

# Influence Of Performance Contracting Strategies On Examination Performance In Technical Training Institutes In Eastern Region, Kenya.

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## ABSTRACT

*This study was carried out on the influence of Performance contracting strategies on examination performance in Technical Training Institutes in Eastern region, Kenya. The purpose of this study was to establish how the introduction of Performance Contracting in Technical Institutions has impacted on external examinations performance. A descriptive survey design was used. A sample of three institutions was selected using simple random sampling method, out of which a sample of two hundred and two respondents was selected using a combination of simple, systematic and stratified random sampling method. The data was analyzed using SPSS (Statistical Package for Social Sciences).The study found out that Performance Contracting was effectively implemented in these TTIs.The study established that the PC curriculum implementation strategies implemented by these Institutions had a significant influence on examination performance. It was however established that Compliance with statutory obligations, timely completion of long term projects and the staff work environment, as PC strategies had no significant influence on examination performance. The study recommended that the Institutions should not spend a lot of efforts and resources on these strategies, but instead strengthen and continuously improve on curriculum implementation strategies so as to improve on academic productivity.*

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## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background Information

The concept of performance contracting is a branch of management science referred to as Management control systems (Marangwa, 2007). Different definitions exist to describe a Performance Contract. It has been described as “a Memorandum of Understanding (MOU), rooted in an evaluation system, which does not only look at performance comprehensively but also forces improvements of performance management and industries by making the autonomy and accountability aspect clearer and more transparent,” (Suresh Kumar, 1994). It is “a range of management instruments used to define responsibility and expectations between parties to achieve mutually agreed results” (OECD, 1999). Another more focused on public affairs one describes it as “a management tool to help public sector executives and policy makers define responsibilities and expectations between the contracting parties to achieve common, mutually agreed goals” (Smith, 1999).

First introduced in France after the publication of the famous Nora Report on the reform of state-owned enterprises in France, today almost all OECD countries use some variant of performance contracts in managing their public sector. Adoption of Performance Contracts received a massive fillip after they were introduced in

In Africa, PC has been used in selected enterprises in Benin, Burundi, Cameroon, Cape Verde, Congo, Cote d’Ivoire, Gabon, the Gambia, Ghana, Guinea, Madagascar, Mali, Mauritania, Morocco, Niger, Senegal, Togo, and Tunisia. In Nigeria prior to the introduction of the Performance Contract in Nigeria for Ministries, Department and Agencies (MDAs), there was no clear objective and defined measurement and evaluation system of Ministerial performance exist. This may not be unconnected with the fact that, before the conception of Nigeria Vision 20:2020 Economic Transformation Blueprint in the year 2010 and the development of the 1st National Implementation Plan (2010-2013), the country is approaching development intervention with no clearly defined and articulated national development plan.

Performance contracting was introduced in Kenya by the Kenyan Government in 2004, as part of the civil service reforms under the Economic Recovery Strategy for Wealth and Employment creation. The *Kenya sensitization training manual*, (2004) define a performance contract as a freely negotiated agreement between the government, institution

and individuals on one hand, and the agency itself. Its primary goal was to increase productivity and improve service delivery in the public sector. It outlined those actions that were necessary to enhance long-lasting and sustainable change in the way public services are offered in Kenya. This strategy was anchored in the Results Oriented Management of operations to respond to pre-determined objectives, outputs and results. Yet, no other country in the world has implemented a more theoretically sound and useful version of performance contracting than the version implemented by Kenya. It is in this sense that the Kenyan version of Performance Contracts represents a simultaneous giant leap for Kenya and the world.

## 1.2 Statement of the Problem

The process of performance contracting is quite costly in terms of time and money. It involves the mobilization of institutional human and financial resources, which are necessary to facilitate the process. The Institution must formulate strategic objectives, in terms of what it aspires to accomplish within a stated period of time. These strategic objectives/plans must be guided by the institutions corporate vision and missions which must also be developed.

The strategic plan sets targets which the institution is set to achieve within a specified period of time. To achieve this, a lot of resources are utilized to ensure that the whole process of performance is completed. The main objective behind PC is to increase productivity and service delivery in Public Institutions. In learning Institutions, productivity is determined by the amount of learning taking place, which can only be measured in terms of examination performance.

Since the introduction of Performance Contracting in Kenya, there has been no comprehensive study undertaken to measure the relevance and success of PC in educational Institutions.

The main problem identified was how the implementation of performance contracting has influenced examination performance in Technical Training Institutes in Kenya. This is with reference to both the internal and external examinations. The main stakeholders include parents, students staff, examination bodies, suppliers, bankers, insurers, government agencies and others.

This study therefore was intended to carry out an information analysis, by comparing examination performance data for that period before performance contracting was introduced and data for the period after performance contracting was introduced to establish whether PC has influenced the performance in these Institutions.

## 1.4 Objectives of the Study

### 1.4.1 Main Objective

The core objective of this study was to establish how implementation of performance contracting strategies in Technical Training Institutes in Kenya has influenced examination performance in these Institutions.

### 1.4.2 Specific objectives

This study sought to:

- i. Establish the effect of Curriculum implementation strategies on examination performance in TTIs in Kenya
- ii. Determine mitigation measures taken by TTIs to enhance examination performance

## 1.6 Research hypothesis

H<sub>1</sub>: Curriculum implementation strategies have influence on students examination performance in TTIs in Kenya?

## 1.7 Significance of the Study

This study was quite important as it attempted to establish the degree to which the government of Kenya is achieving its objective of increasing productivity and improving service delivery to its citizens through performance contracting. It attempted to establish how the PC strategies that have been adopted in Technical Training Institutes are relevant and productive in terms of improving productivity. The study sought to evaluate the viability of performance contracting in with regard to the extent if any to which it has influenced productivity in TTIs. This being the only study undertaken on evaluation of PC in TTIs, the findings were of great importance to both PC implementers and monitors. The study helped identify the successes and failures of PC in TTIs. The implementation of the findings of the study shall enable TTIs to improve on examination performance. The findings will also help the policy makers in the education sector to modify the PC process where necessary in order to make it more effective, relevant and productive in learning institutions.

## 1.9 Assumptions of the Study

In the conduct of this study, it was assumed that:-

- 1) The selected sample represented the population;
- 2) The respondents would answer questions correctly;
- 3) The data collection instrument had validity and measured the desired constructs;

- 4) Examination results were the best measure of academic productivity; and
- 5) The quality of work remained constant as time taken to complete a given project varied.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

This chapter presents a review of the related literature on the subject under study. Materials will be drawn from several sources which are closely related to the objectives of the study. Studies by various past writers, authors and researchers will be reviewed to assist the researcher meet the objectives of the study. This is in line with giving the study problem in question a theoretical perspective and conceptualization that would aid in carrying out the study. In addition, theoretical literature will be reviewed.

#### 2.1 Background Information

The concept of performance contracting is a branch of management science referred to as Management control systems (Marangwa, 2007). Different definitions exist to describe a Performance Contract. It has been described as “a Memorandum of Understanding (MOU), rooted in an evaluation system, which does not only look at performance comprehensively but also forces improvements of performance management and industries by making the autonomy and accountability aspect clearer and more transparent,” (Suresh Kumar, 1994). It is “a range of management instruments used to define responsibility and expectations between parties to achieve mutually agreed results” (OECD, 1999). Another more focused on public affairs one describes it as “a management tool to help public sector executives and policy makers define responsibilities and expectations between the contracting parties to achieve common mutually agreed goals (Smith, 1999).

First introduced in France in 1960s, after the publication of the famous Nora Report on the reform of state-owned enterprises in France, today almost all OECD countries use some variant of performance contracts in managing their public sector. Adoption of Performance Contracts received a massive fillip after they were introduced in New Zealand as part of that country’s pioneering public sector reforms. They gained further momentum and legitimacy when they were introduced in the US government as part of the Government Performance and Results Act (GPRA) of 1993.

In Africa, PC has been used in selected enterprises in Nigeria, Benin, Burundi, Cameroon, Cape Verde, Congo, Cote d’Ivoire, Gabon, the Gambia, Ghana, Guinea, Madagascar, Mali, Mauritania, Morocco, Niger, Senegal, Togo, Tunisia and Zaire.

In Nigeria, prior to the introduction of the Performance Contract in Nigeria for Ministries, Department and Agencies (MDAs), there was no clear objective and defined measurement and evaluation system of Ministerial performance exist. This may not be unconnected with the fact that, before the conception of Nigeria Vision 20:2020 Economic Transformation

Blueprint in the year 2010 and the development of the 1st National Implementation Plan (2010-2013), the country is approaching development intervention with no clearly defined and articulated national development plan

Public sector reforms meant to address these challenges have achieved minimal results. The Civil Service in Kenya inherited at independence had not been designed to grapple with development needs of post-independence Kenya. This led to the launching of the on-going reform efforts necessitated by need to address the declining performance of the Public Service in spite of the many reforms which had been carried out. Enhanced Public Service efficiency and productivity facilitated equitable wealth distribution necessary for poverty alleviation and creation of an enabling environment for investment and enhanced private sector growth. Introduction of Results-Based Management (RBM) is guided by the Economic Recovery Strategy (ERS) for Wealth and Employment Creation (2003-2007). Economic Recovery Strategy (ERS)-2003-2007 was aimed at Economic recovery and improving the performance of public service. Specifically, it enhanced efficiency and effectiveness, macro-economic stability, economic growth, strengthening the institutions of governance, rehabilitation of physical infrastructure and investment in human capital.

Performance Contracting was introduced in Kenya on October 1, 2004, in sixteen commercial State corporations, as part of the *Economic Recovery Strategy for Wealth and Employment Creation 2003-2007*. The performance of these corporations was evaluated in September 2005, where the Ministry of Agriculture led with a 1.9653 score.

Since then, only one published study has been undertaken to evaluate the success of PC implementation. The study *Performance Contracts in Kenya: Instruments for operationalising good governance (Prajapati Trivedi, 2006)*, sought to examine the experience of implementing PC in Kenya and also compared this to such attempts in Developed and Developing countries.

This study found out that after PC was introduced in State corporations, in the financial year 2005/06, the dividends received by Treasury from State corporations increased by approximately 200%, from 849 million to 2.14 billion, which was attributed to the introduction of PC.

## **2.4 Research Gap**

It is however very notable that none of the above researches studies covered any educational institutions. These Institutions have unique features and characteristics in that their core business is the creation and the dissemination of knowledge through learning. The amount

of learning can only be measured in terms of performance in examinations. Technical Training Institutes, offer middle-level education and training to secondary school leavers in the country. It therefore remains an issue of great interest to carry out research work aimed at evaluating the influence that PC on examination performance in TTIs Institutions.

The implementation of the Service delivery charter by these Institutions is accomplished through maximizing the learning process by improving on external examination performance through curriculum implementation strategies, timely completion of projects, improving working conditions and ensuring full compliance with all statutory requirements. It is therefore quite important for research to be carried out to establish the degree to which the introduction of PC has influenced academic performance in Technical training Institutes in Kenya.

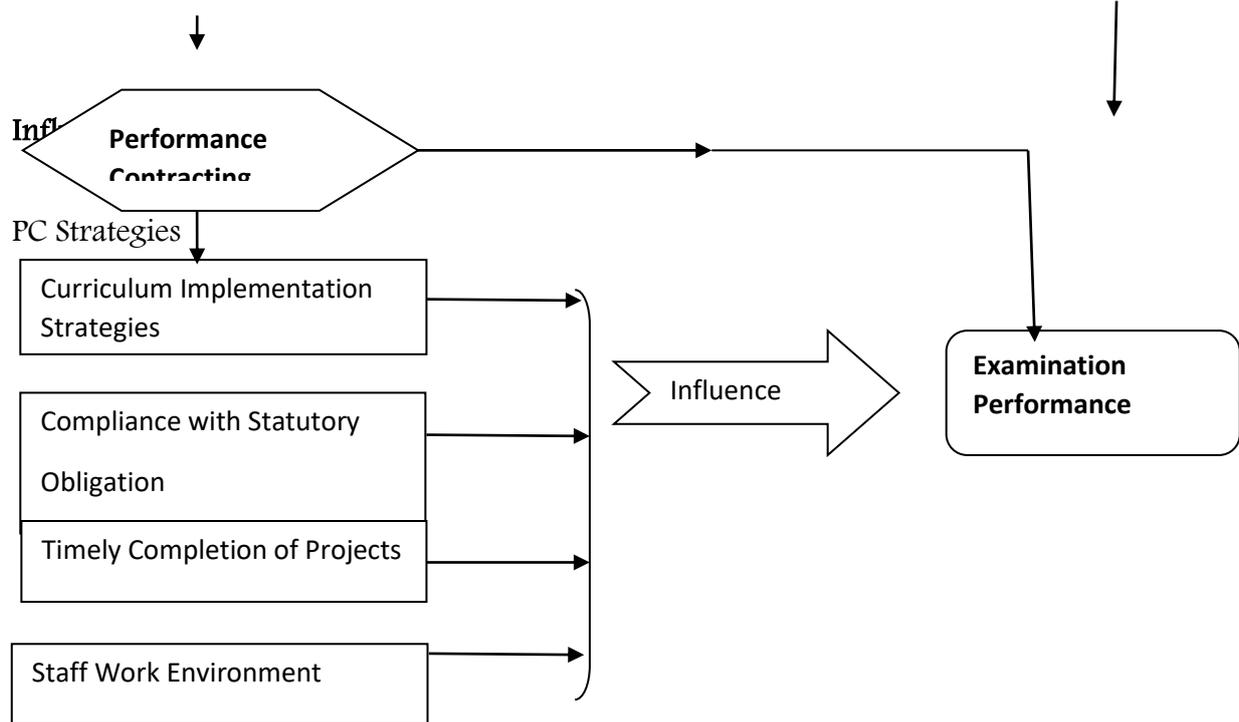
#### 2.5.0 Theoretical Framework

This study was supported by the following strategic management theories:

##### 2.5.1 The Contingency Theory

The contingency theory states that there is no single best way to manage organizations but each particular situation requires a fit for that purpose approach solution. Performance Contracting allows mutual negotiation between the curriculum implementers and managers of TTIs on the best strategies of curriculum implementation which will help achieve the best performance in examination in TTIs in Kenya. Performance contracting is a broad concept whose overall objective is to increase productivity and improve service delivery in an organisation. In a learning institution one of the major activities is the creation, dissemination and transfer of knowledge through learning. It can be urged that the only valid indicator of learning is examination performance. Thus when students pass the examinations, this may be used as an indicator that learning has taken place effectively. On the inverse, when students fail in examinations the only reasonable explanation to this may only be the learning did not take place effectively.

Independent Variable Dependent Variable



2.8 Conceptual Framework Figure : 2.1

## **3.0 CHAPTER THREE**

### **RESEARCH METHODOLOGY AND DESIGN**

#### **3.1 Introduction**

This chapter describes the procedures and strategies that will be adopted by the researcher in order to reach the sampled population, collect and analyze data so as to answer the research questions. It consists of the research design, target population, sample and sampling procedures, data collection instrument and analysis procedures.

#### **3.2 Research Design**

Anene (1998) defines research design as a method the researcher wants to use in executing his or her research. That is, the road map of research investigation, procedure the investigator wants to use to solve the identified problem. The research design which was used is descriptive survey. In this study the target population consisted of management staff, lecturers, support staff and students, from the sampled Institutions.

#### **3.4 Data Collection**

This study maximized the use of primary and secondary sources to achieve the set objectives since the study intended to establish the influence of performance contracting on service delivery in TTIs in Kenya.

#### **3.6 Validity and Reliability of the Instruments**

##### **3.6.1 Validity**

Validity is the extent to which inferences made on the basis of numerical scores are appropriate, meaningful and useful. Validity of the study is assessed depending on the purpose, population and environmental characteristic in which measurement takes place (Macmillan and Schumacher 2001).

To test the validity of the research instrument a pilot study was carried out to test if research instruments were ambiguous. This involved distributing a few samples of the research instruments to the respondents, hence the response and understanding of the questions analyzed. In case of any ambiguity and irrelevant information responded the questionnaire was modified for validity purpose. The respondents were also requested to respond on the clarity of the questions presented to them.

### **3.6.2 Reliability of Research instruments**

As defined by Ogula (1998), reliability is the extent to which a research instrument yields measures that are consistent each time it is administered to the same individuals or yields consistent results after repeated trials.

To determine reliability of the instruments in this study, the researcher used the split half technique which requires only one testing session (Nachmias and Nachmias, 1996). This involved splitting the items into two halves (odd and even). The odd and even items were administered separately at different times and scored accordingly. The scores of the two tests were then computed by Pearson's Product moment correlation coefficient to determine an estimate of reliability coefficient of the whole inventory.

### **3.7 Data Collection Procedures**

Permission to carry out the research and authorization letter was received from the University. These explained to the respondent the reason for the research and enhance the confidentiality of the data collected from them. Thereafter, the questionnaires were self administered by a drop and pick method. This was carried out during tea and lunch breaks, to avoid interfering with the Institutional schedules. During this process, the researcher went to the sampled groups, introduced himself and met the workers and students, giving them brief information in regard to the research. Then the questionnaires were distributed to the sampled group using systematic random sampling method.

### **3.11 Research Ethics**

Permission to carry collect data from the respondents was sought from the MOE. Letters requesting respondents to participate in the research were given to the respondents early enough. The respondents were requested to pick the questionnaires, duly fill them and return to designated persons or places. The letter assured the respondents that the information they gave would be treated with strict confidentiality and that the information was solely for academic purposes.

## **CHAPTER FOUR**

### **4.0 FINDINGS AND DISCUSSIONS**

#### **4.0 Introduction**

The purpose of this chapter was to broadly discuss and present the analysis of data collected using the various data collection modes. Analysis therefore was to make it easy for the

readers to comprehend each study variable and consequently draw any relationship between them. The questionnaires were administered to all sampled population and they were given ample time to respond to the questionnaires independently.

The study was done with the view of investigate the influence of how implementation of performance contracting strategies in Technical Training Institutes in Kenya has influenced service delivery in these Institutions. The responses contained in the questionnaires were interpreted for analysis based on the fundamental assumptions underlined in each question.

The returned questionnaires formed the basis for the analysis which forms this study. The questionnaires were then verified coded and tallied according to the themes thereafter were quantitatively and qualitatively analyzed by use of SPSS (Scientific Package for Social Sciences) through the use of tables and charts. Qualitative data refers to the information gathered in a narrative form through interviews, focus discussion groups and observations. The responses from the people who verbalized their reactions in different ways were organized to answer the research questions of the study. The researcher gave much attention to the recurring responses that formed the themes of the study. This study was undertaken to analyze and discuss data collected from respondents in relation to research objectives and questions. The responses from the people who verbalized their reactions in open-ended questions in the questionnaires, Focused Discussion Groups, interview schedules and observations were organized to form the qualitative analysis and answer the research questions of the study. The researcher gave much attention to the recurring responses that formed the themes of the study. The reactions were organized into various thematic aspects as outlined in the research objectives and questions.

#### **4.2.2: Classroom Instruction**

This part sought to establish the respondents' views whether the tutors implement the curriculum. The results were presented in figures 4.7.

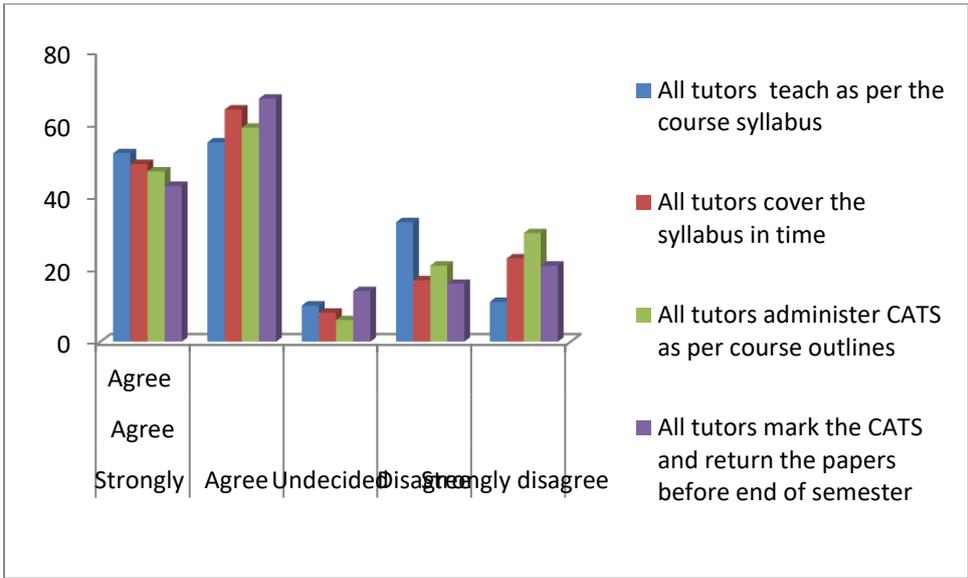


Figure 4.7 Class room Instruction

#### 4.2.3 Instructional materials

This part sought to establish whether the instructional materials are available, adequate, and relevant for the courses offered and they are provided in time by the institutions management. The respondents were asked to indicate their views. The results were presented in tables 4.8 and figures 4.8.

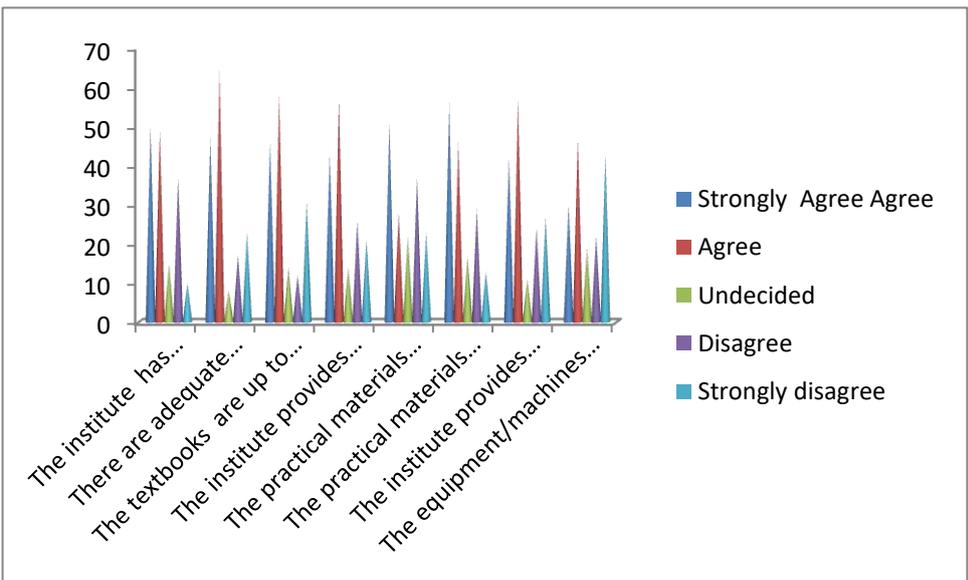


Table 4.16: Examination pass rate data

Year	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
% Pass Rate	51.1	46.9	49.1	55.0	52.0	51.2	55.9	59.1	67.0	68.8	70.1

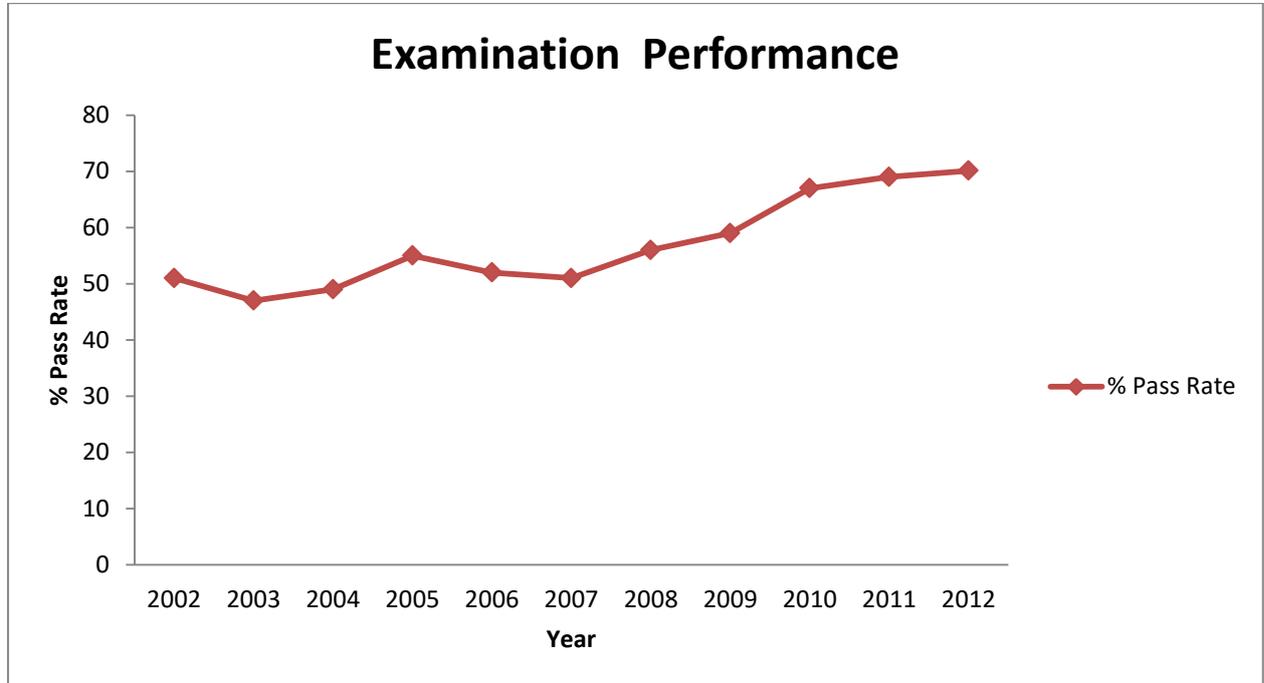


Figure 4.16: Examination Performance

#### 4.17 Summary Statistical analysis

The historical data was analysed on the five variables under study, where one is the dependent variable and the other four are the independent variables. The objective of this analysis was:

- a) To establish any correlation between all the variables under study,
- b) To determine whether the correlation, if any, is significant, and
- c) Whether and to what extent the independent variables have influence on the dependent variable.

Table 4.18

<i>Regression Statistics</i>	
Multiple R	0.994131813
R Square	0.988298063
Adjusted R	0.980496771

Square	
Standard Error	1.150160235
Observations	11

**Table 4.19**

ANOVA

	<i>Df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	4	670.3446068	167.5861517	126.683902	6.35338E-06
Residual	6	7.937211394	1.322868566		
Total	10	678.2818182			

	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>
Intercept	18.87679889	4.999985977	3.775370367	0.009230352	31.11132381	6.642274001
Compliance	0.517097893	0.27321623	1.892632415	0.107259919	1.185633923	0.150561863
ProjCompl	0.067259816	0.128762523	0.522355527	0.620139671	0.382330358	0.242189274
WorkEnv	0.094509237	0.057285683	1.649788078	0.150079572	0.234682253	0.048336221
Curr Impl	1.644304922	0.24129097	6.814614403	0.000489687	1.053887188	2.234722656

**Table 4.20**

Variance-Covariance Matrix

	<i>ExamPerf</i>	<i>Compliance</i>	<i>ProjCompl</i>	<i>WorkEnv</i>	<i>Curr Imp</i>
ExamPerf	61.6619834				
Compliance	7	61.1074380			
ProjCompl	57.7107438	0	55.7851239		
WorkEnv	49.4504132	54.0495867	8	55.7851239	
Curr Imp	2	8	7	55.7851239	55.7851239

WorkEnv	10.8421487		10.5371900	52.6115702	
6		6.96694215	8	5	
Curr Impl	57.8561983	56.9256198	49.9586776	12.2396694	55.8347107
5		3	9	2	4

**Correlation Matrix**

**Table 4.21**

	<i>ExamPerf</i>	<i>Compliance</i>	<i>ProjCompl</i>	<i>WorkEnv</i>	<i>Curr Impl</i>
ExamPerf	1.00000000				
0					
Compliance	0.94015809	1.00000000			
2		0			
ProjCompl	0.84314443	0.92573383	1.00000000		
6		8	0		
WorkEnv	0.19035574	0.12287245	0.19450240	1.00000000	
3		5	7	0	
Curr impl	0.98602746	0.97456002	0.89515779	0.22582754	1.00000000
7		9	6	9	0

**Regression Equation**

$$y = -18.87x_0 + 1.644x_1 - 0.094x_2 - 0.067x_3 - 0.517x_4, \text{where:}$$

**y**-Examination performance,

**x<sub>0</sub>**-Intercepting variable,

**x<sub>1</sub>**-Curriculum implementation strategies,

**x<sub>2</sub>**-staff working environment,

**x<sub>3</sub>**-timely completion of projects, and

**x<sub>4</sub>**-Compliance with statutory obligations.

## 5.0 CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter provides details information obtained from the data analysis during the study. The conclusions and recommendations are also provided in relation to the aim of the study that sought to establish how implementation of performance contracting strategies in Technical Training Institutes in Kenya has influenced service delivery in these Institutions.

#### 5.2 Summary of Findings

The findings of the study were as follows:-

##### 5.2.1 Influence of Curriculum implementation strategies on examination Performance.

It was established that most of the tutors do not miss lessons, come to class in time, do not waste time on out of topics issues and above all, they do not leave class before the end of the lesson. This greatly impacts on the performance of the institutes positively in various ways. It was also established that most students do not miss lessons; the students further submit their assignments in time whereas most teachers do not miss lessons and hence cover the syllabus in time. This was articulated to the fact that the institutions' Teachers and Students tend to serve institution's interests that are in tandem with the values of the institution.

Due to due performance contracting in the institution, it was also found that most tutors teach as per the course syllabus, the syllabus is covered in time and that the tutors administer CATS as per course outlines and also the institution have a well defined system to provide the relevant instructions materials and equipment in time. This was articulated to be as a result of appropriate and relevant performance contracting strategies on curriculum implementation in Technical Training Institutes. A regression analysis showed a positive influence of these strategies on examination performance.

#### 5.4.0 Recommendations.

The key to performance contracting strategies is the ability to take control of its professionalism in dealing with clients. One has not to take for granted anything hence one needs to develop a very inquisitive mind so as to be able to manage the affairs well. Good performance contracting strategies is the key to the institutions survival because without it there will be poor performance. The study concluded that the institution have few weak internal control systems. In a nut shell, the conclusions evolved the following recommendations;

- 1) The Heads of departments should summon those tutors who miss lessons and explain to them the importance and impact attending all the lessons and avoid missing all of the lessons in time in order to attain the institutions set goals.
- 2) The heads of departments should put in place effective measures to ensure all students attend classes in time, and also submit their assignments in time.

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Appendix A:

EFFECT OF PERFORMANCE CONTRACTING ON EXAMINATION PERFORMANCE IN TTIs IN KENYA

**STUDENTS QUESTIONNAIRE**

*Kindly fill in the following questionnaire to enable the researcher to collect academic data. The responses will help in understanding whether Performance Contracting has influenced Service delivery in TTIs in Kenya. Information obtained will be used for the sole purpose indicated above and will be handled in strict confidence by the researcher.*

**Please tick or write as appropriate**

Do not write your name.

**SECTION A**

**Personal information**

1. What is your gender? Male  Female

2. What is your age?

**A:** Below 15 yrs    **B:** 15-20yrs    **C:** 21-25yrs    **D:** 26-30 yrs    **E:** Above 30yrs

3. When were you admitted to this Institution?    ...../...../20...

4. What is the name of the course you are taking? .....

5. What Level? **A:** Certificate    **B:** Diploma    **C:** Bachelor degree    **D:** Master degree

6. When is your expected completion date for your course? ...../...../20.....

**Section B**

Kindly tick where appropriate.

S/No		Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
	<b>Class Attendance</b>					
1.	Tutors do not miss any lessons					
.2.	Tutors always come to class in time					
3.	Tutors do not waste any time on out of topic issues					
4.	The Tutors do not leave class before end of lesson					
	<b>Curriculum Implementation</b>					
1.	All tutors teach as per the course syllabus					
2.	All tutors cover the syllabus in time					
3.	All tutors administer CATS as per course outlines					
4	All tutors mark the CATS and return the papers before end of semester					
	<b>Instructional materials</b>					
1.	The institute has operational library					

2.	There are adequate textbooks in the library					
3.	The textbooks are up to date and relevant for course offered					
4.	The institute provides practical materials in time.					
5.	The practical materials provided are relevant.					
6.	The practical materials provided are adequate.					
7.	The institute provides adequate training equipment/machines/tools.					
8.	The equipment/machines tools are relevant.					

*Thank you for finding time to respond to this questionnaire.*

#### APPENDIX :E

## **EFFECTS OF PERFORMANCE CONTRACTING ON ACADEMIC PERFORMANCE**

### **OBSERVATION GUIDES**

The research will make personal observation on the following aspects which are key indications in performance contracting.

#### **OBSERVATION**

1. Is there a room in all building – Quality services to target PC
2. Are there fire extinguishes in all building? Security
3. Are all visitors screened as they enter through gate? Security



Appendix H: Work Plan/Time Frame

	<b>ACTIVITY</b>	<b>Oct 2013</b>	<b>Nov 2013</b>	<b>Dec 2013</b>	<b>Jan 2014</b>
1	Instrument Designing	Vv			
2	Piloting of Instrument	Vv			
3	Instrument Revision		Vv		
4	Training of Research Assistants		Vv		
5	Data Collection			Vv	
6	Data Presentation			Vv	
7	Data Analysis				Vv
8	Report Writing				Vv
9	Submission				Vv

Source: Author, 2013

**KEY: V- 1 WEEK**

