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Adoption of Performance Contracting Monitoring and Evaluation and Target Achievement of Academic Programmes in Public Universities in Kenya

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Abstract:

The study determined how adoption of performance contracting monitoring and evaluation influences the target achievement of academic programmes in public universities in Kenya. This study used a cross-sectional study design and mixed method design. The target population of this study was 8789 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. The study's sample size was reached at using Slovin's Formula. The current research sample size was made up of 389 respondents. The study 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. The researcher, so as to improve the research instrument's reliability and validity, conducted a pilot test. Questionnaires were distributed to the respondents which provided data that was quantitative in nature. Additionally, qualitative data was obtained from key informative interview guide and was analyzed using thematic analysis. Descriptive statistics included percentages, mean, frequency distribution, and standard deviation. Inferential statistics focused on Pearson correlation and regression analysis. Regression analysis was used to determine the relationship between the elements under investigation. The results indicated that that adoption of dissemination of performance contracting results has a positive and significant influence on the target achievement of academic programmes in public universities in Kenya. The study therefore concludes that adoption of dissemination of performance contracting results positively and significantly influences the target achievement of academic programmes in public universities in Kenya. This study recommends that the University should increase the frequency of conducting monitoring and evaluation of performance contracting from annually to bi-annually to improve on target achievement of academic programmes.

Keywords: Performance contracting, monitoring and evaluation, target achievement

1. Introduction

Performance contracting is one of the fundamental elements of reforming public sector that is aimed at enhancing effectiveness and efficiency while minimizing total costs (Akkermans, Oppen, Wynstra & Voss, 2019). Performance contracting constitutes of management tools that are used to clearly define responsibilities or expectations among parties so as to achieve desirable outcome. Henceforth, it is a management instrument that enhances accountability of outcomes among public officials since it measures the extent of target achievement (Glas, Henne & Essig, 2018).

Governments all over the world are adoption performance contracting to improve service delivery (Abdisalan, 2012). In Asia, the concept of performance contracting has been adopted by China, Korea, Sri-Lanka, Malaysia, Pakistan and Bangladesh. 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 contracting has been in use in many African businesses including in Burundi, Madagascar, Benin, Morrocco, Senegal, Cape Verde, Cameron, Guinea, Congo, Ghana, Togo, Mali, Niger, Mauritius and most recently in Kenya. Countries like Gambia, Nigeria, Ghana and Kenya started using performance contracting in the management of public service in the year 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. One of the reforms that has had tremendous results in improving performance and productivity in the public sector is performance contracting, which has greatly impacted the performance of public institutions. Performance Contracting 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).

Monitoring and evaluation are one of the key components of performance contracting. 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. Mauya (2015) argues that "if you can't measure it, you can't manage it". The M&E exercise for performance contracting is done ex-ante. According to Mmakgomo (2015), performance contracting 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 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. In the financial year of 2016-2017 Performance Contract results, the University of Nairobi 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 contracting was introduced in government institutions. The university according to the results has sustained a perfect performance in 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 other public institutions in the country as it was ranked position 14 among the best African universities (Varsity Focus, 2012). Due to these good consistent results the University has become a leader in performance contract management.

However, 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 2013 was 8589 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 (University of Nairobi Annual report, 2016).

Studies conducted on performance contracting monitoring and evaluation have looked at performance contracting 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 contracting monitoring and evaluation and how it influences organizational performance. This study hence sought to fill this gap by investigating the effect of the adoption of performance contract monitoring and evaluation on the target achievement of academic programs in the public universities in Kenya with a focus on the University of Nairobi.

The following was the alternate hypothesis that was tested in this study:

- H₁: There is a significant relationship between adoption of performance contracting monitoring and evaluation and the target achievement of academic programmes in public universities in Kenya

2. Literature Review

2.1. 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. 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 measure and it will narrow down to curriculum development, 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 include; 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 contracting 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 *et al.*, 2019).

2.2. Performance Contracting Monitoring and Evaluation

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 Mosomi, Kindiki and Boit (2014), 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 play a major role in the success of performance contracting. The main factors that may influence monitoring and evaluation of performance contracting include monitoring and evaluation skills, training, stakeholders' involvement and allocation of resources. Monitoring and evaluation training do bring an improvement to the quality of the monitoring and evaluation process in projects as it trains the employees on essential knowledge and skills. Waitheera 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. The study only focused on performance contracting monitoring and evaluation in agribusiness projects in Bahati Sub-County, hence the findings cannot be generalized to the present study due to variation in target population, unit of observation and analysis.

Kinyanjui, Gakuu and Kidombo (2015) conducted a study on monitoring and evaluation skills, performance contracting system and organizational performance in government ministries in Kenya. The study used correlation and descriptive survey designs. 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.

Nimri, Bdair and Al Bitar (2015) 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. Cross-sectional survey was adopted during the study. 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. 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.

Abdisalan (2012) 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 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 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.

3. Theoretical Framework

The study used Results Based Management (RBM) Theory on the adoption of adoption of performance contracting monitoring and evaluation and target achievement on academic programmes. 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 contracting 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).

3.1. Conceptual Framework

The conceptual framework, Figure 1, shows the relationship between the independent and the dependent variable. The independent variable was adoption of performance contracting monitoring and evaluation and the dependent variable was target achievement of academic programmes in public universities.

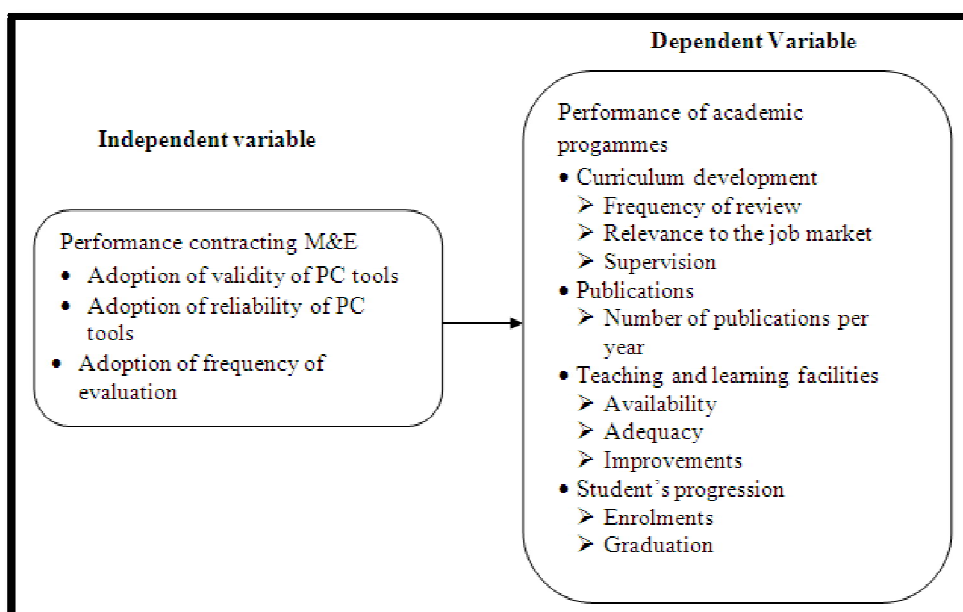


Figure 1: Conceptual Framework

3.2. Research Methodology

This study adopted pragmatic research paradigm. This paradigm was chosen as the study combined both qualitative and quantitative research methods. A cross sectional research design and mixed method design were used. In cross-sectional research design, the data needed for the research is collected in a given duration to shed light on the relationship between the study's variables. Cross-sectional research design integrates both qualitative and quantitative research which leads to a much wider understanding of the problem in question compared to the use of one method of research. The target population of the present study comprised of 8789 PhDs and Masters 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.

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 was as follows;

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

whereby:

n = no. of samples

N = total population

e = error margin / margin of error (0.05)

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

$$n = 382$$

	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

Table 1: Sample Size

The study adopted a multi stage sampling method. In the first step, 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 contracting 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.

Both primary and secondary data were used for the research. Secondary data was derived from published literature review including from textbooks, journal articles, published thesis, textbooks, annual universities' reports and performance contracting 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 and PhD students. Key informant interviews were used to collect qualitative data from directors of quality assurance. A pilot test was conducted to examine the validity and reliability of the research instrument. The pilot group comprised of 10% of the sample size and was conducted in Kenyatta University. To improve on the questionnaire's validity, the researcher consulted with the university supervisor. Cronbach's alpha was used in measuring the reliability of the research instrument. The results indicated that the Cronbach's alpha for all the variables was more than 0.7 and hence the instrument was reliable.

A questionnaire was used to collect qualitative and quantitative data. Analysis of the qualitative data was done using thematic analysis and the results of the analysis were presented in prose form. On the other hand, descriptive and inferential statistics were used for analysis of quantitative data with the help of Statistical Package for Social Sciences (SPSS version 22). Descriptive statistics included frequency distribution, mean, standard deviation and percentages. Inferential statistics included Pearson correlation analysis and regression analysis. Pearson correlation analysis was used to test for the strength of the relationship between the variables under investigation. Regression analysis was used to determine the relationship between independent variable (performance contracting M&E) and dependent variable (target achievement of academic programmes in public universities in Kenya). Regression model was as follows;

Regression model was as follows;

- H_1 : There is a significant relationship between adoption of performance contracting 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

β_0 = Constant

β_1	=Coefficients
X_1	= Performance contract monitoring and evaluation
ε	= Error term

4. Research Findings and Discussions

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. 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 showed a 75.1% response rate. Russell (2013) argues that even though, statistically, there are no rules of acceptable response rate, a 50% is normally considerate adequate for analysis, making inferences and for reporting while a 70% is considered to be a very good response rate thus the response rate of the study was within acceptable limits for inference making.

4.1. 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. In a five-point Likert scale (where 1 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.

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.

	Mean	Std. Deviation
Our university has frequent reviews of the curriculum	3.610	1.077
The curriculum in our university is relevant to the job market	3.743	1.042
There are frequent supervisions in our university to ensure quality	3.252	.840
The number of publications per college has been increasing over the years	3.701	.939
The teaching and learning facilities in our university are adequate	2.376	1.146
The teaching and learning facilities in our university are available	2.844	1.003
The university has been making improvements in the teaching and learning facilities	3.720	.935
Students enrollments in our university have been increasing every year	3.894	.932
The number of students graduating every year has been increasing over the years	3.766	.903
Our university is ranked one of the best in the country	4.298	.973
Average	3.520	.979

Table 2: Target Achievement of Academic Programmes

The PhD and Masters Students were asked to indicate how the adoption of performance contracting influences the target achievement of academic programmes in public universities in Kenya. From the findings, they reported that adoption of performance contracting 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 contracting implementation. In addition, the deans of schools/faculties and chairpersons of departments

reported that the adoption of performance contracting 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 contracting adoption, the University had managed to increase teaching and learning facilities as well as students' graduation rates.

The study found that students' enrollments in the University of Nairobi and the number of students graduating every year has been increasing over the years. In addition, 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.

4.2. Adoption of Performance Contracting Monitoring and Evaluation

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. According to the findings, 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 master's students agreed with a mean of 3.880 that the university conducts monitoring and evaluation of performance contract on annual basis.

	Mean	Std. Deviation
The tools used in monitoring and evaluation of performance contract are valid	3.821	.874
The tools used in monitoring and evaluation of performance contract are reliable	3.903	.981
Our university conducts monitoring and evaluation of performance contract on annual basis	3.880	.966
Average	3.868	.941

Table 3: Performance Contracting Monitoring and Evaluation

The PhD and master's 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.

4.3. Correlation Analysis

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, as shown in Table 4 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 ($r=0.635$, $p\text{-value}=0.000$). Since the p value (0.000) was less than the significant level (0.05), the association was considered significant and hence we accept the alternative hypothesis "there is a significant relationship between adoption of performance contracting monitoring and evaluation and the target achievement of academic programmes in public universities in Kenya".

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

Table 4: Correlation Coefficient

4.4. Regression Analysis

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

- H_04 : There is no significant relationship between adoption of performance contracting monitoring and evaluation and the target achievement of academic programmes in public universities in Kenya.

The results, as shown in Table 5, show that the R-squared for the relationship between adoption of performance contracting 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.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.635 ^a	.403	.401	.48694

Table 5: Model Summary

a. Predictors: (Constant), Performance Contract Monitoring and Evaluation

The results, as shown in Table 6, 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 contracting monitoring and evaluation on the target achievement of academic programmes in public universities in Kenya.

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	34.621	1	34.621	146.013	.000 ^b
Residual	51.216	216	.237		
Total	85.837	217			

Table 6: Analysis of Variance

a. Dependent Variable: Target Achievement of academic programmes

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

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 contracting 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".

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.089	.204		5.344	.000
Performance contract monitoring and evaluation	.627	.052	.635	12.084	.000

Table 7: Regression Coefficients

a. Dependent Variable: Target Achievement of academic programmes

5. Discussion of the Findings

The results 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.

6. Conclusions and Recommendations

The study sought to examine how adoption of performance contracting monitoring and evaluation influences the target achievement of academic programmes in public universities in Kenya. The inferential statistics used showed that adoption of dissemination of performance contracting results has a positive and significant influence on the target achievement of academic programmes in public universities in Kenya. The study therefore concludes that adoption of dissemination of performance contracting results positively and significantly influences the target achievement of academic programmes in public universities in Kenya.

The study findings indicated that the University of Nairobi was conducting monitoring and evaluation of performance contracting on annual basis. The findings also indicated that an increase in frequency of performance contracting evaluation can improve target achievements. This study recommends that the University should increase the frequency of conducting monitoring and evaluation of performance contracting from annually to bi-annually to improve on target achievement of academic programmes.

7. Suggestions for Further Studies

This research studies were limited to the influence of the adoption of performance contracting monitoring and evaluation 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 this study suggests similar studies to cover all the other public universities in Kenya. The study also found that adoption of performance contracting monitoring and evaluation could only explain 40.3% of target achievement of academic programmes in the University of Nairobi. The study therefore suggests that further studies on other factors influencing target achievement of academic programmes in the University of Nairobi should be carried out.

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