

**ADOPTION OF PERFORMANCE CONTRACTS, CHANGE
MANAGEMENT PRACTICES, AND TARGET ACHIEVEMENT
OF ACADEMIC PROGRAMMES IN PUBLIC UNIVERSITIES IN
KENYA**

**BY
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**A Thesis Submitted in Partial Fulfilment of the Requirements for the
Award of the Degree of Doctor of Philosophy in Project Planning and
Management of the University of Nairobi**

2019

DECLARATION

This thesis is my original work and has not been presented in any other University or institution of higher learning for examination or academic purposes.

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DEDICATION

This work is dedicated to my wife Caroline Kwamboka Kinyulusi and children Noelle Nafula Kinyulusi, David Ekhabi Kinyulusi and Julie Nandai Nyaboke Kinyulusi.

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LIST OF ABBREVIATIONS AND ACRONYMS

DRDLR	Department of Rural Development and Land Reform
ERS	Economic Recovery Strategy
JOOUST	Jaramogi Oginga Odinga University of Science & Technology
KAVI	Kenya Aids Vaccine Initiative
KENGEN	Kenya Electricity Generating Company
M&E	Monitoring and Evaluation
MOU	Memorandum of Understanding
NSSF	National Social Security Fund
NUR	National University of Rwanda
PC	Performance Contract
RBM	Result Based Management
RRI	Repaid Results Initiative
UFE	Utilization Focused Evaluations
UFE	Utilization-Focused Evaluation
UMBU	University management Boards
UNESCO	United Nations Educational, Scientific and Cultural Organization

ABSTRACT

The researcher sought to establish how the adoption of performance contract influence target achievement of academic programmes in Public Universities and the moderating effect of the change management practices on the relationship between the two variables. The researcher also sought to determine how Adoption of performance contract planning, adoption of performance contract implementation, adoption of dissemination of performance contract results and adoption of performance contract monitoring and evaluation influence the target achievement of academic programmes in Public Universities. The researcher further sought to establish the combined influence of the adoption of performance contracts on target achievement of academic programmes in Public Universities; to determine the extent to which change management practices influences the target achievement of academic programmes in Public Universities; and to establish the moderating effect of change management practices on the relationship between adoption of performance contract and target achievement of academic programmes in Public Universities. This researcher used a cross-sectional study design and mixed method design. The target population of this study was postgraduate students who enrolled in 2015 and 2016, Deans of schools, Chairpersons of the Departments and Principals/Directors of colleges in the six colleges of the University of Nairobi. Currently, there are seven colleges in the University of Nairobi, but the latest college of Open and Distance Learning is still too young to be evaluated. The sample size was reached using Slovin's Formula. The current research sample size was made up of 389 respondents. The researcher adopted purposive sampling and simple random sampling in the selection of the sample size. Secondary and primary data helped the researcher find data and information that is relevant to the study. Questionnaires and key informant interviews were used to collect primary data. In addition, qualitative data was obtained from key informative interview guide and was analyzed of using thematic analysis. Quantitative data was analyzed using, statistical software, known as Statistical Package for Social Sciences. Descriptive statistics included percentages, mean, frequency distribution, and standard deviation. The analysis of inferential data was done using regression analysis and Pearson correlation coefficient. It was established that adoption of performance contract planning had a positive influence on the target achievement of academic programmes in Public Universities (r -squared=0.107). In addition, adoption of performance contract implementation had a positive influence on the target achievement of academic programmes in Public Universities (β =0.348, p -value=0.000). Further, adoption of dissemination of performance contract results had a positive influence on the target achievement of academic programmes in Public Universities (F =240.147). Also, adoption of performance contract monitoring and evaluation had a positive influence on the target achievement of academic programmes in Public Universities (β =0.627, p -value=0.000). It was established that change management practices moderate the relationship between the adoption of performance contracts and target achievement of academic programmes in Public Universities. The researcher recommends that the University of Nairobi management should make sure that all the stakeholders are involved in the planning process of performance contracts. The management of the University of Nairobi should ensure that negotiations are held with staff so as to assure them that their interests are covered in the performance contracts. In addition, the University of Nairobi should adopt change management practices such as involvement of all staff, effective communication and training. The management of the University of Nairobi should ensure that the performance contracts are fully displayed in the University website.

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

Governments all over the world are facing a challenge of improving service delivery while using fewer resources to provide these services (Abdisalan, 2012). In Asia, the concept of performance contracts has been adopted by China, Korea, Sri-Lanka, Malaysia, Pakistan and Bangladesh. In Latin America countries that have adopted performance contract include Brazil, Bolivia, Colombia, Chile, Argentina, Venezuela, Uruguay and Mexico. Other countries include Canada, United Kingdom and the United States (Feltham, Hofmann & Indjejikian, 2015).

In Belgium, the use of performance contract in public institutions started in 1830s after the breaking of the monolithic government (Selviaridi & Wynstra, 2015). Even though the performance contract paradigm in Belgium dates back in the 1800s, the concept of performance contract began in France in the 1600s and later spread to Korea, Pakistan and India. The United Kingdom adopted performance contract in public institutions in the year 1998 as a public service agreement system (Daykin, 2002). In Finland, public institutions adopted performance contract between 1987 and 1997 as part of the public service reforms aimed at making public institutions and agencies more accountable and responsible (Patari & Sinkkonen, 2014). In the United States, performance contracts were adopted in the year 1993 with an aim of making government institutions more productive as a way of improving public confidence with the government (Mc Gowan, 2001).

In the last two decades, poor performance in public agencies in Africa has necessitated the development of public sector reform strategies (Waithera & Wanyoike, 2015). In Africa, Performance Contract has been in use in many African businesses including in Burundi,

Madagascar, Benin, Morocco, Senegal, Cape Verde, Cameroon, Guinea, Congo, Ghana, Togo, Mali, Niger, Mauritius and most recently in Kenya. Countries like Gambia, Nigeria, Ghana and Kenya started using performance contract in the management of public service in the year 2005. The 2008/2009 East Africa Community performance contract indicated that the member states (Uganda, Kenya and Tanzania) were expected to implement the 2007-2012 strategic plan that was developed to help in the development of appropriate work plans that were based on performance targets.

The Kenyan public service performance has declined since the country gained its independence. This is as a result of the use of management systems that insist on processes compliance and do not emphasize on the results. Additionally, there is the lack of clear and well formulated goals for the public service which makes it hard for senior management to measure the performance of the individual and organization (Government of Kenya, 2005). In 1993, the Government of Kenya after acknowledging that the efficiency of the Kenyan public service was the starting point for other government sectors to perform better, launched reforms in the sector hoping to use the sectors resources effectively and provide better service to the public.

The launching of the reforms was done in three phases that were titled as; the containment of costs, improvement of performance and consolidating and sustaining the positive results achieved in the former two phases. However, the improvement in the performance and productivity of the sector remained just a dream until the government of Kenya came up with a Result Based Management System which was introduced on the basis of Economic Recovery Strategy (ERS) for Wealth and Employment Creation (2003-2008) for the public service. The new program led to the introduction of various strategies including Performance Contract (PC), Citizens Service Delivery Charter, Repaid Results Initiative (RRI) and Transformative

Leadership and Institutional Capacity Building (Government of Kenya, 2005). One strategy that had tremendous results is Performance Contract, which has greatly impacted the performance of public institutions. Performance Contract aims to measure what has been done and to reward success that is visible and measurable. It points out failures and corrects them so as to win the approval of the public by showing results (Waithera & Wanyoike, 2015).

1.1.1 Target Achievement of Academic Programmes in Public Universities

Target achievement refers to a benchmark that represents success at attaining a particular outcome, desired level of efficiency, satisfaction in Public Universities (Kadai *et al.*, 2006). The concept of Target Achievement recognizes that an organization is a result of assets that are productive which include physical, capital and human resources which come together to attain a shared goal. Gakure, Muriu and Orwa (2013) point out that, target achievement is proof of a firm's effectiveness. There are other pointers that can be used to quantify how an organization achieves its targets including efficiency, relevance to stakeholders, financial viability and effectiveness. Achievement of targets in an organization can also be classified as financial or non-financial (Gaunya, 2014).

Financial target achievement refers to the ability of the firm to achieve economic objectives, while non-financial target is centered on operational performance which includes efficiency, market share, new product development and innovation (Jiang & Seidmann, 2014). For a firm to achieve total effectiveness, it shows that the organization has a wider conceptualization of achievement of targets and can be done in form of measure of the overall performance, reputation, goals achievement, perceived total performance compared to competitors and survival. Githemo (2006) proposed that Universities use research output and publications, student enrolment, grant funding, rankings, graduation (completion) rates, curriculum

development and faculty reputation as a measure of performance or achievement of targets among others. Since financial targets of universities are measured through annual financial reports which are published yearly as a measure of performance achievement, this study will adopt a non-financial measures and it will narrow down to curriculum development, curriculum review, publications, teaching and learning facilities and students' progression which comprises of enrollments and graduations.

The Government of Kenya (GoK) has also institutionalized PC system as a measure of performance for all Ministries, Departments and Agencies. Their performances are based against a set of criteria and given a weighting set at the beginning of a contracting period such as a financial year. The criteria includes; financial and non-financial measures, service delivery, operations and qualitative measures. However, the most common measures of performance in Public Universities include Curriculum development, publications, quality of teaching and learning facilities and students' progression.

Performance contracting focuses on the mechanism of reforming public sector through setting, measurable, accurate, time-bound, simple and realistic targets, specifying agent performance in terms of results and assigning accountability for those results, increasing the transparency of the accountability relationship in public institutions, establishing clear reporting, monitoring and evaluation mechanisms of the activities and providing a basis for assessment of performance (Selviaridis & Wynstra, 2015). Performance contract can be traced from France in the late 1960's and other states such as Korea, India and Pakistan. It has been adopted in developing countries such as Ghana, Gambia, Nigeria and now in Kenya (Akkermans, Oppen, Wynstra and Voss, 2019).

1.1.2 Adoption of Performance Contracts

Performance contract is defined as a binding consensus between two or more than two parties for the performance or refraining from the performance of an act which are well articulated for a consideration that is lawful (Jiahuan, 2016). As indicated by Feltham, Hofmann and Indjejikian (2016), performance is the outcome of a firms or investment deeds in a given duration. Performance Contract can thus be said to be a binding consensus between two or more than two parties for the performance or non-performance of actions that are specified in a given duration. It is a management control systems branch that gives managers information that is necessary to produce positive results in their work and also helps them to help the organization in the development and maintenance of viable patterns of behavior. According to Bjornholt and Salomonsen (2015), PC is a Memorandum of Understanding (MOU). The MOU has an evaluation strategy that measures performance in total and also makes accountability and autonomy process transparent to improve the performance of firms and management. The PC, according to the Kenyan public service is a performance agreement that is freely negotiated between the government, individuals and firms as one group and the public service on the other hand (Selviaridis & Wynstra, 2015).

PC is a major public sector reforms element whose goal is to improve effectiveness and efficiency while reducing the total cost. In Kenya, government a performance contract comprises various management instruments that are used to define expectations and responsibilities between two parties with an aim of achieving mutually agreed results (Omondi, 2015). According to Nyakundi (2014), PC is an essential tool for developing and articulating unambiguous goals and is important for providing support to innovative management, used for monitoring and control and for providing managerial and operational independence to the

managers in the public service. The management tool allows for accountability of the outcomes as it is a measure that shows the targets achieved.

In Public Universities in Kenya, PC is signed at three levels. At the first level, the Cabinet Secretary of Education and the Cabinet Secretary of the National Treasury and Planning countersigns the PC with the Chairman of the University Council and an Independent Council Member. At the second level the University Council signs the PC with the Vice-Chancellor. At the third level the Vice-Chancellor signs the PC with Principals, Deans of Faculty and Heads of Institute (Republic of Kenya, 2015). In addition, Public Universities in Kenya have written policies that communication commitment to achievement of academic goals to students, donors, staff, other stakeholders, research collaborators and the general public. The critical success factor for successful adoption of PC which are in subsequent subsection include: PC planning, PC implementation, PC monitoring and evaluation and communicating of PC results.

1.1.2.1 Performance contract planning

An organization's plan provides a scope and a direction for the enterprise which leads to positive results its resources are configured within a dynamic environment to achieve the market needs and exceed the objectives of the stakeholders (Valdahl & Katt, 2016). Planning pinpoints and provides a way to achieve a positive future outcome. The plans laid down are developed and implemented through the planning process so that the organization's objectives and goals can be achieved. The goals and objectives aim at exploiting the new and different opportunities for tomorrow.

According to Jiang and Seidmann (2014), planning is a process that gives individuals and groups performance goals and expectations to be met so that they can use their efforts in meeting the

organization's objectives. Staff should be part and parcel of the process so that they can be aware of what goals the firms' expectation on employee tasks and responsibilities, the goals to be attained and the quality.

This description can be made part of the employee's job description or expressed to the employee (Selviaridis & Wynstra, 2015). For the task of the staff member to be well understood it needs to be planned in such a way that the standards and elements of performance appraisal process are communicated. The standards and elements in this case should be equitable, verifiable and measurable (Jin & Wang, 2012). PC planning sets up structured management principles that seek to achieve discipline, clear and frequent job performance reporting, promoting and paying of the employees in line with merit, well defined superior and subordinates hierarchy, enforce personal accountability and responsibility (Nair, Suma & Kumar, 2012). Through this approach, the institutions are expected to direct all their resources towards the delivery of targeted services.

Setting of performance contract target is part of performance planning. Performance targets are used to motivate, reward and evaluate employee's performance (Murphy 2001). However, there are different views in regard to whether contract targets should be given so as to encourage increased effort rather than setting of attainable targets. Kuang and Moser (2011) imply that targets that are challenging in nature encourage employees to put more effort in their work compared to targets that are easy to attain. Research has shown that most organizations use attainable targets to reward and evaluate their staff (Van der Stede 2000; Kinanga & Partoip, 2013). Setting performance targets may be viewed as duplication of effort if staffs receive a fixed bonus reward for task they are ordinarily expected to achieve. The target levels set determine the distribution of benefits between the employees and the organization.

1.1.2.2 Performance Contract Implementation

According to Fiegener (2005), the implementation of any strategy is an important undertaking for public and private firms. The implementation process is often understood to be the allocation of the organization's resources and coming up with a new structure for the organization (Mishra & Potaraju, 2015).

Performance Contract implementation in Kenya started in 2004 when state corporations were required to improve the performance of tasks so as to increase the job satisfaction rates for members of staff, this satisfaction does lead to increased performance of jobs. This further leads to visible and improved financial performance. Performance contract is a strategic management tool in which principals sign a performance agreement with their agents on various deliverables (Fiegener, 2005). Such deliverables may be profit, service standards, staff turn-over and many other business activities. The aim of performance contract both in public and private organizations is to improve the effectiveness and efficiency in the management of the organization's affairs.

In their study, Mutembei, Wanjiru and Tirimba (2014) found that factors such as stability and availability of resources, top leadership support, involvement of employees in the development of performance contracts and organizational culture were significant in influencing the implementation of performance contracts in Public Universities. In addition, Gathai et al. (2012) found that the main factors that influenced performance implementation contracts in public organizations included the organization's culture, punishment and reward, organization's commitment and measurement of performance.

Gatere et al., (2013) the relationship between Performance Contracts and monitoring and evaluation is that the former focuses on outcome and results while the latter is the integrating force that is concerned with what people do, how they do it and what they achieve. It is therefore concerned with both the inputs and the outputs (Selviaridis & Wynstra, 2015). The following section focuses on monitoring & evaluation of a performance contract.

1.1.2.4 Monitoring & Evaluation of a Performance Contract

Monitoring is a continuous process that systematically collects data on given indicators to give the organization's stakeholders and the management a development intervention that is continuous and also gives the progress the organization makes towards the achievement of its goals and the use of allocated financial resources (Waithera & Wanyoike, 2015). Additionally, evaluation is assessment in an objective and systematic manner of the continuing or done policies, programs or projects their implementation, designs and outcomes. The goal here is to know if the projects are relevant and meet the firm's goals, if they are effective, developmental, have an impact and if they are sustainable (Alkin & King, 2017). The process of monitoring provides information if the program, project or policy is in line with the organization's results and targets at a given duration. In nature the monitoring process is descriptive. On the other hand, the process of evaluation provides evidence to the organization on why or why not the expected results are not being met. The process looks at causality issues.

Monitoring and evaluation complement each other as monitoring sends signals that efforts are not going in the right direction and evaluation provides useful factual information or evidences that are portrayed through monitoring. Monitoring and evaluation of the performance of public agencies entails the rating of actual outcomes against the set performance target set at the start of

a given period. Magondu (2013) argues that “if you can’t measure it, you can’t manage it”. The M&E exercise for performance contract is done ex-ante. According to Mulandi (2013), performance contracts give targets and evaluate results ex-post which is perceived by its advocates as a means to advise governments to reduce the ex-ante controls which provides the managers with freedom and enables them to be motivated to improve the efficiency of the operations (Kinyanjui, Gakuu & Kidombo, 2015). Evaluation as observed by Cole (1996) is essential as it provides a means by which actual performance can be measured against the targeted performance which brings out the progress and deviations, a basis for effective measures.

Similarly, in performance monitoring, managers and employees are expected to communicate corrective action progress in achieving the organizational targets. Communicating corrective action is based on management by Objectives, 360-Degree feedback, assessment center method and utilization of Behaviorally Anchored Rating Scale, structure the information and collect information in advance (Waithera & Wanyoike, 2015). In the same context of evaluating performance, Oliver and Nakamura (2013) points out that both the employee and the manager should be involved in the continuous evaluation of the employee performance and results should be used to develop training plan that will be used to improve this performance.

1.1.2.3 Communication of Performance Contract Results

Ultimately, for performance contracting to be useful and relevant, M&E exercise should be made available and critical constituencies, otherwise, they are of limited practical use. Literature is not void of many definitions and the utilization of knowledge and its dissemination (Leviton & Hughes, 2001).

Most of the challenges that are part of communication and utilization of performance contract's monitoring and evaluation results are not any different from those others faced in the 1960s and the 1970s (Lija *et al.*, 2009). What has changed, however, is the environment of knowledge communication and utilization. The increased uses of computers and mobile devices have led to new issues dealing with access, effectiveness and equity. Communication of M & E results should aim to ensure results are interpretable and easy to understand and use. A common challenge for the users of such results is the use of technical language (Githemo, 2006). To solve this problem, Alkin and King (2017) suggested that results should be communicated in a clear and simple way, keeping the information brief at low abstraction levels and to reinforce the information.

Communication medium is an important factor as it can detract or encourage the user in using the information. However, the selection of dissemination platform is not easy (Yusaa, Hynieb & Mitchellc, 2016). Communicators have to consider people with disabilities when disseminating information. The use of personal computers has enable users to easily access monitoring and evaluation results (Yusaa, Hynieb & Mitchellc, 2016).

The utilization of results by user is said to be an action that is as a result of the evaluation (instrumental use). It is a response to the evaluation findings and can be something that is new and learnt about the program, its operations, participants or outcomes (conceptual use), it is also the learning that happens due to the outcomes of the evaluation findings (process use) or due to being a participant in the process of evaluation or the use of the evaluation to give a basis for inaction or action or to justify existing conditions (symbolic use) (Bayley, 2014).

Communication of performance contract results is categorized in term of guidance for action where in this case the results give direction for the changes to be implemented in policies and programs and reinforcement of former briefs where the results are a confirmation of others' briefs about the academic programmes. The second category is based on mobilizing support to bring about the desired change (Bayley, 2014). Another category is through enlightenment where the outcomes are used to help others understand particular programmes though assessing the strengths, weaknesses and opportunities for growth.

However, in Public Universities there is usually underutilization of findings generated by the evaluations due to poor dissemination of the results. The evaluation findings are not effectively packaged to support policy or other designed changes in functional units (Agili & Okibo, 2014).

According to Leviton and Hughes (2001), some of the factors affecting the utilization of results include how relevant the evaluation is to those who might want to use them, the communication if any between the evaluators and the potential users, commitment for change by the users, how credible or trusted the evaluation is and use of the evaluations in the implementation of programmes and policies.

1.1.3 Change Management Practices

There has been more changes in the global enterprises which are very frequent compared to the past. Businesses around the globe are putting more effort in changing how they work so as to successfully beat their competition. Burtonshaw-Gunn and Salameh (2011) explain that change has now become part of the business environment as businesses desire to continually perform and to please their stakeholders. However, an important factor to consider for the success in enterprises to continue is to manage any resistant to change organizations are social entities where two or more people work in coordination to achieve set goals. This definition provides us

with important feature of an organization including the people and the organizational goals. The goals are achieved after coordinated efforts and the firms are in constant interaction with the outside environment. Organizations are systems that are open although the interaction degree with the outside varies. Interaction with the environment may necessitate changes in various aspects and hence the importance of change management (Reddi & Moon, 2013).

Effective implementation of Change management practices facilitates employees in getting on with their work before and after the change happens making the change effective and quickening the process (Sharman & Ramachandran, 2016). According to Hiatt and Creasey (2012) practices used in change management help the staff to be ready for change as it leads to less resistance to the change. The initiatives of change help to solve existing problems or to improve a given situation. Therefore, it is essential for organizations to successfully manage change so that they can meet intended goals. The use of change management practices helps people to positively view change and gain new behaviors, values and skills to allow change to take place and support change leaders who assist them to move to the future state of change.

Change management practices refer to activities or tasks which aid in successful change management (Weijter, Geuens, and Schillewaert 2009). Some common change management practices that an organization would consider include planning for change, communication, training and change resistance management. Committed leadership is another practice which ensures organizational behavior is guided towards this change. There is also need to inform stakeholders so as to ensure participation and also aligning workforce to this change by identifying skills and competencies.

1.1.4 Public Universities in Kenya

Public Universities in Kenya have transformed their systems and diversified themselves into financially prudent institutions. These Universities have in the recent past undergone various changes such as; transforming from polytechnics to University Colleges, implementing the private sponsorship scheme as an alternative financing strategy as well as introducing demand driven courses, distance learning programmes, in service programmes, two semester systems, prudent financial management information systems among many other changes (Kemboi, 2015).

In Kenya there exists 28 Public Universities, there are 14 chartered private institutions of higher learning and 13 universities have Letters of Interim Authority (LIA). The establishments of the universities are under the Institutional Acts of Parliament under the 2012 Universities Act, which supports the developments of the institutions of higher learning and their establishment, accreditation and governance. A 2004 report on reforms in the higher education shows that the increase in institutions of higher learning was due to increased demand for University education which was supported by the higher number of students from the secondary schools (Nganyi, Shigogodi & Owano, 2014).

The increased desire for the improvement of the effectiveness and efficiency of doing things in the public sector despite the little resources and amid the high expectations from the people led to performance contracts being introduced in public institutions of higher learning by the Kenyan government. The believe of the government was that these contracts would lead to the creation of management systems that were inclined to achievement of laid down rules and would encourage accountability in the universities. In these universities, the performance contract signing is done in three main phases. The first phase sees an agreement being signed between the Kenyan government and the University council (Kemboi, 2015). The second level involves the

University council and the University vice chancellor. The third level involves the University vice chancellor and the staff in the University.

1.1.5 University of Nairobi

A pioneer University in the higher education sector, The University of Nairobi is well-known nationally, regionally and internationally. It was established in 1956 and it is known for the continual offering of different academic programmes. Its specialties include arts, sciences, humanities, technology and social sciences. Today the institution has grown tremendously in regard to staff members, physical facilities and the enrollment of students (University of Nairobi, 2015). In 1970, the University of Nairobi had 2580 undergraduate students and 184 post graduate students but currently the population of students has risen to 36,000 students and 7,000 of these are post graduate learners (University of Nairobi, 2015). Similarly, the staff members and the support and administrative employees have risen to 1,330 and 4,000 respectively. Graduates who have graduated from the institution are more than 90,000. The University has seven campuses located within the city. There are six colleges comprising 33 faculties, schools and institutes (University of Nairobi, 2015).

In the financial year of 2010-2011 Performance Contract results, the institution was the first out of the 178 government institutions. It was also the first in the public institutions of higher learning and it was the only institution rated on the excellent category since the performance contract was introduced in Government Institutions. The University according to the results has sustained a perfect performance for a long time. The institution has continually led other Public Universities since 2008 in the ministry of higher education, Science and Technology docket. The University continues to perform well beyond the country as it was ranked position 14 among the best African universities (Varsity Focus, 2012). It is against this background that this study

sought to establish the influence of the adoption of performance contracts on target achievement of academic programmes in Public Universities in Kenya.

1.2 Statement of the problem

The main role of all the governments globally is to provide the best services to their citizens and improve their welfare and achieve their laid down goals including to meet wide, sustainable quality citizen needs (Nthia, 2014). The public service sector is among the sectors that are essential in providing the needed public services which help the nation's economy grow (Nkobe & Kenyuru, 2015). When service delivery becomes ineffective or constrained, it affects the nation's development process and quality of life of its citizens.

Over the years, the University of Nairobi has consistently performed well in its performance contracts. In the results for the year 2008/2009, the University of Nairobi was position 2 and position 3 in the results for the year 2009/2010. In addition, the institution was ranked first among state institutions in an evaluation done by the government for performance contracts in the financial year of 2010-2011 (VarsityFocus, 2012). Due to these good consistent results the University has become a leader in performance contract management.

Despite the increasing performance of the University of Nairobi among state corporations in Kenya and the increasing enrollments in each of its colleges, the number of students graduating every year has been fluctuating. For instance, the number of Bachelor's degrees students who graduated in the year 2012 was 7288, which increased to 8589 in the year 2013 before decreasing to 8109 in the year 2014 (University of Nairobi Annual report, 2014). Similarly, the number of diploma students who graduated in the year 2012 was 2472, which decreased to 2113 and 2063 in the years 2013 and 2014, respectively. However, in the year, 2012, the number of

PhD students who graduated was 79, which increased to 94 in the year 2013 and 124 in the year 2015. In the year 2016, the University of Nairobi awarded a total of 57 degrees, which is a decrease from 124 in the year 2014. The number of Masters Students who graduated in the year 2012 was 3061, which increased to 3409 in the year 2013 and 3477 in the year 2014 (University of Nairobi Annual report, 2015). A customer satisfaction survey conducted by the University of Nairobi in 2013 revealed that 49.6% of the students were satisfied with the teaching facilities, 50.2% were satisfied with the reading materials, 57.5% were satisfied with the lecturers' competence and commitment, 50.3% were satisfied with the learning environment and 57.6% were satisfied with social amenities. Despite the University performing well in performance contracting, target achievement of academic programmes in the University is still low.

Studies conducted on performance contract have looked at performance contract as an administrative, political and societal tool and as a tool to enhance employee commitment (Kemboi, 2015). Therefore, there is little empirical evidence on studies focusing on the effect of the adoption performance contracts and how it influences organizational performance. This study hence sought to fill this gap by establishing the influence of the adoption of performance contract on the target achievement of academic programs in the Public Universities in Kenya with a focus on the University of Nairobi.

1.3 Purpose of the Study

The purpose of this study was to establish the influence of the adoption of performance contracts on target achievement of academic programmes in Public Universities in Kenya and the moderating effect of the change management practices on the relationship between the two variables.

1.4 Objectives of the Study

The objectives of this study were;

1. To determine how adoption of performance contracts planning influences the target achievement of academic programmes in Public Universities in Kenya
2. To establish the extent to which adoption of performance contracts implementation influences the target achievement of academic programmes in Public Universities in Kenya
3. To determine how adoption of performance contracts monitoring and evaluation influences the target achievement of academic programmes in Public Universities in Kenya
4. To assess the extent to which adoption of Dissemination of Performance Contract Results influence the target achievement of academic programmes in Public Universities in Kenya
5. To establish how combined adoption of performance contracts influences the target achievement of academic programmes in Public Universities in Kenya
6. To determine the extent to which change management practices influences the target achievement of academic programmes in Public Universities in Kenya
7. To establish how change management practices moderate the relationship between adoption of performance contracts and the target achievement of academic programmes in Public Universities in Kenya

1.5 Research Questions

This research sought to answer the following research questions:

1. How does adoption of performance contracts planning influence the target achievement of academic programmes in Public Universities in Kenya?

2. To what extent does adoption of performance contracts implementation influence the target achievement of academic programmes in Public Universities in Kenya?
3. To what extent does adoption of dissemination of performance contracts results influence the target achievement of academic programmes in Public Universities in Kenya?
4. How does adoption of performance contracts monitoring and evaluation influence the target achievement of academic programmes in Public Universities in Kenya?
5. What is the combined influence of the adoption of performance contract on the target achievement of academic programmes in Public Universities in Kenya?
6. To what extent do change management practices influence the target achievement of academic programmes in Public Universities in Kenya?
7. How do change management practices moderate the relationship between adoption of performance contract and the target achievement of academic programmes in Public Universities in Kenya?

1.6 Hypotheses of the Study

The following were the alternate hypotheses that were tested in this study:

H₁1: There is a significant relationship between adoption of performance contract planning and the target achievement of academic programmes in Public Universities in Kenya

H₁2: There is a significant relationship between adoption of performance contract implementation and the target achievement of academic programmes in Public Universities in Kenya

H₁3: There is a significant relationship between adoption of Dissemination of Performance Contract Results and the target achievement of academic programmes in Public Universities in Kenya

H₁₄: There is a significant relationship between adoption of performance contract monitoring and evaluation and the target achievement of academic programmes in Public Universities in Kenya

H₁₅: The combined adoption of performance contracts significantly influence the target achievement of academic programmes in Public Universities in Kenya

H₁₆: There is significant relationship between change management practices and the target achievement of academic programmes in Public Universities in Kenya

H₁₇: The strength of the relationship between adoption of performance contracts and the target achievement of academic programmes in Public Universities in Kenya depends on change management practices.

1.7 Significance of the study

This study was anchored on five theories: goal-setting theory, expectancy theory, agency theory, Results Based Management theory and Kotter's 8 step change model.

Performance literature, goal setting theory, result based management theory, expectancy theories and principal agent theory have been the underlying theories adopted by many authors in explaining, planning, management and evaluation of performance contracts in general. However, these theories are not specific to Public Universities. Different types of institutions around the world use different measures of performance, have different organizational structures and are governed by different legal frameworks. This study therefore provides more information on the application of the four theories in Public Universities. In addition, Kotter's 8 step change model guides change management in organizations. However, it is a general theory applied in both private and public institutions. This study provides information on the utilization of Kotter's 8 step change model in Public Universities.

To other researchers and academicians, the study fills the gaps and adds more information to the body of knowledge on influence of the adoption of performance contract on the target achievement of academic programmes in Public Universities. Additionally, the research forms a base on which other studies related to the current area of research can be done.

To the management of Public Universities in Kenya the study provides information on how the adoption of performance contract planning, adoption of performance contract implementation, adoption of dissemination of performance contract results and adoption of performance contract monitoring and evaluation influence target achievement of academic programmes in Public Universities in Kenya. The study also provides information on how they can use performance contract to improve performance.

To the Government of Kenya, the study provides information on the influence of the adoption of performance contract on the target achievement of academic programmes in Public Universities in Kenya, that can be used to formulate policies to improve the adoption of performance contract planning, adoption of performance contract implementation, adoption of dissemination of performance contract results and adoption of performance contract monitoring and evaluation as a way of improving target achievement of academic programmes in public institutions. In addition, the study provides information that can help the government to assess the success of performance contracting.

1.8 Limitations of the Study

Limitations are constraints or drawbacks of the study that the researcher has little or no control over. This study made use of primary data which was collected by use of questionnaires and interview guides. It was difficult to administer data collection tools to the Chairpersons of

Departments, Deans of schools and Principals of Colleges as most of them were rarely available in their stations of work due to other engagements related to their offices. This was mitigated by several visits to their offices by the research assistant. During the period of data collection, the University students went on strike and there was unease in the University environment. Data collection had to be postponed until the strike was over. Finally, the study was only conducted in the University of Nairobi which is a public University even though there are other private and Public Universities in Kenya which also use performance contracts as a tool of management.

1.9 Delimitations of the Study

Although there are Private and Public Universities in Kenya, the study was delimited to Public Universities in Kenya. In addition, the study was delimited to the University of Nairobi. The University of Nairobi was selected as it was ranked the best Public Universities in Kenya in terms of Impact, Openness, Rank and Excellence (University of Nairobi, 2016). Further, the University of Nairobi was selected due to its continuous good performance in performance contracting since implementation.

The study was also delimited to four components of performance contracting: performance contract planning, performance contract implementation, monitoring and evaluation of performance contracting and dissemination of performance contracts results.

The target population of this study was postgraduate students who enrolled in 2015 and 2016, Deans of schools, Chairpersons of Departments and Principals/Directors of colleges in the six colleges of the University of Nairobi. Currently, there are seven colleges in the University of Nairobi, but the latest college of Open and Distance Learning is still young to be evaluated.

1.10 Basic Assumptions of the Study

The researcher assumed that the adoption of performance contracting influences performance of academic programmes in Public Universities. In addition, the study assumed that the University of Nairobi has adopted change management practices during the implementation of performance contracts. Further, the researcher assumed that the University develops plans for performance contracts, conducts monitoring and evaluation of performance contracts, and disseminates results of performance contracts on annual basis.

1.11 Operational Definition of Significant Terms

The meaning of the following words, phrases in this study are;

Adoption of Performance contracts: means acquiring and utilizing performance contracts in Public Universities

Contract: refers to developing an agreement between two or more parties for the doing or not doing of something specified.

Change Management Practices: refers to activities or tasks which aid in successful change management (Weijter, Geuens, and Schillewaert 2009). Some common change management practices that an organization would consider include planning, communication, and training and resistance management.

Results Dissemination: is a planned process whereby the target users of findings of research are considered. The way they receive the findings and how they interact with the policies of public institutions of higher learning in the use of the findings in practice and process of making decisions is critical.

Evaluation: refers to an examination that is objective and systematic that looks at the effectiveness, relevance, impact and efficiency of activities given compared to some laid down goals that is normally conducted for the final report.

Monitoring: refers to a continuous assessment (normally quarterly) whose goal is to give stakeholders information on the progress of the project

Service User Satisfaction: is used as a term that quantifies how the services and products provided by an organization meet the expectation of the consumer.

Target Achievement: means overall performance of the academic programmes against the planned goals and objectives

Performance Planning: refers to the process of coming into consensus on the goals to be met, how they will be met and the effective management of scarce resources to allow for implementation of the plan.

Performance Contract Results utilization: refers to the use of outputs, quality, or outcomes of a service in determining the extension of a contract, renewing of a contract or the payment of a contract so as to meet the measurable and specific performance requirements and standards.

Performance contract: refers to contractual agreement to deliver services according to the terms agreed-upon, within a specific period of time, with a specified set of resources and performance standards

Performance Contracting Monitoring and Evaluation: is used to mean the assessment of all the steps of contractual agreements to deliver services in Public Universities.

Public Universities: refer to universities that are largely given funds by the public through a national or sub national government program which is different from the private universities. The

difference between public and private universities is varies from one nation to another as it depends on the specific national education sector.

Performance contract implementation: refers to the performance of the contract terms whereby after completion, the parties are free from the contract.

1.12 Organization of the Study

The research study is organized into five chapters each giving details of the sections. The first chapter is the introduction chapter which provides the research overview and comprises of several sections. The first section is the background of the study, which gives an overview of the main concepts of the study including performance contract planning, performance contract implementation, performance contract results utilization, performance contract monitoring and evaluation, performance and change management. The section is then followed by problem statement, objectives of the study, research questions, research hypotheses, significance of the study, the research limitations, research delimitations, study assumptions and defining of the important terms.

The second chapter presents a review of literature on the adoption of performance contracts on target achievements. The chapter begins with an empirical review that evaluates what other researchers have done on the topic so as to identify research gaps. This is followed by a theoretical framework that comprises of theories on performance contract and target achievements. In addition, the conceptual framework shows the hypothetical relationship between the independent variables and the dependent variable.

The third chapter deals with research methodology and more so with the design of the study, the target population, sample size and the methods used in sampling, the instruments of data

collection, pilot testing of the instruments, validity of the research instrument, how reliable the research instruments are, procedures used in the collection of data, techniques used in data analysis and ethical consideration.

The fourth chapter is on data presentation, analysis, presentation, interpretation and discussion of the findings. Since the research designs of the study were descriptive and correlational with a mixed research approach method, descriptive and inferential analyses were carried out in a cross-sectional manner according to the research objectives. Chapter five of the study is on summary of the findings, conclusions, recommendations and suggestions for further research.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature on the adoption of performance contract on target achievement of academic programmes in Public Universities in Kenya. The chapter begins with a theoretical framework that discusses theories in which the study is anchored. This is followed by an empirical review of literature in relation to dependent, independent and moderating variables. The chapter also comprises of a conceptual framework that outlines the hypothesized relationships between the dependent, independent and moderating variables.

2.2 Performance contract planning and Target Achievement of Academic Programmes in Public Universities

The planning process in performance contract is often thought as the creation of a 'Gantt Chart' but in real sense it is more than this. The Gantt Chart only shows the schedule of the plan visually. The truth is that the plan is a much wider concept (Jiang & Seidmann, 2014). A performance contract plan is a guide to the requirements and the goals of the performance contract as it entails the scope of the project, estimation of costs, management of risks, resources required, quality expected and the schedule of the project. The plan gives the project management managers the chance to change the project requirements to risk register, Gantt charts, Work breakdown structure (WBS), task list and resource assignment among others. Any performance contract should give the project stakeholders project deliverables. The deliverables are affected by the performance contract scope. The scope of the performance contract can be hard to define as it can be said to be like the drawing of a map. A map usually has boundaries that are a representation of a given territory in the same way the scope of the performance contract provides the outline of the deliverables (Valdahl & Katt, 2016).

In government institutions, there are policies in place that provide the rules on how resources are to be allocated, such policies also choose the nature of resources different projects are expected to be given. The policy chosen to govern allocation of resources for a given project can determine how long the implementation of a performance contract is going to take (Joy & Nambirajan, 2016). An important thing to remember is that it can be difficult to come up with policies that seek to reduce the time taken for the implementation of a performance contract. This is because the demand patterns are usually dynamic and there are delays that come up when resources are distributed to the different activities. However, there are two policies available to managers that can help in the redirecting of the implementation of performance contract timeline. They include resource adjustment times and demand estimates (Abdisalan, 2012).

Allocation of resources is a major part of project planning including performance contract planning. A study was conducted by Nair, Suma and Kumar (2012) on the effects of project managers allocating resources to the success of several software projects that were developed at CMMI level 5 Software Company, this is a firm whose specialty is in more than one software product and service. According to the findings, there was a positive correlation between different factors including the training of users, the allocation of resources and the different software success. The project manager has an important part to play as he or she is expected to allocate resources such as cost and time efficiently and this was noted to be an essential factor that affected the success of the projects in this research. It is thus possible for someone to predict if the project will be a success or otherwise by determining if the allocation of resources by the manager is efficient or not.

There are several factors that influence the performance contract initiatives during the planning phase. These factors include allocation of resources, availability of resources, training sessions

and target setting. In Kenya, Omboi (2011) carried out a study on the factors affecting implementation of performance contract initiative at Municipal Council of Maua of Kenya. The research scope in this case was only on the effect of the implementation of performance contract on enterprises which left out the effect on the financial and human resources. The data of the study was given by the employees. The targets of the study were recipients who provided licensed services to measure quality of service delivery. The results indicated that members of staff in the local authorities were the drivers of development since they were the ones who were the implementers of the provided policies and hence it was important that they be part of setting of targets and resources utilization and provided with training which were important in enhancing service delivery. The study also found that more than half of the customers were satisfied with the provided services by the council after the introduction of performance contracts.

Performance targets put in place in performance contracting affect the performance of public institutions. In the United Kingdom Oliver and Nakamura (2013) sought to investigate whether performance targets that were shared did assist in the co-ordination of public firms. The authors argued that performance targets that are shared assist in setting goals across organizations which allows for the monitoring of progress in terms of shared goals and provide a joint action so as to meet the given targets. According to existing evidence from the UK Central Government Public service agreements, there was improved vertical inter-organizational coordination in instances where firms shared targets and the supervision was done by one department. However, in line with organizational politics, lack of accountability in departments and blame limits the effect of shared targets horizontally. It was observed that the targets were not well understood, there was poor specification of the deliverables, quantifying of the performance was not done properly, the

responsibilities that were meant to be shared were not and the departments' focus were not on the proper activities.

The set performance targets in an organization can have a significant effect on staff member's performance in public organizations. Kinanga and Partoip (2013) conducted a study on the effects of target setting in performance contract on employees' performance in Kenyan Public Enterprises. A descriptive survey design was used in the research to collect data. The area of research was at ENGEN (Olkaria) at Naivasha. The study's population was made up of the members of staff in the Kenyan public firm. The target population was made up of 600 KENGEN employees and the study sample was made up of 235 employees. The study found that performance contract positively affected the performance of members of staff in the Kenyan public organizations and there was need to set performance targets in an organized and well planned manner.

The Utilization of performance contracts in organizations can lead to an improvement in organizational performance in terms of service delivery. Tonui (2010) carried out a study on the effects of performance targets on employee delivery in public Institutions in Kenya. The study examined how performance targets affect employee's delivery at NSSF. The study utilized survey design. Simple and stratified random sampling was used to select respondents from the target population of employees from the 8 branches of NSSF in the former Rift valley province. Data collection involved the use of primary sources using questionnaires and interviews and secondary data from past reports. The findings of the study revealed that performance target can lead to improved service delivery and hence the need to have them. It was also clear that the employees expected the organization to introduce rewards when the set targets were achieved.

2.3 Performance Contract Implementation and Target Achievement of Academic Programmes in Public Universities

Githemo (2006) indicate that there are people and even management staff who support the idea of performance contract and the idea of performance measuring but of course there are some who are not for the idea. This is especially true for those employees who might feel that measuring their performance will expose them especially if their performance is poor (Cohen & Baruch, 2010). Yet another area that staff might resist is in terms of the structure of grading as there are members of staff who feel that the grading system out in place will not bring equality when small and big organizations are put together. In the public sector, the views might be similar in that public entities that are in different sectors should not be graded the same (Gatere, Keraro & Gakure, 2013). In spite of the use of composite score that grades ministries and state comparison while taking into consideration their differences, there are some public entities that still prefer the grading to be different arguing that they are unique in terms of size, mandate, turnover, employees and service delivery.

Some of the challenges that were said to be part of the project implementation included poor performance management, structure of the firms, rigid firm cultures and the management and leadership styles (Gaunya, 2014). It was noted that there was need to restructure the structure of the firms so that the process of decision making could become quicker which would lead to a quick response. Additionally, it was observed that some managers were not keen on implementing the PC and were also not quick in formulating strategies that could be solutions to existing challenges. Success of the PC would also be faced by some challenges (Mutembei, Wanjiru & Tirimba, 2014). Those who do well in implementing the PC expect a reward maybe in form of a higher pay. The first round of performance contract were given out before there was a reward system. The public did not only expect the rewarding of the high performers but also a

form of punishment for those whose performance was poor. When there are no rewards or other form of punishment, the high performers are demoralized while the others begin doubting the usefulness of the process. Despite this, it is good to note that that performance contract should be regarded as wider beyond the fact it is an individual process from the regulations in human resources but should be seen as part of the broad systems of performance management.

The main factors affecting performance contract implementation in public institutions include financial resources, corporate culture and human resources. Omboi and Kariuki (2011) conducted a study on the factors affecting implementation of performance contract initiative at Municipal Council of Maua-Kenya. The study used the cross-sectional descriptive research design whereby both quantitative and qualitative data was collected. According to the findings there was great satisfaction from many of the business owners and members of staff from the municipal council of Mauia of the services delivered after the PC was introduced. The study also found that financial resources and human resources were significantly influencing the performance contract initiatives implementation at Municipal Council of Maua-Kenya.

Gathai, Ngugi and Waithaka (2012) carried out an analysis of factors that influence implementation of performance contracts in state Corporations by focusing on Kenya Civil Aviation Authority. The study used a descriptive research design. According to the results the firm did provide the necessary resources that were needed for the successful implementation of the strategies. Additionally, it was found that the management was able to evaluate the PC results. Another finding was that the implementation of the strategy was as a result of commitment of a team that had a decision making process which was coalitional in nature or was due to the involvement of the employees in the process of implementation brought about by a strong corporate culture.

Bomett (2015) conducted a study on implementation issues and strategies in performance contract in Kenyan Public Universities. To guide the research, a case study that used the mixed method of research was used. The study found out that excellent results were not recognized, noted or rewarded and by the time the contract was coming to an end no sanctions were made. In addition, staffs that have not performed in their institutions are not warned and were not given suggestions on solutions to their weaknesses. Moreover, on the consequences of signing the performance contract it can be concluded that the institution did not agree on sacking employees who do not sign the performance contract and that occasional suspension from duty due to not meeting the targets in the performance contract should not be employed.

2.4 Dissemination of Performance Contract Results and Target Achievement of Academic Programmes in Public Universities

Dissemination of performance contract findings is a critical part of the performance contract process (Lija et al., 2009). Typically, performance contract is only complete when the findings are made available to the public. The researchers also should not forget any other agreements they might have agreed with donors which could provide ways in which the findings should be disseminated (Githemo, 2006). There are different dissemination tools that can be used by researchers who might want to use the findings of performance contracts. Research teams are advised not to use the tools as individual's parts but as parts of a whole system. In addition, the tools should be put into use when there is a bigger plan to come up with an effective and a final package of dissemination of the results. Each of the tools has its own advantages and disadvantages and this is why it is advised to use them in unison as they lead to a strong and more efficient dissemination tool (Mmakgomo, 2015). In almost all the instances the way one of the tools is developed can be changed to allow for the development of another tool. If there are

many ways through which the results of the research reach the target audience then there is a high possibility that there will be action and the results will be used by many.

Over the years, although public institutions have been writing different reports, the findings of these reports are rarely disseminated and used in the formulation of new strategies. Lemire et al. (2013) conducted a study on dissemination of performance information and continuous improvement. The study used a systematic data collection design whereby theoretical and empirical data that was published between 1980 and 2010 was included. The quantitative and qualitative data were done on Current Contents, MEDLINE, EMBASE and on Web of Science. The researcher developed a classification and synthesis framework that used Knowledge Transfer and Exchange (KTE) literature. The results indicated that there was need for more processes other than dissemination for the improvement of initiatives. The success of dissemination was dependent on different factors that also had an effect on the way users of the information partook the results. Such factors include available incentives, relationship existing between the stakeholders and the governance system. However, the results indicated that poor results dissemination hinders results utilization.

Leviton and Hughes (2001) carried out a study on utilization of Evaluations. They brought about the argument that an important thing to consider in evaluation research is to what extent the evaluations are used in the development and change in policies and programs. The definition and ways to point out utilization were discussed in detail during the study. There were five clusters of factors related to dissemination that were pinpointed that have an effect on dissemination. They include how relevant evaluation was to its potential user's needs, if there was communication between those who produced evaluations and the users of these results, the use of evaluations to

change policies and programs, the trust and credibility that was placed on the evaluations and how committed individual users were in advocating for evaluations.

Mmakgomo (2015) carried out a study on utilization of evaluation findings in the department of rural development and land reform. To carry out the study the researcher used a qualitative strategy which provided in-depth information on the matter. The researcher also undertook a Meta evaluation that was done with the help of document analysis research design while using the Patton's Framework for Utilization Focused Evaluations (UFE). The target population for the study was program officials and department managers who provided the needed data through questionnaires and interviews. From the findings, it was evident that there were a few factors that contributed to the underutilization of the evaluation results in the department. The results indicated that there was no institutionalization of the evaluation process, there was no accountability or ownership of the process, very little understanding of the use of the evaluations, the process was poorly planned, and the implementation of the findings of evaluation was not symmetric. The trends pointed out in the findings of evaluation were identified in the following processes policy revision process, strategic planning, the allocation of budget and re-prioritization, the determination of the program and projects results and the strengthening of the department capacity. Strategies that were determined that could be used to improve the utilization of the findings included institutionalization of the evaluation function, communicating the findings, transfer of knowledge, implementation of recommendations in a systematic way, improving the diffusion and dissemination of the findings.

Lija et al. (2009) carried out a research on Evaluation Use. The paper reviewed empirical research which showed the use of evaluation between 1986 to 2005 with the help of Cousins and Leithwood's 1986 Framework that categorized evaluation empirical studies done from the year

1986. The review of literature showed that there were 41 evaluation empirical studies done between 1986 and 2005 that in line with the research quality standards. The framework allowed for the comparison over time. After the initial grouping of the studies in line with the two categories and the twelve characteristics of Cousins and Leithwood Framework there was an additional characteristic and category that were made part of the framework. The characteristic was the evaluator competence which was put under the implementation evaluation category. The category added was the involvement of the stakeholders. According to the results, there is great importance to involve stakeholders in enabling evaluation and the interaction, engagement and communication between the evaluators and clients who use the evaluation findings is essential for the evaluation findings to be used correctly.

Yusaa, Hynieb and Mitchellc (2016) carried out a study on the utilization of internal evaluation results by community mental health organizations. The research looked at how internal evaluation findings were used by 19 community mental health institutions in Ontario Canada. All the respondents except one indicated that the findings were used to make decisions that were instrumental to the programs. For programs that were not controversial they were more affected by qualities such as internal evaluator's ability to point out essential information, the internal evaluator's expertise and how consistent evaluation findings were compared.

In Kenya, Githemo (2006) conducted a study on utilization of performance appraisal results by nurse managers for staff development in public hospitals. The study used a descriptive cross-sectional study design and was done in five public health institutions which included Mathari, Mbagathi, National Spinal Injury Hospital, Kiambu and Thika. According to the results of the research, 64% of the nurse managers had received training on the process of performance appraisal. Out of this percentage 60.6% of the nurses had received basic training and 23.5% of

the nurses had received training on how they could use the results of the appraisal. The study also indicated that the nurse managers were not utilizing the results of the appraisal for deployment, training of staff or to motivate others. Therefore, in most cases the results were found to be used for the promotion of employees but not to deploy, motivate or train them.

2.5 Performance contract monitoring and evaluation and Target Achievement of Academic Programmes in Public Universities

The process of monitoring and evaluation is defined by political science theory and management theory, as collecting and analyzing important data from organizations performance and implementing action from the analysis of this data so as to improve this performance (Abdisalan, 2012). When there is the involvement of public interests and needs, control and monitoring is usually the same as accountability. As was viewed by Mulandi (2013), public firms should be accountable and this accountability involves a process that is political in nature and which is accountable to the citizens and other stakeholders.

Monitoring and evaluation plays a major role in the success of performance contracts. The main factors that may influence monitoring and evaluation of performance contracts include monitoring and evaluation skills, training, stakeholders' involvement and allocation of resources. Monitoring and evaluation training does bring an improvement to the quality of the monitoring and evaluation process in projects as it trains the employees on essential knowledge and skills. Waithera and Wanyoike (2015) carried out a study on the influence of project monitoring and evaluation on performance of youth funded agribusiness projects in Bahati Sub-County. The specific objectives were: assessment of the effect of training employees, involvement of stakeholders and political involvement in the process of monitoring and evaluation of agribusiness that were funded by the young people. To achieve the objectives, the researcher did

a descriptive survey in the sub county of Bahati for six weeks. The researcher then did a census on the 50 youth agribusiness funded projects that were the targeted population. Structured questionnaires were used to collect the data and analysis was done with the help of SPSS-Version 20. The results that were in form of inferential and descriptive forms were presented as percentages and frequency tables. According to the findings, the only factor that significantly influenced the monitoring and evaluation process of agribusinesses that were funded by the young people was the training of the employees. The study also found that M&E training positively affected the quality of the M&E process since it gives the members of staff essential knowledge and skills.

Kinyanjui, Gakuu and Kidombo (2015) conducted a study on monitoring and evaluation skills, performance contract system and organizational performance in government ministries in Kenya. To help in meeting the study objectives, correlation and descriptive survey designs were used in a mixed research method. Questionnaires were handed out to collect data while interviews were used to collect qualitative data. A pilot test was done to test the reliability and validity of the instruments of research. The method used to test reliability was test-retest criterion and validity was tested using content related method. The target population was made up of 103,010 employees in different ministries in the government. By use of multi stage sampling method with the help of Sekaran's sampling size method the sample size used for the study was reduced to 310 employees. Descriptive data was analyzed using standard deviation and mean while inferential data analysis was done with the help of Stepwise Regression (R^2) and Pearson Product Moment Correlation (r). The null hypothesis got rejected and the researcher concluded that the strength of the relationship between PC system and organizational performance depends on M&E skills. Monitoring and Evaluation skills, therefore, moderate the relationship between

PC system and organizational performance in government ministries in Kenya. It is recommended that implementers of PC system in government ministries in Kenya should be equipped with M&E skills.

Mulandi (2013) carried out a study on the factors influencing performance of monitoring and evaluation systems of non-governmental organizations in governance in Nairobi, Kenya. Specifically, the study sought to assess how human capacity influence performance of M&E processes in non-governmental organizations. The researcher conducted a survey to obtain the needed data. The target population was made up of five program managers and forty program officers. Each of the officers were interviewed however, systematic sampling was used to come up with a smaller sample of the program managers. Data collection was done using an interview guide and a questionnaire. The analysis of data led to descriptive results that were presented as percentages and frequencies. M&E process only efficiently takes place with skilled employees who can execute the tasks given by the M&E system effectively. Thus, it is essential to know the skills needed to do the M&E tasks effectively and also assess the human capacity to gauge the employee's capacity in addition come up with programs that are aimed at capacity development of the members of staff so as to fill the capacity gaps. The study also found out that it is not only enough to have dedicated M&E employees but the staff should possess the needed skills to do the M&E tasks effectively.

Magondu (2013) conducted a study on the factors influencing implementation of monitoring and evaluation in HIV research projects by focusing on Kenya Aids Vaccine Initiative (KAVI). This study was specifically meant to establish whether relevant skills affect M&E implementation in donor funded HIV research programs. The survey research design was used and a questionnaire was used to collect data from the target population. The analysis of the collected data was done

using descriptive statistics. The target of the research was KAVI project which is funded by international donors and is involved in HIV vaccine research. 43 respondents who were part of the project were interviewed and structured questionnaires were used whereby 38 of the respondents returned them. Briefing, rapport building and piloting of questionnaires and respondents were done to ensure their efficiency in terms of validity and reliability. The data collected was coded, keyed into SPSS (Version 13). The data was then analyzed using descriptive statistics. It was evident from the findings that the capacity of the employees in terms of skills and numbers was an important factor for the implementation of the M&E system and also for its sustainability. Skills are important for anyone to master the game. It is therefore important that employees be equipped with the essential skills so that the system can be a success.

Abdisalan (2012) carried out a study on the factors influencing the application of participatory monitoring and evaluation in community based projects in Mogadishu Somalia. The study specifically sought to determine the effect of availability of skills on the application of participatory M&E on projects that are community based the research used descriptive design and to sample the research sample, purposive and stratified sampling method was used. The data was analyzed using descriptive statistics in form of percentage and frequency tables. The study findings indicate that training was important in Participatory Monitoring and Evaluation and it required quite some time for the stakeholders to get it. The reason for this was due to the fact that all leaders agreed that the methods used for PME had to be grasped by stakeholders before the indicators could be selected and used. Skills were also found to be useful in other areas including in monitoring, interviewing and use of qualitative and quantitative methods.

Nyakundi (2014) conducted a study on the factors influencing implementation of monitoring and evaluation processes on donor funded projects in Nairobi, Kenya. The study particularly sought to establish the influence of staff technical skills, stakeholder's involvement and budgetary allocation on the implementation of M&E in GRT in Nairobi County. Descriptive research design was used for the study. The target population consisted of project staff and stakeholders of GRT. A total of 110 respondents were therefore targeted by the study (including 44 staff and 66 stakeholders) out of which a total of 98 responded (consisting 40 staff and 58 stakeholders) giving a response rate of 89%. Questionnaires were used as instruments for data collection. Quantitative data collected was analyzed by descriptive statistics while a content analysis technique was used to analyze qualitative data. The study found that employees technical skills did affect the implementation of monitoring and evaluation as and that the essential skills plays an important role in the provision of functional advice so as to come up with the right outcomes in the M&E system. The study therefore recommended that the staff should be trained and/or given in-service courses on monitoring and evaluation. This will give them the skills and knowledge in monitoring and evaluation.

2.6 Change Management Practices, Adoption of Performance Contract and Target Achievement of Academic Programmes in Public Universities

One of the major challenges that firms face today is change. Chen, Ellis and Suresh (2016) defines change is to make things different. Change is not only inevitable, it is also everywhere and it needs to be handled successfully so that firms can navigate through it successfully. Raftery (2009) points out that most people are not usually ready for change as they question its success and there are others who feel that the benefits they were getting from the old system will no longer be available. Garber (2013) explains that in the workplace change is something that cannot be avoided thus the manager makes embracing the change easier for others by supporting

the process of transition. According to Dinesh (2019), change can be said to exist when there is a big difference compared to what was before the change. Some of the processes that can be termed as change include the doing of things differently, the use of a new system or tools in the workplace, the use of different structures of reporting, the production of new products or services, new job tasks in the job description, the use of different managerial processes, regaining, merging or change in the firm markets. The managers of change are expected to take a positive approach and welcome it.

In Rwanda, Kamugisha (2013) carried out a study on the effects of change management in the National University of Rwanda (NUR). The descriptive case study approach was used in this study. There were 57 senior management employees who were part of the management of the organization's change. According to the research findings, the faculty's management underwent some form of change. Change was also noted in the performance of the employees, the administrative level employees were now expected to hold a bachelor's degree related to their position. Before, such requirements were not part of the institution. The administration came up with performance contract ideas and introduced them. According to the PC the members of staff set their own targets which were later evaluated. The old system of classic teaching was replaced by module system. The changes affected the institution's human resources as there was downsizing, recruitment of new employees and outsourcing of others. There were technological new systems such as an enhanced internet bandwidth which greatly improved the operations in the Academic and administrative services.

In Ethiopia, Kebede (2012) conducted an evaluation of change management practices of Ethiopian higher education institution. Both primary and secondary sources of data were used to get qualitative data. The research sample was chosen using stratified sampling methods which

was on a probability basis. According to the main findings change is mostly imposed on stakeholders who are not aware and the management was now being faced by uncoordinated efforts. In addition, the study found out that the institutions of higher learning were being faced by stakeholders who had a wrong perception of the change, there was also the loss of integrity among the University members of staff and the stakeholders, there was no transparency while dealing with the stakeholders which was a hindrance to harmony, lack of mutual collaboration on the aspects of change. Other challenges included marginalization of the stakeholders and blame games rather than coming up with an environment that could foster mutual collaboration for the success of change.

In Kenya, Okiiya, Kisiangani and Oparanya (2013) conducted a study on change management and performance of public secondary schools in Siaya Sub County. The population of the research was made up of 38 public high schools in the sub county of Siaya. The study further used a descriptive cross sectional survey design and questionnaires were distributed to the school managers. The questionnaires were meant to address change management processes. The researcher sought to find out if the schools used the virtues of change management. The results indicated that the school did not fully embrace the initiatives introduced to bring about change. Despite the principles agreeing that they had the skills and knowledge for management of educational change as they had been sponsored in courses in management only 73% of them initiated change in a moderate manner and acted as agents of change. This reluctance in accepting and initiating change was evident in the results as 80% of the school community was moderately ready to accept the change. This led to high resistant levels to change in many schools. There was also moderate commitment to change.

In addition, Agili and Okibo (2014) carried out a study on the factors influencing implementation of change in Public Universities in Kenya. The Study focused on two Public Universities recently upgraded to fully fledged Public Universities; Jaramogi Oginga Odinga University of Science & Technology (JOUST) in Siaya County and Kisii University (KSIU) in Kisii County from University colleges, thus finding themselves at the very center of the need to persistently initiate changes as a coping strategy with the increased demand put on them by a hastily dynamic academic industry. A descriptive survey research design was adopted with a sample of 170 respondents drawn from a target population of 1,425 formed of the University management Boards (UMBs), Deans/Directors/Heads of Departments/Sections, Teaching and Non-teaching staff and Student Association's leaders. The study found that majority of employees, top management and other change stakeholders in Public Universities consider leadership, organizational and personal culture to have a very great extent of influence on change implementation process.

Further, Gaunya (2014) carried out an evaluation of change management and its implications on competitiveness of Public Universities in Kenya. The research population was made up of the non-teaching and teaching staff of the Kenyan public institution of higher learning. The population was sampled using purposive sampling and 381 respondents were sampled to be part of the study. According to the study findings change management affected in a big way the competitiveness of the Kenyan universities. Organizational factors were also noted to affect significantly the relationship existing between Public Universities' competitiveness and management of change.

2.7 Theoretical Framework

Performance contract is a summation of various bodies of knowledge applied together with an intention of improving organization performance. Performance literature, goal setting theory, result based management theory, expectancy theories and principal agent theory have been the underlying theories adopted by many authors to explaining planning, management and evaluation of performance contract in general. This study was therefore anchored on the five theories.

2.7.1 Goal Setting Theory

One of the proponents of goal setting theory is Fred Lunenburg, who indicates that Locke and Latham provide a well-developed goal-setting theory of motivation (Lunenburg, 2013). Lunenburg (2013) is in agreement with predications that indicate that the best performance occurs when goals are challenging and specific, when the goal is to evaluate performance and feedback given is linked to the outcomes and are used for the creation of acceptance and commitment. Goals are meant to motivate but this purpose can be affected by factors such as self-efficiency and ability. When deadlines are set, they improve how effective the goals are. Adomdza and Schjoedt (2013) are also proponents of goal setting theory. This indicates that for goals to be attained successfully then there need to be goal setting and goal striving processes.

Goal-setting theory as created in 1979 by Latham and Locke expresses that motivation and execution are higher when people set particular objectives, when objectives are troublesome yet acknowledged and when there is a criticism on execution (Locke & Latham, 2006). According to Chacko and McElroy (2009) Goal setting theory proposes that representatives are assessed on the basis of their execution in the accomplishment of concurred objectives or targets. Locke

(2001) contended that difficult particular objectives lead to a higher performance compared to simple objectives, no objectives or even the setting of a theoretical objective, for example, advising workers to give a best. Difficult objectives likewise invigorate them thus they work harder to accomplish them. Latham et al. (2001) argued that high objectives lead to elite which thus prompts rewards. According to Thorgren and Wincent (2013), the theory accentuates employees examining the objectives to be met and the duration with their supervisors. Participation in objective setting is crucial as a method for consenting to the setting of higher objectives (Vigoda-Gadot & Angert, 2007). The model is applied in performance contract when heads arrange and set focuses for their separate areas with senior directors of their departments. The process is expected to be replicated at the lower levels of the firm and each of the staff member is able to agree on the goals they should achieve with their supervisors.

One of the limitations of the goal setting theory is that if there are two targets set simultaneously then those who are expected to meet the targets might concentrate too much of their effort on one target making it hard for the other to be successfully fulfilled. However, there is a way in which this can be resolved by finding a balance between goals or targets that are almost similar or by prioritizing some goals (Thorgren & Wincent, 2013). It is advisable to have few well-articulated goals rather than many that might make it difficult to achieve even one. The goal setting theory is used in this study to discuss performance contract planning which involves goals and objectives setting. The goal setting theory hypothesizes that quality objectives direct consideration and exertion; support perseverance and steadiness and in addition make the distinguishing proof of inventive methods for accomplishing objectives pivotal (Chacko & McElroy, 2009). A clear, particular, and "hard" objective does not result in attractive hierarchical execution, but rather the basic issues are: responsibility to the objectives, intricacy of the undertaking, how the objectives

are surrounded and created (as a group or independently), and the accessibility and utilization of input. This implies an objective must be particular, as well as be testing enough to energize perseverance and drive ideal exertion, since simple or ambiguous goals for the most part will not prompt more higher levels of efforts (Vigoda-Gadot & Angert, 2007).

2.7.2 Expectancy theory

Lunenburg (2011) is a proponent of expectancy theory and indicates that the expectancy theory has a few essential implications that help in motivating members of staff. The theory pinpoints some important factors that can be used to motivate staff by changing the individual's effort-to-performance expectancy, performance-to-reward expectancy and the valences in reward. In addition, Nimri, Bdair and Al-Bitar (2015) indicates that expectancy theory, which is made up of five components including intrinsic valence, extrinsic instrumentality, expectancy, extrinsic valence and intrinsic instrumentality influences motivation of public sector employees.

Expectancy hypothesis was developed by David Nadler and Edward Lawler who based the theory on the following parts; effort-performance expectancy, valence and performance-outcome expectancy (Nimri, Bdair & Al Bitar, 2015). Performance-outcome expectancy concerns an individual's desire that his compensation is close to his outcome (Burak, 2014). Expectancy theory purports that prosperity to act quality is dependent on the desire that demonstration will be followed by a result and the appeal of the result will be on the individual (Flake et al., 2015). In public University, expectancy theory is appropriate in that, employees are spurred to apply high levels of effort when they trust that the effort will prompt a decent evaluation which will prompt remuneration, reward, advancement, pay increment and that the prize will fulfill the workers' personal goals (Magidson et al., 2014).

Valence is a measure of the level of which an individual values a specific prize. The higher the valence is the more inspired the individual will be. The result of a specific conduct has a particular valence, that is, a particular spurring control or esteem for every particular person (Liddell & Solomon, 2002; Magidson et al., 2014). For instance, the likelihood of exchange to a higher-paying position in another authority might have a high valence for people who value wealth or who appreciate the incitement of another environment, it might have a low valence for people who have solid ties to their neighborhood, friends or workgroups. Valence is dictated by the individual and is not a target nature of the result itself for a given circumstance (Magidson et al., 2014).

Effort- performance expectancy involves the individual's discernment that exertion is absolutely related with execution. Individuals' knowledge of how difficult it will be to perform effectively will likewise influence their choice regardless of whether to continue or not (Liddell & Solomon, 2002). If told to choose when designing the PC, a local authority member of staff will have a tendency to arrange target level of execution that appears to have the most obvious opportunity with regards to accomplishing an esteemed result. Inherent results are experienced straightforwardly by the person as an aftereffect of fruitful undertaking. The feelings felt are a higher self-esteem, achievement and the learning of new skills (Burak, 2014). An outside person such as the supervisor can give the person outward results such as promotion, praise or rewards such as a bonus. If the effort-performance expectancy is very high then the person will be motivated to put in a lot of effort and the reverse is also true.

One of the limitations of the expectancy theory is that it breaks down when employees do not believe in motivation. However, both academic and non-academic staff in Public Universities in Kenya believes in motivations. Expectancy theory is used to explain Dissemination of

Performance Contract Results and utilization. A public University employee who is considering increasing his or her yield might expect that increasing the yield will bring about praise, more pay or maybe no prize by any stretch of the imagination; the worker might even expect threatening vibe from different workers. The model presents supervisors with various clear implications. For instance, they ought to know the performance desire needed or the behavior level such as the work styles and attitudes needed so that they can advise the staff members accordingly on what to do so as to get a reward. The performance level should be feasible (Flake et al., 2015). The motivation would be low if the members of staff have a feeling that the goals they are expected to meet are impossible or difficult to achieve. This will affect results in local authorities (Burak, 2014). The performance contract targets should be both agreeable and realistic. The important factor that drives the expectancy theory is knowing the goals of the person and the link that exists between performance and effort and between performance and reward (Nimri, Bdair & Al Bitar, 2015). In performance contract the reward is provided after the contract ends and the given targets are accomplished and evaluated.

2.7.3 Agency Theory

Cohen and Baruch (2010) are proponents of agency theory and used the agency theory to provide the dichotomization process used by the Israeli workforce which was divided into two structures that had their own organizational cultures. One of the structures used is the private structure where at the lead was the high-tech industry; this was a model whereby the principle controls the agent activities. In addition, Pepper and Gore, 2015) showed that there were challenges in the real estate sector. According to the evidence the agents of residential real estate sold their houses at 4.5% premium price compared to the price they sold for their clients.

Agency theory is seen as if it explains the movement of agencification. This is the reason why it is one of the most used explanatory models (Rashid, 2015). The theory begins where the principal gives orders and the agent follows them (Shogren et al., 2015). However, the two parties both have their own interests which are not convergent when giving or following the orders. In addition, specialization gives the agent an advantage as the agent has more experience with the process, the expected results and important rules to be followed. The challenge is that the agent since they have an advantage can use this to pursue their interests (Rashid, 2015).

The agency theory is used to explain the implementation of performance contract in public institutions. Once the agency is created, it reduces the input control and implements the contract control, the assumption in this case is that if there is a problem with different objectives and goals then this method can give it a solution (Pepper & Gore, 2015). The agent is expected to fulfill the contract and follow the principles rules while doing so. The principal is also expected to give the agent freedom to execute his duties by not interfering with how the agent does it. This positively affects the agents work as he or she can choose the best inputs to use to come up with the expected outcomes (Buchanan, Chai & Deakin, 2014). Therefore, the theory points out that the agency should be independent from the government so as to give the best results but the government too should be powerful enough to ensure that the agency provided the expected outcomes.

The public sector is faced with a lot of challenges that the agency theory does not address. The firms in the public sector often are characterized by many stakeholders whose goals are also different and many (Tan & Lee, 2015). The different stakeholders may therefore offer opposing incentives with the resultant being poor service delivery that will not benefit any of the principals. The linkage of incentives to performance may lead to gaming. The information gap

between the agent and the principals accords the agent an advantage over the principal (Buchanan, Chai & Deakin, 2014). To ensure maximum return for little effort the agent may use the information for their own good and detriment to the principal. This is a case of information asymmetry.

There are different aspects of performance that are hard to measure while on the other hand they have the greatest impact on the performance. Therefore, what will be included in the performance contract of the organization are only the measurable aspects (Tan & Lee, 2015). This is a challenge that the Agency theory does not address. The theory takes into account extrinsic motivation of the agent and ignores the intrinsic motivation. The match of the employees' intrinsic motivation and the public sector organization goals will reduce the burden on the government to motivate the staff (Pepper & Gore, 2015). This is because the employees will be motivated to do what they do. This is against the theory proposition that the agent utility stems from the disutility and incentives from the effort he provides on behalf of the principal.

The lesson learnt here is that the agencies can only provide the best results to the government when they are made part of the administrative system (Shogren et al., 2015). This does not mean that there should be no autonomy but that autonomy should be in harmony with the government expected objectives.

Challenges do exist when the principal/agent process is used to provide solutions to reduce the costs of agency in public organizations (Selviaridis & Norrman, 2015). For instance, there is no profit which can be used to quantify performance which means that quantifying performance can be hard and thus compensation cannot be linked to performance. In addition, most public sector activities have very complex output to outcomes relationships. Therefore, it might be hard to

observe the two. Most factors that affect the results are not well comprehended by the agency or they might be out of the control of the agency. The challenges that are as a result of difficulties in the specification and measure of performance make it easier for the theory to be utilized in the public institutions. However, despite these limitations the implementation of performance contracts in Public Universities involves a principal (the government through the Vice Chancellor) and the agents (academic and non-academic staff). The performance contracts stipulate a contractual agreement between the government and the staff in Public Universities.

2.7.4 Results Based Management (RBM) Theory

Vahamaki, Schmidt and Molander (2011) are proponents of Result Based Management theory and indicate that performance information should be available to make the right choices and understand development concepts. Karl et al. (2010) identifies RBM as part of the wider management process that is used to show results and improve performance. Results based management theories entail three main phases which include strategic planning, performance measurement and results based performance management. Karl et al. (2010) broadly describes the phases as follows; clear and measurable objectives are identified during the strategic planning phase, indicators and explicit targets are set. At performance measurement, performance monitoring systems are developed, actual results are reviewed, analyzed and reporting done vis-à-vis targets. Finally, evaluation findings are used to generate lessons and increase the understanding of strengths, weaknesses and comparative advantages. The performance information is also used for internal management accountability, learning, resource management and reporting to stakeholders and partners.

The results based management theory is used to explain the aspect of target setting in performance contract planning. Rivenbark (2006), in his results based management theory

provides an integrated perspective on the functioning and optimal design of result system, which attempts to specify or measure targets to organizations. This theory has the features of controllability, measurability, attributability and accountability, which enables one to be very clear about the type of results to allow into RBM models (Try & Radnor, 2007). Standards sets out the basis of any systematic outcome analysis and considers outcomes not activities, cascading set of causes in the real world, keeping results short, putting results in a hierarchical order, keeping measurements/indicators separate from the results they are attempting to measure, putting value in front of the outcome and including both high-priority and lower priority results (Rivenbark, 2006).

2.7.5 Kotter's 8 step change model

John Kotter came up with the "Kotter's 8 step change model". This model helps organizations to adapt to change and increases the success of change (Kotter, 1995). When firms follow the steps in the model, they are able to successfully adapt and implement change. Thus, there will be little effort on the organizations to adapt to change as their chances of success increase (Kotter, 1996).

Staff members will not always view change in positive light however they are a very important factor to consider during implementation of change in the organization (Kotter & Cohen, 2002).

Following the Kotter's 8 step change model plan assists organizations in change implementation. The model has eight steps and the first three cultivate the suitable atmosphere for change, the following three steps provide a link between change and the firm and the last two steps implements and consolidate the change.

Creating an urgency sense is the first step in the model and the most essential because creating awareness and urgency for change among the staff members lays the foundation for the success

of change implementation (Kotter, 1996; Kotter, 1995). For this step to be successful there should be honest, convincing and open dialogue. Such a dialogue will provide employees with the right information on why they should positively embrace the change. This can be accomplished by pointing out to them the expected threats or advantages of embracing or not embracing the change (Kotter, 1996).

Creation of a guiding coalition is the second step. The organization should form a project team that can be responsible for the implementation of change. The team's work will be the management of change efforts and to provide a way forward on how others can embrace the change (Geyer, 2016). The team should be made up of employees from different departments so that others can identify with the team (Friesen, 2016). The group should be open such that it encourages communication about the change.

Creation of a vision for change is the third step. A well-defined vision allows employees understand what the firm seeks to achieve with the change. The vision makes the change believable and also offers support from others. Some of the ideas from the staff members should be made part of the vision to boost its support. The vision should also be linked to the firm strategies so as to assist the staff members achieve their objectives (Calegari, Sibley & Turner, 2015).

Communication of the vision is the fourth step. This creates a way for the change to be supported and accepted. The concerns, anxieties and opinions of the employees as they communicate the vision should be noted. Constant communication of the vision allows for its adoption in the organization (Friesen, 2016).

In the fifth step, obstacles are removed. Obstacles or hindrances for change are removed so that implementation can be successful. Some staff members might act as obstacles by their resistance and talking with them and incorporating their concerns can help make the change process successful.

The sixth step is to create short-term wins. Short term goals motivate employees to be successful. When they achieve these goals, workers feel the need to achieve more. Such accomplishments should be rewarded and recognized so that others can acknowledge that change is taking place.

The seventh step is to consolidate improvements. As John Kotter explains, change is a gradual process that should be made part of the organization's culture. Most of the organizations fail in implementation of change as they declare victory very early. During implementation there will be quick wins but this does not mean that the organization should stop here; the organization should always be on the lookout on how to improve the process. Change will only pay off after several wins.

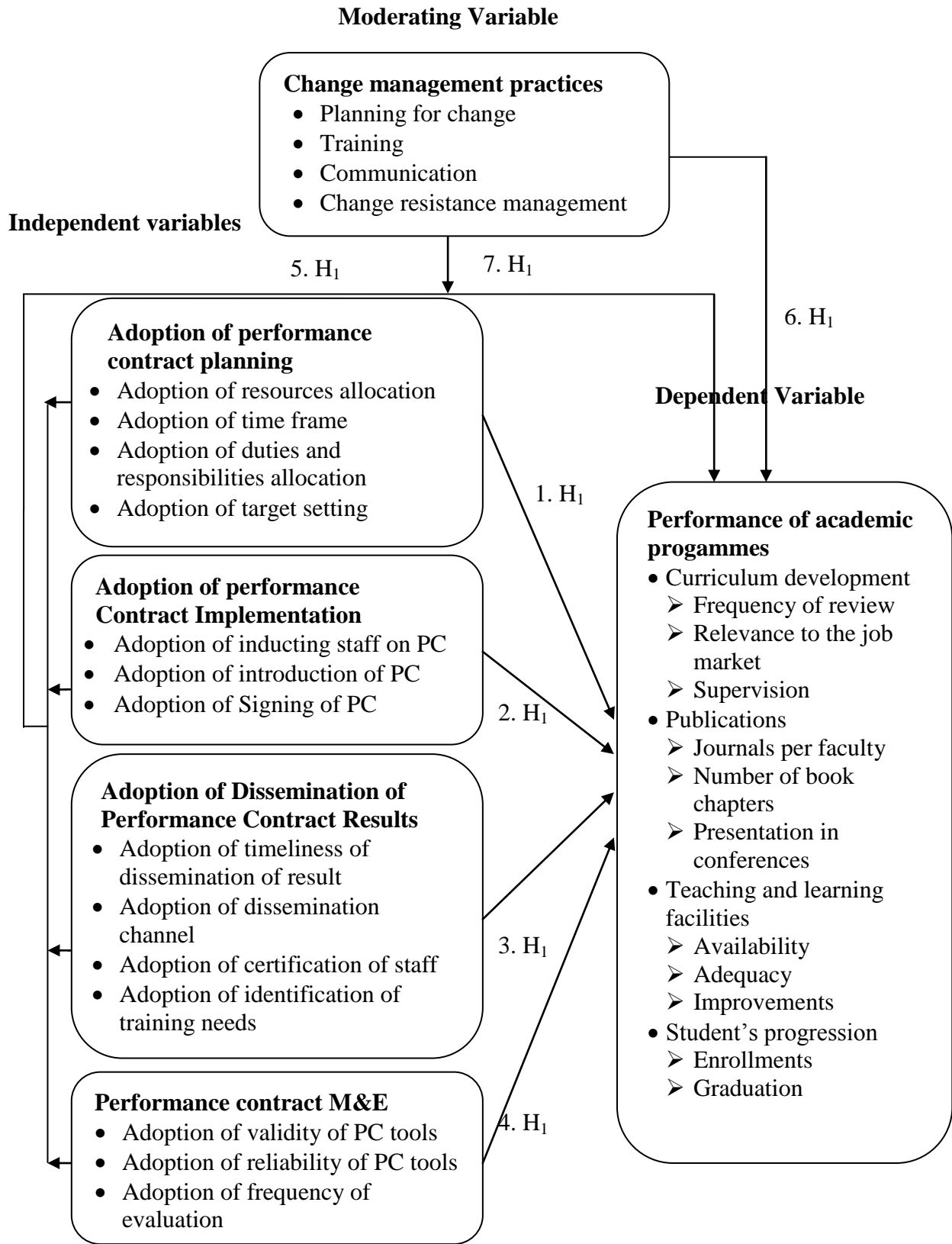
The eighth step is anchoring the changes. The change has to be part of the firm culture. It must be backed by the firm's values and mission. Staff member's behavior should also be part of the change. Support is important from all the members of the organization and there should be constant evaluation and discussions to consolidate the change.

Every step in the Kotter's 8 step change model is important and it is recommended that introduction of the change be part of the recruiting and hiring process. It should also be part of the training of new employees. The change should be made part of the firm. Staff members who have shown exemplary initiative to implement and contribute to the change should be rewarded

(Geyer, 2016). Such support is essential and can come in handy when there are other instances when change needs to be implemented.

2.8 Conceptual Framework

A conceptual framework is set of concepts that are largely defined and systematically put together to provide a focus and show relationships between concepts. In this study the conceptual framework shows the relationship between the independent and the dependent variable. The independent variables include adoption of performance contract planning, adoption of performance contract implementation, adoption of dissemination of performance contract results and adoption of performance contract monitoring and evaluation. On the other hand, the dependent variable was target achievement of academic programmes in Public Universities. The moderating variable for the relationship between performance contract and target achievement of academic programmes in the University of Nairobi was change management practices.



1. H₁

2. H₁

3. H₁

4. H₁

Figure 1: Conceptual Framework

A performance contract plan plays a major role in organizational performance in public institutions. Performance contract plans comprises of objectives and requirements of the performance contract in terms of project scope, schedule, resource requirement, cost estimation, quality and risk management. In this study, performance contract plans will be measured in terms of resources allocation, time frame, duties and responsibilities allocation as well as target setting.

The implementation of performance contracts is one of the main factors affecting the performance of public institutions. The main factors influencing the implementation of performance contracts include financial resources, human resources and organizational structures among others. In this study, performance contract implementation will be measured by use of inducting staff on PC, introducing PC and signing of PC.

Dissemination of performance contract findings is a critical part of the performance contract process. Performance contract is not fully complete until the findings have been made widely available. In this study Dissemination of Performance Contract Results will be measured by use of timeliness of dissemination of result, dissemination channel, certification of staff, identification of training needs and discussion of PC results.

Monitoring and evaluation is one of the key components of performance contracts as a way of ensuring its success and achievement of the set goals. Monitoring and evaluation involves developing of indicators, developing data collection tools, collection of data, analysis of data and report writing. In this study, performance contract monitoring and evaluation will be measured in terms of validity of PC tools, reliability of PC tools and frequency of evaluation.

The implementation of performance contracts is about the introduction of a change in public institutions, which can be faced with challenges such as resistance to change by various

stakeholders including employees (Garber, 2013). Therefore, change management practices play a major role in ensuring successful implementation of performance contracts. Change management practices that were considered in this study include employee involvement, training and communication.

2.9 Research Gaps

Although, there are several studies conducted on performance contract and organizational performance, these studies have been limited to specific countries, industries, sectors and institutions, hindering the generalization of the findings. In India, Mishra and Potaraju (2015) carried out a study on the performance target setting system and MoU Experience in the United Kingdom. Oliver and Nakamura (2013) conducted a study on performance targets in coordinating public organizations. However, due to differences in the level of adoption of performance contracts and legal frameworks governing performance contracts, the findings of these studies cannot be generalized to Kenya.

In Kenya, Nganyi, Shigogodi and Owano (2014) conducted a study on the effectiveness of performance contract in service delivery in Public Universities in Kenya. However, the study was limited to Masinde Muliro University of Science and Technology and hence its findings cannot be generalized to other Public Universities in Kenya. In addition, Kosgei et al. (2013) conducted a study on the effects of performance contract on service delivery in Moi Teaching & Referral Hospital-Eldoret Kenya. However, since the study was limited to Moi Teaching & Referral Hospital, its findings cannot be generalized to Public Universities in Kenya due to differences in the organizational structures and legal framework governing Public Universities and public hospitals. In addition, these studies did not show how the adoption of performance contract planning, performance contract implementation, dissemination of performance contract

results and performance contract monitoring and evaluation influence performance. Also, the studies do not show the moderating effect of change management on the relationship between adoption of performance contract and target achievement. To fill the gaps highlighted, the study sought to assess the influence of the adoption of performance contract (performance contract planning, performance contract implementation, performance contract monitoring and evaluation and performance contract results dissemination) on Target achievement of Academic Programmes in Public Universities in Kenya and the moderating effect of the change management practices on the relationship between the two variables (Table 2.1).

Table 2. 1: Summary of Research Gaps

Study	Focus of the Study	Methodology	Findings	Gap in Knowledge
Performance contract planning and Target Achievement of Academic Programmes in Public Universities				
Nair, Suma and Kumar (2012)	To investigate on the effects of project managers allocating resources to the success of several software projects that were developed at CMMI level 5 Software Company	The study adopted a case study design. The case study comprises of Capability material model integration level 5 and ISO certified service based software industry.	There was a positive correlation between factors such as resource allocation and user training and the success of various software.	The study was limited to the software industry and hence its findings cannot be generalized to Public Universities in Kenya
Performance contract implementation and Target Achievement of Academic Programmes in Public Universities				
Omboi and Kariuki (2011)	To assess the factors affecting implementation of performance contract initiative at Municipal Council of Maua-Kenya	Descriptive research design was employed in the study	According to the study findings, the firm avails requisite resources necessary for implementation of strategy and that management practices fair evaluation of PC outcomes	The study did not show the influence of implementation of performance contract on organizational performance

Bomett (2015)	To analyze the implementation issues and strategies in performance contract in Kenyan Public Universities	The researcher used mixed research method whereby a case study was used as a guide.	The study found out that good work was not noticed, recognized or rewarded and there were no sanctions made when the contract ended. In addition, staffs that have not performed in their institutions are not warned and were not given suggestions on solutions to their weaknesses.	The study did not show the influence of implementation of performance contract on organizational performance
Dissemination of Performance Contract Results and Target Achievement of Academic Programmes in Public Universities				
Lemire et al. (2013)	To assess dissemination of performance information and continuous improvement.	A systematic data collection strategy that includes empirical and theoretical research published from 1980 to 2010, both qualitative and quantitative, was performed on Web of Science, Current Contents, Embase and Medline. A classification and synthesis framework was	The results indicated that The results indicated that the success of dissemination was depended on different factors that also had an effect on the way users of the information partook the results. Such factors include available incentives, relationship existing between the stakeholders and the governance system. However, the results indicated that poor results dissemination hinders results	The study did not show how results dissemination influences organizational performance

		developed, drawing on Knowledge Transfer and Exchange (KTE) literature.	utilization	
Leviton and Hughes (2001)	To assess utilization of Evaluations	Review of literature	Five clusters of factors related to dissemination that were pinpointed that have an effect on dissemination. They include how relevant evaluation was to its potential user's needs, if there was communication between those who produced evaluations and the users of these results, the use of evaluations to change policies and programs, the trust and credibility that was placed on the evaluations and how committed individual users were in advocating for evaluations.	The study did not outline the effect of utilization of results on performance
Mmakgomo (2015)	Assessment of utilization of Evaluation Findings in the Department of Rural	To carry out the study the researcher used a qualitative strategy which provided in-depth information on the matter.	Few factors that contributed to the underutilization of the evaluation results in the department. The results indicated that there was no institutionalization of the evaluation	The study did not outline the effect of utilization of results on performance

	Development and Land Reform	The researcher also undertook a meta evaluation that was done with the help of document analysis research design while using the Patton's Framework for Utilization Focused Evaluations (UFE). The target population for the study was program officials and department managers who provided the needed data through questionnaires and in depth interviews.	process, there was no accountability or ownership of the process, very little understanding of the use of the evaluations, the process was poorly planned, and the implementation of the findings of evaluation was not symmetric.	
Lija, Stacie, Jean and Lawrenz, (2009)	Assessment of research on Evaluation Use.	The paper reviewed empirical research on the use of evaluation from 1986 to 2005 using Cousins and Leithwood's 1986 framework for categorizing empirical	Findings point to the importance of stakeholder involvement in facilitating evaluation use and suggest that engagement, interaction, and communication between evaluation clients and evaluators is critical to the meaningful use of	The study did not outline the effect of utilization of results on performance

		studies of evaluation use conducted since that time.	evaluations.	
Yusaa, Hynieb and Mitchellc (2016)	To assess the utilization of internal evaluation results by community mental health organizations	The research looked at how internal evaluation findings were used by 19 community mental health institutions in Ontario Canada.	All the respondents except one indicated that the findings were used to make decisions that were instrumental to the programs. For programs that were not controversial they were more affected by qualities such as internal evaluator's ability point out essential information, the internal evaluator's expertise and how consistent evaluation findings were compared to the effect objectivity of the evaluator was on the programs.	The study was limited to mental health organizations and hence the findings cannot be generalized to Public Universities
Githemo (2006)	Assessment of utilization of performance appraisal results by nurse managers for staff development in public hospitals	The study used a descriptive cross sectional study design and was done in five public health institutions which included Mathari, Mbagathi, National Spinal	The study also indicated that the nurse managers were not utilizing the results of the appraisal for deployment, training of staff or to motivate others. Therefore in most	The study was limited to public hospitals and hence the findings cannot be generalized to Public Universities

	in Kenya	injury hospital, Kiambu and Thika.	cases the results were found to be used for the promotion of employees but not to deploy, motivate or train them.	
Performance contract monitoring and evaluation and Target Achievement of Academic Programmes in Public Universities				
Waithera and Wanyoike (2015)	To determine the influence of project monitoring and evaluation on performance of youth funded agribusiness projects in Bahati Sub-County	A descriptive survey was carried out in Bahati sub-county for six weeks. Then a census was conducted on the target population of 50 agribusiness youth funded group projects.	According to the findings, the only factor that significantly influenced the monitoring and evaluation process of agribusinesses that were funded by the young people was the training of the employees.	The dependent variable of the study was performance of youth funded agribusiness projects, which is different from performance
Kinyanjui, Gakuu and Kidombo (2015)	To assess the relationship between monitoring and evaluation skills, performance contract system and	Correlation and descriptive survey designs were used in a mixed research method. Questionnaires were handed out to collect data	The null hypothesis was rejected and it was concluded that the strength of the relationship between PC system and organizational performance depends on M&E skills. Monitoring and Evaluation skills, therefore,	The study was limited to government ministries in Kenya, which operate under different structures and regulatory framework as compared to Public

	organizational performance in government ministries in Kenya.	while interviews were used to collect qualitative data. A pilot test was done to test the reliability and validity of the instruments of research. The method used to test reliability was test-retest criterion and validity was tested using content related method. The target population was made up of 103,010 employees in different ministries in the government. By use of multi stage sampling method with the help of Sekaran's sampling size method the sample size used for the study was reduced to 310 employees	moderate the relationship between PC system and organizational performance in government ministries in Kenya	Universities.
Mulandi	To determine the	The researcher conducted	Thus it is essential to know the skills	The study was limited to

(2013)	factors influencing performance of monitoring and evaluation systems of non-governmental organizations in governance in Nairobi, Kenya	a survey to obtain the needed data. The target population was made up of five program managers and forty program officers. Each of the officers were interviewed however, systematic sampling was used to come up with a smaller sample of the program managers. Data collection was done using an interview guide and a questionnaire	need to do the M&E tasks effectively and also assess the human capacity to gauge the employee's capacity in addition, come up with programs that are aimed at capacity development of the members of staff so as to fill the capacity gaps. The study also found out that it is not only enough to have enough and dedicated M&E employees but the staff should possess the needed skills to do the M&E tasks effectively	NGOs in Nairobi County and hence its findings cannot be generalized to Public Universities in Kenya.
Magondu (2013)	To determine the factors influencing implementation of monitoring and evaluation in HIV research projects by focusing on Kenya	The survey research design was used and a questionnaire was used to collect data from a census of the target population. The analysis of the collected data was done	. It was evident from the findings that the capacity of the employees in terms of skills and numbers was an important factor for the implementation of the M&E system	The study was limited to HIV research projects and hence its findings cannot be generalized to Public Universities in Kenya

	Aids Vaccine Initiative (KAVI)	using descriptive statistics. The target of the research was KAVI project which is funded by international donors and is involved in HIV vaccine research. 43 respondents who are part of the project were interviewed and structured questionnaires were used whereby 38 of the respondents returned them.	and also for its sustainability. Skills are important for anyone to master the game. Thus it is paramount that the employees be equipped with the essential skills so that the system can be a success.	
Abdisalan (2012)	To determine the factors influencing the application of participatory monitoring and evaluation in community based projects in Mogadishu	The data was analyzed using descriptive statistics in form of percentage and frequency tables.	The study findings indicate that training was paramount in participatory monitoring and evaluation and it required quite some time for the stakeholders to get it. The reason for this was due to the fact that all leaders agreed that the methods used for PMIE had to be	The study was conducted in community based projects in Mogadishu Somalia and hence the findings cannot be generalized to Public Universities in Kenya

	Somalia.		<p>grasped by stakeholders before the indicators could be selected and used.</p> <p>Skills were also found to be useful in other areas including in monitoring, interviewing and use of qualitative and quantitative methods.</p>	
Change Management Practices, Adoption of Performance Contract and Target achievement of Academic Programmes in Public Universities				
Kamugisha (2013)	To find out the effects of change management in the National University of Rwanda (NUR).	The descriptive case study approach was used in this study. There were 57 senior management employees who were part of the management of the organization change.	According to the research findings the faculty's management underwent some form of change. Change was also noted in the performance requirements of the employees, the administrative level employees were now expected to hold a bachelor's degree related to their position.	The study did not show the include of change management on the relationship between implementation of performance contract and performance

<p>Kebede (2012)</p>	<p>Evaluation of change management practices of Ethiopian higher education institution in Ethiopia</p>	<p>Both primary and secondary sources of data were used to get qualitative data. The research sample was chosen using stratified sampling methods which was on a probability basis.</p>	<p>According to the main findings change is mostly imposed on stakeholders who are not aware and the management was now being faced by uncoordinated efforts.</p>	<p>Having been conducted in Ethiopia, the findings of this study cannot be generalized to Public Universities in Kenya</p>
<p>Okiiya, Kisiangani and Oparanya (2013)</p>	<p>To establish the relationship between change management and performance of public secondary schools in Siaya Sub County</p>	<p>The population of the research was made up of 38 public high schools in the sub county of Siaya. The study further used a descriptive cross sectional survey design and questionnaires were distributed to the school managers. The questionnaires were meant to address change management processes.</p>	<p>The results indicated that the school did not fully embrace the initiatives introduced to bring about change.</p>	<p>The study was limited to public secondary schools in Siaya Sub County and hence its findings cannot be generalized to Public Universities in Kenya.</p>

<p>Gaunya (2014)</p>	<p>evaluation of change management and its implications on competitiveness of Public Universities in Kenya</p>	<p>The research population was made up of the non-teaching and teaching staff of the Kenyan public institution of higher learning. The population was sampled using purposive sampling and 381 respondents were sampled to be part of the study.</p>	<p>According to the study findings change management affected in a big way the competitiveness of the Kenyan universities. Organizational factors were also noted to affect significantly the relationship existing between Public Universities competitiveness and management of change.</p>	<p>In this study, change management was used as an independent variable and not as a moderating variable</p>
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2.10 Summary of the Literature

The literature above shows that performance contracts planning allows managers to change requirements into Gantt charts, risk register, resource assignment, task list and Work breakdown structure (WBS) among others. Any performance contract gives results to the stakeholders. These results are referred to as project deliverables. In addition, the literature review shows that coming up with well-defined and clear goals assists the members of staff to focus on the important tasks and corporate goals. Goals should have measurable performance processes that can gauge how well or bad the members of staff are doing. When employees are consulted when setting goals, they are better motivated to achieve the goals and come up with better ways of achieving the targets. Further, dissemination and utilization of performance contract results was found to improve performance. However, factors such as poor accountability and ownership, failure to understand the importance of evaluations, nonexistence of systematic ways of implementation of the evaluation findings were hindering the utilization of results. Also, performance contract monitoring and evaluation influenced organizational performance. In addition, change management practices were found to influence performance contract implementation.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter gives research methodology of the study. It describes the design of the study population target, sampling methods, the instruments of data collection, pilot testing, data collection procedure, data analysis methods, models used for statistical measurements in data analysis and in hypothesis testing and the ethical considerations.

3.2 Research Paradigm

This study adopted pragmatic research paradigm. This approach is the best for studying the research problem and tries not to be involved in debates that seek to argue on the best approach to use (Bhattacharjee, 2012). The researchers using this method make use of any of the methods, procedures or techniques that best provides the qualitative and quantitative data needed for the study. They can use both interpretivism and positivist systems within the study's scope in accordance to the question under study. This research paradigm was used to investigate the influence of the adoption of performance contract on target achievement of academic programmes in Public Universities and the moderating effect of the change management on the relationship between the two variables. This paradigm was chosen as the study combined both qualitative and quantitative research methods. This research paradigm was used by Abdisalan (2012) in a study on the factors influencing the application of participatory monitoring and evaluation in community based projects.

3.2.1 Research Design

A cross sectional descriptive design and mixed method design were used. In such a design, the data needed for the research is collected in a given duration to shed light on the relationship between the study's variables (Bhattacharjee, 2012). This reduces manipulation by the researcher

as no experiments are done before hand. The two features that stand out in Cross-sectional research designs are no time dimension and the reliance on differences rather than relying on change following intervention (Russell, 2013). Additionally, this design only quantifies differences that exist among the different phenomena, people and subjects. The researcher chose to adopt a cross sectional study design because the design uses the survey method to collect data and they are cheap to use and also take a short duration during data collection.

Mixed methods research enables researchers to collect, analyze and integrate both qualitative and quantitative research in one study. It is useful in combining both the quantitative and qualitative research which leads to a much wider understanding of the problem in question compared to the use of one method of research. According to Orodho (2007), variation in data collection leads to greater validity. This research design has been used by various authors in studies related to performance contract. For instance, Letangule and Letting (2012) used both qualitative and quantitative research in a study on the effects of performance contract on organization performance in the Ministry of Education. Similarly, Gakure, Muriu and Orwa (2013) used quantitative and qualitative designs in a study on the role of performance contract in enhancing effectiveness of performance in the civil service in Kenya.

3.3 Target Population

The population represents a group of items, objects or individuals from which samples to be measured are derived. A population has to have one or more things in common (Kultar, 2007). Ngechu (2004) also defines a population as a set of objects, individuals, or cases that have a common characteristic that is observable. Target population is the group from which the researcher wishes to generate the findings of the study. The target population of this research was

postgraduate students who enrolled in 2015 and 2016, Deans of schools, Chairpersons of Departments and Principals/Directors of Colleges in the six colleges of the University of Nairobi. Currently, there are seven colleges in the University of Nairobi, but the latest college of Open and Distance Learning is still young to be evaluated.

Table 3. 1: Target population

	Target Population
PhD	975
Masters	7688
deans of schools/faculties	42
Chairpersons of departments	78
Principals/Directors of Colleges	6
Total	8789

Source: University of Nairobi (2017)

3.4 Sample Size and Sampling Technique

This section presents the sample size and the sampling techniques that were used in the sample size selection.

3.4.1 Sample size

According to Kothari (2004) a sample size must be big enough to fully represent the population. Creswell (2006) points out that the researcher should come up with a sample size that is adequate to give acceptable information of the population and also the sample size should not be difficult to analyze. The sample size of this study was determined using Slovin's Formula. However, all the deans of schools/faculties, chairpersons of departments and principals/directors of colleges were included in the study due to their small number. The Slovin's Formula is used to calculate the sample size (n) given the population size (N) and a margin of error (e). It is sampling method that's random in nature and it was used for estimating the size of the sample. The formula was

selected as it puts into consideration the population size. The study used a 95% confidence level, which led to a significance level of 0.05.

$$n = \frac{N}{1 + NE^2}$$

whereby:

n = no. of samples

N = total population

e = error margin / margin of error (0.05)

$$n = \frac{8789}{1 + (8789 * 0.05^2)}$$

$$n = 382$$

Table 3. 2: Sample Size

	Target Population	Sample Size
PhD	975	29
Masters	7688	227
Deans of schools/faculties	42	42
Chairpersons of departments	78	78
Principals/Directors of Colleges	6	6
Total	8789	382

3.4.2 Sampling Procedure

The study adopted a multi stage sampling method. A multistage sampling method involves dividing the population into categories known as clusters and then sampling from each of the selected clusters. In the first stage, the study used purposive sampling to select PhD students, Masters Students, Deans of Schools/faculties, Chairpersons of Departments and Principals/Directors of Colleges. This is because Deans of schools/faculties, Chairpersons of departments and Principals/Directors of Colleges are involved directly in the implementation of

performance contracts and both PhD students and Masters Students are directly affected by the implementation of performance contracts.

In the second stage, the respondents were selected using simple random sampling. In simple random sampling, each of the members in the categories has an equal chance of being selected (Cooper & Schindler, 2006). Every sample is selected randomly and this is by chance which means that each member of the population has an equal probability of being selected during the process of sampling (Creswell, 2006). This sampling method is basic in nature and can be incorporated in other forms of sampling. It is an unbiased means of representing a group and the principle behind it is that each of the objects in the population has an equal probability of being selected.

3.5 Research Instruments

Both primary and secondary data were used for the research. Primary data is data from first hand experienced which has not been manipulated and is usually collected by use of questionnaires, key informant interviews, observation guide and focus group discussions (Russell, 2013). On the other hand, secondary data is data that has been provided and collected by someone else other than the user (Ngechu, 2004). Some known sources of this data include records from organizations, data provided by government departments, census and data that was collected for other reasons. Secondary data, which was qualitative in nature, was collected through published literature review including from textbooks, journal articles, published thesis, textbooks, annual universities' reports and performance contract documents. On the other hand, primary data was obtained with the help of informant interview guides and questionnaires. Questionnaires collected quantitative data from academic staff, non-academic staff and PhD students. Key informant interviews were used to collect qualitative data from directors of quality assurance.

3.5.1 Questionnaires for Post Graduate Students

The questionnaire instrument was chosen mainly because the instrument provides uniformity in terms of the questions asked and how they are structured which makes it easier for the researcher to compare the results (Bhattacharjee, 2017). Additionally, the respondents can provide clear and honest answers even to questions that might seem sensitive as they remain anonymous (Bryman, 2018). Where there are sensitive questions, the use of questionnaires have been noted to provide accurate information since their identity is concealed. Questionnaires also allow consistency in asking questions and data collected is easy to analyze.

The closed ended and open-ended questions were administered to the PhD and masters student respondents (Bhattacharjee, 2012). Close ended questions give precise answers which make it easier to conduct an analysis and also minimize bias. A Likert scale whose rating was in form of five points from strongly disagree to strongly agree was used. The open-ended questions were also used as they provide the respondent with a chance to give additional information and also make opinions or suggestions.

The questionnaire was divided into 7 sections. The first section covered the general information of the respondents, the second, third, fourth and fifth sections covered questions on the independent variables, the sixth section covered questions on the moderating variable and the seventh section covered questions on the dependent variable.

3.5.2 Key Informant Interview Guide

Such interviews are in depth and are done on someone who is well versed with the community happenings. Such interviews are used to get information from different people such as residents, community leaders or professionals who can give firsthand information on the community

(Russell, 2013). Face to face interview was conducted for the Principals, Deans, Chairmen of Departments and the Head of the Performance Contracting Secretariat. The interviews were used to elicit information on implementation of performance contract and service delivery from the management perspective.

3.5.3 Document Analysis

A guide in document analysis was provided and used for the collection of data on the target achievement of academic programmes in the University of Nairobi in terms of students' enrollments rates, students graduating rate and service user satisfaction from the annual reports and performance reports of the University of Nairobi. Document analysis uses qualitative research to interpret documents by the researcher and in so doing give meaning to the topic of study (Bryman & Cramer, 2012).

3.6 Pilot Study

This is a form of trial before the actual study where part of the population takes a test and provides results that show the mechanics of the pilot test. If there are any issues that can affect the actual study such as unclear information or other errors they are corrected. The pilot test enhanced the reliability and validity of the instruments of research. The pilot group comprised of 10% of the sample size and was conducted in Kenyatta University.

3.6.1 Validity of the Research Instrument

Validity can be defined as the degree to which a test measures what it is supposed to measure. Validity can be divided into two main categories; translation validity and criterion-related validity. Translation validity is made up of criterion related validity and translation validity content validity and face validity make up translation validity while criterion-related validity is

made up of discriminant validity, concurrent validity, convergent validity and predictive validity (Bryman & Cramer, 2012). This study only focused on translation validity (face validity and content validity). Content validity gives insight on how well items that operationalize a construct are able to give a representative and adequate sample of all items that are required to quantify the construct of interest. Since there is no test that can provide this measure, content validity is determined by the judgment given by professionals in a given field. Face or logical validity is the extent by which a test is said to cover the concept it is expected to quantify. In this research, content validity was tested. This validity is the accuracy with which the instrument of research quantifies the study factors. This measure looked into how accurately the questions given gave the information needed. To test the content validity of the questionnaires, colleagues and supervisors who are well versed with the field of study were given the questionnaires to fill.

3.6.2 Reliability of the Research Instrument

This is the total consistency of the research instrument. If a measure produces similar results under similar circumstances over time, it is said to be reliable (Russell, 2013). Data reliability that measures internal consistency and the average correlation was quantified using Cronbach's alpha coefficient in the range of 0 to 1. This measure quantifies internal consistency which is how closely related items in a group are and is also said to measure scale reliability (Kultur, 2007). If the alpha coefficient is high, then consistency exists among the items. An acceptable alpha coefficient should be 0.7 or more while a Cronbach's alpha (α) of less than 0.7 is considered questionable.

The results, as shown in Table 3.3, show that the average Cronbach's Alpha for all the items in the question was 0.847. The results show that target achievement of academic programmes had a Cronbach's Alpha of 0.934, adoption of Performance contract planning had a Cronbach's Alpha

of 0.835, adoption of Performance contract implementation had a Cronbach's Alpha of 0.766, adoption of dissemination of performance contract results had a Cronbach's Alpha of 0.910, performance contract monitoring and evaluation had a Cronbach's Alpha of 0.717 and change management practices had a Cronbach's Alpha of 0.922.

Table 3. 3: Cronbach’s alpha coefficient

	N	Cronbach's Alpha	No. of items
Target Achievement of academic programmes	38	0.934	10
Adoption of Performance contract planning	38	0.835	10
Adoption of Performance contract implementation	38	0.766	4
Adoption of Dissemination of Performance Contract Results	38	0.910	7
Performance contract monitoring and evaluation	38	0.717	3
Change Management Practices	38	0.922	5
Average		0.847	

3.7 Data Collection Procedure

An introduction letter was provided by the University of Nairobi to the researcher in addition to a research permit from the National Council for Science and Technology (NACOST). The researcher also got permission for the collection of data from the Public Universities (University of Nairobi and Kenyatta University). The researcher also hired three research assistants from the University of Nairobi. During data collection, the research assistants administered the questionnaires to the respondents who were given a maximum of a week to fill them, after which they were collected by the research assistants. During the data collection process, the researcher was going through the filled questionnaires to assess whether any changes needed to be made to the data collection procedure.

The researcher himself conducted face to face interviews with the Directors of quality assurance from University of Nairobi. In addition, the researcher recorded the interviews with the principals, directors, deans and head of PC secretariat.

3.8 Data Analysis

Quantitative data was provided by the questionnaires while qualitative data was provided by the key informant interview guide. Analysis of the qualitative data was done using thematic analysis and the results of the analysis were given in prose form. However, before data analysis, all the data went through a process of data preparation. Data preparation began with instruments checking, followed by data editing, data coding, data entry, and data cleaning and carrying out of diagnostic tests. The researcher used Shapiro-Wilk Test to know if the data is normally distributed. The researcher also made use Durbin Watson method to test if the variables are auto correlated.

Statistical Package for Social Sciences (SPSS version 22) assisted the researcher to conduct quantitative data analysis. On the other hand, descriptive and inferential statistics were used for analysis of quantitative data. For analysis of demographic data, descriptive statistics were used. It was also used as a tool to describe the responses of the respondents in relation to the dependent and independent variables and moderating variables (Bhattacharjee, 2012). Descriptive statistics included frequency distribution, mean or measures of dispersion, percentages, and measures of dispersion (Standard deviation).

Inferential data analysis was done using regression analysis, Pearson correlation coefficient, and multiple regression analysis (stepwise method). As Bryman (2018) points out, most of the statistical methods assumed that the variables are normally distributed. So as to use the Pearson correlation and regression analysis, the researcher tested normal distribution. Regression analysis

was however used for the standardized and unstandardized coefficients. P- Value was used as a measure of hypothesis to give information regarding the null hypothesis that can lead to a decision on the same and also because it gives important information on how strong the decision is. A significant level of 0.05 is the best level to use in project management and the researcher used it in this study as it is a universally accepted value for statistical significance.

According to Singpurwalla (2013), correlation determines the relationship degree between two variables. When correlation is computed the values yielded ranges from -1 to +1. This range is referred to as the correlation coefficient. The higher the coefficient, the stronger the relationship between the two variables. When the coefficient is positive then a positive relationship exists between two variables. This means when one variable increases then the other also does the same. If the coefficient is negative, then there is a negative relationship between the variables being compared and if one variable increases the other decreases. When the coefficient is zero, there is no relationship between the variables. The study made use of Pearson's Product – moment correlation coefficient to seek the direction and strength of the relationship between the study's dependent and independent variables.

The simplest form of regression analysis is a univariate regression or a model with one independent variable (Singpurwalla, 2013). Univariate regression analysis was used to establish the influence of each of the independent variables on the dependent variable. The following are regression models for testing the 6 hypotheses: (Table 3.4)

Regression model for objective one;

H₁₁: There is a significant relationship between adoption of performance contract planning and the target achievement of academic programmes in Public Universities in Kenya

$$Y = \beta_0 + \beta_1 X_1 + \varepsilon$$

Whereby;

Y = Target Achievement of Academic programmes

B_0 = Constant

β_1 = Coefficients

X_1 = Adoption of performance contract planning

ε = Error term

Regression model for objective 2;

H₁₂: There is a significant relationship between adoption of performance contract implementation and the target achievement of academic programmes in Public Universities in Kenya

$$Y = \beta_0 + \beta_1 X_1 + \varepsilon$$

Whereby;

Y = Target Achievement of Academic programmes

B_0 = Constant

β_1 = Coefficients

X_1 = Adoption of performance contract implementation

ε = Error term

Regression model for objective 3;

H₁₃: There is a significant relationship between adoption of Dissemination of Performance Contract Results and the target achievement of academic programmes in Public Universities in Kenya

$$Y = \beta_0 + \beta_1 X_1 + \varepsilon$$

Whereby;

Y = Target Achievement of Academic Programmes

B_0 = Constant

β_1 = Coefficients

X_1 = Adoption of Dissemination of Performance Contract Results

ε = Error term

Regression model for objective 4;

H₁₄: There is a significant relationship between adoption of performance contract monitoring and evaluation and the target achievement of academic programmes in Public Universities in Kenya

$$Y = \beta_0 + \beta_1 X_1 + \varepsilon$$

Whereby;

Y = Target Achievement of Academic Programmes

B_0 = Constant

β_1 = Coefficients

X_1 = Performance contract monitoring and evaluation

ε = Error term

Regression model for objective 5;

Multiple regression analysis was used to establish the relations between the combine adoption of performance contract and the target achievement of academic programmes in Public Universities

in Kenya (Bhattacharjee, 2012). Multiple regression attempts to determine whether a group of variables together predict a given dependent variable.

H₁₅: The combined adoption of performance contract influences the target achievement of academic programmes in Public Universities in Kenya. Since there are four independent variables in this study the multiple regression model was as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Whereby: Y= Target Achievement of Academic Programmes

B₀ = Constant

β₁- β₄ =Coefficients

X₁ = Adoption of Performance Contract Planning

X₂ = Adoption of Performance Contract Implementation

X₃ = Adoption of Dissemination of Performance Contract Results

X₄ = Adoption of Performance Contract M&E

ε = Error term

A variable that has an effect on the relationship existing between an independent or predictor variable and a dependent criterion variable is called a moderator. The moderator can negatively or positively affect this relationship. If the interaction of the moderator and predictor is on the result of the dependent variable is significant, then the moderator is supported. The researcher used multiple regressions analysis (stepwise method) to determine the moderating effect of change management (z) on relationship between independent variable and dependent variable.

Regression model 6;

H₁₆: There is significant relationship between change management practices and the target achievement of academic programmes in Public Universities in Kenya

$$Y = \beta_0 + \beta_1 X_1 + \varepsilon$$

Whereby;

Y = Target Achievement of Academic Programmes

β_0 = Constant

β_1 = Coefficients

X_1 = Change management

ε = Error term

H₁₇: The strength of the relationship between adoption of performance contract and the target achievement of academic programmes in Public Universities in Kenya depends on change management practices.

The statistical model used for analysis was as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_z X + \beta_{1z} X_1 Z + \beta_{2z} X_2 Z + \beta_{3z} X_3 Z + \beta_{4z} X_4 Z + \varepsilon$$

Where:-

Y is the dependent variable, Target Achievement of Academic Programmes

β_0 is the constant

β_i is the coefficient of X_i for $i=1,2,3,4$

X_1 = Adoption of Performance Contract planning

X_2 = Adoption of Performance Contract Implementation

X_3 = Adoption of Dissemination of Performance Contract Results

X_4 = Adoption of Performance Contract M&E

Z is the hypothesized moderator (change management)

β_z is the coefficient of $X_i * Z$ te interaction term between change management and each of the dependent variables for $i=1,2,3,4$

ε is the error term

Table 3. 4: Test of Hypothesis

Hypothesis	Type of Analysis	Interpretation of Results
A significant relationship exists between performance contract planning and the target achievement of academic programmes in Public Universities in Kenya	Correlation analysis Univariate regression analysis	For $p < 0.05$, H_0 was rejected; and H_A was the conclusion
A significant relationship exists between performance contract implementation and the target achievement of academic programmes in Public Universities in Kenya	Correlation analysis Univariate regression analysis	For $p < 0.05$, H_0 was rejected; and H_A was the conclusion
A significant relationship exists between Dissemination of Performance Contract Results and the target achievement of academic programmes in Public Universities in Kenya.	Correlation analysis Univariate regression analysis	For $p < 0.05$, H_0 was rejected; and H_A was the conclusion
A significant relationship does exist between performance contract monitoring and the target achievement of academic programmes in Public Universities in Kenya.	Correlation analysis Univariate regression analysis	For $p < 0.05$, H_0 was rejected; and H_A was the conclusion
The combined adoption of performance contract influences the target achievement of academic programmes in Public Universities in Kenya	Correlation analysis Multivariate regression analysis	For $p < 0.05$, H_0 was rejected; and H_A was the conclusion
There is significant relationship between change management and the target achievement of academic programmes in Public Universities in Kenya	Correlation analysis Multivariate regression analysis (stepwise method)	For $p < 0.05$, H_0 was rejected; and H_A was the conclusion

3.9 Ethical Considerations

The researcher considered ethical issues in this study. All the ideas from other authors used in the research were acknowledged so as to avoid plagiarism. The researcher sought a data collection letter from National Commission for Science, Technology and Innovation. Thereafter, questionnaires were given to respondents willing to participate in the research. Nobody was coerced to be part of the study.

Confidentiality was maintained and unauthorized persons were not given any information on the study. The privacy of the respondents was enhanced by not requiring them to indicate their names on the questionnaires. In cases where respondents wished to remain anonymous, assurance was given on confidentiality of the information they provided. In addition, there were no risks (harm and suffering) in this study as the respondents were only required to give their views and opinions of the objectives of the study.

3.10 Operationalization of Study Variables

Table 3.4 indicates the operational definition of variables which includes their respective indicators, measurement, research design, type of statistical analysis and the tool of analysis.

Table 3. 5: Operationalization of Variables

Variables	Indicators	Measuring Scale	Research Approach	Type of Statistical Analysis	Tool of Analysis
Adoption of performance contract planning	<ul style="list-style-type: none"> • Adoption of resources allocation • Adoption of time frame • Adoption of duties and responsibilities allocation • Adoption of target setting 	Ratio	Quantitative	Parametric	<ul style="list-style-type: none"> • Person correlation analysis • Regression analysis • Arithmetic Mean and Standard Deviation
Adoption of performance contract implementation	<ul style="list-style-type: none"> • Adoption of top management support • Adoption of availability of resources • Adoption of stakeholders' involvement 	Ratio	Quantitative	Parametric	<ul style="list-style-type: none"> • Person correlation analysis • Regression analysis • Arithmetic Mean and Standard Deviation
Adoption of performance contract results dissemination	<ul style="list-style-type: none"> • Adoption of dissemination channels • Adoption of results utilization • Adoption of identification of training needs 	Ratio	Quantitative	Parametric	<ul style="list-style-type: none"> • Person correlation analysis • Regression analysis • Arithmetic Mean and Standard Deviation
Adoption of performance contract monitoring and evaluation	<ul style="list-style-type: none"> • Adoption of validity of PC tools • Adoption of reliability of PC tools 	Ratio	Quantitative	Parametric	<ul style="list-style-type: none"> • Person correlation analysis • Regression analysis • Arithmetic Mean and

	<ul style="list-style-type: none"> • Adoption of frequency of evaluation 				Standard Deviation
Change Management	<ul style="list-style-type: none"> • Planning for change • Training • Communication • Change resistance management 	Ratio	Quantitative	Parametric	<ul style="list-style-type: none"> • Stepwise regression • Arithmetic Mean and Standard Deviation
Target Achievement of Academic Programmes	<ul style="list-style-type: none"> • Curriculum development <ul style="list-style-type: none"> ➤ Frequency of review ➤ Relevance to the job market ➤ Supervision • Publications <ul style="list-style-type: none"> ➤ Journals per faculty ➤ Number of book chapters ➤ Presentation in conferences • Teaching and learning facilities <ul style="list-style-type: none"> ➤ Availability ➤ Adequacy ➤ Improvements • Student's progression <ul style="list-style-type: none"> ➤ Enrollments ➤ Graduation 	Ratio	Quantitative	Parametric	<ul style="list-style-type: none"> • Person correlation analysis • Regression analysis • Arithmetic Mean and Standard Deviation

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter covers the data analysis, presentation of the results, interpretations and discussion according to the purpose and objectives of the study. The purpose of the study was to establish the influence of the adoption of performance contracts on target achievement of academic programmes in Public Universities in Kenya with the moderating effect of change management practices on the relationship between the two variables. The chapter begins with the questionnaires' response rate, followed by demographic characteristics of the respondents, results on the dependent variable and results on the seven objectives of the study. The results in each of the objectives covered descriptive statistics, qualitative analysis, correlation analysis and regression analysis.

4.2 Response Rate

The sample size of the study was 382 respondents that comprised of 29 PhD students, 227 Masters Students, 42 Deans of Schools/Faculties, 78 Chairpersons of Departments and 6 Principals/Directors of Colleges. The responses were as shown in Table 4.1.

Table 4. 1: Response Rate

Category	Sample Size	Responses	Response rate
PhD	29	27	93.10
Masters	227	191	84.14
Deans of Schools/Faculties	42	23	54.76
Chairpersons of Departments	78	43	55.13
Principals/Directors of Colleges	6	3	50.00
Total	382	287	75.13

Out of 256 questionnaires that were distributed, 218 responses were obtained. In addition, 12 Deans of Schools/Faculties, 24 Chairpersons of departments and 3 Principals/Directors of Colleges were interviewed. These responses show a 75.1% response rate. Julnes (2012) argues that even though, statistically, there are no rules of acceptable response rate, a 50% is normally considered adequate for analysis, making inferences and for reporting while a 70% is considered to be a very good response rate.

4.3 Demographic Characteristics

The demographic characteristics of PhD and Masters Students included their gender, age bracket, highest level of education, and their respective colleges. From the findings, 54.1% (118) of the PhD and Masters students reported that they were female while 45.9% (100) reported that they were males. This implies that majority of the PhD and Masters Students in the University of Nairobi are females.

In regard to their age bracket, 33.5%(73) of the PhD and Masters Students reported that they were aged between 31 and 35 years, 25.7% (56) reported that they were aged between 26 and 30 years, 15.1%(33) reported that they were aged between 36 and 40 years, 11.5%(25) reported that they were aged between 41 and 45 Years, 8.3%(18) reported that they were aged between 21 and 25 Years and 6%(13) reported that they were aged between 46 and 50 years.

In relation to their highest level of education, 87.6% (191) of the respondents reported that they were pursuing their master's degrees while 12.4% (27) reported that they were pursuing PhD degrees. This implies that there were more master's students as compared to PhD students.

The results show that 20.6% (45) of the PhD and Masters Students were pursuing their degrees from College Biological and Physical Sciences, the same per cent were pursuing their degrees from College of Architecture and Engineering, 19.3% (42) were pursuing their degrees from the College of Health Sciences, 17.4% (38) were pursuing their degrees from College of Education and External Studies, 12.8% (28) were pursuing their degrees from Agriculture and Veterinary Sciences and 9.2% (20) were pursuing their degrees from Humanities and Social Sciences. These findings imply that most of the PhD and Masters students who participated in this study were pursuing their degrees from the College Biological and Physical Sciences and the College of Architecture And Engineering.

Table 4. 2: Demographic Characteristics

Category	Frequency	Percent
Gender		
Male	100	45.9
Female	118	54.1
Total	218	100.0
Age Bracket		
21 – 25 Years	18	8.3
26 – 30 years	56	25.7
31 – 35 years	73	33.5
36 – 40 years	33	15.1
41 – 45 Years	25	11.5
46 – 50 years	13	6.0
Total	218	100.0
Highest Level of Education		
PhD	27	12.4
Master’s degree	191	87.6
Total	218	100.0
Name of the College		
Agriculture and Veterinary Sciences	28	12.8
Biological and Physical Sciences	45	20.6
College of Architecture and Engineering	45	20.6
College of Education and External Studies	38	17.4
Health Sciences	42	19.3
Humanities and Social Sciences	20	9.2
Total	218	100.0

4.4 Tests for Regression Analysis’ Assumptions

Linear regression has five key assumptions, which include linear relationship, normality, no or little multicollinearity, no autocorrelation homoscedasticity.

4.4.1 Tests of Normality

Linear regression assumes that variables' data is normally distributed. Data that is non-normally distributed can distort associations between different variables. To test for the normality of data, Shapiro–Wilk test was used. The null hypothesis which is tested by Shapiro–Wilk test is that the variables have normally distributed data. Therefore, for the variables to have normally distributed data, the p-value has to be less than the significance level (0.05).

According to the findings, the independent variable, target achievement of academic programmes (p-value=0.201) and the moderating factor, change management practices, (p-value=0.165) were normally distributed. In addition, the independent variables, adoption of dissemination of performance contract results (p-value=.231), adoption of performance contract planning (p-value=0.134), adoption of performance contract implementation (p-value=0.098) and adoption of performance contract monitoring and evaluation (p-value=0.198), were normally distributed. The findings imply that the data for all the variables meet the assumption of normal distribution.

Table 4. 3: Shapiro-Wilk Test

	Statistic	df	Sig.
Target Achievement of academic programmes	0.964	218	0.201
Adoption of Performance contract planning	0.925	218	0.134
Adoption of Performance contract implementation	0.766	218	0.098
Adoption of Dissemination of Performance Contract Results	0.975	218	0.231
Performance contract monitoring and evaluation	0.956	218	0.198
Change Management Practices	0.928	218	0.165

4.4.2 Autocorrelation Test

Autocorrelation in this study was tested by use of Durbin–Watson statistic. Statistically, Durbin–Watson statistic is a statistical test used in detecting autocorrelation in regression analysis residuals. Durbin–Watson statistic can assume values ranging from 0 to 4. The rule of the thumb in this test statistic is that values between 1.5 and 2.5 ($1.5 < d < 2.5$) show that there is no autocorrelation in the data. In this study, Durbin–Watson statistic was 1.733, which lies between 1.5 and 2.5. This implies that there is no autocorrelation in the data.

Table 4. 4: Durbin–Watson statistic

Model	Durbin-Watson
1	1.733

4.4.3 Multicollinearity Test

Multicollinearity is a statistical concept showing the likelihood that two or more independent variables in a multiple regression model are significantly or highly correlated. This is an undesirable event if the correlations among the independent variables are strong, because it increases coefficients' standard errors. To measure the presence of multicollinearity, the study used Valiance Inflation Factor (VIF). The rule of the thumb is that a Valiance Inflation Factor that is more than 10 warrants further investigation.

The VIF values found in table 4.5 show that, there was no multicollinearity among the independent variables, since all the values were below 2. Adoption of Performance contract planning had a VIF of 1.146, adoption of performance contract implementation had a VIF of 1.557, adoption of dissemination of performance contract results had a VIF of 1.878, adoption of performance contract monitoring and evaluation had a VIF of 1.412. This implies that the results of the multiple regression equation are not misleading, since the independent variables in the multiple regression equation are not highly correlated among themselves.

Table 4. 5: Collinearity Statistics

	Tolerance	VIF
Adoption of Performance Contract Planning	0.872	1.146
Adoption of Performance Contract Implementation	0.642	1.557
Adoption of Dissemination of Performance Contract Results	0.533	1.878
Performance Contract Monitoring and Evaluation	0.708	1.412

4.4.4 Heteroscedasticity Test

In this study, Heteroscedasticity was tested by conducting the Breuch-pagan / cook-weisberg test. The null hypothesis for this test is that the error variances are all equal versus the alternative that the error variances are a multiplicative function of one or more variables. According to Bryman and Cramer (2012), homoscedasticity is usually evident when the p-value is greater than the significance level (0.05). According to the findings, the p-value (0.3293) was less than the significance level (0.05), which shows that there was no heteroscedasticity in the data.

Table 4. 6: Breusch-Pagan / Cook-Weisberg test for heteroscedasticity

Ho: Constant variance			
Statistics	df	Chi2 (1)	Prob>chi2
Chi-squared	4	0.95	0.3293

4.4.5 Linearity Test

Linear relationship is one of the assumptions of regression analysis. A linear relationship is considered to exist when the values of X (dependent variable) and Y (independent variable) resemble a straight line. The line can be uphill (positive slope) or downhill (negative slope).

From the results shown in Figure 4.1, adoption of performance contract planning and target achievement of academic programmes have a positive linear relationship. This shows that the target achievement of academic programmes improves with the adoption of performance

contract planning. The results also show that adoption of performance contract planning explains 10.7% of the target achievement of academic programmes.

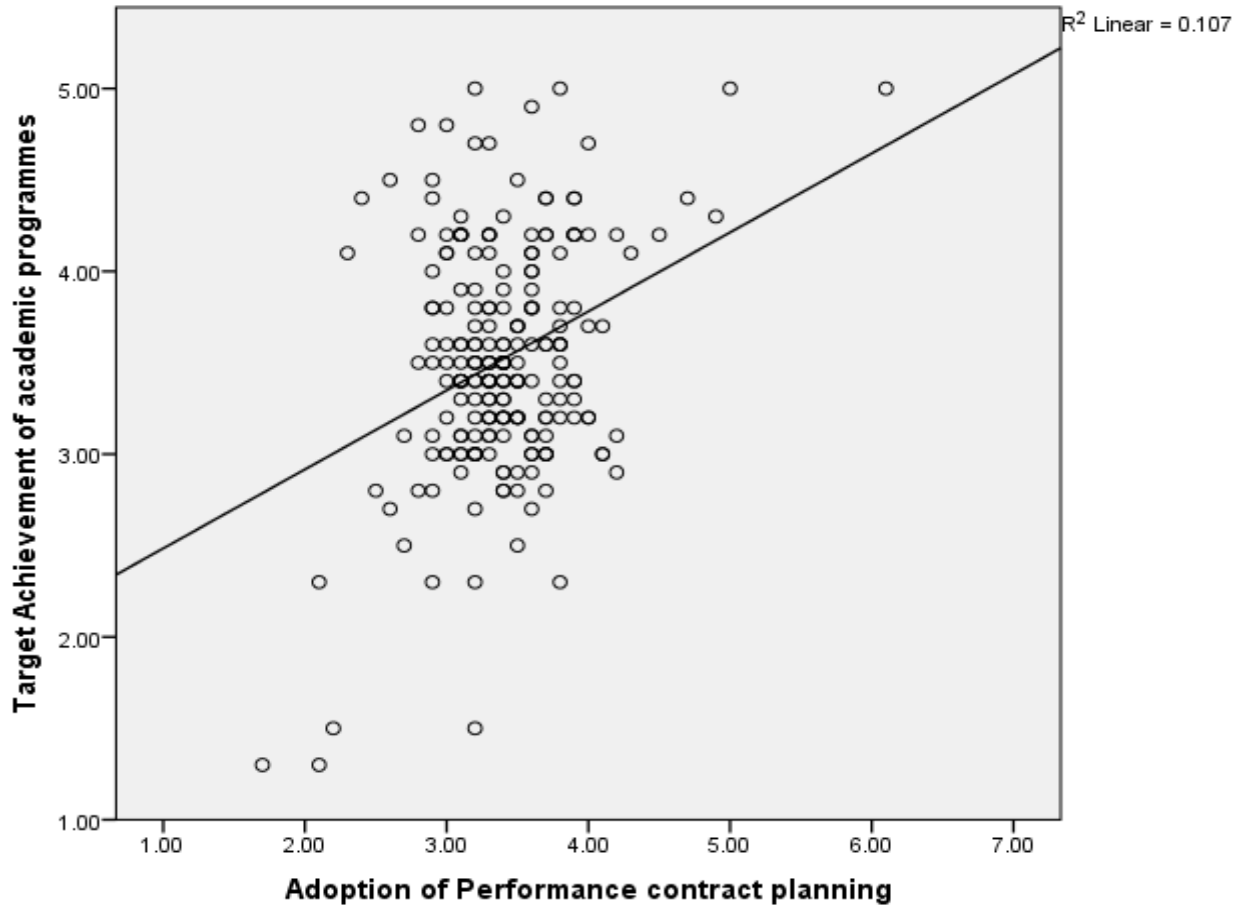


Figure 4. 1: Scatter plot for adoption of performance contracting Planning

From the results, as shown in Figure 4.2, adoption of performance contract implementation and target achievement of academic programmes have a positive linear relationship. This implies that target achievement of academic programmes increases with the increase in adoption of performance contract implementation. The results further show that adoption of performance contract implementation explains 43.4% of the target achievement of academic programmes.

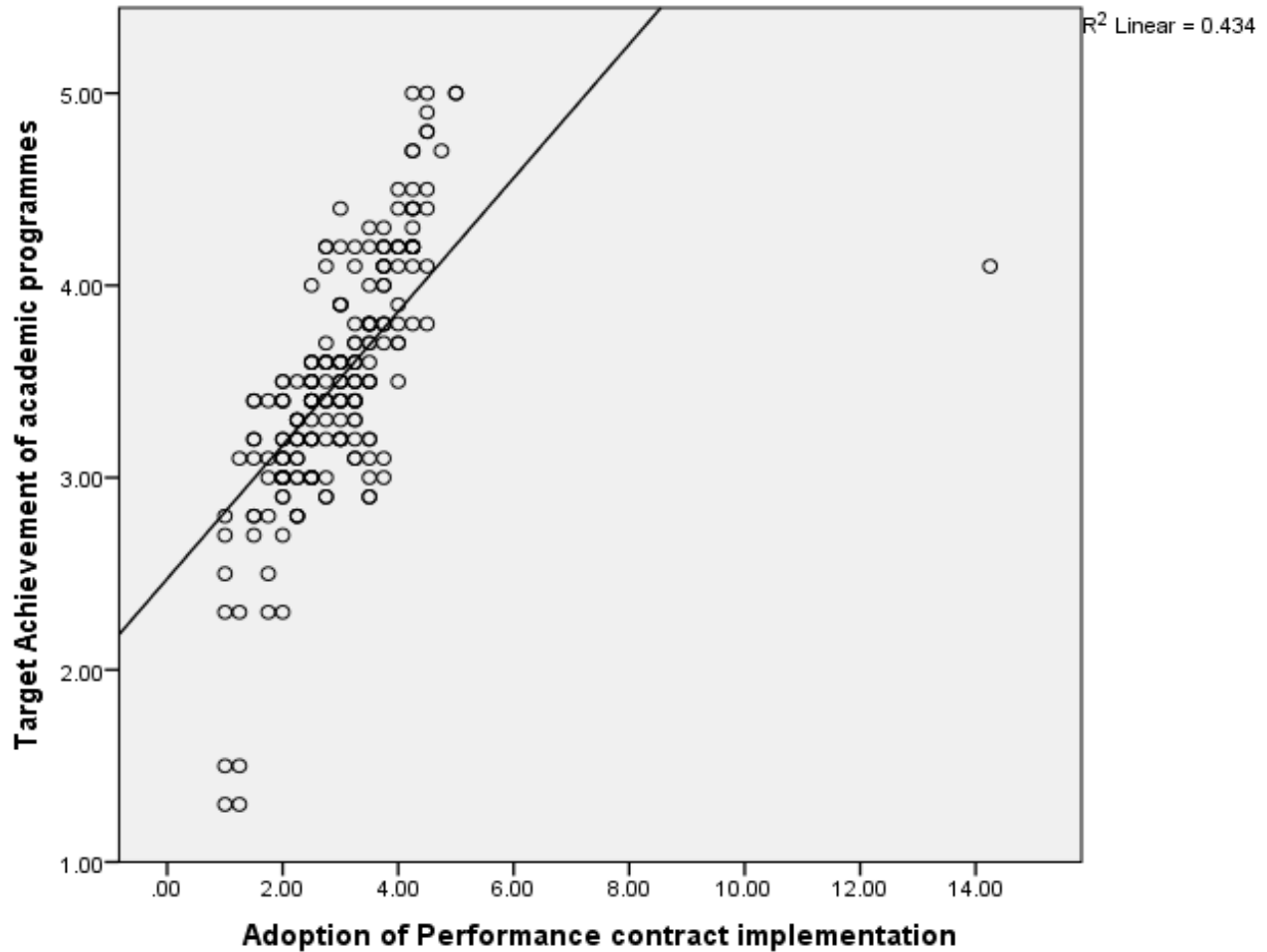


Figure 4. 2: Scatter plot for Adoption of performance contracting Implementation

According to the results, shown in Figure 4.3, adoption of dissemination of performance contract results and target achievement of academic programmes have a positive linear relationship. These findings imply that target achievement of academic programmes increases with the increase in the adoption of dissemination of performance contract results. The results further show that adoption of dissemination of performance contract results explains 52.6% of the target achievement of academic programmes.

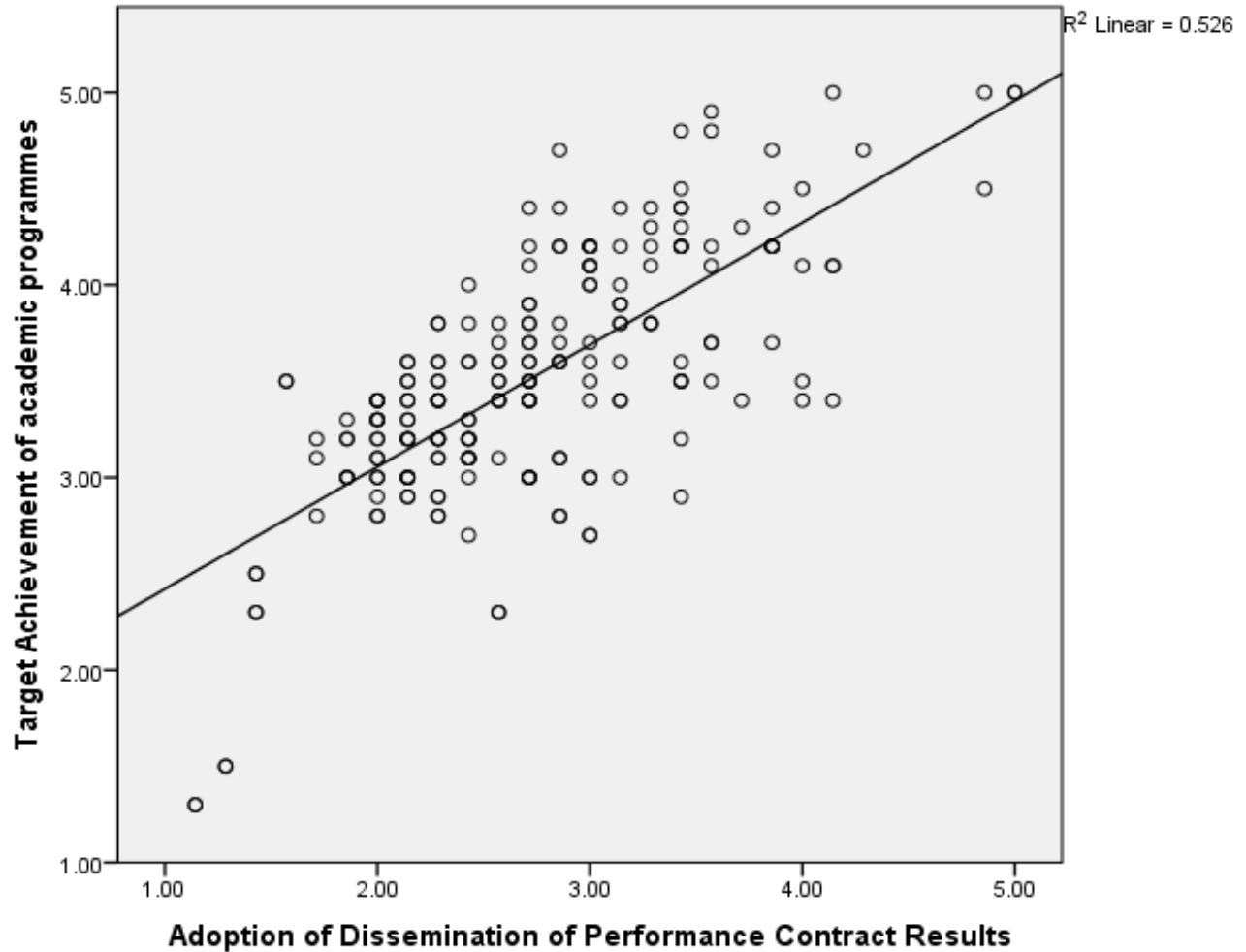


Figure 4. 3: Scatter plot for adoption of Dissemination of performance Contract Results

From the results, as shown in Figure 4.4, the adoption of performance contract monitoring and evaluation has a positive and significant linear association with target achievement of academic programmes in the University of Nairobi. These findings show that target achievement of academic programmes improves with the increase in the adoption of performance contract monitoring and evaluation. The results also show that adoption of performance contract monitoring and evaluation explains 40.3% of the target achievement of academic programmes.

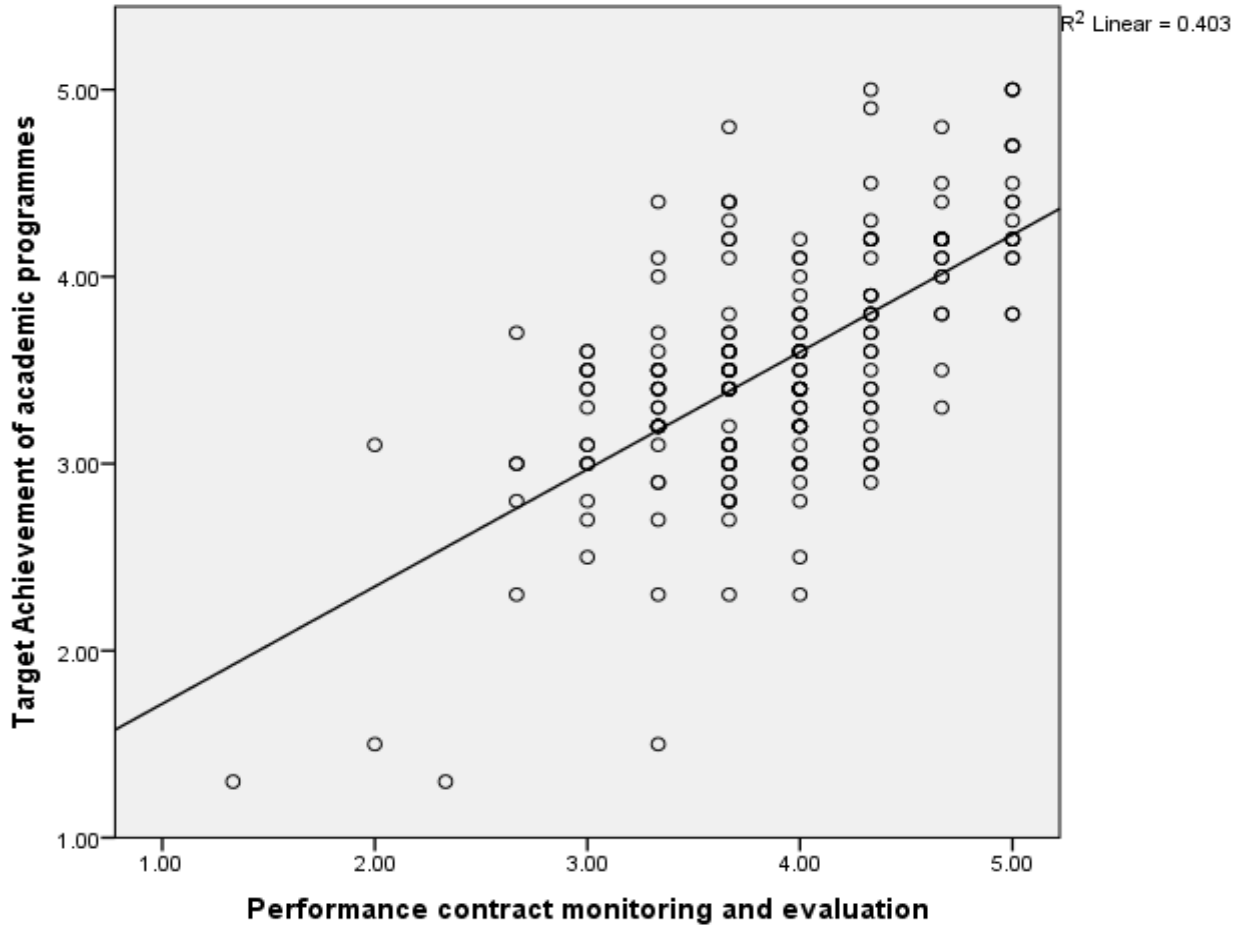


Figure 4. 4: Scatter plot for Performance Contract Monitoring and Evaluation

4.5 Target Achievement of Academic Programmes in Public Universities

Target Achievement of academic programmes was the dependent variable in this study and its indicators included curriculum development, publications, teaching and learning facilities as well as student’s progression.

4.5.1 Target achievement of Academic Programmes in the University of Nairobi

The respondents were asked to rate various statements on service delivery in the University of Nairobi. In a five point likert scale (where 5 represented strongly agree, 4 represented agree, 3 represented neutral, 2 represented disagree and 1 represented strongly disagree) the PhD and

masters students were asked to indicate their extent of agreement with various statements measuring target achievement of academic programmes in the University of Nairobi. The findings of the study are as shown in Table 4.7.

Table 4. 7: Target Achievement of academic programmes

	1	2	3	4	5	Mean	Std. Deviation
Our University has frequent reviews of the curriculum	7.3	.9	38.1	30.7	22.9	3.610	1.077
The curriculum in our University is relevant to the job market	3.7	6.4	28.9	33.9	27.1	3.743	1.042
There are frequent supervisions in our University to ensure quality	1.8	14.2	46.8	31.2	6.0	3.252	0.840
The number of publications per college has been increasing over the years	2.8	6.4	27.5	44.5	18.8	3.701	0.939
The teaching and learning facilities in our University are adequate	26.6	30.7	26.6	10.6	5.5	2.376	1.146
The teaching and learning facilities in our University are available	5.0	37.6	31.7	19.3	6.4	2.844	1.003
The University has been making improvements in the teaching and learning facilities	1.8	6.4	31.2	39.0	21.6	3.720	0.935
Students enrollments in our University have been increasing every year		6.4	29.8	31.7	32.1	3.894	0.932
The number of students graduating every year has been increasing over the years	.9	9.2	22.0	48.2	19.7	3.766	0.903
Our University is ranked one of the best in the country	.9	3.2	21.6	13.8	60.6	4.298	0.973
Average						3.520	0.979

From the findings, the PhD and Masters Students agreed with a mean of 4.298 that their University is ranked one of the best in the country. In addition, the PhD and Masters Students agreed that students enrollments in their University and the number of students graduating every year has been increasing over the years as shown by means of 3.894 and 3.766, respectively. The PhD and Masters Students also agreed that the curriculum in the University is relevant to the job

market and the University had been making improvements in the teaching and learning facilities as shown by means of 3.743 and 3.720, respectively. In addition, the PhD and Masters Students agreed that the number of publications per college has been increasing over the years and their University has frequent reviews of the curriculum as shown by means of 3.701 and 3.610, respectively.

However, the PhD and Masters Students were neutral in the statement indicating that there are frequent supervisions in their University to ensure quality as shown by a mean of 3.252. They were also neutral on the statement indicating that the teaching and learning facilities in their University were available as shown by a mean of 2.844. The PhD and Masters Students disagreed with the statement that the teaching and learning facilities in their University were adequate as shown by a mean of 2.376.

4.5.2 Influence of Adoption of Performance Contracts on Target Achievement of Academic programmes

The PhD and Masters Students were asked to indicate how the adoption of performance contract influences the target achievement of academic programmes in Public Universities in Kenya. From the findings, they reported that adoption of performance contracts had helped the University to increase graduation rates and offer high quality services to students. This is evidenced by the fact that the University of Nairobi has been leading among public institutions in Kenya in performance contract implementation. In addition, the Deans of Schools/Faculties and Chairpersons of Departments reported that the adoption of performance contracts had led to curriculum development through increasing frequency of review, offering courses that are relevant to the job market and through an improvement in supervision. In addition, the principals/directors of colleges indicated that as a result of performance contracts adoption, the

University had managed to increase teaching and learning facilities as well as students' graduation rates.

According to the University of Nairobi Performance Contract Annual Self Evaluation Report of the financial year 2015/2016, the University achieved and surpassed targets regarding Masters Graduates produced in specialized areas, PhD Graduates produced in specialized areas, increase in students enrolled in STEM programmes and new research findings released to the market. In addition, the University achieved and surpassed targets regarding Faculty staff trained in PhD supervision and publications in refereed journals produced. Furthermore, the University of Nairobi Performance Contract Annual Self Evaluation Report of financial year 2016/2017 indicates that the University achieved and surpassed targets on new research findings/products released to the market, increase in students enrolled in STEM programmes, Faculty staff trained in PhD supervision and publications produced. Further, the report for the Financial year 2017/2018 indicates that that the University achieved and surpassed targets on increase in students enrolled in STEM programmes, new research findings/products released to the market, faculty staff trained in PhD supervision, publications produced, faculty trained in grant proposal writing and PhD students trained in transition from dissertation to journal publication.

4.5.3 Discussion on Target achievement of academic programmes

Universities use research output and publications, student enrolment, grant funding, rankings, graduation (completion) rates, curriculum development and faculty reputation as a measure of performance or achievement of targets. This study adopted non-financial measures and it narrowed down to curriculum development, publications, teaching and learning facilities and students' progression which comprises of enrollments and graduations as a measures of target achievements. The study found that University of Nairobi is ranked one of the best in the

country. These findings agree with VarsityFocus (2012) and the argument that the institution was ranked first among state institutions in an evaluation done by the government for performance contracts in the financial year of 2010-2011.

Further, students' enrollments in the University of Nairobi and the number of students graduating every year has been increasing over the years. These findings disagree with University of Nairobi Annual report (2015) report indicating that despite the increasing performance of the University of Nairobi among state corporations in Kenya and the increasing enrollments in each of its colleges, the number of students graduating every year has been fluctuating. The curriculum in the University of Nairobi is relevant to the job market and the University had been making improvements in the teaching and learning facilities. These findings agree with Njenga (2016) who argues that performance is in terms of student enrolment, students graduating rates and service user satisfaction.

In addition, the PhD and Masters Students agreed that the number of publications per college has been increasing over the years and their University has frequent reviews of the curriculum. These findings agree with Githemo (2006) who argues that the most common measures of performance in Public Universities include Curriculum development, Publications, Quality of teaching and learning facilities and students' progression. However, there are moderate supervisions in the University of Nairobi to ensure quality. In addition, the teaching and learning facilities in the University were moderately available. Further, the teaching and learning facilities in the University of Nairobi were inadequate. These findings agree with University of Nairobi Annual report (2015) indicating that less than 60 percent of the students were satisfied with teaching facilities, reading materials, lecturers' competence and commitment, learning environment and social amenities.

4.6 Adoption of Performance Contract Planning

The first objective of this study was to determine the adoption of performance contracts planning on the target achievement of academic programmes in Public Universities in Kenya.

4.6.1 Adoption of performance contracts planning in the University of Nairobi

The PhD and Masters Students were asked to indicate their extent of agreement with various statements on the adoption of performance contract planning in the University of Nairobi. The findings were as presented in Table 4.8.

Table 4. 8: Adoption of Performance contract planning

	1	2	3	4	5	Mean	Std. Deviation
Our University has a budget for performance contract	4.6	17.0	22.9	33.5	22.0	3.513	1.144
Our University has set time for implementation of performance contracts	2.3	14.7	14.7	46.3	22.0	3.711	1.040
The non-teaching staff have been allocated duties and responsibilities in performance contracts implementation	0.0	8.3	21.1	57.8	12.8	3.752	0.781
The teaching staff have been allocated duties and responsibilities in performance contracts implementation	31.7	33.5	23.4	4.1	7.3	2.220	1.154
The non-teaching staff are involved in the planning process of performance contract	22.0	38.1	18.3	9.2	12.4	2.518	1.274
The teaching staff are involved in the planning process of performance contract	0.0	17.0	20.6	50.9	11.5	3.568	0.904
Performance contracts targets in our University are attainable	0.0	9.2	27.1	58.3	5.5	3.600	0.732
Performance contracts targets in our University are realistic	0.0	9.6	24.8	56.9	8.7	3.646	0.773
Performance contracts targets in our University are measurable	0.0	13.3	23.9	38.5	24.3	3.738	0.974
Performance contract targets in our University are relevant	2.8	16.1	23.9	32.6	24.8	3.605	1.107
Average						3.387	0.988

From the findings, the PhD and Masters Students agreed with a mean of 3.752 that the non-teaching staff had been allocated duties and responsibilities in performance contracts implementation. The PhD and masters students also indicated with a mean of 3.738 that performance contracts targets in the University are measurable. In addition, they agreed with a mean of 3.711 that the University has set time for implementation of performance contracts. The PhD and Masters Students further agreed with means of 3.646, 3.605 and 3.600 that performance contracts targets in the University are realistic, relevant and attainable, respectively. They further agreed that the teaching staffs are involved in the planning process of performance contract and that the University had a budget for performance contract as shown by means of 3.568 and 3.513, respectively.

The PhD and Masters Students disagreed with the statement that the non-teaching staffs are involved in the planning process of performance contract as shown by a mean of 2.318. They also disagreed with the statement that the teaching staff had been allocated duties and responsibilities in performance contracts implementation as shown by a mean of 2.220.

4.6.2 Influence of Adoption of Performance Contract Planning on Target Achievement of Academic Programmes

The PhD and Masters Students were requested to indicate how the adoption of performance contract planning influences the target achievement of academic programmes in Public Universities in Kenya. From the findings, the PhD and masters students indicated that although there was poor involvement on stakeholders in project planning, it was a significant factor in target achievement of academic programmes in the University of Nairobi. In addition, the Deans of Schools/Faculties indicated that performance contract planning involves allocation of resources, which is a key factor in ensuring target achievement in academic programmes. In

addition, the chairpersons of departments reported that project planning involves setting a time frame and a schedule for the achievement of different goals. Also, the Principals/Directors of Colleges reported that performance contract planning encompasses allocation of duties and responsibilities, which helps in preventing role conflict and role ambiguity in various schools, departments and faculties in the University.

4.6.3 Correlation Analysis for Adoption of Performance contract planning and Target Achievement of academic programmes

Correlation analysis was used in assessing the influence of adoption of performance contract planning on target achievement of academic programmes in the University of Nairobi. The results were as presented in Table 4.9.

Table 4. 9: Correlation Coefficient for Performance contract planning and Target Achievement of academic programmes

		Target Achievement of academic programmes	Adoption of Performance contract planning
Target Achievement of academic programmes	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	218	
Adoption of Performance contract planning	Pearson Correlation	0.328**	1
	Sig. (2-tailed)	0.000	
	N	218	218

The results are shown in Table 4.9, show that there is a positive linear association between adoption of performance contract planning and target achievement of academic programmes in the University of Nairobi ($r=0.328$, $p\text{-value}=0.000$).

4.6.4 Regression Analysis for Adoption of Performance contract planning and target achievement of academic programmes

In regression analysis, the R-squared generally explains the proportion of the dependent variable that can be attributed to an independent variable. R-squared normally ranges from 0 to 1, with 0 implying the independent variable does not in any way influence the dependent variable. The proportion of the dependent variable that can be explained by an independent variable increases with increase in the value of R-squared. The analysis of variance (ANOVA) is normally used to examine whether a regression model to be used is a good fit for the data. The results were as shown in Table 4.10. The most important components of an ANOVA include the F-test statistics and the p-value. For a regression model to be a good fit for the data, the F-calculated must be greater than the F-critical, which is normally obtained in F-distribution table. In addition, for a regression model to be a good fit for the data, the p-value must be less than the significance level (0.05).

Beta coefficients help a researcher to compare the relative importance of each of the explanatory variables. Even though regression analysis by use of Statistical Package of Social Sciences (SPSS) gives both standardized and unstandardized coefficients, the discussions of this study will be based on unstandardized coefficients only. A univariate analysis was conducted to investigate the of adoption of performance contracts planning on the target achievement of academic programmes in Public Universities in Kenya. The null hypothesis was;

H₀1: There is no significant relationship between adoption of performance contract planning and the target achievement of academic programmes in Public Universities in Kenya

Table 4.10 shows the R-squared shows the variation in the target achievement of academic programmes that can be explained by the adoption of performance contract planning.

Table 4. 10: Model Summary for Performance contract planning and Target Achievement of academic programmes

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.328 ^a	0.107	0.103	0.59556

a. Predictors: (Constant), Adoption of Performance contract planning

The R-squared in this study was 0.107. This implies that the adoption of performance contract planning can be 10.7% of the target achievement of academic programmes in the University of Nairobi.

The analysis of variance shows whether or not a model is a good fit for the data. The results were as presented in Table 4.11.

Table 4. 11: ANOVA for Performance contract planning and Target Achievement of academic programmes

	Sum of Squares	df	Mean Square	F	Sig.
Regression	9.225	1	9.225	26.008	0.000 ^b
Residual	76.612	216	0.355		
Total	85.837	217			

a. Dependent Variable: Target Achievement of academic programmes

b. Predictors: (Constant), Adoption of Performance contract planning

As shown in Table 4.11, the F-calculated (26.008) is greater than the F-critical (3.87), which shows that the model can be used in predicting the adoption of performance contract planning on the target achievement of academic programmes in Public Universities in Kenya. In addition, the p-value (0.000) is less than the significance level (0.05), which shows that the model is a good fit for the data.

Coefficients for Performance contract planning and Target Achievement of academic programmes were as shown in Table 4.12.

Table 4. 12: Coefficients for Performance contract planning and Target Achievement of academic programmes

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.053	.291		7.062	.000
Adoption of Performance contract planning	.432	.085	.328	5.100	.000

a. Dependent Variable: Target Achievement of academic programmes

From the results, the regression equation can be presented as;

$$Y = 2.053 + 0.432 (\text{Adoption of performance contract planning})$$

From the findings, the adoption of performance contract planning had a positive influence on the target achievement of academic programmes in Public Universities in Kenya as indicated by the regression coefficient of 0.432 (p-value=0.000). This implies that a unit improvement in the adoption of performance contract planning would lead to a 0.432 improvement in the target achievement of academic programmes. Since the p-value (0.000) is less than the significance level (0.05), the null hypothesis can be rejected and the alternative hypothesis can be accepted and hence “there is a significant relationship between adoption of performance contract planning and the target achievement of academic programmes in Public Universities in Kenya”.

4.6.5 Discussion on Adoption of Performance contract planning

The results from correlation analysis show that there is a positive linear association between adoption of performance contract planning and target achievement of academic programmes in the University of Nairobi. The results from regression analysis also showed that adoption of

performance contract planning has a significant influence on the target achievement of academic programmes in Public Universities in Kenya. These findings concur with the findings of Omboi (2011) whose argument is that performance contract initiatives during the planning phase significantly influence performance in terms of targeted goals and objectives. The findings also agree with the findings of Tonui (2010) that performance contract planning has an influence on service delivery in Public Institutions.

The study revealed that performance contracts targets in the University are realistic, relevant and attainable. In addition, performance contracts targets in the University were found to be measurable. The findings concur with Oliver and Nakamura (2013) findings that performance targets in an organization must be specific, measurable, accurate, realistic and time-bound. Performance contract planning also encompasses allocation of duties and responsibilities, which helps in preventing role conflict and role ambiguity in various schools, departments and faculties in the University. These findings agree with Valdahl and Katt (2016) argument that stakeholder's involvement in performance contract planning influences commitment, and hence implementation. In addition, the study found that the University has set time for implementation of performance contracts. In addition, project planning involves setting a time frame and a schedule for the achievement of different goals. These findings confirm Jiang and Seidmann (2014) argument that implementation of performance contracts in an organization has to be time-bound.

The teaching staffs were involved in the planning process of performance contract and that the University had a budget for performance contract. The study also found that the non-teaching staffs were involved in the planning process of performance contract. These findings are in line with Oliver and Nakamura (2013) findings that performance targets development should involve

all the staff in an organization and should be shared to ensure easier coordination and commitment. Rationally performance targets that are shared assist in setting goals across organizations which allows for the monitoring of progress in terms of shared goals and provide a joint action so as to meet the given targets. The results revealed that although there was poor involvement on stakeholders in performance contract planning, it was a significant factor in target achievement of academic programmes in the University of Nairobi. The results also revealed that performance contract implementation is the most important aspect of a performance contract as it involves the execution of the performance contract plan.

In addition, performance contract planning involves allocation of resources, which is a key factor in ensuring target achievement in academic programmes. These findings agree with Valdahl and Katt (2016) argument that the policy chosen to govern allocation of resources for a given project can determine how long the implementation of a performance contract is going to take. These findings are also in line with Alonso and Andrews (2019) findings that allocation of resources is a major part of project planning including performance contract planning.

4.7 Adoption of Performance contract implementation

The second objective of the study was to establish the extent to which adoption of performance contracts implementation influences the target achievement of academic programmes in Public Universities in Kenya.

4.7.1 Adoption of Performance contract implementation in the University of Nairobi

The PhD and Masters Students were asked to indicate their extent of agreement with various statements on adoption of performance contract implementation in the University of Nairobi.

The results are shown in Table 4.13.

Table 4. 13: Adoption of Performance contract implementation

	1	2	3	4	5	Mean	Std. Deviation
Our University has been inducting staff for performance contract	31.2	27.5	28.0	11.5	1.8	2.252	1.075
Our University has been having performance targets	6.0	12.8	17.9	40.8	22.5	3.610	1.143
Our University has been holding negotiations	27.5	25.2	29.4	17.0	.9	2.385	1.089
Staff in our University have been signing performance contracts	5.0	17.0	13.3	40.4	24.3	3.619	1.170
Average						2.967	1.120

According to the findings, the PhD and Masters students agreed that staff in the University had been signing performance contracts and the University had been having performance targets as shown by means of 3.619 and 3.610, respectively. However, they disagreed with the statement that the University had been holding negotiations as shown by a mean of 2.385. In addition, they disagreed with the statement that the University had been inducting staff for performance contract as shown by a mean of 2.252.

4.7.2 Influence of Adoption of Performance Contract Implementation on Target Achievement of Academic Programmes

The PhD and Masters Students were asked to indicate how the adoption of performance contract implementation influences the performance of Academic programmes in Public Universities in Kenya. From the findings the PhD and Masters Students indicated that performance contract implementation is the most important aspect of a performance contract as it involves the execution of the performance contract plan. The Deans of Schools/Faculties reported that induction of staff, which was missing in the University of Nairobi, was a key component in ensuring the implementation of performance contracts and in ensuring employee commitment to

performance contracts. In addition, Principals/Directors of Colleges and Chairpersons of departments reported that the implementation of performance contracts was facing resistance from employees who had worked in the organization for long. Also, staffs in the University of Nairobi were signing the performance contracts before training on what it entails and its importance.

The implementation of performance contracts was done before the implementation performance contracts were done before training of employees. Training of employees on the importance of performance contracts was one of the key aspects missing in the of implementation of performance contracts in the University of Nairobi K01

4.7.3 Correlation Analysis for Adoption of Performance contract implementation and Target Achievement of academic programmes

Correlation analysis was used in the assessment of the association between adoption of performance contract implementation and target achievement of academic programmes. The results are shown in Table 4.14.

Table 4. 14: Correlation Coefficient for Adoption of Performance contract implementation and Target Achievement of academic programmes

		Target Achievement of academic programmes	Adoption of Performance contract implementation
Target Achievement of academic programmes	Pearson	1	
	Correlation		
	Sig. (2-tailed)		
Adoption of Performance contract implementation	N	218	
	Pearson	0.659**	1
	Correlation		
	Sig. (2-tailed)	0.000	
	N	218	218

According to the findings, shown in Table 4.14, there is a positive linear association between adoption of performance contract implementation and target achievement of academic programmes in the University of Nairobi ($r=0.659$, $p\text{-value}=0.000$).

4.7.4 Regression Analysis for Adoption of Performance contract implementation and target achievement of academic programmes

A univariate analysis was conducted to investigate the influence of adoption of performance contracts implementation on the target achievement of academic programmes in Public Universities in Kenya. The null hypothesis was;

H₀₂: There is no significant relationship between adoption of performance contract implementation and the target achievement of academic programmes in Public Universities in Kenya.

Model Summary for performance contract implementation and target achievement of academic programmes is presented in Table 4.15.

Table 4. 15: Model Summary for Performance contract implementation and target achievement of academic programmes

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.659 ^a	0.434	0.432	0.47415

a. Predictors: (Constant), Adoption of Performance contract implementation

As shown in Table 4.15, the R-squared for the relationship between adoption of performance contract implementation and the target achievement of academic programmes in Public Universities in Kenya was 0.434. This implies that adoption of performance contract implementation can explain 43.4% of the target achievement of academic programmes in Public Universities in Kenya.

ANOVA for Performance contract implementation and target achievement of academic programmes is presented in Table 4.16.

Table 4. 16: ANOVA for Performance contract implementation and target achievement of academic programmes

	Sum of Squares	df	Mean Square	F	Sig.
Regression	37.277	1	37.277	165.815	0.000 ^b
Residual	48.560	216	0.225		
Total	85.837	217			

a. Dependent Variable: Target Achievement of academic programmes

b. Predictors: (Constant), Adoption of performance contract implementation

Coefficients for Performance contract implementation and target achievement of academic programmes are presented in Table 4.17.

Table 4. 17: Coefficients for Performance contract implementation and target achievement of academic programmes

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.473	0.087		28.290	0.000
Adoption of Performance contract implementation	0.348	0.027	0.659	12.877	0.000

a. Dependent Variable: Target Achievement of academic programmes

As shown in Table 4.17, the F-calculated (165.815) is greater than the F-critical (3.87) and the p-value (0.000) is less than the significance level (0.000), which shows that the model can be used in predicting the influence of the adoption of performance contract implementation on the target achievement of academic programmes in Public Universities in Kenya.

From the results, the regression equation can be presented as;

$$Y = 2.473 + 0.348 (\text{Adoption of performance contract implementation})$$

From the findings, the adoption of performance contract implementation had positive influence on target achievement of academic programmes as shown by the regression coefficient of 0.348. This implies that a unit increase in the adoption of performance contract implementation would lead to a 0.348 improvement in the target achievement of academic programmes in Public Universities. Since the p-value (0.000) is less than the significance level (0.05), the null hypothesis “There is no significant relationship between adoption of performance contract implementation and the target achievement of academic programmes in Public Universities in Kenya “ was rejected and the alternative hypothesis can be accepted and hence “there is a significant relationship between adoption of performance contract implementation and the target achievement of academic programmes in Public Universities in Kenya”.

4.7.5 Discussion on Adoption of Performance Contracts Implementation

The results from correlation analysis showed that there is a positive linear association between adoption of performance contract implementation and target achievement of academic programmes in the University of Nairobi. The results from regression analysis also showed adoption of performance contract implementation has a positive influence on the target achievement of academic programmes in Public Universities in Kenya However, the study also established that the teaching staff had not been allocated duties and responsibilities in performance contracts implementation. These findings agree with Omboi and Kariuki (2011) observation that performance contract implementation in public institutions influences service delivery.

The study found that the staff in the University had been signing performance contracts and the University had been having performance target. These findings are in line with Gathai, Ngugi and Waithaka (2012) findings that most of the public institutions in Kenya have already signed

performance contracts. The study also established that the University had not been holding negotiations. These findings agree with Bomett (2015) observation that holding of negotiations is an important part in project implementation.

The study also found that induction of staff, which was missing in the University of Nairobi, was a key component in ensuring the implementation of performance contracts and in ensuring employee commitment to performance contracts. This is contrary to Gathai, Ngugi and Waithaka (2012) observation that the introduction of performance contracts necessitates the induction of staff. In addition, the study revealed that the implementation of performance contracts was facing resistance from employees who had worked in the organization for long. These findings agree with Mutembei, Wanjiru and Tirimba (2014) findings that the staff in an organization might resist the structure of grading as there are members of staff who feel that the grading system out in place will not bring equality when small and big ministries are put together. Also, staffs in the University of Nairobi were signing the performance contracts before training on what it entails and its importance. This is contrary to Mutembei, Wanjiru and Tirimba (2014) findings that training of staff in any kind of project should precede implementation.

4.8 Adoption of Dissemination of Performance Contract Results

The third objective of the study was to assess the extent to which adoption of dissemination of performance contract results influences the target achievement of academic programmes in Public Universities in Kenya.

4.8.1 Adoption of dissemination of performance contract results in the University of Nairobi

The PhD and Masters students were asked to indicate their extent of agreement with different statements measuring the adoption of dissemination of performance contract results in the University of Nairobi. The results are presented in Table 4.18.

Table 4. 18: Adoption of Dissemination of Performance Contract Results

	1	2	3	4	5	Mean	Std. Deviation
Our University disseminates performance contract results	1.8	7.8	23.9	51.4	15.1	3.701	0.884
The results of performance contracts are always disseminated for utilization in the University departments	23.9	40.4	22.5	7.3	6.0	2.311	1.096
Our University utilizes performance contract results to improve service delivery	0.9	6.4	18.8	41.3	32.6	3.981	0.925
Our University utilizes performance contract results to develop training programs for both teaching and non-teaching staff	18.8	48.6	19.7	7.8	5.0	2.316	1.027
Our University has been having certification of staff	38.5	20.6	20.2	13.3	7.3	2.302	1.302
Our University has been using dissemination channels such as emails and website	30.7	33.5	25.7	6.0	4.1	2.192	1.068
Our University has been having discussion of performance contract results	24.3	40.8	22.5	2.8	9.6	2.325	1.159
Average						2.732	1.065

As shown in Table 4.18, the PhD and Masters Students' were in agreement with the statement that the University utilizes performance contract results to improve service delivery as shown by a mean of 3.981. They also agreed with a mean of 3.701 that the University disseminates performance contract results.

However, the PhD and Masters Students disagreed with the statement that the University had been having discussion of performance contract results as shown by a mean of 2.325. With a

mean of 2.316 the PhD and Masters Students also disagreed with the statement that the University utilizes performance contract results to develop training programs for both teaching and non-teaching staff. As shown by a mean of 2.311, the PhD and Masters Students further disagreed with the statement that the results of performance contracts are always disseminated for utilization in the University departments. The results further show that the PhD and Masters Students disagreed with the statement that the University had been having certification of staff as shown by a mean of 2.302. They also disagreed with the statement that the University has been using dissemination channels such as emails and website as shown by a mean of 2.192.

4.8.2 Influence of adoption of dissemination of performance contract on target achievement of academic programmes

The PhD and Masters Students were requested to indicate how the adoption of dissemination of performance contract results influences Target Achievement of Academic programmes in Public Universities in Kenya. They indicated that they had only seen a summary of the performance contracts results, which implies that the University of Nairobi was not distributing the results of performance contracts results widely. In addition, the deans of schools/faculties reported that although not all the results were disseminated, the summary of the performance contract results were disseminated on quarterly basis and in a timely manner. Further, the Principals/Directors of Colleges indicated that the management of the University was using the performance contracts results to identify the training needs of the employees.

4.8.3 Correlation Analysis for Adoption of Dissemination of Performance Contract Results and Target Achievement of academic programmes

The study used correlation analysis to assess the influence of adoption of dissemination of performance contract results on target achievement of academic programmes in the University of Nairobi. The results are presented in Table 4.19.

Table 4. 19: Correlation Coefficient for Adoption of Dissemination of Performance Contract Results and Target Achievement of academic programmes

		Target Achievement of academic programmes	Adoption of Dissemination of Performance Contract Results
Target Achievement of academic programmes	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	218	
Adoption of Dissemination of Performance Contract Results	Pearson Correlation	0.726**	1
	Sig. (2-tailed)	0.000	
	N	218	218

The results, as shown in Table 4.19, show that there is a positive linear association between adoption of dissemination of performance contract results and target achievement of academic programmes in the University of Nairobi ($r=0.726$, $p\text{-value}=0.000$).

4.8.4 Regression Analysis for Dissemination of performance contract results

A univariate analysis was conducted to investigate the influence of adoption of dissemination of performance contract results on the target achievement of academic programmes in Public Universities in Kenya. The null hypothesis was;

H₀₃: There is no significant relationship between adoption of dissemination of performance contract results and the target achievement of academic programmes in Public Universities in Kenya.

Model Summary for dissemination of performance contract results and target achievement of academic programmes is presented in Table 4.20.

Table 4. 20: Model Summary for Dissemination of Performance Contract Results and Target Achievement of academic programmes

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.726 ^a	0.526	0.524	0.43380

a. Predictors: (Constant), Adoption of Dissemination of Performance Contract Results

The results, as shown in Table 4.20, the R-squared for the relationship between adoption of dissemination of performance contract results and the target achievement of academic programmes in Public Universities in Kenya was 0.526. This shows that the adoption of dissemination of performance contract results can explain 52.6% of the target achievement of academic programmes in Public Universities in Kenya.

ANOVA for dissemination of performance contract results and target achievement of academic programmes is presented in Table 4.21.

Table 4. 21: ANOVA for Dissemination of Performance Contract Results and Target Achievement of academic programmes

	Sum of Squares	df	Mean Square	F	Sig.
Regression	45.190	1	45.190	240.147	0.000 ^b
Residual	40.647	216	0.188		
Total	85.837	217			

a. Dependent Variable: Target Achievement of academic programmes

b. Predictors: (Constant), Adoption of Dissemination of Performance Contract Results

The results, as shown in Table 4.21, show that the F-calculated (240.147) is greater than the F-critical (3.87) and the p-value (0.000) is less than the significance level (0.000), which shows that the model can be used in predicting the influence of the adoption of dissemination of performance contract results on the target achievement of academic programmes in Public Universities in Kenya.

Coefficients for dissemination of performance contract results and target achievement of academic programmes are presented in Table 4.22.

Table 4. 22: Coefficients for Dissemination of Performance Contract Results and Target Achievement of academic programmes

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.787	0.116		15.445	0.000
Adoption of Dissemination of Performance Contract Results	0.634	0.041	0.726	15.497	0.000

a. Dependent Variable: Target Achievement of academic programmes

From the results, the regression equation can be presented as;

$$Y = 1.787 + 0.634 (\text{Adoption of dissemination of performance contract results})$$

From the findings, the adoption of dissemination of performance contract results had a positive influence on target achievement of academic programmes as shown by the regression coefficient of 0.634. This implies that a unit increase in the adoption of dissemination of performance contract results would lead to a 0.634 improvement in the target achievement of academic programmes in Public Universities. Since the p-value (0.000) is less than the significance level

(0.05), the null hypothesis can be rejected and the alternative hypothesis can be accepted and hence “there is a significant relationship between adoption of dissemination of performance contract results and the target achievement of academic programmes in Public Universities in Kenya”.

4.8.5 Discussion on Adoption of Dissemination of Performance Contract Results

The results from correlation analysis show that there is a positive linear association between adoption of dissemination of performance contract results and target achievement of academic programmes in the University of Nairobi. The results from regression analysis also showed that adoption of dissemination of performance contract results has a positive influence on target achievement of academic programmes in Public Universities in Kenya. These findings agree with Githemo (2006) findings who highlights the importance of dissemination of results in the utilization and hence achievement of organizational goals and objectives.

The study found that although not all the results were disseminated, the summary of the performance contract results were disseminated on quarterly basis and in a timely manner. In addition, the results of performance contracting were not always disseminated for utilization in various University departments. This is contrary to Lija et al. (2009) argument that performance contract is only complete when the findings are made available to the public.

Lemire et al. (2013) indicates that poor results dissemination hinders results utilization. In addition, Leviton and Hughes (2001) indicate that an important thing to consider in evaluation research is to what extent the evaluations are used in the development and change in policies and programs. The study revealed that the University does not utilize performance contract results to develop training programs for both teaching and non-teaching staff. Further, the management of

the University was using the performance contracts results to identify the training needs of the employees. These findings are contrary to Githemo (2006) argument that performance results should be used in the identification of training needs and development of training programmes.

Mmakgomo (2015) argues that in almost all the instances, the way one of the tools is developed can be changed to allow for the development of another tool. If there are many ways through which results can reach the target audience then there is a high possibility that there will be action and the results will be used by many. However, the dissemination of the results was only done through the University website. The study found that the University has not been using dissemination channels such as emails and website.

The study established that the University of Nairobi was only doing a summary of the performance contracts results, which implies that the University of Nairobi was not distributing the results of performance contracts results widely. These findings are in line with Lemire et al. (2013) argument that although public institutions have been writing different reports, the findings of these reports are rarely disseminated and used in the formulation of new strategies.

4.9 Adoption of performance contract monitoring and evaluation

The fourth objective of the study was to determine how adoption of performance contracts monitoring and evaluation influences the target achievement of academic programmes in Public Universities in Kenya.

4.9.1 Adoption of performance contracts monitoring and evaluation in the University of Nairobi

The PhD and Masters Students were asked to indicate their extent of agreement with different statements used in measuring the adoption of performance contract monitoring and evaluation.

The results are presented in Table 4.23.

Table 4. 23: Performance contract monitoring and evaluation

	1	2	3	4	5	Mean	Std. Deviation
The tools used in monitoring and evaluation of performance contract are valid	0.0	9.6	19.7	49.5	21.1	3.821	0.874
The tools used in monitoring and evaluation of performance contract are reliable	0.9	10.6	16.1	42.2	30.3	3.903	0.981
Our University conducts monitoring and evaluation of performance contract on annual basis	0.5	12.8	11.9	47.7	27.1	3.880	0.966
Average						3.868	0.941

According to the findings, shown in Table 4.23, the PhD and Masters Students agreed with a mean of 3.903 that the tools used in monitoring and evaluation of performance contracts are reliable. In addition, the PhD and Masters Students agreed with a mean of 3.821 that the tools used in monitoring and evaluation of performance contracts are valid. Further, the PhD and masters students agreed with a mean of 3.880 that the University conducts monitoring and evaluation of performance contract on annual basis.

4.9.2 Influence of adoption of performance contract monitoring and evaluation on target achievement of academic programmes

The PhD and masters students were requested to indicate how the adoption of performance contract monitoring and evaluation influences target achievement of academic programmes in the University of Nairobi. They reported that there was monitoring and evaluation of performance contract implementation in the University of Nairobi. In addition, the deans of Schools/Faculties reported that the University was using valid and reliable performance contract tools. Also, the Principals/Directors of Colleges indicated that the University was conducting monitoring and evaluation of performance contract on annual basis.

4.9.3 Correlation Analysis for Performance contract monitoring and evaluation and Target Achievement of academic programmes

The study made use of correlation analysis to examine the influence of adoption of performance contract monitoring and evaluation on target achievement of academic programmes in the University of Nairobi. The results are presented in Table 4.24.

Table 4. 24: Correlation Coefficient for Performance contract M & E and target achievement of academic programmes

		Target Achievement of academic programmes	Performance contract monitoring and evaluation
Target Achievement of academic programmes	Pearson Correlation Sig. (2-tailed) N	1 218	
Performance contract monitoring and evaluation	Pearson Correlation Sig. (2-tailed) N	.635** .000 218	1 218

The results, shown in Table 4.24 show that there is a positive linear association between adoption of performance contract monitoring and evaluation and target achievement of academic programmes in the University of Nairobi ($r=0.635$, $p\text{-value}=0.000$).

4.9.4 Regression Analysis for Performance contract M & E and target achievement of academic programmes

A univariate analysis was conducted to investigate the influence of adoption of performance contracts monitoring and evaluation on the target achievement of academic programmes in Public Universities in Kenya. The null hypothesis was;

H₀4: There is no significant relationship between adoption of performance contract monitoring and evaluation and the target achievement of academic programmes in Public Universities in Kenya.

Model summary for performance contract m & e and target achievement of academic programmes is presented in Table 4.25.

Table 4. 25: Model Summary for Performance contract M & E and target achievement of academic programmes

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.635 ^a	0.403	0.401	0.48694

a. Predictors: (Constant), Performance contract monitoring and evaluation

The results, shown in Table 4.25, show that the R-squared for the relationship between adoption of performance contract monitoring and evaluation and the target achievement of academic programmes in Public Universities was 0.403. This shows that the adoption of performance contract monitoring and evaluation can explain 40.3% of the target achievement of academic programmes in Public Universities in Kenya.

ANOVA for performance contract m & e and target achievement of academic programmes is presented in Table 4.26.

Table 4. 26: ANOVA for Performance contract M & E and target achievement of academic programmes

	Sum of Squares	df	Mean Square	F	Sig.
Regression	34.621	1	34.621	146.013	0.000 ^b
Residual	51.216	216	0.237		
Total	85.837	217			

a. Dependent Variable: Target Achievement of academic programmes

b. Predictors: (Constant), Performance contract monitoring and evaluation

The results, as shown in Table 4.26, show that the F-calculated (146.013) is greater than the F-critical (3.87) and the p-value (0.000) is less than the significance level (0.000), which shows that the model can be used in predicting the influence of the adoption of performance contract monitoring and evaluation on the target achievement of academic programmes in Public Universities in Kenya.

Coefficients for performance contract monitoring and evaluation and target achievement of academic programmes are presented in Table 4.27.

Table 4. 27: Coefficients for Performance contract M & E and target achievement of academic programmes

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.089	0.204		5.344	0.000
Performance contract monitoring and evaluation	.627	0.052	0.635	12.084	0.000

a. Dependent Variable: Target Achievement of academic programmes

From the results, the regression equation can be presented as;

$$Y = 1.089 + 0.627 (\text{Adoption of performance contract monitoring and evaluation})$$

From the findings, the adoption of performance contract monitoring and evaluation had a positive influence on target achievement of academic programmes as shown by the regression coefficient of 0.627. This implies that a unit increase in the adoption of performance contract monitoring and evaluation would lead to a 0.627 improvement in the target achievement of academic programmes in Public Universities. Since the p-value (0.000) is less than the significance level (0.05), the null hypothesis can be rejected and the alternative hypothesis can be accepted and hence “there is a significant relationship between adoption of performance contract monitoring and evaluation and the target achievement of academic programmes in Public Universities in Kenya”.

4.9.5 Discussion on Adoption of performance contract monitoring and evaluation

The results from correlation analysis showed that there is a positive linear association between adoption of performance contract monitoring and evaluation and target achievement of academic programmes in the University of Nairobi. The results from regression analysis also showed that adoption of performance contract monitoring and evaluation has a positive influence on the target achievement of academic programmes in Public Universities in Kenya. These findings are in line with Waithera and Wanyoike (2015) findings that monitoring and evaluation plays a major role in the success of performance contracts.

The study established that there was monitoring and evaluation of performance contract implementation in the University of Nairobi. These findings agree with Abdisalan, (2012)

findings that when there is the involvement of public interests and needs, monitoring and evaluation is an important factor to consider.

The study found that the tools used in monitoring and evaluation of performance contracts are reliable. These findings agree with Kinyanjui, Gakuu and Kidombo (2015) findings that performance contract evaluation tools have a significant influence on the effectiveness and utilization of the results. In addition, the study revealed that the tools used in monitoring and evaluation of performance contracts are valid. These findings are in line with Waithera and Wanyoike (2015) argument that performance contract evaluation tools must be valid in order to ensure achievement of the targeted goals and objectives. Further, the study found that the University conducts monitoring and evaluation of performance contract on annual basis. These findings concur with Abdisalan (2012) findings that the frequency of monitoring and evaluation in an organization influences the achievement of performance contract goals.

4.10 Combined Influence of Performance Contracts on the Target Achievement of Academic Programmes

A multiple regression analysis was conducted to investigate the influence of combined adoption of performance contracts on the target achievement of academic programmes in Public Universities in Kenya. The null hypothesis was;

H₀5: The combined adoption of performance contracts has no significant influence on the target achievement of academic programmes in Public Universities in Kenya

Model Summary for performance contracts on the target achievement of academic programmes is presented in Table 4.28.

Table 4. 28: Model Summary for Performance Contracts on the Target Achievement of Academic Programmes

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.832 ^a	0.692	0.686	0.35239

a. Predictors: (Constant), Performance contract monitoring and evaluation, Adoption of Performance contract planning , Adoption of Performance contract implementation, Adoption of Dissemination of Performance Contract Results

The results, as shown in Table 4.28, the R-squared for the relationship between combined adoption of performance contracts (adoption of performance contract monitoring and evaluation, adoption of performance contract planning, adoption of performance contract implementation, adoption of dissemination of performance contract results) and the target achievement of academic programmes in Public Universities in Kenya was 0.692. This shows that the adoption of performance contracts (adoption of performance contract monitoring and evaluation, adoption of performance contract planning , adoption of performance contract implementation, adoption of dissemination of performance contract results) can explain 69.2% of the target achievement of academic programmes in Public Universities in Kenya.

ANOVA for performance contracts on the target achievement of academic programmes is presented in Table 4.29.

Table 4. 29: ANOVA for Performance Contracts on the Target Achievement of Academic Programmes

	Sum of Squares	df	Mean Square	F	Sig.
Regression	59.387	4	14.847	119.557	0.000 ^b
Residual	26.450	213	0.124		
Total	85.837	217			

a. Dependent Variable: Target Achievement of academic programmes

b. Predictors: (Constant), Adoption of Performance contract monitoring and evaluation, Adoption of Performance contract planning, Adoption of Performance contract implementation, Adoption of Dissemination of Performance Contract Results

The results, shown in Table 4.29, show that the F-calculated (119.557) is greater than the F-critical (2.46) and the p-value (0.000) is less than the significance level (0.000), which shows that the model can be used in predicting the combined effect of performance contracts (adoption of performance contract monitoring and evaluation, adoption of performance contract planning , adoption of performance contract implementation, adoption of dissemination of performance contract results) on the target achievement of academic programmes in Public Universities in Kenya.

Coefficients for performance contracts on the target achievement of academic programmes are presented in Table 4.30.

Table 4. 30: Coefficients for Performance Contracts on the Target Achievement of Academic Programmes

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.568	.202		2.807	0.005
Adoption of Performance contract planning	0.134	0.054	0.101	2.490	0.014
Adoption of Performance contract implementation	0.171	0.025	0.325	6.847	0.000
Adoption of Dissemination of Performance Contract Results	0.307	0.046	0.351	6.742	0.000
Performance contract monitoring and evaluation	0.295	0.045	0.298	6.601	0.000

a. Dependent Variable: Target Achievement of academic programmes

From the results, the regression equation can be presented as;

$$Y = 0.568 + 0.134 (\text{Adoption of performance contract planning}) + 0.171 (\text{Adoption of performance contract implementation}) + 0.307 (\text{Adoption of dissemination of performance contract results}) + 0.295 (\text{Adoption of performance contract monitoring and evaluation}).$$

From the findings, the adoption of performance contract planning had a positive influence on the target achievement of academic programmes in Public Universities in Kenya as indicated by the regression coefficient of 0.134 (p-value=0.014). This implies that a unit improvement in the adoption of performance contract planning would lead to a 0.134 improvement in the target achievement of academic programmes.

Moreover, the adoption of performance contract implementation had positive influence on target achievement of academic programmes as shown by the regression coefficient of 0.171 (p-

value=0000). This implies that a unit increase in the adoption of performance contract implementation would lead to a 0.171 improvement in the target achievement of academic programmes in Public Universities.

Further, the adoption of dissemination of performance contract results had a positive influence on target achievement of academic programmes as shown by the regression coefficient of 0.307 (p-value=0000). This implies that a unit increase in the adoption of dissemination of performance contract results would lead to a 0.307 improvement in the target achievement of academic programmes in Public Universities.

Lastly, the adoption of performance contract monitoring and evaluation had a positive influence on target achievement of academic programmes as shown by the regression coefficient of 0.295 (p-value=0.000). This implies that a unit increase in the adoption of performance contract monitoring and evaluation would lead to a 0.295 improvement in the target achievement of academic programmes in Public Universities.

4.11 Change Management Practices

The fifth objective of the study was to determine the extent to which change management practices influence the target achievement of academic programmes in Public Universities in Kenya.

4.11.1 Utilization of change management practices in the University of Nairobi

The PhD and masters students were asked to indicate their extent of agreement with various statements on the utilization of change management practices in the University of Nairobi. The results are presented in Table 4.31.

Table 4. 31: Change Management Practices

	1	2	3	4	5	Mean	Std. Deviation
Our organization ensures definition of change management strategy	0.9	6.9	31.2	49.5	11.5	3.637	0.809
Our organization always ensures that there is a plan for change	22.5	45.9	24.3	4.1	3.2	2.197	0.941
Our University conducts training during PC implementation	20.2	44.5	22.9	8.3	4.1	2.316	1.018
The management in the University ensures that there is effective communication in all the stages of PC	32.1	33.0	14.7	10.1	10.1	2.330	1.295
Our organization has a change resistance management practices in place	11.0	57.8	20.2	7.3	3.7	2.348	0.904
Average						2.566	0.994

From the findings, as shown by in Table 4.31, the PhD and masters students agreed with a mean of 3.637 that the University of Nairobi ensures definition of change management strategy. However, they disagreed with the statement that the University of Nairobi had a change resistance management practices in place, as shown by a mean of 2.348. They also disagreed with the statement that the University conducts training during PC implementation as shown by a mean of 2.316. In addition, the PhD and masters students disagreed with the statement that the management in the University ensures that there is effective communication in all the stages of PC, as shown by a mean of 2.330. Further, the PhD and masters students disagreed with the statement that the University of Nairobi always ensures that there is a plan for change as shown by a mean of 2.197.

4.11.2 Change management practices, adoption of performance contract and target achievement of academic programmes

The PhD and masters students were requested to indicate how change management practices influence adoption of performance contract and the target achievement of academic programmes in Public Universities in Kenya. From the findings, they indicated that the University of Nairobi was facing challenges such as lack of resources and resistance to change. Resistance to change was resulting from lack of involvement of the teaching and non-teaching staff in all the processes of performance contracts. In addition, the deans of schools/faculties indicated that even though the University of Nairobi had ensured a definition of change management strategy training programmes on performance contracts were not well defined. Also, the Chairpersons of Departments and Principals/Directors of Colleges in the University of Nairobi reported that the University had adopted some change management strategies like frequent communication and allocation of resources required for performance contract implementation.

4.11.3 Correlation Analysis for Change Management Practices and Target Achievement of Academic Programmes

Correlation analysis was used to examine the influence of change management on target achievement of academic programmes in the University of Nairobi. The results are shown in Table 4.32.

Table 4. 32: Correlation Coefficient for Change Management Practices and Target Achievement of academic programmes

		Target Achievement of academic programmes	Change Management Practices
Target Achievement of academic programmes	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	218	
Change Management Practices	Pearson Correlation	0.766**	1
	Sig. (2-tailed)	0.000	
	N	218	218

According to the findings as shown in Table 4.32, show that there a positive linear association between change management practices and target achievement of academic programmes in the University of Nairobi ($r=0.635$, $p\text{-value}=0.000$).

4.11.4 Regression Analysis on Change Management Practices and target achievement of academic programmes

A univariate analysis was conducted to investigate the influence of change management practices on the target achievement of academic programmes in Public Universities in Kenya. The null hypothesis was;

H₀₆: There is no significant relationship between change management practices and the target achievement of academic programmes in Public Universities in Kenya

Model Summary for change management practices and target achievement of academic programmes is shown in Table 4.33.

Table 4. 33: Model Summary for Change Management Practices and Target Achievement of academic programmes

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.766 ^a	0.587	0.585	0.40526

a. Predictors: (Constant), Change Management Practices

The results, shown in Table 4.33, the R-squared for the relationship between change management practices and the target achievement of academic programmes in Public Universities in Kenya was 0.526. This shows that the adoption of change management practices can explain 52.6% of the target achievement of academic programmes in Public Universities in Kenya.

ANOVA for change management practices and target achievement of academic programmes is presented in Table 4.34.

Table 4. 34: ANOVA for Change Management Practices and Target Achievement of academic programmes

	Sum of Squares	df	Mean Square	F	Sig.
Regression	50.362	1	50.362	306.644	.000 ^b
Residual	35.475	216	.164		
Total	85.837	217			

a. Dependent Variable: Target Achievement of academic programmes

b. Predictors: (Constant), Change Management Practices

The results, as shown in Table 4.34, shows that the F-calculated (306.644) is greater than the F-critical (3.87) and the p-value (0.000) is less than the significance level (0.000), which shows that the model can be used in predicting the influence of the adoption of change management practices on the target achievement of academic programmes in Public Universities in Kenya.

Regression coefficients for change management practices and target achievement of academic programmes are presented in Table 4.35.

Table 4. 35: Regression Coefficients for Change Management Practices and Target Achievement of academic programmes

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.953	0.094		20.867	0.000
Change Management Practices	0.606	0.035	0.766	17.511	0.000

a. Dependent Variable: Target Achievement of academic programmes

From the findings, the adoption of change management practices had a positive influence on target achievement of academic programmes as shown by the regression coefficient of 0.606. This implies that a unit increase in the adoption of change management practices would lead to a 0.606 improvement in the target achievement of academic programmes in Public Universities. Since the p-value (0.000) is less than the significance level (0.05), the null hypothesis can be rejected and the alternative hypothesis can be accepted and hence “there is a significant relationship between change management practices and the target achievement of academic programmes in Public Universities in Kenya”.

4.11.5 Discussion on Change Management Practices

The results from regression analysis showed change management practices have a significant influence on the target achievement of academic programmes in Public Universities in Kenya. These findings agree with Kamugisha (2013) findings that Garber (2013) that change management influences the implementation of projects. However, the study found that the University of Nairobi had a change resistance management practices in place. Resistance to

change was resulting from lack of involvement of the teaching and non-teaching staff in all the processes of performance contracts. These findings agree with Raftery (2009) observation that most people are not usually ready for change as they question its success and there are others who feel that the benefits they were getting from the old system will no longer be available.

The study revealed that the University conducts training during PC implementation. These findings agree with Okiiya, Kisiangani and Oparanya (2013) findings that training is a key change management strategy in the implementation of performance contracts. In addition, the study established that the management in the University ensures that there is effective communication in all the stages of PC. Further, the study found that the University of Nairobi always ensures that there is a plan for change. These findings agree with Kebede (2012) findings that change management involves planning for change, effective communication and involvement of employees. In addition, Weijter, Geuens, and Schillewaert (2009) indicate that some common change management practices that an organization would consider include planning for change, communication, training and change resistance management.

The study found that the University of Nairobi was facing challenges such as lack of resources. These findings agree with Agili and Okibo (2014) argument that change management requires the use of resources such as finances, equipment and skilled human resources. In addition, the study revealed that even though the University of Nairobi had ensured a definition of change management strategy training programmes on performance contracts were not well defined. Also, the study revealed that the University of Nairobi reported that the University had adopted some change management strategies like frequent communication and allocation of resources required for performance contract implementation. These findings agree with Gaunya (2014)

findings that change management practices include effective communication, training and allocation of adequate resources.

4.12 Moderating Effect of Change Management Practices

The study sought to establish how change management practices moderate the relationship between adoption of performance contracts and the target achievement of academic programmes in Public Universities in Kenya. The null hypothesis was;

H₀₇: The strength of the relationship between adoption of performance contracts and the target achievement of academic programmes in Public Universities in Kenya depends on change management practices.

Model summary for change management practices, performance contract and target achievement of academic programmes are presented in Table 4.36.

Table 4. 36: Model Summary for Change Management Practices, Performance Contract and Target Achievement of academic programmes

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.868 ^a	0.754	0.743	0.31889

The results, shown in Table 4.36, show that the R-squared for the relationship between independent variables (adoption of performance contract monitoring and evaluation, adoption of performance contract planning, adoption of performance contract implementation, adoption of dissemination of performance contract results) and the moderating variable (change management practices) and the target achievement of academic programmes in Public Universities in Kenya was 0.754. This shows that the adoption of performance contracts and change management practices can explain 75.4% of the target achievement of academic programmes in Public

Universities in Kenya. These results show that with the introduction of the change management practices (moderating variable), the variance in the target achievement of academic programmes in Public Universities in Kenya that can be explained by the adoption of performance contracts increases from 69.2% to 75.4%.

ANOVA for change management practices, performance contract and target achievement of academic programmes is presented in Table 4.37.

Table 4. 37: ANOVA for Change Management Practices, Performance Contract and Target Achievement of academic programmes

	Sum of Squares	df	Mean Square	F	Sig.
Regression	64.685	9	7.187	70.675	0.000 ^b
Residual	21.152	208	0.102		
Total	85.837	217			

The F-critical was 1.91 while the F-calculated was 12.549 and the p-value was 0.000, which was less than the significance level (0.05).. This shows that the F-calculated was greater than the F-critical and hence a linear significant relationship exists between adoption of performance contracts, change management practices, adoption of performance contracts *change management practices and the target achievement of academic programmes in Public Universities in Kenya.

Coefficients for change management practices, performance contract and target achievement of academic programmes are presented in Table 4.38.

Table 4. 38: Coefficients for Change Management Practices, Performance Contract and Target Achievement of academic programmes

	Unstandardized Coefficients		Standardized Coefficient	t	Sig.
	B	Std. Error			
(Constant)	-0.182	0.458		-0.398	0.691
Adoption of Performance contract planning	0.237	0.138	0.180	1.723	0.086
Adoption of Performance contract implementation	0.486	0.086	0.921	5.658	0.000
Adoption of Dissemination of Performance Contract Results	0.014	0.135	0.016	0.102	0.919
Performance contract monitoring and evaluation	0.218	0.142	0.220	1.536	0.126
Change Management Practices	0.628	0.185	0.794	3.388	0.001
Adoption of performance contract planning * change management practices	-0.053	0.041	-0.289	-1.281	0.202
Adoption of performance contract implementation * change management practices	-0.109	0.024	-1.030	-4.560	0.000
Adoption of dissemination of performance contract results * change management practices	0.066	0.048	0.447	1.374	0.171
Performance contract monitoring and evaluation * change management practices	-0.017	0.053	-0.119	-0.321	0.748

From the results, the regression equation can be presented as;

$$Y = -0.182 + 0.237X_1 + 0.486X_2 + 0.014X_3 + 0.218X_4 + 0.628X_5 - 0.053X_1Z - 0.109X_2Z + 0.066X_3Z - 0.017X_4Z$$

From the findings, as shown in Table 4.38, with the introduction of change management practices in the regression model as a moderating variable, the effect of adoption of performance

contract planning (p-value=0.086), adoption of dissemination of performance contract results (p-value=0.919) and performance contract monitoring and evaluation (p-value=0.126) on the target achievement of academic programmes in Public Universities in Kenya became insignificant. However, the adoption of performance contracting implementation had a positive and significant effect on the target achievement of academic programmes in Public Universities in Kenya (p-value=0.000). In addition, adoption of performance contract implementation * change management practices had a positive and significant effect on the target achievement of academic programmes in Public Universities in Kenya (p-value=0.000). However, while a unit increase in the adoption of performance contracting implementation would lead to a 0.171 improvement in the target achievement of academic programmes in Public Universities in Kenya, before the inclusion of change management practices in the regression model, after its inclusion a unit increase in the adoption of performance contracting implementation would lead to a 0.486 improvement in the target achievement of academic programmes in Public Universities in Kenya. These findings imply that change management practices moderate the effect of adoption of performance contract on the target achievement of academic programmes in Public Universities in Kenya.

4.12.1 Discussion on Change Management Practices, Adoption of Performance Contracts and target achievement of academic programmes

The study found that change management practices moderate the relationship between the adoption of performance contracts and target achievement of academic programmes in Public Universities in Kenya. These findings agree with Burtonshaw-Gunn and Salameh (2011) argument that the adoption of performance contracting in an organization involves the introduction of a change and therefore without the use of change management practices the goals and objectives of an organization cannot be achieved. Sharman and Ramachandran (2016),

effective implementation of Change management practices facilitates employees in getting on with their work before and after the change happens making the change effective and quickening the process.

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter covers the summary of the key findings as per the objectives of the study, conclusions, recommendations for policy and practice and suggestions for further studies.

5.2 Summary of the Findings

This section presents the findings on the influence of the adoption of performance contracts (adoption of performance contract planning, adoption of performance contract implementation, adoption of dissemination of performance contract results and adoption of performance contract monitoring and evaluation) on target achievement of academic programmes in Public Universities in Kenya with the moderating effect of change management practices on the relationship between the two variables.

5.2.1 Adoption of Performance contract planning and target achievement of academic programmes

The researcher found that there is a significant relationship between adoption of performance contract planning and the target achievement of academic programmes in Public Universities in Kenya. In addition, the research found that the University has set time for implementation of performance contracts. The research also established that performance contracts targets in the University were measureable, realistic, relevant and attainable. In addition, the teaching staffs are involved in the planning process of performance contract and that the University had a budget for performance contract. Also, the research found that the non-teaching staffs were involved in

the planning process of performance contract. In addition, the research found that performance contract planning encompasses allocation of duties and responsibilities, which helps in preventing role conflict and role ambiguity in various Schools, Departments and Faculties in the University. In addition, although there was poor involvement on stakeholders in project planning, it was a significant factor in target achievement of academic programmes in the University of Nairobi.

5.2.2 Adoption of Performance contract implementation and target achievement of academic programmes

The research established that there is a significant relationship between adoption of performance contract implementation and the target achievement of academic programmes in Public Universities in Kenya. The research found that the staff in the University had been signing performance contracts and the University had been having performance targets. In addition, the staffs in the University of Nairobi were signing the performance contracts before training on what it entails and its importance. In addition, the research revealed that the implementation of performance contracts was facing resistance from employees who had worked in the organization for long.

The research revealed that non-teaching staff had been allocated duties and responsibilities in performance contracts implementation. The research also found that the University had not been holding negotiations. Despite being a key component in ensuring the implementation of performance contracts and in ensuring employee commitment to performance contracts, the research found that University had not been inducting staff for performance contract. However, the research revealed that the teaching staff had not been allocated duties and responsibilities in performance contracts implementation

5.2.3 Adoption of Dissemination of Performance Contract Results and target achievement of academic programmes

The research found that there is a significant relationship between adoption of dissemination of performance contract results and the target achievement of academic programmes in Public Universities in Kenya. The University utilizes performance contract results to improve service delivery and hence it was disseminating results. However, the dissemination of the results was only done through the University website. The research also found that the University has not been having discussion of performance contract results. In addition, the University does not utilize performance contract results to develop training programs for both teaching and non-teaching staff. The research further revealed that the results of performance contracts are not always disseminated for utilization in the University departments. The research also revealed that the University had not been having certification of staff and had not been using dissemination channels such as emails and website.

5.2.4 Adoption of performance contract monitoring and evaluation and target achievement of academic programmes

The research found that there is a positive linear association between adoption of performance contract monitoring and evaluation and target achievement of academic programmes in the universities in Kenya. The research established that there was monitoring and evaluation of performance contract implementation in the University. The research also revealed that the tools used in monitoring and evaluation of performance contracts was reliable. In addition, the research revealed that the tools used in monitoring and evaluation of performance contracts was

valid. Further, the research found that the University conducts monitoring and evaluation of performance contract on annual basis.

5.2.5 Change Management Practices and target achievement of academic programmes

The research established that there is a significant relationship between change management practices and the target achievement of academic programmes in Public Universities in Kenya. The University of Nairobi ensures definition of change management strategy and has change resistance management practices in place. In addition, the research revealed that even though the University of Nairobi had ensured a definition of change management strategy, training programmes on performance contracts were not well defined. Further, the research found that the University of Nairobi always ensures that there is a plan for change. The research found that the University of Nairobi was facing challenges such as lack of resources and resistance to change. Resistance to change was resulting from lack of involvement of the teaching and non-teaching staff in all the processes of performance contracts. Also, the research revealed that the University of Nairobi reported that it had adopted some change management strategies like frequent communication and allocation of resources required for performance contract implementation.

5.2.6 Change Management Practices, Adoption of Performance Contracts and target achievement of academic programmes

The research revealed that change management practices moderate the relationship between the adoption of performance contracts and target achievement of academic programmes in Public Universities in Kenya. With the introduction of change management practices in the regression model as a moderating variable, the effect of adoption of performance contract planning, adoption of dissemination of performance contract results and performance contract monitoring

and evaluation on the target achievement of academic programmes in Public Universities in Kenya became insignificant. However, the adoption of performance contracting implementation had a positive and significant effect on the target achievement of academic programmes in Public Universities in Kenya after the introduction of change management practices.

5.3 Conclusion

The research concludes that there is a significant relationship between adoption of performance contract planning and the target achievement of academic programmes in Public Universities in Kenya. The research also concludes that there is a significant relationship between adoption of performance contract implementation and the target achievement of academic programmes in Public Universities in Kenya. The research further concludes there is a significant relationship between adoption of dissemination of performance contract results and the target achievement of academic programmes in Public Universities in Kenya. The research concludes that there is a positive linear association between adoption of performance contract monitoring and evaluation and target achievement of academic programmes in Public Universities in Kenya. The research also concludes that there is a significant relationship between change management practices and the target achievement of academic programmes in Public Universities in Kenya. The research further concludes that change management practices moderate the relationship between the adoption of performance contracts and target achievement of academic programmes in Public Universities in Kenya.

5.4 Recommendations

The research found that the management of the University of Nairobi was not involving all the stakeholders (including teaching staff) in the planning process of performance contract. In

addition, the teaching staff had not been allocated duties and responsibilities in performance contracts implementation. Involvement of all stakeholders in the planning process of a performance contract helps in minimizing of preventing resistance to change. The research therefore recommends that the University of Nairobi management should make sure that all the stakeholders are involved in the planning process of performance contracts.

The research found that the University of Nairobi had not been holding negotiations with the staff. The research therefore recommends that the management of the University of Nairobi should ensure that negotiations are held with staff so as to assure them that their interests are covered in the performance contracts.

The research established that the implementation of performance contracts in the University of Nairobi was facing resistance to change. This research recommends that the University of Nairobi should adopt change management practices such as involvement of all staff, effective communication and training.

The research established that there was poor dissemination of performance contracts results, which was only done through the University website in a summary. The research therefore recommends that the management of the University of Nairobi should ensure that the performance contracts are fully displayed in the University website. The University should also use other distribution channels such as having copies in the University library and giving the reports to interest parties in the University and using emails.

In addition, the research found that the University of Nairobi was not making much use of the performance contract results. The research therefore recommends that the University of Nairobi

should use performance contract results to develop training programmes for both teaching and non-teaching staff.

The research established that the University of Nairobi was conducting monitoring and evaluation of performance contract on annual basis. The research found that an increase in frequency of performance contract evaluation can improve target achievements. This research recommends that the University should increase the frequency of conducting monitoring and evaluation of performance contracts from annually to bi-annually to improve on target achievement of academic programmes.

5.5 Suggestions for Further Studies

The research was limited to the influence of the adoption of performance contracts on target achievement of academic programmes in the University of Nairobi. The findings of these studies cannot be generalized to other Public Universities in Kenya. There are 25 Public Universities in Kenya and hence it is suggested that specific studies be conducted in all the other Public Universities in Kenya. The research also found that adoption of performance contracts could only explain 69.2% of target achievement of academic programmes in the University of Nairobi. It is therefore suggested that further studies on other factors, such as community of University Education regulations and other government policies, influencing target achievement of academic programmes in the University of Nairobi should be carried out.

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APPENDICES

Appendix I: Letter Request for Transmittal of Data

Leonard Kinyulusi

University of Nairobi

Email: lkinyulusi@gmail.com

23rd August 2016

Phone: 0723729096

TO WHOM IT MAY CONCERN

I am a PhD student at the University of Nairobi carrying out a thesis as part of the course requirement for the award of the degree of Doctor of Philosophy in Project Planning and Management. The study seeks to establish the influence of the adoption of performance contract on target achievement of academic programmes in Public Universities in Kenya and the moderating effect of the change management practices on the relationship between the two variables.

The purpose of this letter is to request you to participate as a respondent in this study by completing the attached questionnaire as accurately as possible. The findings will be strictly for academic use and at no time will your name be mentioned anywhere in the report. Your honest participation will be highly appreciated.

Thank you

Sincerely

Leonard Kinyulusi

Reg No L83/97872/2015

University of Nairobi, School Open and Distance Learning

Appendix II: Consent on the Participation

ADOPTION OF PERFORMANCE CONTRACTS, CHANGE MANAGEMENT PRACTICES, AND TARGET ACHIEVEMENT OF ACADEMIC PROGRAMMES IN PUBLIC UNIVERSITIES IN KENYA

The Purpose

I am Leonard Kinyulusi, a PhD student at The University of Nairobi pursuing Degree of Doctor of Philosophy in Project Planning and Management. The purpose of the study was to establish the influence of the adoption of performance contracts on target achievement of academic programmes in Public Universities in Kenya with the moderating effect of change management practices on the relationship between the two variables. I hope that you will feel free to discuss with me your views on adoption of performance contracts and target achievement of academic programmes.

Procedures

Participation in this study will require I ask you some questions on your views on the adoption of performance contracts and target achievement of academic programmes. You may ask questions related to the study at any time. You may refuse to respond to any questions and you may stop participating at any time without consequences to you.

Discomforts and risks

There will be minimum risk to you for participating in this study. However, some questions you will be asked will be of a sensitive nature and may make you uncomfortable. If this happens you may refuse to answer if you so choose. You may also stop the interview at any time. The interview shall take approximately 15 minutes of your time.

Benefits

There may be no direct benefits or compensation to you as an individual but the information generated will be used by the administrators and other stakeholders to come up with strategies to improve adoption of performance contracts and target achievement of academic programmes.

Voluntary Participation and Withdrawal

Your participation is entirely voluntary and should you change your mind you are free to opt out at any time. You may skip questions or stop participating at any time without any penalty.

Confidentiality

I will not identify you and no information that will make it possible for anyone to identify you will be required in this study. The information provided will only be used for academic purposes and will not be given to any organization or individual for any other use. All information will be kept under key and lock and the electronic information will be under a password.

Contact information

Any queries regarding this study may be directed to me, Leonard Kinyulusi, email address: lkinyulusi@gmail.com. In addition, if you have any questions on your rights as a research participant you can contact the School of Open and Distance Learning, University of Nairobi.

Having been informed about the study and having read the above and understood all that it entails, do willingly give consent to participate or not to participate in the study.

Participant signature..... Date.....

Researcher’s signature..... Date.....

Appendix III: Questionnaires for Masters and PhD Students

The purpose for this questionnaire is to collect information on the influence of the adoption of performance contract on target achievement of academic programmes in Public Universities in Kenya and the moderating effect of the change management on the relationship between the two variables. The information collected will be used for academic purposes only and it is expected that the findings from this study will make a significant contribution towards enhancing target achievement of academic programmes in Public Universities in Kenya. The data collected will be handled with confidentiality and with academic professionalism. Kindly fill in the information as directed in the various sections provided.

Section A: Demographic Information

1. Name of your College {Please tick appropriately (√) in the space provided on the right}

Colleges	Please tick one (√)
Agriculture and Veterinary Sciences	
Biological and Physical Sciences	
College of Architecture and Engineering	
College of Education and External Studies	
Health Sciences	
Humanities and Social Sciences	

2. Gender

Male [] Female []

3. Age Bracket

21 – 25 Years [] 26 – 30 years []

31 – 35 years [] 36 – 40 years []

- 41 – 45 Years 46 – 50 years
 51 – 55 years Over 55 years

4. Highest Level of Education {Please tick one (√) }

- Phd Master’s degree
 Bachelor degree Diploma
 Certificate Others (specify)

5. How long have you worked in this University?

Section B: Target Achievement of academic programmes

This section contains items on service delivery in your University

6. Kindly rate the following factors / statements using a scale of SA – Strongly Agree; A – Agree; N – Neutral; D – Disagree; and SD – Strongly Disagree

Parameters	Strongly agree (SA)	Agree (A)	Neutral (N)	Disagree (D)	Strongly Disagree (SD)
Our University has frequent reviews of the curriculum					
The curriculum in our University is relevant to the job market					
There are frequent supervisions in our University to ensure quality					
The number of publications per college has been increasing over the years					

The teaching and learning facilities in our University are adequate					
The teaching and learning facilities in our University are available					
The University has been making improvements in the teaching and learning facilities					
Students enrollments in our University have been increasing every year					
The number of students graduating every year has been increasing over the years					
Our University is ranked one of the best in the country					

7. How does the adoption of performance contract in Public Universities influence the Target Achievement of Academic programmes?

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Section C: Adoption of Performance contract planning and Target Achievement of Academic programmes

This section contains items on the influence of adoption of performance contract planning on the Target Achievement of Academic programmes

8. Kindly rate the following factors / statements using a scale of SA – Strongly Agree; A – Agree; N – Neutral; D – Disagree; and SD – Strongly Disagree

Parameters	Strongly agree (SA)	Agree (A)	Neutral (N)	Disagree (D)	Strongly Disagree (SD)
Our University has a budget for performance contract					
Our University has set time for implementation of performance contracts					
The nonteaching staff have been allocated duties and responsibilities in performance contracts implementation					
The teaching staff have been allocated duties and responsibilities in performance contracts implementation					
The non-teaching staff are involved in the planning process of performance contract					
The teaching staff are involved in the planning process of performance contract					
Performance contracts targets in our University are attainable					
Performance contracts targets in our University are realistic					
Performance contracts targets in our University are measurable					

Performance contract targets in our University are relevant					
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How else does the adoption of performance contract planning influence the Target Achievement of Academic programmes?

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Section D: Adoption of Performance contract implantation and Target Achievement of Academic programmes

This section contains items on the influence of adoption of performance contract implementation on the Target Achievement of Academic programmes

9. Kindly rate the following factors / statements using a scale of SA – Strongly Agree; A – Agree; N – Neutral; D – Disagree; and SD – Strongly Disagree

Parameters	Strongly agree (SA)	Agree (A)	Neutral (N)	Disagree (D)	Strongly Disagree (SD)
Our University has been inducting staff for performance contract					
Our University has been having performance targets					
Our University has been holding negotiations					
Staff in our University has been signing performance contracts					

10. How else does adoption of performance contract implementation influence the performance of Academic programmes?

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Section E: Adoption of Dissemination of Performance Contract Results and Target Achievement of Academic programmes

This section contains items on the influence of adoption of dissemination of performance contract results on Target Achievement of Academic programmes

11. Kindly rate the following factors / statements using a scale of SA – Strongly Agree; A – Agree; N – Neutral; D – Disagree; and SD – Strongly Disagree

Parameters	Strongly agree (SA)	Agree (A)	Neutral (N)	Disagree (D)	Strongly Disagree (SD)
Our University disseminates performance contract results					
The results of performance contracts are always disseminated for utilization in the University departments					
Our University utilizes performance contract results to improve service delivery					
Our University utilizes performance contract results to develop training programs for both teaching and non-					

teaching staff					
Our University has been having certification of staff					
Our University has been using dissemination channels such as emails and website					
Our University has been having discussion of performance contract results					

12. How else does the adoption of dissemination of performance contract results influence Target Achievement of Academic programmes?

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Section F: Performance contract monitoring and evaluation and performance of Academic programmes

This section contains items on influence of the adoption of performance contract monitoring and evaluation on the Target Achievement of Academic programmes

13. Kindly rate the following factors / statements using a scale of SA – Strongly Agree; A – Agree; N – Neutral; D – Disagree; and SD – Strongly Disagree

Parameters	Strongly agree (SA)	Agree (A)	Neutral (N)	Disagree (D)	Strongly Disagree (SD)
The tools used in monitoring and evaluation of performance contract are valid					
The tools used in monitoring and evaluation of					

performance contract are reliable					
Our University conducts monitoring and evaluation of performance contract on annual basis					

14. How else does the adoption of performance contract monitoring and evaluation influence Target Achievement of Academic programmes?

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Section G: Change Management Practices and Target Achievement of Academic programmes

This section contains items on influence of change management on Target Achievement of Academic programmes

Kindly rate the following factors / statements using a scale of SA – Strongly Agree; A – Agree; N – Neutral; D – Disagree; and SD – Strongly Disagree

Parameters	Strongly agree (SA)	Agree (A)	Neutral (N)	Disagree (D)	Strongly Disagree (SD)
Our organization ensures definition of change management strategy					
Our organization always ensures that there is a plan for change					
Our University conducts training during PC implementation					

The management in the University ensures that there is effective communication in all the stages of PC					
Our organization has a change resistance management practices in place					

15. How else does change management influence adoption of performance contract and the Target Achievement of Academic programmes?

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Appendix IV: Interview Guide for Principals, Directors, Deans and Head of PC secretariat.

The purpose for this interview is to collect information on the influence of the adoption of performance contract on performance of Public Universities in Kenya and the moderating effect of the change management on the relationship between the two variables. The information collected will be used for academic purposes only and it is expected that the findings from this study will make a significant contribution towards enhancing performance in Public Universities in Kenya. The information provided will be handled with confidentiality and with academic professionalism. Kindly assist with the interview.

Section A: Demographic Information

1. Level of Education
2. How long have you worked in this Department?
3. How long have you worked in your University?

Section B: Specific Information

4. Has the performance of your University been satisfactory?
5. What are the indicators of performance in your University?
6. How would you rate (internal) customers' satisfaction in your University?
7. How does performance contract planning influence the performance of your University?
8. What are the effects of performance contract implementation on the performance of your University?
9. How does your organization disseminate performance contract results?
10. How does your organization utilize performance contract results?
11. How does the utilization of performance contract results influence the performance of your University?

12. What are the effects of performance contract M&E on the performance of your University?
13. How does organizational culture influence the implementation of performance contracting respect to performance?
14. Which factors influence change management in your organization?

Appendix V: Letter of Data Collection



UNIVERSITY OF NAIROBI
OPEN & DISTANCE e-LEARNING CAMPUS
SCHOOL OF OPEN AND DISTANCE LEARNING
DEPARTMENT OF OPEN LEARNING
NAIROBI LEARNING CENTRE

Your Ref:

Main Campus
Gandhi Wing, Ground Floor
P.O. Box 30197
NAIROBI

Our Ref:

Telephone: 318262 Ext. 120

1st August, 2017

REF: UON/ODeL/SODL/NLC/273

TO WHOM IT MAY CONCERN

RE: LEONARD KINYULUSI -REG NO - L83/97872/2015

This is to confirm that the above named is a student at the University of Nairobi, Open Distance and e_Learning Campus, School of Open and Distance learning, Department of Open learning pursuing Doctor of Philosophy in Project Planning and Management.

He has done the course work and currently working on her research thesis entitled "Adoption of Performance Contracts, Change Management Practices, and Target Achievement of Academic Programs in the University of Nairobi." Being supervised by Dr. Dorothy Kyalo, Dr. Angeline Mulwa and Dr. Daisy Matula and now ready to collect data.

Any assistance accorded to him will be highly appreciated.



DR. ANGELINE MULWA
COORDINATOR
NAIROBI REGION

Appendix VI: Letter of Admission to Postgraduate Studies



UNIVERSITY OF NAIROBI GRADUATE SCHOOL

Telephone: 3318262
 Fax Number: 243626
 Telegrams: "Varsity of Nairobi"
 Email: gs@uonbi.ac.ke
 Our Ref L83/97872/2015

P. O. Box 30197, 00100
 NAIROBI, KENYA

August 3, 2017

Kinyulusi Leonard
 C/o Department of Extra-Mural Studies

Dear Mr. Kinyulusi,

FULL ADMISSION TO POSTGRADUATE STUDIES (DOCTORATE)

Following your application for a higher degree at this University, I am pleased to inform you that the Director, Graduate School has approved your application for full registration for the degree of Doctor of Philosophy in **Project Planning and Management** in the Department of Extra-Mural Studies. He has also approved **Dr. Kyalo Ndunge, Dr. Angeline Mulwa and Dr. Daisy Matula** as the supervisors of your thesis entitled: **"Adoption of performance contracts, change management practices and performance of Public Universities in Kenya"**. The Guidelines on Postgraduate Supervision can be accessed on our website (www.bps.uonbi.ac.ke) while the Research Notebook is available at the University Bookstore.

The degree for which you are registered will be offered by coursework, examination and thesis.

Your admission into the programme commenced on **19th January 2015** as approved by Director, Graduate School. Also note that your registration is governed by the common regulations for the degree of Doctor of Philosophy in all Faculties/Schools/Institutes. **You will be expected to carry out supervised thesis research in your chosen area of study for a minimum period of six (4) semesters, with effect from today's date, culminating in a doctoral thesis.**

You will also be required to show evidence of 2 (two) or 2 (two) letters of acceptance from peer reviewed journals from your PhD. work before the oral defence. The publications should be co-authored with the supervisors.

	KENYAN STUDENTS (KSHS)	FOREIGN STUDENTS (US\$)
Tuition fees	50,000 per unit	1,400
Examination	3,000 per unit	100
Thesis Examination Fees (once)	50,000	900
Fees for subsequent years	150,000 p.a	4,000

OTHER CHARGES		
Registration	2,000 per sem	60
ID card	500 p.a	15
Activity	2,000 p.a	60
Computer facilities	6,000 p.a	160
Medical (Emergency)	5,000 p.a	130
Library	6,000 per sem	160
Caution money (refundable)	5,000 once	130

Additional Charges	
Extension of Registration period	3,000/= per annum
Extension of Correction period	1,000/= per three months
Extension of Revision period	3,000/=
Examination for Revised Thesis/Project Report	9,000/=

NOTE:

1. All fees due should be paid before registration is effected.
2. Appropriate Field work fees shall be charged separately.
3. The above fees are subject to change without any prior notice.
4. Total number of units required for the programme is 7.
5. The guidelines for research money are as follows:

Arts Based Research	Kshs. 150,000/=
Book Allowance	Kshs. 40,000/=

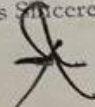
Foreign Students from outside the partner states of the Northern Corridor Integration Project (Republics of Burundi, Rwanda, Uganda and South Sudan) to add 25% on all charges.

Please note that all fees and other charges due shall be paid by Direct Cash Deposits, EFT (Swift Code is "BARCKENX) or RTGS transfer to UON CISSP Collection Account No. 2032771362 at Barclays Bank of Kenya, Barclays Plaza, Nairobi, Kenya or at any Barclays Bank Branch countrywide using the Registration Number quoted above. Personal Cheques, Bankers Cheques or Institutional Cheques are NOT acceptable. The student account will be updated the next working day and can be accessed through the student online portal (<http://smis.uonbi.ac.ke>) available in the University website (www.uonbi.ac.ke).

As the University does not provide accommodation for postgraduate students, you must make your own accommodation arrangements. We estimate that you will need over Ksh. 50,000.00 per month to cover this and other personal expenses.

You are advised that all fees and other charges may be subject to change without prior notice.

Yours Sincerely,


ANNE M. SIMIYU (MS.)
FOR: DIRECTOR, GRADUATE SCHOOL

Cc: Dean, School of Continuing and Distance Education
 Chairman, Department of Extra-Mural Studies
 Dr. Kyalo Ndugne (Supervisor) Dean, SCDE
 D. Angeline Mulwa (Supervisor?) Dept. of Extra Mural Studies
 Dr. Daisy Matula (Supervisor) Dept. of Extra-Mural Studies

AMS/gwg

Appendix VII: NACOSTI Letter

THIS IS TO CERTIFY THAT: **Permit No : NACOSTI/P/17/88097/18797**
MR. LEONARD MABUKA KINYULUSI **Date Of Issue : 22nd August,2017**
of UNIVERSITY OF NAIROBI, 28225-100 **Fee Received :Ksh 2000**
NAIROBI,has been permitted to conduct
research in Nairobi County

on the topic: ADOPTION OF
PERFORMANCE CONTRACTS, CHANGE
MANAGEMENT PRACTICES, AND TARGET
ACHIEVEMENT OF ACADEMIC PROGRAMS
IN THE UNIVERSITY OF NAIROBI.

for the period ending:
21st August,2018




Applicant's
Signature


Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.



REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No.A 15411

CONDITIONS: see back page

Appendix VIII: NACOSTI Research Authorization



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/17/88097/18797**

Date: **22nd August, 2017**

Leonard Mabuka Kinyulusi
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Adoption of performance contracts, change management practices, and target achievement of academic programs in the University of Nairobi,”* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **21st August, 2018.**

You are advised to report to **the Vice Chancellor, University of Nairobi, the County Commissioner and the County Director of Education, Nairobi County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

**GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The Vice Chancellor
University of Nairobi

Appendix IX: Plagiarism Report