



**“PRINCIPALS' PERCEPTIONS OF QUALITY
MANAGEMENT IN THE CONTEXT OF
PERFORMANCE CONTRACT FRAMEWORK IN
TAITA TAVETA SECONDARY SCHOOLS”**

Presented at the 1st TSC Conference at Kenya School of
Government, KABETE NAIROBI on 21st June 2019

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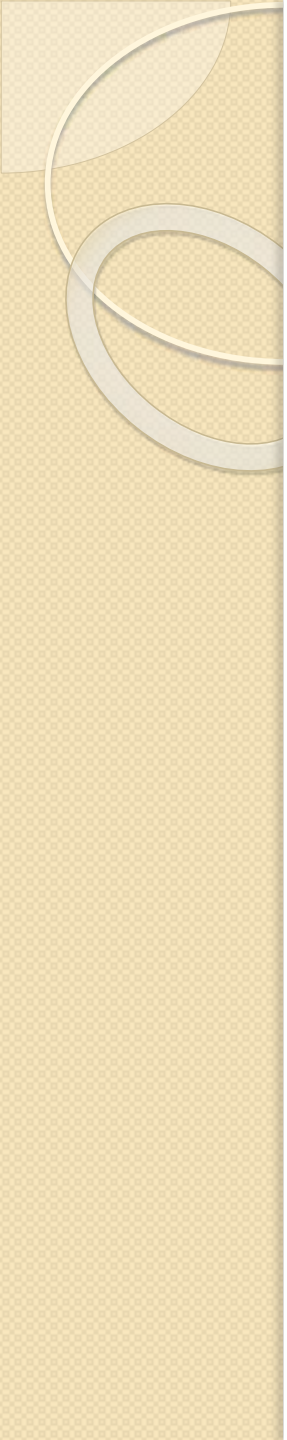
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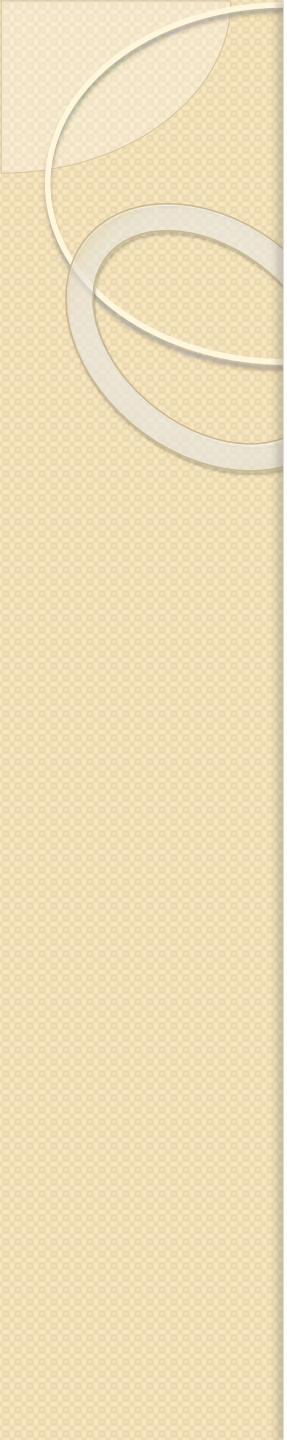
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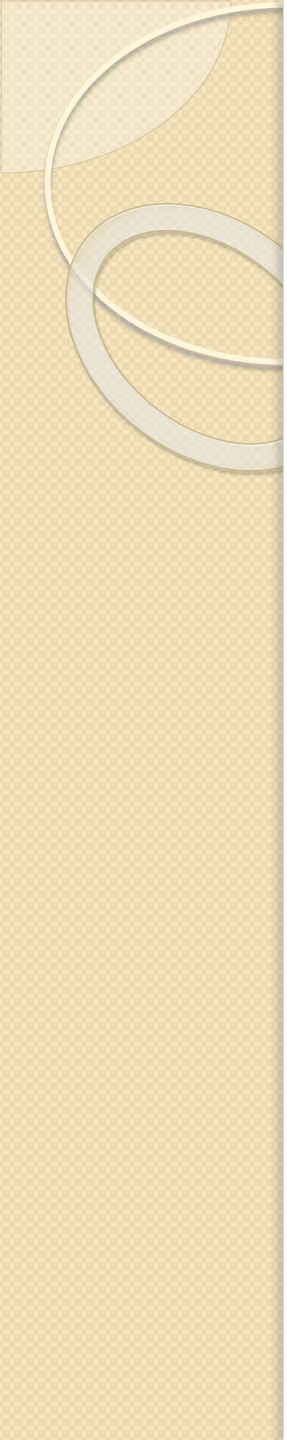
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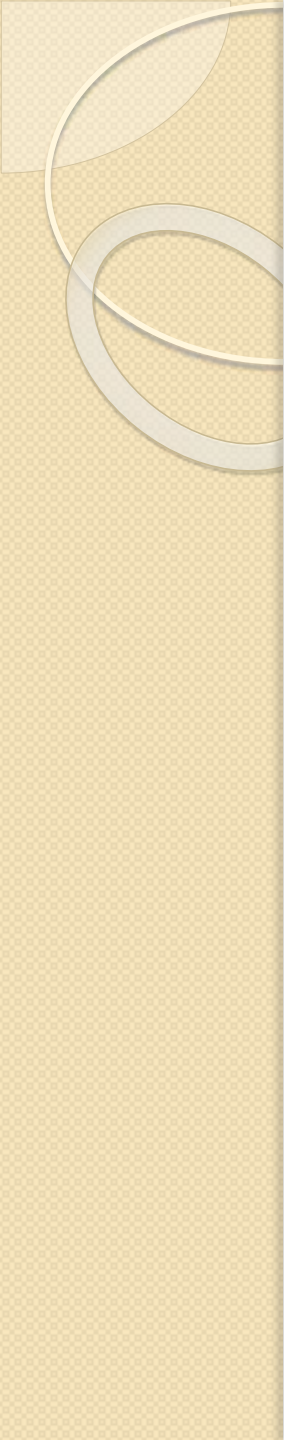
INTRODUCTION

- Quality management is a recent phenomenon, which is a part of management regarded as an ideal systemic process for managing change in public education (Frazier 1997).
- PC is a contractual agreement for the execution of service according to agreed upon terms within an established period of time and using stipulated resources and performance standards (Messsah and Kariuki 2011) thus an effective framework for quality management.

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- result of studies carried out in Africa showed that the education sector in Africa had suffered a myriad of challenges that had constrained their service delivery. There was shortage of manpower, coupled with a lack of appropriate mindset and accountability.
 - The governments of Rwanda and Tanzania, therefore, introduced PC in their school systems to strengthen strategic planning and management so as to improve service delivery (GoK, 2010).

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- Kenya introduced the PC in 1995 in an effort to improve efficiency and enhance cost effective service delivery (GoK, 2005).
 - Kwedho (2005), in her study documents that the PC had had the highest impact on service delivery. This she observed was based on the premise that, “what gets measured gets done” (Trivedi, 2000). Also, reviews on public sector (Republic of Kenya, 2010) and the National customer Satisfaction Survey Report (RoK, 2009) indicated improved transparency, responsiveness to public service, accountability and improved profit levels through PC

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- Quality management in secondary schools continues to be a concern among various stakeholders (Nyamwongo, 2012).
 - Various studies done have documented that lack of financial resources where principals have to make do with meager resources (Kamar, 1990), issues of delayed funding, acute teacher shortage and attrition (Koros, Ngware, Sang, 2006), lack of adequate physical facilities and political interference (Amutabi, 2002, Wafubwa, 2007) are to blame.



The Teachers' Service Commission, committed to effectively manage the teaching service for quality education in line with provisions of the Constitution of Kenya, hence introduced Performance Contracting (PC) for Heads of Institutions in January 2016, whose aim is to strengthen curriculum implementation and accountability in the utilization of resources in order to improve learning outcomes (PC, 2019).

PROBLEM STATEMENT

- Issues of quality management in schools remains high on the government's agenda as the education budgetary allocation continues to soar. The signing of PC between the TSC and school Principals is hoped to enhance accountability for quality management.
- Studies done by Njeru (2011) and Mbugua (2011) raised issues on effectiveness of PC framework in secondary schools.
- This study therefore sought to unearth perceptions of Principals on how the PC framework had helped enhance quality management in schools.

RESAERCH OBJECTIVES

- 1. To establish the Principals' perceptions of what Quality Management is in the context of the schools
- 2. Examine the Perceptions of Principals' on how the PC has enhanced quality management in schools
- 3. Determine the challenges experienced by Principals in using PC to enhance quality management

Theoretical Framework

- This study was based on William Edwards Deming's (1900-1993) theory of Total Quality Management. He identified, the system of profound knowledge, and the Shewart Cycle- PDCA (plan–do–check–act or plan–do–check–adjust) which is an iterative four-step management method used in business for the control and continual improvement of processes and products

Purpose of the study

The purpose of this study was to establish the perceptions of principals on how the PC framework had helped enhance quality management in their schools.

Significance of the study

- The findings of this study are expected to help the Teachers' Service commission improve the PC for Heads of schools so as to realize more accountability and achieve quality management of the resources allocated by the government
- It is also hoped that the study will inform the ministry of education the challenges faced by heads of schools in management of the resources in the institutions with a view of mitigation and also, add up to the general body of knowledge in the area

Methodology of research

Study design

- This study employed an Exploratory case study approach which aims to find answers to the questions , 'what' or 'who'.
- Data was collected using interviews, interview schedules and perusal of documents method

Sampling

- The study targeted Principals of secondary schools in Taita Taveta County who were randomly sampled, to arrive at 14% (12) out of the possible 84 Principals. This was due to the limited time for carrying out the research.

SAMPLING

S/NO	TYPE OF SCHOOL	NO. OF PRINCIPALS	%
1	BOARDING	6	50
2	BOARDING/DAY	2	47
3	DAY	4	23
TOTAL		12	100

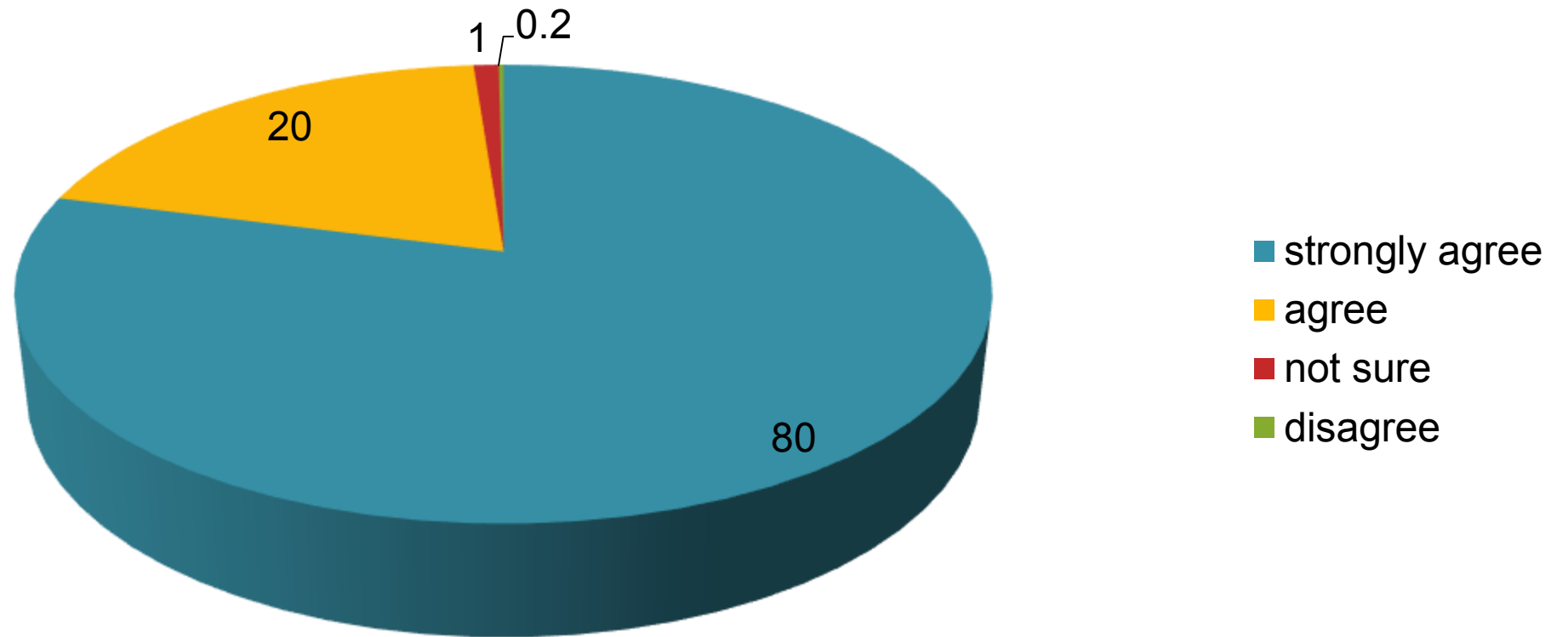
Research and data analysis

- Data was collected using interviews, interview schedules and perusal of documents. Both Qualitative and Quantitative methods of data analysis were employed. Descriptive analysis was used to report the results of the data.

Research Findings

- The research sought to establish the Principals' perceptions on quality management and accountability of resources in their schools. The specific areas of study that form the main themes of data presentation were as follows.
 1. Principals' understanding of what Quality Management in schools entails
 2. Principals' perceptions on how the PC has enhanced quality management in schools
 3. Challenges experienced by Principals in using PC to enhance quality management

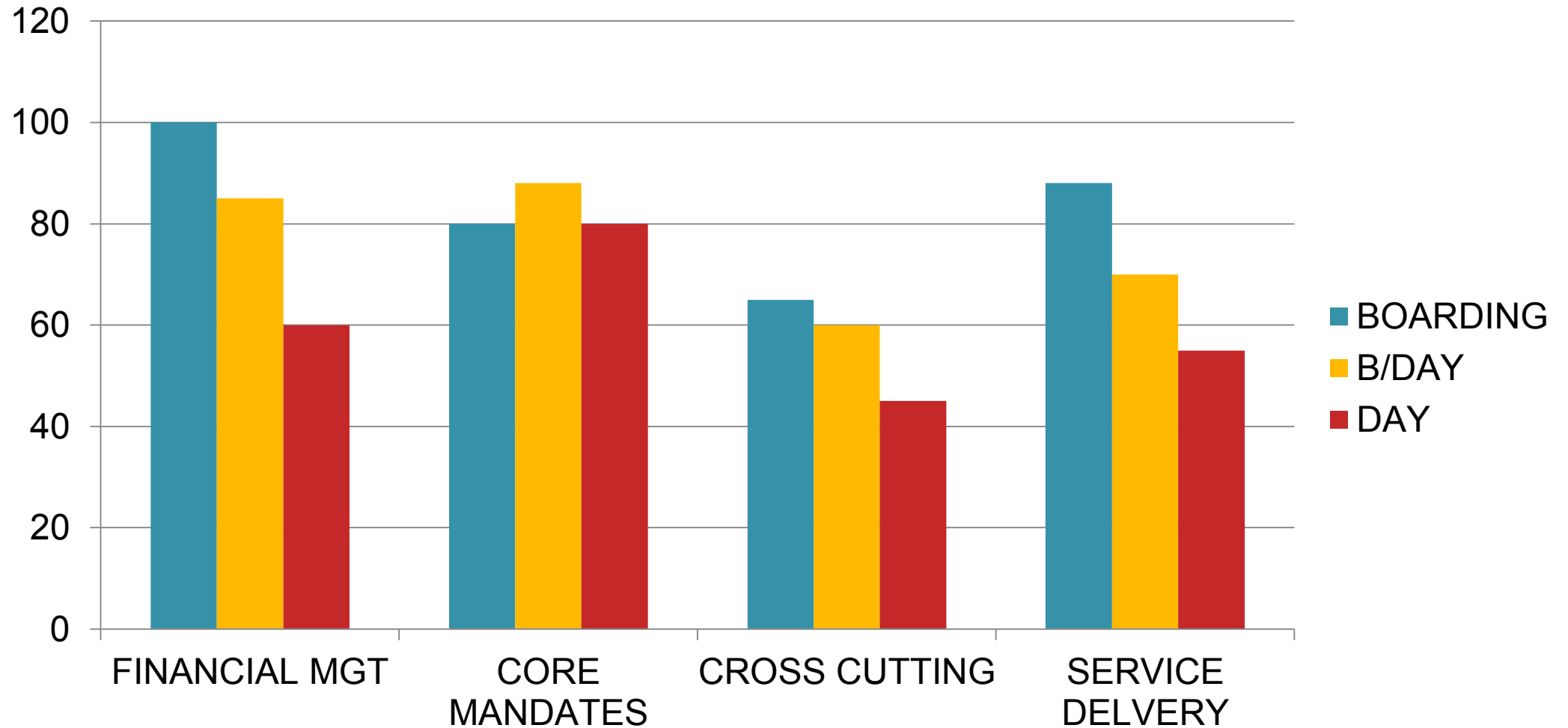
1. Perceptions on importance of PC



Perceptions on Indicators of quality management

S/N	Indicators	
1	Improved student enrolment	(11)92%
2	High student completion rates	(10)83%
3	Peace and calm- no unrests/ Discipline	(9)75%
4	Improved results in exams (internal/external	(12)100%
5	Improved infrastructure	(12)100%
6	Commitment to school programs by parents	(4)33%
7	Involvement of stakeholders in school programs	(4)33%

2. Perceptions on gains made by use of PC



a). Principals' perceptions on how the PC has enhanced Financial management

- 1. The preparation **of work plans** against each criterion on the PC was an eye opener on planning and prioritization of activities to be done to achieve the set targets and had helped in:
 - Isolating Long term and short term expected outcomes to provide feedback which they then used to better performance by changing strategy or getting the right tools and people to manage various areas

How PC has enhanced Financial Management

S/NO	SPECIFIC AREA	ACHIEVEMENT	%
	WORK PLANS	Monthly trial balances/Budgeting all school funds	(12)100
		Prioritization of needs	(8)70
		Outsourcing for funds in case of budgetary deficits	(7)60
		Monitoring/evaluation of progress made on planned activities	(12)100
		Evaluation of results and re-planning/Execution of changes in case of need	(9)75

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2. Budgeting:

- Some confessed that they had not been working with school budgets as they had assumed that they were seasoned after serving in that capacity for many years.
- The fact that the budgets and audit reports had to be presented to the BOM for discussion as a requirement on the PC framework, the deliberations of such reports were prioritized in terms of urgency and availability of funds.

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S/N	SPECIFIC AREA	ACHIEVEMENTS	RESPONSE
1	BUDGETING	realization of the needs of the school	(12)100
2		Debt prevention due to prudent use of allocated funds	(8)70%
3		no impulse spending/overspending	(6)50%
4		Timely completion of proposed projects	(6)50%

SERVICE DELIVERY

Effort towards enhancing service delivery had been made.

- Service charters had been instituted and displayed in at least 4 (33%) of the schools
- Use of ICT in management had improved as principals sought to get evidence for work done.

ICT integration in management

S/N	SPECIFIC AREA	ACHIEVEMENTS	RESPONSE
1	ICT INTEGRATION	Introduction of Biometric registers	(2) 16.7%
2		Use of internet to communicate with stakeholders	(10) 83%
3		Existence of computer labs	(6)50%
4		Integration of ICT in administration	(12) 100%
5		Availability of internet in schools	(4)33%

CORE MANDATES

- Monitoring and supervision of Curriculum implementation had improved
- All 12(100%) schools had institutionalized TPAD. All professional records had been approved.
- 8(70%) of the Principals were now teaching regularly
- There was no evidence of TPD at school level, but there was evidence at County and Sub county levels
- Submission of data for schools to relevant offices had also improved greatly

TPAD

S/N	SPECIFIC AREAS	ACHIEVEMENTS	RESPONSE
	Lesson attendance	Summarized and Displayed	8(70%)
	TPAD summaries for 2017/2018	Available/Filed	12(100%)
	TPAD schedules for 2017/2018	Available/Displayed	4(33%)
	Lesson observation reports	Available/Filed	7(60%)
	TPAD committee meeting reports	Available/Filed	6(50%)

CROSS CUTTING

- Inventories on school assets were available and updated.
- Some schools had observed safety measures but lacked fire extinguishers. In some cases the extinguishers were available but had expired
- All the schools had displayed information as pertains to corruption, HIV/AIDS and ADA on walls as a measure of sensitizing stakeholders

Cross cutting

S/N	SPECIFIC AREA	EVIDENCE	RESPONSE
1	Inventories on school assets	Available/updated	8(70%)
2	Evidence of disability mainstreaming	Ramps/Sanitary areas available	3(25%)
3	Compliance with safety /security measures	Fire extinguishers, doors opening outward, no window grills	6(50%)
4	Corruption prevention	Evidence of sensitization	6(50%)
5	HIV/AIDS sensitization	Evidence of sensitization	6(50%)



3. Challenges experienced by Principals in using PC to enhance quality management

1. Accountability:

- All principals expressed the need for accountability to be expanded to include BOM Chairmen, MOE officers and Parents, in various areas.

Areas of accountability

Utilization of school funds	PRINCIPAL, BOM, Schools Auditors, SCDE	
Human Resource Management	CDE/CD TSC, TSC/MOE SCDs, BOM	
Curriculum implementation/supervision	PRINCIPAL, HODs, HOSs, TSC/MOE SCDs, CDE/CD TSC	
Learner safety and Discipline	BOM, PRINCIPAL, TEACHERS, PARENTS, MOE	
Time management	MOE, TSC, PRINCIPAL, TEACHERS	

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2. All the principals cited delays in disbursement of funds as a factor affecting quality management:
3. Understaffing
4. Lean non-teaching staff (ratio of 1:40) -8 out of 12 schools in the study had less than 200 students
5. Political interference in procurement:
6. Parental attitude

Conclusion

- Principals were aware of what Quality management in school entailed
- Principals perceived PC framework as a very important tool for quality management which had led to improvements in:
 1. financial management,
 2. curriculum supervision,
 3. communication due to ICT integration in management.

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- However, they identified areas of challenge on the effective use of PC in management as:
 1. Inadequate funding
 2. Lean support staff
 3. Teacher shortage
 4. Delays in funds from the MOE
 5. Political interference in procurement
 6. Poor Parental attitude

Recommendations

- Residential Management Programs of at least 6 months, for teachers in administrative positions (under TPD)
- TSC to Sensitize all key stakeholders on PC framework – MOE (SCDE, QASO, CDE), BOM, Parents, Teachers, Students
- TSC should liaise with MOE on matters management of school funds
- TSC to ensure school CBE is enhanced
- MOE to revise the status of Support staff requirements per school to cater for schools with low enrolments

End of presentation

Thank You!

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