



Organisational Culture and the Implementation of Performance Contracting in Public Secondary Schools: Mixed-Methods Evidence from Kenya

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Abstract: This study examined whether organisational culture is associated with service delivery and whether it moderates the relationship between performance contracting and service delivery in public secondary schools in Kisii County, Kenya. The study adopted a convergent parallel mixed-methods design. Schools were stratified by sub-county, and respondents were sampled within the selected schools, yielding 1,079 usable questionnaires from 173 principals, 363 teachers, 322 Board of Management members, and 221 parents' representatives. One County Director of Education and five Sub-County Directors of Education were interviewed. Data were collected using Likert-scale questionnaires and semi-structured interviews, and were analysed through descriptive statistics, Pearson correlation, hierarchical regression with an interaction term, and thematic analysis. Organisational culture was moderate ($M = 3.36$, $SD = 0.46$) and correlated positively with performance contracting ($r = .706$) and service delivery ($r = .595$), both $p < .001$. Culture added a small but significant share of explained variance beyond performance contracting ($\Delta R^2 = .007$, $p < .001$), yet the interaction was not significant ($B = .045$, $p = .291$); moderation was therefore not supported. Education officers described shared commitment, teamwork, open communication, innovation, and recognition as supportive conditions, and resistance to change, blame, and individualism as barriers. The study concludes that organisational culture matters as a condition surrounding performance contracting but does not change the strength of its relationship with service delivery. It recommends that principals strengthen communication, recognition, and shared accountability, and that education authorities practise supportive rather than blame-oriented monitoring.

Keywords: Organisational culture, Moderation, Performance contracting, Implementation, Accountability, Teamwork, Kenya

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1. Introduction

Every school develops shared assumptions, values, and norms that guide how its members read situations and respond to them, a pattern that Schein (2010) describes as organisational culture. Management reforms are introduced into such settings and do not work independently of them. Contingency scholars have long argued that what management practice achieves depends partly on the context in which it is applied (Donaldson, 2001). Culture is therefore a plausible reason why the same formal arrangement may be experienced differently from one school to another.

Internationally, accountability reforms in education have relied on formal instruments such as targets, contracts, and monitoring, and Principal-Agent Theory has been a main lens for analysing education policy of this kind (Kim, 2024). The manner in which accountability is exercised nevertheless matters. In a study of school turnaround policy in the United States, Torres (2024) examined how state education agencies build trust in order to balance support with accountability, which points to the relational setting in which performance requirements are received.

In Kenya, performance contracting is an established part of public-service management, and the guidelines issued for each cycle set out how public institutions negotiate, report on, and are evaluated against their commitments (Ministry of Public Service, Performance and Delivery Management, 2024). Wesonga et al. (2020) found that performance planning and monitoring and reporting were significant determinants of citizen-centric service delivery in Huduma Centres, which shows that the instrument is linked to service outcomes in the Kenyan public sector. In public secondary schools the principal signs the contract, but teachers, departments, Boards of Management, parents, and education officers all take part in carrying it out. School improvement is collective work. A culture of shared responsibility, communication, constructive feedback, and innovation may ease that coordination, whereas a blame-oriented or resistant culture may leave staff less willing to discuss problems or to try alternative approaches.

One analytical distinction is often blurred in this discussion. Organisational culture can be positively related to an outcome without moderating the relationship between another predictor and that outcome. Moderation is a specific statistical claim: it requires evidence that the strength or direction of a focal relationship changes as the moderator varies (Baron & Kenny, 1986). A positive correlation between culture and service delivery is not, on its own, evidence of moderation.

1.1 Study Gap and Justification

The gap is not simply that culture has been neglected. Indiya et al. (2021), for example, tested organisational culture as a moderator of the relationship between quality management system adoption and the performance of public universities in Kenya. What remains limited is evidence from public secondary schools in Kenya that brings together three things: a direct quantitative assessment of how culture relates to service delivery, a formal statistical test of whether culture moderates the relationship between performance contracting and service delivery, and qualitative evidence on the cultural conditions that surround implementation.

The study is justified on four grounds. It reports the direct associations involving organisational culture instead of reading culture only through a moderation hypothesis. It tests the moderation claim explicitly and reports the null

result, so that a positive association between culture and service delivery is not mistaken for moderation. It sets the survey evidence besides the accounts of education officers. Finally, it identifies specific cultural features, namely communication, teamwork, shared accountability, recognition, innovation, and resistance that can guide later research on implementation.

1.2 Research Questions

The study sought to answer the following research questions:

1. What is the prevailing level of organisational culture in public secondary schools in Kisii County, and how is it associated with performance contracting and service delivery?
2. Does organisational culture statistically moderate the relationship between performance contracting and service delivery?
3. What cultural characteristics and barriers do education officers identify in the implementation of performance contracting?
4. How can the quantitative and qualitative findings be integrated to explain the difference between organisational culture as an important organisational condition and organisational culture as a statistical moderator?

1.3 Conceptual Framework

The study was guided by a conceptual framework that links three variables (Figure 1). Performance contracting is the independent variable and is represented by four practices: target setting, resource allocation, stakeholder involvement, and monitoring and evaluation. Service delivery in public secondary schools is the dependent variable. Organisational culture is the moderating variable, indicated by shared commitment to school objectives, accountability, teamwork, communication, innovation, and recognition.

The framework proposes a direct relationship between performance contracting and service delivery, and a conditioning role for organisational culture on that relationship. Consistent with the contingency perspective and Principal-Agent Theory (Section 2.1), a supportive culture was expected to strengthen this relationship. Organisational culture may also be directly associated with service delivery, and the study reports that association separately from the test of moderation.

Hypothesised relationships among the study variables

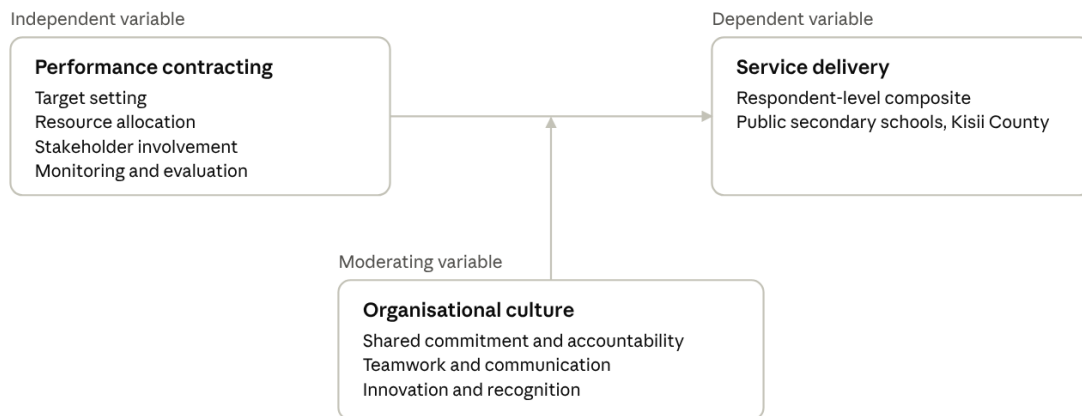


Figure 1: Conceptual Framework. Source: Researcher (2026).

2. Literature Review

The review is presented in two parts. The theoretical review sets out the two perspectives on which the study rests, and the empirical review examines studies on organisational culture, performance management, and culture as a moderator. A synthesis then states the gap that the study addresses.

2.1 Theoretical Review

The study rests on a contingency perspective of organisational functioning, complemented by Principal-Agent Theory.

2.1.1 Contingency Theory

The contingency perspective holds that the effectiveness of an organisational practice depends partly on the context in which it is implemented (Donaldson, 2001). In this study, performance contracting is the organisational practice and the culture of the school is part of the context in which it is implemented. The perspective therefore supplies the rationale for testing organisational culture as a moderator of the relationship between performance contracting and service delivery.

2.1.2 Principal-Agent Theory

Principal-Agent Theory focuses on accountability, information, monitoring, and aligning delegated responsibilities (Eisenhardt, 1989; Jensen & Meckling, 1976). It has been a main lens for analysing accountability-based education policy (Kim, 2024). In this study, the performance contract is read as the instrument that sets out what is delegated to the school and how it will be checked.

2.1.3 Application of the Theories to the Study

Together, the two suggest that a performance contract sets out what is delegated and how it will be checked,

while the school's culture is part of the context that shapes how the contract works in practice.

On this reasoning, a supportive culture was expected to strengthen the association between performance contracting and service delivery. The study retains that proposition as an empirical test and does not presume it to be correct. A statistically significant direct relationship between culture and service delivery would indicate that culture is an important organisational attribute. A non-significant interaction would indicate that the evidence does not show culture changing the strength of the relationship between performance contracting and service delivery. The two results answer different questions, and the study keeps them apart.

2.2 Empirical Review

2.2.1 Organisational Culture in Schools

Organisational culture refers broadly to the shared assumptions, values, norms, and patterns of behaviour that shape how members of an organisation interpret and respond to situations (Schein, 2010). In schools, culture shows itself in collaboration, communication, accountability, recognition, a shared sense of purpose, and openness to new practices. Educational research continues to link school culture with leadership, teacher performance, and school outcomes, while work on public-sector management indicates that formal management systems are filtered through the organisational and institutional settings in which they are placed (Donaldson, 2001).

2.2.2 Culture and the Enactment of Performance Management

Performance contracting raises cultural questions of its own. Staff may experience it as a means of accountability and improvement, but it can also come to stand for compliance, pressure, or blame when they do not see the

system as developmental. Communication and participation are especially relevant because targets have to be understood before they can be turned into collective activity. Recognition and innovation likewise influence whether staff read performance management as an opportunity to improve or as a form of surveillance. According to Torres (2024), agencies responsible for accountability also have to build trust with those they oversee if support and accountability are to be balanced. In Kenya, Wesonga et al. (2020) concluded that performance planning and monitoring and reporting are important phases of performance contracting in the pursuit of citizen-centric service delivery; their study did not, however, examine the culture of the organisations concerned.

2.2.3 Organisational Culture as a Moderator in Kenyan Public Institutions

Research in Kenyan public institutions has treated organisational culture as a moderator of the relationship between management systems and performance. Indiya et al. (2021) surveyed top management in public universities and reported that organisational culture significantly moderated the relationship between quality management system adoption and organisational performance, although the interaction accounted for a small share of variance ($\Delta R^2 = .007$). Findings of this kind give a rationale for testing culture as a moderator in schools. They do not establish that moderation will occur in public secondary schools, where the management system, the respondents, and the outcome are all different.

2.3 Synthesis and Gap

The reviewed work shows that culture is taken seriously in studies of schools and of public management, and that moderation by culture has been reported in at least one Kenyan public-sector setting. It also shows a tendency to move from the observation that culture is related to performance to the stronger claim that culture conditions the effect of a management system. Evidence that tests both claims in the same public secondary schools, and that sets the statistical results beside the accounts of those who supervise implementation, is limited. The present study responds by treating moderation as a hypothesis to be tested and by comparing the two strands of evidence for convergence and divergence.

3. Methodology

3.1 Research Design

A convergent parallel mixed-methods design was used (Creswell & Creswell, 2018). Questionnaire and interview data were gathered in the same period, analysed separately, and then compared. The quantitative strand addressed the first and second research questions, the qualitative strand addressed the third, and the comparison of the two strands addressed the fourth. The

study was carried out in public secondary schools in Kisii County, Kenya.

3.2 Population, Sample and Sampling Procedures

The study drew on four groups of school-level respondents, namely principals, teachers, Board of Management (BOM) members, and parents' representatives, together with education officers. Sampling began at school level: schools were grouped into strata by sub-county, and respondents were then selected within each sampled school. Of the 1,219 questionnaires issued, 1,079 were usable (88.5%): 173 from principals, 363 from teachers, 322 from BOM members, and 221 from parents' representatives. Six education officers were purposively selected for interviews, comprising one County Director of Education and five Sub-County Directors of Education.

3.3 Data Collection Instruments

Organisational culture was measured with ten five-point Likert items covering shared commitment to school objectives, accountability, responsibility for targets, teamwork, communication, innovation, recognition, cooperation, support for targets, and the extent to which culture facilitates performance contracting. The items were combined into a respondent-level composite that was treated as a continuous variable. Performance contracting was represented by a composite of four practices: target setting, resource allocation, stakeholder involvement, and monitoring and evaluation. Service delivery was also a respondent-level composite. Documentary indicators were consulted as contextual evidence but were not built into the outcome used in the inferential analysis. A semi-structured interview guide was used with the education officers. Its section on organisational culture comprised eight open-ended questions. These covered the prevailing culture in schools, the cultural aspects and values that influence how principals implement performance contracting, the extent to which culture supports or hinders the achievement of targets, whether a supportive culture strengthens the relationship between performance contracting and service delivery, the practices observed in schools that consistently meet their targets, cultural barriers, and strategies for developing a supportive culture.

3.4 Validity and Reliability

The instruments were examined by the supervisors and by subject experts for relevance and clarity. A pilot study was conducted in Nyamira County, which borders Kisii; 40 respondents took part and 37 questionnaires were returned. In the pilot, the organisational culture scale returned to Cronbach's alpha of .89 and the service delivery scale .91, while the four performance contracting practice scales ranged from .84 to .88. For the qualitative strand, the themes were compared with

the survey results so that each strand could be checked against the other.

3.5 Data Collection Procedure

Data collection followed the pilot study in Nyamira County. The researcher obtained an introduction letter from the Directorate of Graduate Studies of Mount Kenya University, dated 21 July 2026, which provided for data collection between July and December 2026. The ethical approval, research license, and county authorisations set out in Section 3.7 were then obtained. These documents were the basis on which the sampled schools and the education offices were approached.

Questionnaires were administered to principals, teachers, BOM members, and parents' representatives in the sampled schools and were collected after two weeks. Of the 1,219 questionnaires issued, 1,079 were returned in usable form, a return rate of 88.5%. The County Director of Education and the five Sub-County Directors of Education were interviewed face to face using the semi-structured guide in the same period as the survey, and the interviews were transcribed for analysis. Documentary indicators were consulted alongside the two primary sources as contextual evidence. Data collection began on 12 August 2026, once the last of the county authorisations had been received, and fell within the period covered by the ethical approval and the research licence.

3.6 Data Analysis

Descriptive statistics were used to establish the level of organisational culture. Pearson correlations assessed the relationships among performance contracting, organisational culture, and service delivery. Moderation was tested through hierarchical regression in three steps: performance contracting was entered into Model 1, organisational culture in Model 2, and the product of the two in Model 3. Both predictors were mean-centred before the product term was computed (Aiken & West, 1991). The interaction coefficient and the change in R^2 at the third step were used to judge moderation. The analysis was run on 1,079 complete respondent records.

Interview data were transcribed and analysed thematically. The themes were used to place the quantitative findings in context and to question them, not to claim causal mechanisms. The two strands were then compared for convergence and divergence, that is, for points at which the officers' accounts supported the survey patterns and points at which they did not.

Two boundaries apply to the analysis. Respondents were nested within schools, but the moderation model was estimated without school-clustered standard errors or a multilevel structure, so the quantitative results describe respondent-level associations. In addition, the qualitative strand involved six education officers, not the questionnaire respondents, so the themes reflect

contextual expert accounts rather than prevalence estimates.

3.7 Ethical Considerations

The study forms part of the first author's doctoral research at Mount Kenya University, titled *Principals' Performance Contracting Practices and Service Delivery in Public Secondary Schools in Kisii County, Kenya*, and the approvals were granted for that research. Ethical approval was given by the Mount Kenya University Institutional Scientific and Ethics Review Committee (ISERC) on 21 July 2026 (Ref. MKU/ISERC/6549; approval number 5270) for the period 21 July 2026 to 20 July 2027. A research license was issued by the National Commission for Science, Technology and Innovation (NACOSTI) on 26 July 2026 (License No. NACOSTI/P/26/4193710), valid to 26 July 2027.

Authorization to conduct the research in Kisii County was granted by the County Director of Education and the County Commissioner on 27 July 2026, and by the County Secretary and Head of County Public Service, County Government of Kisii, on 12 August 2026.

Each prospective participant received an information sheet explaining the study's purpose, the nature of participation, and how the collected information would be used. Written informed consent was obtained from every participant before participation. Participation was entirely voluntary: participants could decline to answer any question or withdraw from the study at any time without penalty, and no inducement was offered. No minors took part in the study.

The information provided was treated as confidential and used solely for the purposes of the study. The names of participants and their schools were not included in the research instruments, the dataset, or the study reports, and identification codes and pseudonyms were used so that no individual or institution could be identified from the findings. Electronic data were stored in password-protected files and physical documents were kept in locked storage accessible only to the researcher and the supervisors. The data will be retained for the period prescribed by the university's regulations, after which electronic records will be permanently deleted and physical documents securely destroyed.

The study was designed to minimise potential physical, psychological, professional, and social harm to participants, and their dignity, privacy, safety, and well-being were safeguarded throughout. All sources were acknowledged, and the findings are reported as obtained, whether they supported the research hypothesis. The authors declare no conflict of interest. The authors will share the findings with relevant education authorities, including the office of the County Director of Education, to inform educational policy, school management, and practice.

4. Results and Discussion

This section takes the four research questions in turn, reporting the findings for each and then discussing them.

4.1 Level of Organisational Culture and Its Associations

The first research question concerned the prevailing level of organisational culture and its association with

performance contracting and service delivery. As shown in Table 1, the overall mean was 3.36 ($SD = 0.46$), which falls in the moderate range. The four respondent categories gave almost identical ratings, from 3.34 among principals to 3.37 among BOM members and parents' representatives.

Table 1: Organisational Culture by Respondent Category

Respondent category	<i>n</i>	<i>M</i>	<i>SD</i>	Interpretation
Principals	173	3.34	0.45	Moderate
Teachers	363	3.36	0.45	Moderate
BOM members	322	3.37	0.47	Moderate
Parents' representatives	221	3.37	0.48	Moderate
Overall	1,079	3.36	0.46	Moderate

Note. Organisational culture was measured on a five-point Likert scale. BOM = Board of Management. Source: Researcher (2026).

Across the ten culture items, none was endorsed by a majority of respondents. The highest pooled mean was for encouragement to suggest new approaches ($M = 3.42$), followed by accountability ($M = 3.40$). Teamwork had a mean of 3.36. The lowest-rated aspects were recognition of good performance, open communication, and the extent to which culture facilitates performance contracting (each $M = 3.34$).

Table 2 presents the correlations among the three composites. Organisational culture was positively associated with performance contracting ($r = .706$, $p < .001$) and with service delivery ($r = .595$, $p < .001$). Performance contracting was positively associated with service delivery ($r = .762$, $p < .001$). These are respondent-level correlations and should not be read as causal relationships.

Table 2: Correlations Among Performance Contracting, Organisational Culture and Service Delivery

Variable	1	2	3
1. Performance contracting	—		
2. Organisational culture	.706**	—	
3. Service delivery	.762**	.595**	—

Note. $N = 1,079$. Correlations are based on respondent-level composite scores. Source: Researcher (2026). ** $p < .01$.

The results show that respondents who rated the culture of their school more favourably also tended to rate both performance contracting and service delivery more favourably. This supports the view that culture matters for how a school functions, and it agrees with the description of culture as the shared pattern through which members interpret and respond to organisational demands (Schein, 2010). However, the level of culture was only moderate. Recognition and open communication, which the education officers treated as central to constructive implementation (Section 4.3), were among the weakest aspects. The near-identical means across the four respondent categories also indicate that views of culture differed little from one group to another.

4.2 Moderating Role of Organisational Culture

The second research question asked whether organisational culture moderates the relationship between performance contracting and service delivery. Table 3 summarises the three hierarchical models. Model 1, containing centred performance contracting, explained 58.0% of the variance in service delivery. Adding organisational culture in Model 2 raised R^2 to .587 ($\Delta R^2 = .007$, F change = 16.999, $p < .001$). Culture therefore had a small additional direct association with service delivery beyond performance contracting. Model 3 added the interaction between performance contracting and organisational culture, which produced a change in R^2 of approximately .0004 (F change = 1.115, $p = .291$).

Table 3: Hierarchical Regression Testing the Moderating Role of Organisational Culture

Model	<i>R</i>	<i>R</i> ²	ΔR^2	<i>F</i> change	<i>p</i>
1. Performance contracting (centred)	.762	.580	.580	1489.302	< .001
2. Model 1 + Organisational culture (centred)	.766	.587	.007	16.999	< .001
3. Model 2 + Performance contracting × Culture	.766	.587	< .001	1.115	.291

Note. *N* = 1,079. The outcome variable is the service delivery composite. Source: Researcher (2026).

The coefficients of the final model are given in Table 4. Performance contracting (*B* = .791, *SE* = .032, *t* = 24.658, *p* < .001) and organisational culture (*B* = .114, *SE* = .027, *t* = 4.147, *p* < .001) both had positive

coefficients. The interaction coefficient was *B* = .045 (*SE* = .043, *t* = 1.056, *p* = .291), with a 95% confidence interval from −.039 to .130. The moderation hypothesis was therefore not supported.

Table 4: Coefficients for the Final Moderation Model

Predictor	<i>B</i>	<i>SE</i>	<i>t</i>	<i>p</i>
Constant	3.381	.011	321.251	< .001
Performance contracting (centred)	.791	.032	24.658	< .001
Organisational culture (centred)	.114	.027	4.147	< .001
Performance contracting × Culture	.045	.043	1.056	.291

Note. The 95% confidence interval for the interaction coefficient is −.039 to .130. Source: Researcher (2026).

This result needs careful reading. It does not mean that organisational culture is irrelevant, and it does not mean that culture has no practical importance for implementation. It means that, in these respondent-level data, there was insufficient evidence that the association between performance contracting and service delivery became systematically stronger or weaker as organisational culture varied. This finding differs from Indiya et al. (2021), who reported a significant, though small, moderating effect of culture in public universities. The difference is a reminder that an interaction is an empirical matter to be established in each setting (Baron & Kenny, 1986).

Three interpretations are possible. Culture may be more directly associated with service delivery than conditionally. Alternatively, the moderate and narrow spread of culture scores, with category means ranging only from 3.34 to 3.37, may have reduced the ability of an interaction term to detect differences in slope. A third possibility is that culture operates through untested processes, such as teacher commitment, instructional coordination, psychological safety, or implementation quality. These are plausible interpretations and not findings established by the present design.

4.3 Cultural Characteristics and Barriers Identified by Education Officers

The third research question sought the cultural characteristics and barriers that education officers identify in the implementation of performance contracting. Five themes emerged from the interviews, together with one cross-cutting observation (Table 5). First, officers described shared commitment and accountability as conditions under which staff see targets as collective responsibilities. Second, they linked teamwork and collaboration to teachers' ability to support one another when implementation problems arise. Third, they regarded communication and transparency as necessary to clarify expectations and provide feedback. Fourth, they identified innovation and recognition as areas in which implementation could be strengthened. Fifth, they named resistance to change, poor communication, individualism, blame-oriented management, and inadequate recognition as cultural barriers.

Table 5: Qualitative Themes on Organisational Culture and the Implementation of Performance Contracting

Theme	Key qualitative finding	Implication for performance contracting
Shared commitment and accountability	Schools with shared institutional goals tend to have stronger ownership of targets.	Strengthens individual and institutional accountability.
Teamwork and collaboration	Cooperative staff are more likely to work collectively towards school targets.	Facilitates implementation of performance targets.
Communication and transparency	Open communication enables staff to understand expectations and receive feedback.	Improves clarity and monitoring of performance.
Innovation and recognition	Recognition and opportunities to propose new approaches were uneven.	Weakness may reduce motivation and innovation.
Cultural barriers	Resistance to change, blame-oriented practices and poor communication hinder implementation.	Officers considered these to be barriers to implementing performance contracting.
Cross-cutting: supportive culture as an implementation context	Officers reported that supportive cultures enable principals to convert targets into collective action.	Provides contextual support; statistical moderation was not established.

Note. Themes were derived from interviews with one County Director of Education and five Sub-County Directors of Education. The qualitative evidence is contextual and is not statistically representative. Source: Researcher (2026).

The officers' accounts draw a line between the formal structure of performance management and its enactment. A performance contract can specify targets and monitoring requirements, but communication and shared accountability shape how staff experience those requirements. The interviews suggest that performance management is more constructive when staff view it as a means of improvement rather than punishment, aligning with Torres's (2024) emphasis on trust and the need to balance support and accountability. However, the officers' view that culture can make performance contracting easier or harder to implement is an interpretation drawn from supervisory experience. It is not statistical evidence of moderation, and the study did not test alternative approaches to implementation experimentally.

4.4 Integration of the Quantitative and Qualitative Findings

The fourth research question asked how the two strands can be integrated to explain the difference between culture as an important organisational condition and culture as a statistical moderator. The strands converge on the first of these. The survey showed that culture was positively associated with service delivery and added explained variance once performance contracting was controlled, and the officers consistently described shared commitment, accountability, teamwork, communication, innovation, and recognition as conditions relevant to implementation. The strands diverge on the second. The officers described culture as something that helps or

hinders converting targets into action, yet the survey showed only moderate endorsement of these cultural characteristics, and the interaction term was not significant.

The combined evidence is best described as convergence on the importance of culture as an organizational condition and divergence on the stronger claim that culture statistically moderates the focal relationship. This refines the contingency argument underlying the study: a contextual variable can be substantively important without producing a statistically significant interaction. It also cautions against treating moderation as the only meaningful role for organisational culture. Four roles should be distinguished, namely culture as a direct organizational attribute, as a contextual condition, as a mediator of implementation processes, and as a statistical moderator. The present evidence supports the first two more strongly than the fourth, and the third was not tested.

4.5 Limitations of the Study

Several limitations should be considered. The qualitative strand was based on six education officers, so the themes cannot be taken as representative of all schools or respondents. The quantitative analysis was cross-sectional and conducted at respondent level, which limits causal inference. Respondents were clustered within schools, but the moderation model did not use cluster-robust or multilevel estimation. The culture measure was perceptual and varied little across respondent categories,

which may have constrained the detection of an interaction. Measurement invariance across principals, teachers, BOM members, and parents' representatives was not tested. Lastly, the moderation model used a composite of the four performance contracting practices and so does not establish whether culture moderates each practice separately.

5. Conclusion and Recommendations

5.1 Conclusions

Based on the findings, the following conclusions are drawn for each research question:

1. The prevailing organisational culture in public secondary schools in Kisii County is moderate, and it is positively associated with both performance contracting and service delivery. Recognition of good performance and open communication are among its weakest aspects.
2. Organisational culture contributes a small additional amount of explained variance in service delivery once performance contracting is controlled, but it does not statistically moderate the relationship between performance contracting and service delivery. The moderation hypothesis remains unsupported.
3. Education officers regard shared commitment, accountability, teamwork, communication, innovation, and recognition as supportive conditions for implementing performance contracting, and resistance to change, blame, poor communication, individualism, and inadequate recognition as barriers.
4. Taken together, the two strands indicate that organisational culture is relevant as an organisational condition surrounding performance contracting, while the specific claim that it changes the strength of the relationship with service delivery is not borne out.

5.2 Recommendations

In line with the conclusions, the study recommends that:

1. Principals should attend to open communication, recognition of good performance, shared responsibility, constructive feedback, and teamwork while implementing performance contracts. The aim is to create organisational conditions compatible with constructive implementation, and not to assume that these actions will automatically raise service delivery.
2. Education authorities and researchers should not assume that a supportive culture will amplify the results of performance contracting. Models of performance management in education should consider several pathways

through which culture may matter, and further studies should test whether particular dimensions of culture interact differently with each performance contracting practice.

3. Education authorities should distinguish supportive monitoring from blame-oriented compliance, because the interview evidence suggests that staff responses to performance management are shaped partly by how accountability is communicated.
4. Future research should move beyond asking whether culture moderates performance contracting and examine the mechanisms through which culture may shape implementation quality and organisational learning. Longitudinal or multilevel designs could establish whether culture predicts implementation quality over time and whether it mediates the relationship between leadership practices and service outcomes.

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