC in Kenya. However, the study agrees with Odour (2008) who notes that resource mobilisation is a complex undertaking since resources are scarce and that competing ventures may require the same resources at the same time.

From the findings 38.9% and 16.7% agreed and strongly agreed respectively that their respective departments are ready to implement and embrace PC.

The finding from the study reaffirms Njeru (2007), observation that most state corporations were making impressive strides forward towards the requisite change for performance contracting to commence. The study also agrees with Momanyi (2008) contention that in Kenya the system has been developed haphazardly without a legal basis, proper consultations and procedures.

From the findings 55% of the respondents thought that lecturers job cannot be fully evaluated based on PC (see table 4:8). The findings are in agreement with

observations by Jarvis (2001) who notes that teachers often have concerns about performance systems that use methods such as principal evaluations. This is more so if the systems are viewed as overtly subjective. He further notes that research has found that the correlation is low between teachers output and student performance, Jarvis (2001).A qualitative review of the literature by Peterson (2000) concluded that principals are not accurate evaluators of teacher performance and that both teachers and administrators have little confidence in performance evaluation.

On job security 50% 0f the respondents thought that PC would not affect their job security, 16.5% were undecided while the rest thought PC would have a negative impact on job security (see table 4.9), this echoes the observations by Kobia & Mohammed (2006), who noted that a survey of civil servants revealed that 72.2 percent of the respondents knew the goals of their PCs and that 73.6 percent knew the developments as regards the renewal of their PCs. However, the findings above contradict Jarvis (2001), observation that after the PCs are well established, the imposition of penalties for non-achievement of targets may lead to suspicion among employees who may feel that they have been brought in to punish them and thus endanger their traditional job security.

From the findings more than 50% of the respondents agreed that lecturers pay should be linked to their performance this opposes observations made by the Institute of Personnel and Development (1998) who observed that public sector organisations were less likely than in the private sector to think that linking pay to pre arranged objectives had a positive effect on performance and motivation.

Some of PC challenges as perceived by the lecturers were corresponding with other previous researchers for instance Momanyi (2008) who observes that the system of

PC in Kenya has been developed without proper consultation and procedure. He adds that in Kenya, no guidelines nor legislation to legalise the process as has been done in jurisdictions like Korea.

Similar observation have been noted by Jarvis (2001) who further observes that staff and student ratios are at all-time high in Australian Universities and conflicts between principles and practices associated with marketisation and managerialism and those traditionally associated with commitment to teaching, learning and scholarship have become a well noted problem experienced by academics. Indeed research has found that the correlation is low between teachers output and student performance, Jarvis (2001)

According to Lienert (2003), public services in many African countries are confronted with many challenges which constrain their service delivery, they include: human resource factor, the shortage of financial and material logistics that are necessary for effective service delivery.

From the study, some of the possible solutions for the aforementioned challenges as perceived by the respondents are in agreement with Kobia and Mohammed (2006) observation that continuous training and teamwork is necessary to remedy negative perceptions experienced at the implementation stage of the PCs. Muthaura (2007) also agrees with Kobia and Mohammed (2006) and notes that joint involvements enable employees to easily marry personal interests with organisational expectations.

In support of this Jarvis (2001) notes that more rigorous bench marking, auditing and administrative compliance are often experienced   negatively as managerialist imperatives rather than means of pursuit of quality research and teaching. Coady (2000) notes that with the emergence of the managerialism many academics perceive

that the important cultural and ethical contribution of university education is being undermined.

Kobia and Mohammed (2006) support this view and note that developing a reward system for performance and increasing salaries should serve as a motivation to the worker (employee).

The views expressed are in agreement with the AAPAM (2005) observation that gradual erosion of ethics and accountability has continued to bedevil the public sector in delivering services to people effectively. The Kenya Government also notes that it will intensify efforts to bring about attitudinal change in the public service that values transparency and accountability to the citizens, Kenya Vision 2030.

4.8 Summary of key findings

This chapter has presented an analysis and interpretation of the data collected from the respondents as well as discussion based on the study objectives and questions

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings, conclusions and recommendations for further research.

5.2 Summary of the Findings

The purpose of this study was to investigate the lecturers' perceptions of performance contracting in public universities more so in universities where such schemes have not been implemented. To a large extent the study has established that there are different perceptions on performance contracting as held by the lecturers and university administrators in charge of performance contracting in Moi University.

The study found out that 38.9% of the lecturers have worked for more than 10 years, 11.1% for more than six years, 27.8% have worked for more than a year while 22.2% had worked for less than a year in the School Of Education in Moi University.

The study clearly established that both the university administration and the lecturers support and are aware of the system of the philosophy of PC in public universities as a new way of improving the lecturer evaluation currently in place. Thus, the study found out that 72.2% of the lecturers had received adequate information on the system of PC; as a result 94.5% and 88.9% of the lecturers supported the adoption of PC in Moi University and their departments respectively.

The study also established that 66.7% of the lecturers would wish to be trained further on PC since 50% had heard (informally) of PC from the media as compared to only 22.2% who had been formally informed of such a system from meetings and workshops held in the university. Perceptions on the current state of job evaluation in place indicated that 55.5% positively thought the system in place is adequate while 33.3% indicated that the system was inadequate.

On perceived benefits, the study established that the lecturers and the university administrators in charge of performance contracts were in agreement that performance contracting would positively enhance accountability 50% strongly agreed while 50% agreed, 55.6% strongly agreed and 44.4% agreed respectively, that PC would improve transparency in the departments and the university as a whole, 61% strongly agreed while 33.3% agreed thus thought PC would improve administration, 55.6% strongly agreed while 33.3% agreed that PC were key in enhancing responsiveness, 55.6% strongly agreed while 27.8% agreed that PC would enhance service delivery in Moi university.

The study thus established that the lecturers had positive perceptions on performance contracting. .In a nutshell, the study established that the following are not perceived challenges: the concept of setting clear achievable targets and then handing them down, provision of resources, fair evaluation and the readiness to embrace performance contracting.

The study found out that 78.8% viewed the concept of setting targets as not a challenge in the process of PC, 94.5% agreed that it was possible to set clear achievable targets while 55.6% thought that their departments were ready for performance contracting, 83.4% thought that provision of adequate resources was not

a challenge as compared to 88.9% who thought that the timing would be adequate. The study established that 44.5% thought that it was not easy to evaluate a lecturer's job because of its nature while 55.5% thought that it was not easy to fully evaluate a lecturers job .This is because it goes beyond what can be "measurable" .However, 61.1% of the lecturers noted that their pay should be linked to performance while 50.0% of the lecturers thought that the system of PC would not have a negative impact on the traditional job security as compared to 33.4% who held a contrary views.

The study observed the following initiatives can solve challenges in performance contracting: appropriate sensitization of the lecturers should be done through seminars, meeting, training and workshops to further inform the lectures on the system of PC. They study also observed that the university should also consider redefining areas and circumstances where the individual PCs would not work and by doing so generate different PCs tailored for different circumstances and conditions.

The study also observed that an appropriate reward in pay and other incentives should be put in place so that the lecturers could be motivated. Transparency and good governance that embraces accountability and transparency should be in place in the entire university so that such initiates like PCs can be well embraced.

5.3 Conclusion

The main objective of this study was investigating the lecturers' perceptions of performance contracting in public universities. From the findings the following was established:

Most lecturers agreed that they were aware of performance contracting, since the university is now ISO certified and that performance contracting is being embraced

by the entire civil service lecturers could not see why they could not be part of these sweeping changes in public administration.

The lecturers had received adequate information on performance contracting although there have not been any deliberate effort by the university to formally do so. However a small proportion indicated that they had not accessed the information on the system of PC since there was no formal need to do so. This was in agreement with the views from the office of the performance contracting secretariat in Moi University.

The lecturers indicated that most of the information's obtained on performance system is from the media as opposed to workshops meetings and seminars since the university has not formally made a decision to do so.

Most lecturers would wish to be trained on the concept of PC more so on the use in public universities. This is because there has been no deliberate effort to train on performance contracting as a new concept in the management of lecturers' public universities.

The lecturers indicated that that there was need for performance contracting for each department, this was so because they had a positive perception that PC would improve the operations of their respective units thus they were ready to embrace them. Similar observations were noted by the Office of the performance contracting secretariat, noting that performance contracts were an ideal yardstick for internal control and evaluation of the university and its subsystems.

The lecturers were satisfied with the current status of job evaluation in the university, at present the lecturers are assessed on yearly basis. The office of the performance

contracting secretariat agrees with lecturers on the adequacy of current status of lecturers' assessment but believe that it can be improved further under performance contracting.

On the perceptions of the benefits of the PC system, the lecturers positively think that they (PCs) would improve: accountability, transparency, administration, responsiveness and generally would improve service delivery in the university, this opinion was also noted by the office of the performance contracting secretariat in Moi university.

The lecturers positively perceive that resources provision by the university to be adequate to facilitate the successful implementation of performance contracting in the university. It was further established that the lecturers perceived that the resources would be provided in good time. However, the lecturers agreed that resources will always be scarce but noted that those availed will be sufficient.

The lecturers did positively perceive the evaluation of individual lecturers by their respective departments; they noted that this is a possibility if the PCs are objectively implemented in the departments.

The lecturers agreed that fair evaluation would be achieved if the departments set clear objectives which the lecturers thought was a possibility. It was further established that most lecturers thought their school and department were ready for performance contracting.

On the perceived challenges, most of the lecturers thought it was difficult to fully evaluate a lecturer's job. This is because they often do more than what is formally evaluated. Other challenges facing the system of PC as perceived by the lecturers

include the perception that certain aspects are beyond their control and the issue of overtime remuneration since the PCs are silent on these issues. The PC system was noted to be silent on how they would benefit the individual lecturers, inadequate resources, poor planning, and corrupt administrators and over intake of students to be challenges that will always affect service delivery if not addressed.

There was an agreement that PC would not negatively impact on the lecturers job security, an interesting finding was the positive perception that most of the lecturers would wish to see their pay linked to their performance since they were ready to embrace performance –pay related evaluation schemes.

On the solutions to various challenges identified in performance contracting: the lecturers observed that appropriate sensitization of the lecturers should be done through seminars, meetings, trainings and workshops to further inform the lectures on the system of PC. The lecturers observed that the university should also consider redefining areas and circumstances in which the PCs would not work and by doing so generate suitable PCs for different circumstances and conditions.

The lecturers also observed that an appropriate reward that factors in pay and other incentives should be put in place so that the lecturers could be motivated. Transparency and good governance that embraces accountability and transparency should be in place in the entire university so that such initiates like PCs can be well embraced.

5.4 Recommendations

From the summary and conclusions above concerning the lecturers' perceptions on performance contracting, the following recommendations are made to the lecturers, university administrators and education policy makers.

For the university administration:

1. There is need to train, sensitise and inform the lecturers on need for performance PC. This should be done by organising workshops, meetings, seminars and generating papers on the system of the PC. This will generate interest in this area since it's a new paradigm in the management of public universities management in Kenya and no much wok has been written on the same. The approach will also encourage the lecturers to share information, iron out the differences on their perceptions and ultimately create awareness on the concept of PC in Kenya.

2. The PCSE should ensure that thorough consultations are done so that the lecturers can own not only the philosophy of performance contracting, but also the process and its outcomes.

3. Ensure that they incorporate the lecturers in the formulation of PCs based appraisal targets, indices to measure performance and a fair evaluation which will be acceptable to all so that none of the lecturers feels demotivated, negatively exposed or witch hunted.

4. Consider different working environments in the university when formulating the performance targets and performance indices. This is because the working environments may be different from each other. For instance the class sizes, different courses, different facilities, different numbers of lecturers, co-teaching

and the dynamic shift of the job market. This should inform the structuring of objectives and designing appropriate performance indicators.

5. Communicate the Personal gain and benefits PC is going to have on the individual lecturers (as opposed to the corporate goals in the PCs). For instance address working environment in relation to the lecturer, training and considering employee satisfaction and ensuring the acquisition of key competencies by the lecturers. This will motivate them to work so that the lecturers do not feel that they are "work objects".

6. Consider fair remuneration in terms of salaries and other incentives to reinforce the new change in administration. This will encourage the lecturers to work as they will feel motivated.

7. Merge/consolidate the different schemes of lecturer promotion in place in the university so that they do not appear either to be in conflict or be seen as duplication of duties with each other. For instance job security policy, the salary scheme policy and academic policy to reflect the new change.

8. Demonstrate good governance by being role models in the true spirit of embracing performance contracting by embracing good governance being transparent and be accountable.

9. The office of PCSE in Moi University should adequately inform the lecturers – through all the available media on the intent of implementing performance contracting in all the departments so that they can be prepared for such a system. This will adequately prepare the lecturers so that do not feel that that they are being forced to do so.

10. Moi university should prepare commit itself to adequately provide resources at all times. These resources include the office space, the internet, funds and enough reference books and journals.

11. The lecturers should research and conduct an onsite visit to different universities both private and public; local and international that have successfully implemented performance contracting so that the strengths and weaknesses of such systems can inform an even better implementation of such a scheme in the public universities in Kenya that have not done so.

5.5 Suggestions for Further Research

In the course of this study some very important issues emerged. These emerging gaps need to be filled. That is why further research is necessary in the following areas:

I. A study on why implementation of performance contracting has been slow in some of the public universities in Kenya.

II. A study into the effect of Performance contracting on the employees' motivation and job satisfaction, in public universities in Kenya.

III. A study into the trade union factor in the implementation of performance contracting in public universities in Kenya

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APPENDICES

APPENDIX 1

1. LETTER OF INTRODUCTION

Moi University,

School Of Education,

Dept of Educational Management and Policy Studies,

P.O BOX 3900,

ELDORET.

Dear participant,

The researcher is interested in investigating the lecturers' perceptions on performance contracting in the School Of Education in Moi University. You are among the respondents who have been randomly selected for this purpose.

Your co-operation and assistance in completing this questionnaire will be highly appreciated. All the information provided will be fully confidential. Kindly respond to all items honestly.

NB. Please note that your opinion will be based on a five point scale as shown below.

Strongly agree	(SA)	5
Agree	(A)	4
Undecided	(UN)	3
Disagree	(D)	2
Strongly disagree	(SD)	1

Thank you in advance

Yours faithfully,

Nyakundi, Andrew Nyaribo

M.phil. student, Moi University.

(Please Turn Over)

2. QUESTIONNAIRE

QUESTIONNAIRE FOR THE LECTURERS' PERCEPTIONS OF PERFORMANCE CONTRACTING IN PUBLIC UNIVERSITIES IN KENYA: MOI UNIVERSITY SCHOOL OF EDUCATION.

SECTION FOR THE LECTURERS

The following is a questionnaire to investigate the lecturers' perceptions on performance contracting for the lecturers in the school of education, Moi University. Kindly, note that all information is for a research purpose. Please tick   in the appropriate boxes and answer in the spaces provided.

PERSONAL DATA

i).Indicate the department in which you are lecturing.

Department _____

ii) For how many years have you lectured in this University?

Less than one year   1 – 5 years   6 – 10 years   over   10 years

☐   ☐   ☐   ☐

iii) Please indicate your grade.

Assist. Lecturer   lecturer   senior lecturer

☐   ☐   ☐

Associate Prof.   Professor

☐   ☐

(Please Turn Over)

SECTION B

Please, indicate the extent to which you agree or disagree with these statements. (Tick in the space provided)

A) **The lecturers' Levels of awareness on performance contracting in public universities in Kenya.**

	SA	A	UD	D	SD
1. I fully support the adoption of performance contracting.					
2. I have received adequate information on performance contracting.					
3. I need training on the whole concept of performance contracting.					
3. There is need of performance contracting for my department/university.					
5. I am satisfied with the current state of my job evaluation.					
6. I have heard about performance contracting from the media.					
7. Meetings and workshops have been held to sensitize me on performance contracting.					

B) **These are perceived benefits of performance contracting in public universities in Kenya.**

	SA	A	UD	D	SD
1. Performance contracting will enhance accountability in the public universities.					
2. Performance contracting will improve transparency in the public universities.					
3. Performance contracting will improve administration in the public universities.					
4. Performance contracting will improve responsiveness in the public universities.					
5. Performance contracting will enhance service delivery in the public universities.					

(Please Turn Over)

c) These could be possible challenges in performance contracting in public universities in Kenya:

	SA	A	UN	D	SD
The concept of setting Targets with my H.O.D and then handing them down to me is good.					
There will be provision of adequate resources required by the lecturers to enhance the process of performance contracting.					
The provision of these resources in good time.					
The evaluation of individuals by schools and departments will be fair.					
It is possible to set clear objectives in my departments.					
My department is ready for performance contracting					
The nature of our job cannot be evaluated i.e. not easy to measure my job.					
PCs will have a negative impact on job security in Universities (since I am employed on permanent and pensionable terms).					
Ones pay should be linked to ones performance.					

Please briefly state any other possible challenge/s in performance contracting not indicated above.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

d) What are the possible solutions to challenges in performance contracting? What in your opinion should be done to address the challenges identified above?

_____

_____

_____

_____

_____

_____

_____**(THE END)**

3. INTERVIEW GUIDE

LECTURERS' PERCEPTIONS OF PERFORMANCE CONTRACTING IN PUBLIC UNIVERSITIES; MOI UNIVERSITY-SCHOOL OF EDUCATION INTERVIEW GUIDE.

1. Do you fully support the adoption of performance contracting?

2. Have you received adequate information on performance contracting?

3. Do you need some training on performance contracting?

4. Is there a need for performance contracts in your department/school?

5. What are the perceived benefits of performance contracting to the following? In enhancing the following:

 a) Accountability

b) Transparency

c) Service delivery

d) Administration

e) Responsiveness

6. What are your perceptions on the current state of job evaluation in the university?

7. Is the concept of setting targets by the lecturers and the HoDs good for you?

8. Is the provision of resources required in the facilitation of performance contracting adequate in terms of quantity and the time of allocation?

9. Do you think the evaluation by schools and departments can be fair?

10. What are your views on the departments /schools readiness to embrace performance contracting?

11. What are your perceptions on the concept of evaluating the lecturers?

12. What could be the impact of performance contracting on the lecturers' job security?

13. What are your perceptions on linking a lectures pay to ones performance as stipulated in the concept of performance contracting?

14. What are the challenges that could be faced in the implementation of performance contracting in Moi University?

15. What needs to be done to solve the challenges mentioned above?

a) By the university

b) By the school

c) By the department

d) By the individual lecturer

e) By the UASU