CONTRACT MANAGEMENT AND EDUCATION SECTOR SERVICE DELIVERY IN LOCAL GOVERNMENTS OFUGANDA.

CASE STUDY: MASAKA DISTRICT LOCAL GOVERNMENT

TWESIGYE NDUHURA

2014-M102-30010

UGANDA MARTYRS UNIVERSITY

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DEDICATION

I wish to dedicate this work to my beloved wife – Twesigye Jackline and our Children (Ainebyona Luckious, Nduhura Collins and Nduhura Brighton). I will always cherish your candid love, care, and support towards my happiness.

ACKNOWLEDGEMENT

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LIST OF ACRONYMS

MDLG   :   Masaka District Local Government

PPA   :   Public Procurement Act

CAG   :   Controller and Auditor General

PPDA   :   Public Procurement and Disposal Authority

PEs   :   Procuring Entities

ICT   :   Information Communication Technology

RDC   :   Resident District Commissioner

ABSTRACT

The study focused on examining theeffect of Contract Management on Education Sector Service Delivery in Local Governments of Uganda with particular interest in Masaka District Local Government. The study objectives were; to establish the effect of contract documentation on education sector service delivery, to find out the effect of Contract relationship Management on education sector service delivery and to determine the effect of contract monitoring on Education sector service delivery in Local Governments of Uganda.

A sample size of 103 respondents out of the population of 140 was selected from the district headquarters for the study. This consisted of 5 heads of departments, 2 district political heads, 36 lower political leaders(Councilors) and 60 lower staff members (Senior managers, managers and clerks). This study was conducted using case study research design with mixed-methods of qualitative and quantitative techniques. Purposive and simple random sampling methods were used for the study .Questionnaires and interview guide were also used for data collection.

The findings revealed that correction coefficient (R) using predictor Contract documentation; show that 41.0% (0.410 *100) variations in education sector service delivery are explained by contract documentation while the remaining 59.0% is explained by other factors. Also correction coefficient (R), using predictor contract relationship management, is that 40.2% (0.402 *100) variations in education sector service delivery are explained by contract relationship management while the remaining 59.8% is explained by other factors. Furthermore correction coefficient (R), using predictor contract monitoring, is that 9.6% (0.096 *100) variations in education sector service delivery are explained by contract monitoring while the remaining 90.4% is explained by other factors.

The study recommended that the central government should provide Masaka district local government with computers and modern software that can help in documentation of contract activities. This can help in improving the quality of the records kept, the district staff should be regularly trained on the use of modern fashioned book keeping methods. Also the district management should ensure that regular meetings are organized with contractors to discuss issues pertaining the contracts and also improve the working relationship between the two, ensure that service providers are paid on time so as to improve their morale in providing high quality services and on time and besensitized on the relevance of having good working relationship with the contractors as this can help in reducing the gap between the two parties. Furthermore the management of Masaka district should work hard to identify other factors other than increased monitoring if education sector service delivery is to be improved, such areas include; proper contract scheduling, contract records, evaluation and use of qualified personnel in contract management. The district management should also plan training of the staff. This may equip them with necessary qualification and competence necessary for improved education sector service delivery.

CHAPTER ONE

GENERAL INTRODUCTION

1.0 Introduction

The study focused on the effect of Contract Management and Education Sector Service Delivery in Local Governments of Uganda, a case of Masaka District Local Government (MDLG). Contract management was conceptualized as an independent variable whereas Education sector service delivery was conceived as the dependent variable. Contract management was measured in terms of: contract documentation, contract relationship management and contract monitoring while Education sector service delivery was measured in terms of timeliness, quality of services, and sustainability of education sector service delivery. This study perhaps checked on the level of education sector service delivery in local governments of Uganda.This chapter describes the background to the study. It also describes the statement of the problem, main objective of the study, specific objectives, research questions, scope of the study ,significance, justification, definitions of terms and concepts as well as the conceptual frame work of the study.

1.1 Background to the Study

Section 3 of the Public Procurement and Disposal of Public Assets Act (PPDA) No.1 of 2003 defines a Contract as an agreement between a procuring and disposing entity and a provider, resulting from the application of the appropriate and approved procurement or disposal procedures and proceedings as the case may be, concluded in pursuance of a bid award decision of a contracts committee or any other appropriate   authority.

Black's Law Dictionary defines a Contract as an agreement between two or more parties creating obligations that are enforceable or otherwise recognizable at law. Contract management is the active monitoring and control of the contract between the procuring and disposing entity and the contractor to ensure delivery of a cost effective and reliable service at an agreed standard and price (Davison and Sebastian 2009).

Historical records tend to support that the Evolution of Contract management has its roots as far back as Mesopotamia in 2250 BC with a simple type of contract law, which dealt with mainly the public and the governing ruler. The laws or contracts governed both public and private lives. Trade was prevalent thus leading to examples, which set the foundations of our modern day- to-day Supply Chain Management functions (Eileen Byrne-Halczyn2004).

In the united states, since the alleged failure of many Great Society social programs in 1960s,contracting out has become a significant delivery alternative to enhance efficiency and flexibility, in addition to producing other strategic benefits for federal agencies. Due to the philosophy of smaller government, the desire to make better working government, increasing concerns over tight budgets and growing demands for public services, government contracts with private and nonprofit organizations have rapidly increased in volume and extended to various service areas (Ni and Bretschneider 2007). Now the government relies enormously on external actors to produce the goods and services in diverse sectors such as national defense, social services, policing, health care, housing, and information technology (Behn and Kant 1999).

Contract management in India has developed alongside the evolution of Indian business over the past two and half decades. Until recently, across all sectors and industries, it was handled by a variety of departments, from supply chain management, commercial, procurement, planning to

legal. After the 1990's,it evolved into a broader role of enterprise risk management – but only recently, Contract management has come to be viewed as a potential source of revenue (Anupam 2015)**.**Among others, the review considered improved Contract documentation, Contract relationship and Contract monitoring.

Contract Management in Africa is an important activity in public procurement which covers all the activities performed by the Procuring Entity (PE) and the contractors upon signing the contract up to full discharge of the obligations. It is often an extremely controversial subject matter (Trepte 2011). This is especially the case in most countries where "the ability to exercise discretion in the award of government contracts has been a source of valued political patronage" and procurement has been "a means for the illicit transfer of funds from government to private hands" regardless of the laws (Patrick 2005). Regulation 121 of the Tanzania Public Procurement Act 2004 (PPA 2004) requires PEs to be responsible for the effective management of any procurement contract for goods, services or works which is undertaking in accordance with the terms of each contract. Despite the legal requirements the Controller and Auditor General (CAG) report of 2010 identified several weaknesses in the management of public procurement contracts for works. These included improper documentation and signing of contracts, contract relationship management, monitoring, lack of important contract information, inadequate quality assurance plans, liquidated damages were not applied for delayed works and completed works were not tested to ascertain whether they have attained the specifications required.

Local governments in Uganda were established even before colonization. The country's decentralization process has passed through various phases: the pre-colonial phase, the colonial phase, and the post-independence Local Governments (Lubanga 1996). The Post- independence Uganda experienced policy change from decentralization (1962-1966), centralization (1967-

1985) and then back to decentralization (1986) to present. The current phase of decentralization was institutionalized by the 1995 Constitution and the 1997 Local Governments Act which gave it a legal backing following a series of political and administrative commissions (Kritika, Pauland Goel 2010).

In Uganda, contract management has become a megatrend in many public entities especially as result of social accountability and increased demand for service delivery by citizens (Schiel2007). However, Dew (2008) observes that Contract management challenges in both public and private organizations are endemic in any contractual relationship due to lack of transparency and poor record keeping. Successful contract management and completion is often defined, as procurement of the right item, in the right quantity, for the right price, at the right time, with the right quality, from the right source (Thai 2004). He further contends that proper contract documentation, contract relationship and effective management and monitoring of contracts helps to improve the quality of goods and services and reduces procurement costs thus achieving three broad goals: quality products and services, timely delivery of products and services, and cost effectiveness (within budget).

Uganda spends over 55% of her budget on public procurement (PPDA2012). This is equivalent to Shs. 6,000 billion or $ 2.4 billion of the year 2012 government budget. Contract management is therefore central to achieving efficiency and effectiveness in education sector service delivery. It is a significant factor to achieve development projects; thus achievement of strategic outcomes (accountability of the government to public). Further, it is also essential in promotion of the private sector through the business opportunities availed to service providers through contract awards (PPDA 2012). Most of the problems of contract management are as a result of some of the problems within the procurement process.

Access to quality services in particular in the education sector has been recognized fundamental for economic development (World Bank 2003). However, in Uganda and other developing countries, education sector service delivery is often poor or nonexistent: schools are not open when they are supposed to be; teachers are frequently absent from schools and, when present, they spend a significant amount of time not serving the intended beneficiaries/children; learning materials, even when available, are not used, and public funds are stolen. Unfortunately, poor people suffer the most when the public schools do not deliver. Inadequateeducation sector service delivery is also reflected in poor results in terms ofeducation outcomes(UNESCO 2009).

Masaka District is one of the oldest districts in Uganda with many educational institutions including; primary and secondary schools as well as higher institutions of learning. At the local government level, Contract management is viewed as a strategic function working to improve the educational sector service delivery to the citizens. It is seen as helping to streamline processes, reduce operational losses and costs, and identifying better ways of improving the quality of services (PPDA 2012). However, one wonders whether this has not helped the local governments to improve educational sector service delivery and might be the cause of poor Education sector service delivery hence the study to investigate the effect of Contract Management on Education sector Service delivery in local governments of Uganda with particular interest in Masaka District Local Government is conducted.

1.2 Problem Statement

According to Errigde and Mcllroy, (2002), every transaction undertaken by local governments involves a contract whether explicitly agreed in writing or implicitly implied through actions. Most local governments in Uganda view Contract Management as a strategic function working to improve the educational sector service delivery to the citizens. It is seen as helping to streamline processes, reduce operational losses and costs, and identifying better ways of improving the quality of services (PPDA 2012).Masaka district local government has employed different methods like use of qualified and experienced staff in Contract Management (Masaka district strategic plan 2012-2017). Also the district enhanced provision of enough funding for contracts (District Budget 2013/14, 2014/15). The district has employed use of modern technologies and ensuring accountability with the aim of improving Education sector service delivery, but all in vein (PPDA 2014).

However, there is continuous report in Masaka district on declining Contract Management that has affected education sector service delivery. For example, most of newly constructed schools' roofs are licking and some latrines have developed cracks on the walls, such as Kikungwe Church of Uganda Primary School (Masaka District Report2015). Also the planned scholastic materials are not delivered in time (audit report 2013/2014). It was noted that some schools in the district are still using unqualified teachers to teach in primary schools (Ministry of Education Audit report 2013/2014). This might perhaps be a result of improper contract documentation, poor contract relationship management and poor contract monitoring. Unfortunately, poor people suffer the most when the public schools do not deliver. Inadequate education sector service delivery is also reflected in poor results in terms of education outcomes (UNESCO 2009). And

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yet much of the studies carried out in the district on contract management have not considered service delivery as the dependent variable. This has left the district in a crisis and if not solved education sector service delivery is most likely to keep reducing. This therefore created the need for the study to examine the effect Contract Management on Education Sector Service Delivery in Local Governments of Uganda, taking Masaka District as the case study.

1.3 Objectives of the Study

1.3.1 Main Objective

The Main objective of the study was to investigate the effect of Contract Management on Education sector Service Delivery in Local Governments of Uganda, a case study of Masaka District Local Government.

1.3.2 Specific Objectives

The Specific objectives of the study were as follows:

i.   To establish the effect of Contract documentation on education sector service delivery in Local Governments of Uganda.

ii.   To find out the effect of Contract relationship Management on education sector service delivery in Local Governments of Uganda.

iii. To determine the effect of Contract monitoring on education sector service delivery in Local Governments of Uganda.

1.4 Study Questions

The study was guided by the following research questions:

i.   What is the effect of Contract documentation on education sector service delivery in Local Governments of Uganda?

ii. What is effect of Contract relationship management on education sector service delivery in Local Governments of Uganda?

iii. What is the effect of contract monitoring on education sector service delivery in Local Governments of Uganda?

1.5 Scope of the Study

1.5.1 Content Scope

The content scope of the study was limited to Contract Management as the Independent Variable (IV) and Education Sector Service Delivery as the Dependent Variable (DV) in Local Governments of Uganda. The study focused on the three specific objectives of the study which included; the effect of Contract documentation, Contract relationship Management and contract monitoring on Education Sector Service Delivery. Education sector service delivery was measured in terms of timeliness, quality of services and sustainability of education sector service delivery.

1.5.2 Geographical Scope

The geographical scope of the study was Masaka District, considering the district headquarters only. Masaka District is bordered by Sembabule and Bukomansimbi Districts in the Northwest

and South East respectively, Kalungu in the North, Rakai and Lwengo in the South and West respectively, and Kalangala District in the East (Masaka District Annual Report, 2014). The researcher chose Masaka District Local Government because it is one of the districts in Uganda in which improperly managed contracts were reported(Masaka District Annual Report 2014).

1.5.3 Time Scope

The time scope for the study was limited to the years between 2010 to 2016. This time scope was preferred because Masaka district has been associated with high public outcry as regards to Education Sector Service Delivery.

1.6 Significance of the Study

These are the possibilities that the study might realize;

The study documented the relationship between Contract management and Education sector service delivery as well as compliance of local governments with the provisions of PPDA Act (2003) on Contract management. This calls for improved contract management that can in turn improve education sector service delivery in local governments of Uganda.

The study may provide information for policy makers in Local Governments and the relevant authorities to focus on improving contract documentation, contract relationship Management and contract monitoring in order to attain efficient and effective education sector service delivery.

The study highlighted the problems of Masaka District Local Government; this may enable Government at different levels to make strategic interventions as an urgent remedy since Masaka

District was a representation of the other Local Governments as they are faced with the same issues.

Academicians and scholars may use the study as a useful addition to the body of the available information on the effect of Contract Management on Education sector Service delivery.

The ministry of Education, Science, Technology and Sports may get to understand some of the issues faced by the district in delivering education services toschools such that recommendations and measures can be put in place before the situation worsens.

The study intended to make contribution through the findings which are useful sources of information for the organizations to review the areas which need improvements and enhance compliance to the Contract management system.

To the public procurement and disposal of public assets authority (PPDA), the findings of the study identified the gaps in procurement Contract Management and hence may guide the policy implementers identify ways of filling the gaps.

1.7. Justification of the Study

The Public Procurement and Disposal of Public Assets Act (2003) was enacted to enhance harmonization of the public procurement process. The Act (Statutory Instrument No. 10, 2003) was promulgated to ensure that administrative and institutional arrangements are undertaken for proper procurement process including Contract Management, across all public institutions. According to the World Bank, Public Procurement expenditure usually accounts for a high proportion of total expenditure averaging 70% in Uganda compared with a global average of 12-20% (Development Assistance Committee 2005, p. 18).There is therefore more to be done under

the current efforts albeit motivation for improvement to seek further capacity improvement to enhance performance in Contract Management in comparison with other themes for the procurement assessment.

The study was therefore aimed at examining the effect of Contract management on Education sector service delivery in Local Governments of Uganda specifically Masaka District Local Government.

The Contract Management process as a strategic phase in the procurement cycle was used to develop strategies to build capacity of the education sector plan for effective and efficient implementation of the Public Procurement and Disposal of Public Assets Act, (2003).

Findings from this study may useful for other local government institutions to build the capacity of their education sectors on the Contract Management process.

1.8 Definitions of Key Terms and Concepts

A contract is a legally binding agreement between two or more people or companies (called 'the parties') (Basingstoke and Deane 2013).Section 3 of the Public Procurement and Disposal of Public Assets Act (PPDA) No.1 of 2003 defines a contract as an agreement between a procuring and disposing entity and a provider, resulting from the application of the appropriate and approved procurement or disposal procedures and proceedings as the case may be, concluded in pursuance of a bid award decision of a contracts committee or any other appropriate   authority.

A legal framework is a set of rules, procedural steps, or test, often established through precedent in the common law, through which judgments can be determined in a given legal case.

A government Policy describes any course of action which intends to change a certain situation.

Contract Documentation refers to all documents which when combined form a basis of the contract, including all pre-tender, tender and contractual documentation (Errigde and Mcllroy 2002).

Contract Management is the active monitoring and control of the contract between the procuring and disposing entity and the contractor to ensure delivery of a cost effective and reliable service at an agreed standard and price (Davison and Sebastian 2009).

Contract Monitoring is a regular process of evaluating agency performance based on measurable service deliverables and verifying agency compliance with the terms and conditions in the contract within the County (Davison and Wright 2004)

Relationship Management is a strategy in which a continuous level of engagement is maintained between an organization and its audience. Relationship management can be between a business and its customers (customer relationship management) or between a business and other businesses.

Contract Relationship Management keeps the relationship between the two parties open and constructive, aiming to resolve or ease tensions and identify problems early. (Donaghy2011)

Economic stability refers to an absence of excessive fluctuations in the macro-economy (Borio 2005)

Education Sector Service Delivery is the distribution of basic education services of high quality at the right time (Caseley 2003).

Educationis the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits (Amin, Samia and Nazmul Chaudhury 2008).

Local government is an administrative body for a small geographical area, such as a city, town, county, or state (Omori andOhsugi2004).

Quality of service is the degree to which a provided activity promotes customer satisfaction

(Ferguson and Huston 2008).

Service is an economic activity in which an immaterial exchange of value occurs (Besley, Timothy and Maitreesh Ghatac 2006)

Service delivery is the distribution of basic resources to citizens at the right time, of good quality and which are cost effective, such as like water, electricity, sanitation, education, health, infrastructure, land, and housing (Caseley2003)

Sustainability is defined as a socio-ecological process characterized by the pursuit of a common ideal (Cartwright and Craig 2006).

Timeliness means providing a service at an appropriate or opportune moment in time (Aktas, Rabia and Kargin 2011)

1.9 Conceptual Framework

A conceptual framework is an analytical tool used to make conceptual distinctions and organize ideas. A strong conceptual framework captures something real in a way that is easy to apply. Brown and Potoski (2003a) noted that Contract documentation enhances vigilance on the past performance of a contractor, which helps in the sourcing of competent and financially stable contractors, thus ensuring quality of service delivery. Keeping the relationship between the contractor and the client open and constructive helps in resolving or easing tensions and

identifying issues early, this promotes service delivery. Contract monitoring improves program performance through early identification of questions and issue resolution; identify potential problems that may require additional scrutiny; evaluate agency performance controls to ensure that there is a reliable basis for validating service deliverables, and to ensure that financial documentation is adequate and accurate so that costs will not be questioned later on.

Figure 1.Conceptual Frame work of the Effect of Contract Management on Education Sector Service Delivery

Independent Variable (IV)   **Dependent Variable (DV)**

Contract Management	**Education Sector Service delivery**
• Contract documentation	• Timeliness
• Contract relationship management	• Quality of services
• Contract monitoring	• Sustainability

Moderating Variables

• Government Policies
• Economic Stability
• Legal Framework
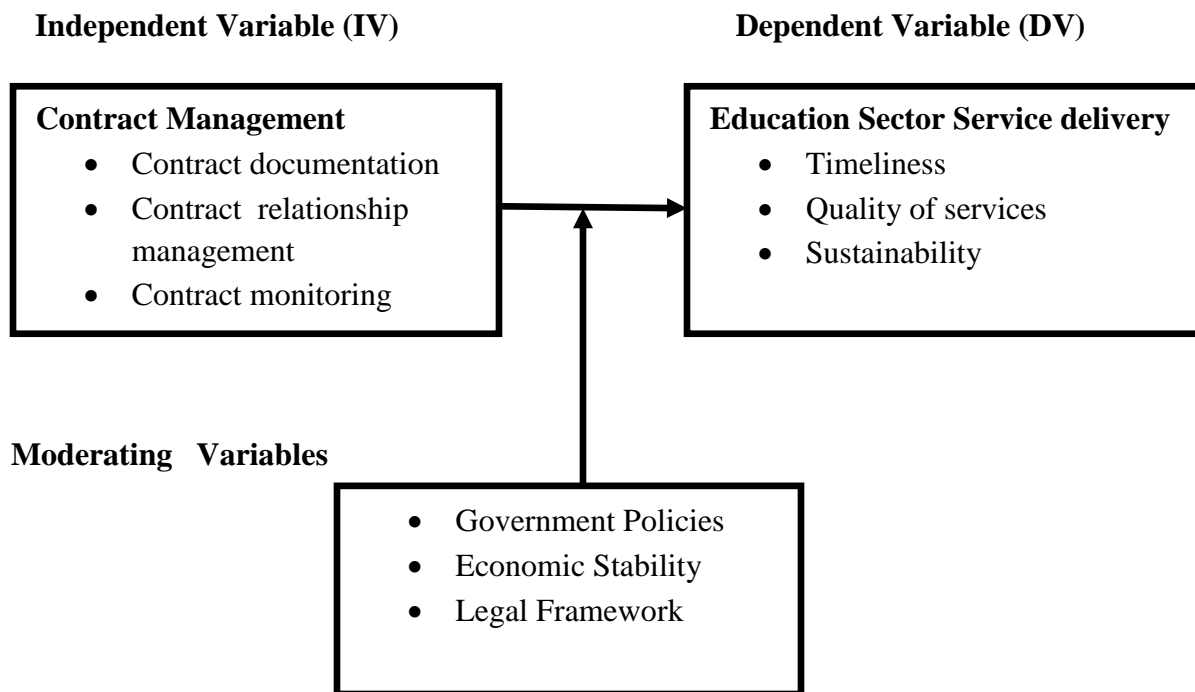
Source: Brown and Potoski (2003a)

The conceptual framework above shows the effect of the independent variable, which is 'Contract management', on 'Education sector service delivery' as the dependent variable. Contract management is reflected in terms of contract documentation, contract relationship

management and contract Monitoring. On the other hand, education sector service delivery is measured by the quality of services, timeliness and sustainability.

With contract management, parties are expected to fulfil their duties and obligations in order to achieve the intended goals and objectives. As conceptualised in figure 1, Contract relationship between the parties and contract documentation and monitoring are vital dimensions and thus the way they are undertaken determines how education sector service delivery within the Local Government will be affected. Thus, sustainability, quality of services and timely execution and completion of contracts will depend on how well these dimensions are handled. The relationships among the above dimensions that are involved during contract management and education sector service delivery play an important role. Clear relationship results into less friction and disputes among the parties involved hence the likelihood in achieving the intended objectives.

However, the effect of Contract Management on education sector service delivery may not be realised as expected if some other players are not involved. Therefore, moderating variables in form of economic stability, government policies and legal framework such as Local Government regulations and Acts (local government regulations, 2006 and PPDA, 2003; 2014 as amended) are equally important. Local Governments are expected to follow these regulations and acts for guidance in proper execution of their duties. The above conceptual framework is in line with Davison and Sebastian (2009) who postulates that contract management involves active monitoring and control of the contract between the procuring and disposing entity and the contractor to ensure delivery of a cost effective and reliable service at an agreed standard and price. Good contract management practices improve on the quality of services delivered and the reverse is true.

1.10 Conclusion

This chapter tried to elaborate on what the study is generally about. Thus it highlighted the background that drew the researcher's attention in regard to Contract management and Education sector service delivery. The magnitude of the gap in reference to Masaka District Local Government was also clearly identified to determine if there was a need for the study to be carried out. A clear effect of the independent variable on the dependent variable was also explained through the conceptual framework. Contract management was measured as: contract documentation, contract relationship Management and contract monitoring while education sector service delivery was measured in terms of timeliness, quality, and sustainability. The next chapter discusses the theoretical frame work, review of the main concepts, actual literature review and summary of the literature review related with the three study objectives.

CHAPTER TWO

LITERATURE REVIEW

2.0   Introduction

The phenomenon of Contract Management and Education Sector Service Delivery has for a long time attracted the attention of academicians, literary people, Education practitioners, researchers, the international community and policy makers. Over the years, literature concerning this subject has accumulated. While many studies have been conducted, a few have had concern with Sub-Saharan Africa.This chapter presents the review of the literature related to the study from the previous studies carried out by various scholars. Theoretical perspectives related to this topic have also been reviewed and are presented in this chapter. The review was made in reference to the study objectives which include; establishing the effect of contract documentation on education sector service delivery, finding out the effect of contract relationship Management on education sector service delivery and determining the effect of contract monitoring on education sector service delivery.

2.1. Theoretical Review

A theoretical framework is important to any study because of the role it plays in promoting an understanding of the factors that may influence or are related to the identified problem. In view of this fact, this study adopted theories to explain the phenomenon of Contract management and Education Sector Service Delivery.

2.1.1 Stewardship Theory by Donaldson and Davis in (1991)

The study was guided by stewardship theory developed by Donaldson and Davis in (1991).The theory argues that in the modern corporation, in which shared ownership is widely held, managerial actions depart from those required to maximize shareholder returns (Pratt and Zeckhauser 1985). In Stewardship theory terms, the owners are principals and the managers are agents and there is an agency loss which is the extent to which returns to the residual claimants, the owners fall below what they would be if the principals, the owners exercised direct control of the corporation (Jensen and Mackling 1976).

Stewardship theory specifies mechanisms which reduce agency loss (Eisenhardt 1989). These include incentive schemes for managers which reward them financially for maximizing shareholder interests. Such schemes typically include plans whereby senior executives obtain shares, perhaps at a reduced price, thus aligning financial interests of executives with those of shareholders (Jensen and Meckling 1976).Other similar schemes tie executive compensation and levels of benefits to shareholders' returns and have part of executive compensation deferred to the future to reward long-run value maximization of the corporation and deter short-run executive action which harms corporate value. In relation to this study, government is the principal whereas the district leaders and contractors are agents. As stewardship theory specifies mechanisms which reduce agency loss, agents (Masaka District Local Government Management) should emphasize proper contract management to improve education sector service delivery. Davis, Schoorman and Donaldson(1997) supported stewardship theory as it suggests that the steward's behavior is organization centered, seeking to improve organizational

performance by satisfying the principals. It is centrally concerned with identifying the situations in which the interests of the principal and the steward are aligned.

However, Shane and Venkatara man, (2000) criticized the theory that the steward's utility is maximized when his or her goals are aligned with those of the principal.

This theory applies to the study because the principal is the central government that provides funds for education services whereas the agents are the district workers and contractors. This implies that district workers and contractors are employed by the citizens to ensure maximum utilization of resources which can lead to effective service delivery. This makes stewardship the leading theory for the study because the researcher will find out whether the relationship between the principle and agent helps in ensuring effective education sector service delivery.

2.1.2 Goal Setting Theory by Latham and Locke (2002)

This study was mainly guided by the goal-setting theory by Latham and Locke (2002) as cited in Kyakulumbye (2013). This highlights mechanisms that connect goals to performance outcomes, direct attention to priorities, and focused mind and efforts. Goal setting theory challenges revenue administrators to bring their knowledge and skills to bear and to increase their chances of increasing revenue collected. The more challenging the goal, the more people will draw on their full repertoire of skills (Locke and Latham 2002). The theory emphasizes goal setting and encouragement of decision rights as a basis for service delivery. The theory observes that taking responsibility for results requires that Contract Managers are given the opportunity to influence their results favorably and have the freedom to take action.

Locke, (1968) supported the theory noting that when the employee is involved in the goal setting process, he takes a personal interest in achieving that goal. The emotional involvement becomes a strong motivator and can help the employee reach his goals and realize greater education sector service delivery within the district. Latham, (2004) criticized the theory noting that when two separate goals are set at the same time, exerting too much focus on one may make it difficult to achieve the other. He further noted that employees may focus so intently on their goals that they will ignore other aspects of their job.

However, this study used the stewardship theory developed by Donaldson and Davis in 1991 which brings together the principal and the agents. The principal is the central government whereas the agents are the district workers and contractors. The central government has a major obligation of providing funds for contract management and other district activities whereas the agents have to ensure maximum utilization of resources which can lead to effective education sector service delivery. This qualifies stewardship the leading theory for the study because the researcher will find out whether the relationship between the principle and agent helps in ensuring effective education sector service delivery.

2.2. Review of the Main Concepts of the Study

2.2.1 Contact Management

Contract Management is the process that enables both parties to a contract meet their obligations in order to achieve the objectives required from the contract. Contract Management is one of the Post Contract award processes that if not handled well can greatly have negative impact on both the providers/contractors and the buying organization (Amagoh2009) . According to Palmer,

(2000), the contract management process ensures that the suppliers' performance meets contractual requirements and the buyer performs according to the terms of a contract. On large projects with multiple components (products and services), project administration is concerned with managing the interfaces among the various providers.

As cited by Industry Capability Network (ICN) (2009) and CBI (2006), Contract Management is the last phase of the procurement life cycle where the output of the procurement project occurs, that is, the delivery of the specified goods, services or works. From the supplier's perspective, this phase is important because its performance may have an influence on whether future business will be won or lost. The performance in this case is in terms of delivering the required specified goods, service or works in full, on time and also the relationship it builds with the entity and the added value it delivers. The official journal of the European Union (2012), found out that contract management is vital because it is a legal requirement for all open tendering process for all public sector contracts. Hence, good contract management is essential for good financial management and will contribute greatly to the effectiveness and efficiency of service delivery.

 ICN (2009) reported that Contract Management phase of the procurement cycle starts after the award of contract. Effectiveness of contract management will depend on how thorough the earlier steps in the procurement cycle were completed. Regulation 258(1) of the PPDA Act (2010) provided that the contract management covers the process from contract signing to contract completion. Goo et al. (2009) acknowledged the contractual elements as foundation, change management, and governance characteristics. Donaghy (2011) and OGC (2006) suggested that contract management consists of a range of activities and practices that are carried

out together to keep the arrangement between the customer and provider running smoothly. They can be broadly grouped into three areas; Service delivery management, Relationship management and Contract administration

Taylor (2009) declared that after contract has been awarded, sufficient resources and management support should be available for successful contract management. According to Bitsch, Buchner and Kaserer (2010), the key elements considered as part of good contract management practice include; contract mobilization, contract administration and record keeping, performance assessment, contract monitoring, negotiating contract, managing contract disputes, ethical business , reduced conflict of interest and contract completion.

2.2.2 Education Sector Service Delivery

Education Sector Service Delivery is the distribution of basic education services of high quality at the right time (Caseley 2003). The Education Sector Service Delivery comprises of establishments that provide instruction and training in a wide variety of subjects. This instruction and training is provided by specialized establishments, such as schools, colleges, universities, and training centers. These establishments are not operated for profit, or they may be publicly owned and operated. They may also offer food and/or accommodation services to their students (Hanushek and Ludger 2007).

According to Glewwe and Kremer, (2008), educational services are usually delivered by teachers or instructors, who explain, tell, demonstrate, supervise, and direct learning. Instruction is imparted in diverse settings, such as educational institutions, the workplace, or the home, and through diverse means, such as correspondence, television, the Internet, or other electronic and

distance-learning methods. The training provided by these establishments may include the use of simulators and simulation methods.

Education sector service delivery outcomes are determined by the interplay of government, providers and citizens. In particular, education outcomes are the results of the interaction between various actors involved in the multi-step service delivery systems and depend on characteristics and behavior of individuals and households. With education sector service delivery , quality is contingent foremost on what happens in consultation rooms and in classrooms, a combination of various basic elements have to be present in order for quality services to be accessible and produced by teachers at the frontline, which all depend on the overall service delivery system and supply chain. Adequate financing, infrastructure, human resources, material and equipment have to be available for service delivery at the frontline, as well as proper institutions and governance structure to provide adequate incentives to the service providers. The availability of these essential elements and institutions are a function of the efficiency of the entire service delivery system (Tessa et al., 2010).

2.3 Empirical Review

2.3.1 Contract Documentation and Education Sector Service Delivery

According to Errigde and Mcllroy, (2002), Contract Documentation is the process of combining all documents which, when combined, forms the basis of the contract, including all pre-tender, tender and contractual documentation. Contract documentation provides sufficient information to be able to complete the building works and meets the service delivery requirements. According to Holt, Olomoaiye and Harris, (2006), the documents that make up the contract documentation

include: contract – the binding document or agreement between the contractor and the owner, contract conditions – defines the legal rights and obligations, special contract conditions – special conditions that are an extension of the general conditions, bill of quantities – a list of materials, parts and labor (and their costs) that are included in the contract, drawings – the architectural and structural plans of the building, specifications – sets out the technical requirements of the work.

Most of the problems of contract management are a result of some of the problems within the procurement process. According to Amagoh, (2009), if Contract documentation is not done right, then chances of choosing a poor contractor are very high. More still, Amagoh, (2009) argues that contract documentation enhance vigilance on the past performance of a contractor, which helps in the sourcing of competent and financially stable contractors, thus ensuring quality of service delivery. Furthermore, Alexander, (2009) argue that poor contract documentation may cause delays in funding the procurement disposal entities from local government, which may greatly affects education sector service delivery.

Proper contract documentation involves signing of a contract that clearly shows the deliverables and the time scope when they should be delivered. In Uganda, the process of proper contract documentation is not well managed, this has resulted into many people signing contracts that they do not understand properly, hence failure to deliver as agreed in the contract as well as lack of quality services delivered at the end of the contract cycle (Basheka2008).

According to Brown & Potoski, (2003a), effective contract documentation may involve document automation or document assembly which involves design of systems and workflows that assist in the creation of electronic documents. More still, Palmer et al, (2000) reveal that

document automation is used to edit all conditional text, variable text and data contained within a set of document which increases efficiency and effectiveness in records management. This results into effective monitoring of the different contents of the contract thus ensuring improved quality and effective service delivery.Since document automation allows companies to minimize data entry, reduces time spent on proof reading as well as risks associated with human error, it is thus one of the most recommended ways of contract documentation in this modern era of ICT and improved technology. Furthermore, from a report on Kenya vision 2030 (2013) it is argued that time and financial savings due to decreased paper handling, document loading, storage, distribution, postage/shipping, faxes, telephone and wastage makes document automation key towards improved service delivery most especially in public administration structures like local government. However, in Uganda, contract documentation involves use of the old fashioned book keeping methods, the use of computer and modern software like automation only exist in a few companies (Basheka2008), this affect the process of contract management.

Since contract management spans through all levels of the procurement process, proper documentation at all stages including the initial stages of planning and contract management can result into effective and quality service delivery (Cooper 2003). In public procurement, service delivery is concerned with meeting fully the deliverables that were agreed upon in the contract, the levels of performance as per the contract, and quality. Changes can affect the performance of the contract.

According to Brown and Potoski (2003a), maintaining up to date contract documents is an important activity that helps to ensure efficiency in service delivery. Contracts are far from simple documents and contract management is no longer limited to managing documents but

managing the life cycle of contracts with distinct phases and building blocks. This implies that proper documentation is one of the quality management control point if the organization is to achieve quality service delivery from the contractors. The procurement department in Uganda's local government is still having people who are not well versed with the different levels of procurement process and how proper documentation of each process may affect service delivery (PPDA 2014). Also, corruption is affecting the whole process of procurement mainly in government institutions, this is why contract documentation is not well done, which eventually affect service delivery.

In Uganda, there are very few records kept by the government entities regarding the contract management process (PPDA report 2010). Contract documentation between entities reduces errors in the contract, without proper documents, contracts go on with insufficient grounds which results into poor service delivery (World Bank 2011). Poor contract documentation results into some payments being made with un-completed work since there is no supportive documentation. Payments are sometimes made without contracts or for non-performing contracts. This situation happens in many public and private institutions in Uganda. The current study aimed at addressing the gaps that exist in the procurement process due to poor documentation.

According to Amagoh, (2009), it is important to track critical elements throughout the life of the contract in order to improve effectiveness in delivery of services as well as ensuring contract monitoring. Brown and Potoski (2003a) state that use of traceability table ensures that the contract is being completed in a way that satisfies the needs of the organization. According to Errigde and Mcllroy (2002), organizations and public bodies should utilize a number of

innovations that improve contract documentation in order to make the process of procurement management a success.

In cases of information asymmetry when agents (contractors) have more information about their activities and performance than the contracting organization does, the agent can inaccurately report high performance to the principal. When risks of agent opportunism are high, the contracting organization must engage in more pre-contract preparation and post-contract oversight, a condition that brings high transaction costs (Amagoh2009). In competitive markets, proper contract documentation provides organizations with information about trade-offs among service quality, quantity and price in the initial and subsequent bidding processes (Errigde and Mcllroy 2002). In the absence of a proper documentation, a contracting organization may find it difficult to determine whether the prices and service quality offered by the agent are reasonable because it cannot weigh one bid against the other (Davison and Wright 2004). This means that absence of proper documentation is key towards service delivery performance.

Most of the studies reviewed have highlighted poor contract documentation in Uganda. This implies that contract documentation is not emphasized in the process of procurement and contract management which is assumed to have resulted into poor service delivery in public institutions and in some private institutions. If managers improve the documentation process, contract management and the quality of service delivery strongly improve. However, the literature does not clearly show how contract documentation may be done and how it may affect service delivery if poorly done. Basing on the above facts, the study examined contract documentation in Uganda, using Masaka district as a case study.

2.3.2 Contract Relationship Management and Education Sector Service Delivery.

According to Patterson (2005), Contract Relationship Management involves ensuring good communication between the contractor and the client based on mutual respect, trust, understanding, openness and accountability. Keeping the relationship between the contractor and the client open and constructive helps in resolving or easing tensions and identifying issues early, this promotes service delivery.

Contract relationship Management begins as soon as the contracting process begins, from the invitation of proposals, to proposal evaluation, award and implementation of contract up to closure of the contract (Davison and Wright 2004).According to Davison and Sebastian (2009), relationship management underpins overall success of contract management. According to Basingstoke and Deane, (2013), good contractual relationship between the contracting parties provides a firm foundation for the success of the contract that is being executed. The positive relationship between the contractor and the acquiring entity results into smooth flow of the contract activities, therefore ensuring successful contract execution. In the same line, Cooper, (2003) argues that it is important to establish and maintain a constructive relationship and regular communication between the contracting parties. This positive relationship involves providing positive and constructive feedback, ensuring that payments are done without delays as well as listening to the contractor, identifying any problems, and addressing them promptly in time. This ensures a higher degree of contract performance and service delivery.

According to Davison and Wright (2004), for contracts involving provision of consultancy services that extend over a reasonable period of time, it is better for both contracting entities to adopt a structured approach that involve constant meetings in managing their contractual

relationship in order to achieve maximum and effective service delivery. In such contracts the management of the relationship with the contractor could consist of day-to-day discussions and interactions between the contractor, the contract manager and relevant entity staff; and formal meetings at pre-determined intervals with nominated personnel from both the acquiring agency and the contractor.

According to Amagoh (2009), poor relationship management results into court disputes. In the same line, Broomberg (1997), argue that contract management is strongly constrained by dispute resolution by the courts which is costly and unreliable. In that event, private ordering efforts are required to support governance structures, thereby mitigating prospective contractual impasses and breakdowns which may have merit. Private ordering efforts to craft governance structure supports contractual relations during the contract implementation interval thus making their manifestation vital. However, not only do alternative modes of governance differ in kind, but each generic mode of governance is defined by an internally consistent syndrome of attributes which is to say that each mode of governance possesses distinctive strengths and weaknesses.

Contract relationship should be managed in a professional manner and be based on cooperation and understanding in a legal framework, taking into account the need for probity and ethical behavior (Holt, Olomoaiye and Harris, (2006). According to PPDA (2014), the overall performance of central government entities in Uganda during the 2012/2013 financial year was rated at 0% (highly satisfactory), 42% (satisfactory), 25 %(moderately satisfactory), 25% (unsatisfactory) and 8% (highly unsatisfactory). PPDA (2014) further reveals that such performance was partly due poor Contract Relationship Management between the contracting parties. Works procurement contracts have high values than the supplies and services contracts and account for a significant portion of the national budget. Reports indicate that the work

related contracts are the poorest performing contracts (PPDA 2014). During the 2013/2014 financial year, the Ministry of Works and Transport took 478 days to process a procurement deal from initiation to publication of the best evaluated bidder (Errigde and Mcllroy 2002). This was not in line with the legal requirements as per the above mentioned procurement deal. Timeliness in the procurement process is one of the key issues that impact on service delivery. This implies that both parties involved in the contract should respect the time frame of the contract in order to achieve a win-win situation.

According to UNRA (2014), open bidding for works and services may take up to 9-15 months including Government and Donor approvals, while open bidding through Expression of Interest/Prequalification for works and services may take up to 15-24 months including government and donor approvals. The report indicates a variance of 122% and 136.9% in contract price above the estimated prices for the Insurance Regulatory Authority and National Agricultural Advisory Services respectively. Contract variations are common with works contracts, like in referral hospitals where 8% of the contracts were varied (PPDA report 2013) while the rest is still following the equivalent of old-school contracting, where there is no concrete contracting strategy and limited visibility or understanding of key contract issues. The most common behaviors of such outdated contracting method are the excessive manual work and disorganized contract repository. According to PPDA (2014), it is clearly stated that open – international bidding should take 30 working days whereas the open-domestic bidding should take only 20 working days.

In cases of problems or changes, Contract Management teams are often in the dark of the causes and mainly rely on overly detailed and rushed manual work for information. Time delays in

contracting process are a bleach of contract, the different parties involved in a contract should therefore appreciate that additional charges are justified for such inconveniences. Therefore, time variance, price variance and any other form of deviation from the working guidelines of a contract calls for legal charges and costs are met by the failing party in the procurement process.

However much contract relationship management is essential towards service delivery, a number of researchers never looked into how it improves service delivery. More still, there is no clear evidence that there has been a study regarding Contract Relationship Management and Education Sector Service Delivery in Masaka District Local Government.

2.3.3 Contract Monitoring and Education Sector Service Delivery.

According to Davison and Sebastian, (2009), contract monitoring is a regular process of evaluating agency performance based on measurable service deliverables and verifying agency compliance with the terms and conditions in the contract with the County. Contract monitoring improves program performance through early identification of questions and issue resolution; identify potential problems that may require additional scrutiny; evaluate agency performance controls to ensure there is a reliable basis for validating service deliverables, and to assure that financial documentation is adequate and accurate so that costs will not be questioned later on.

As contracting out for education sector service delivery is increasingly seen as a strategy to increase efficiency and improve quality in service delivery by governments, the role of the public sector in setting performance objectives and monitoring contracts has become instrumental in the success of contracting. Given the importance of contractor monitoring, the public sector needs the capacity to choose indicators and measure contract performance.

Contracting for service delivery is not a solution to weak public sector management; rather it places new demands upon government managers, which, although distinct from direct service provision, require management and supervisory skills. As seen in the case of other nations, governments need to develop systematic monitoring and evaluation systems as well as strengthen the skills of public sector managers to accurately monitor contracts and check performance (Mills 1997).

In order for contract implementation to meet the objectives of the contract, the contract needs to specify how performance will be monitored, including specification of target indicators, as well as how contractor payment will be affected by performance (England 2004). Both the literature and experience on monitoring of contract performance in developing countries is scarce (Palmer et al 2000). There is a tendency on the part of the purchaser to neglect construction of systematic contract performance measures. Experience has shown, in many developing countries, a trend towards public sector contracting-out for services as a response to ineffective public sector capacity to deliver those same services. This may be one of the reasons why public sector purchasers generally neglect to incorporate performance measures into service contracts.

Research on contracting of education sector service delivery has shown that monitoring of contractor performance is frequently non-existent or poorly done. For instance, in research conducted in Bombay, Papua New Guinea, South Africa, Thailand and Zimbabwe (Mills 1998), the responsibility for supervision and monitoring of contract performance was not clearly defined in the contract by the education sector authorities. In a review of contracting experiences for education sector services in developing countries, Millsstates that contract terms rarely include sufficient specifications or allocation of responsibilities to allow contract monitoring (Mills

1997). Results of a 1995 evaluation of South Africa's experience in contracting with for profit contractors for education sector services found limited specification of contractor obligations and a lack of detail on how performance would be monitored or penalties applied for underperformance. This evaluation demonstrated that these deficiencies resulted in an inefficient use of public resources (Broomberg 1997). The more highly specified the contract in terms of performance expectations and monitoring, the less the risk to the purchaser.

Once a baseline is determined, the government will have something against which to measure contract performance. It is therefore essential that the government assess planned gains in service provision, expansion of coverage or potential savings prior to entering into contract negotiation and determining contract performance criteria. Knowles and Leighton (1997) contend that prior to determining which indicators should be used to measure education sector performance; authorities need to hold an internal discussion as to what indicators will be used to measure progress, and what criteria will be used to evaluate each indicator (Knowles and Leighton 1997). Once criteria are set, each of the criteria should be weighted in order to determine their importance to the overall indicator.

Indicators must be objective, quantifiable, easy to measure (That is; lower administrative burden on the purchaser), and measure results or processes that the contractor can directly influence. Performance indicators should be directly related to the purchaser's contracting objectives. So prior to determining which indicators should be monitored, the purchaser must determine what its objectives are for entering into the contract, for instance to increase efficiency, improve quality of care, increase coverage to target populations, and others. If the public sector motivation (objective) for contracting is to reduce expenditures and cut costs, then in order to

effectively evaluate progress against this objective, data need to be available on actual costs of direct government service delivery both prior to contracting out and during contract evaluation. Likewise, if the purchaser's main objective for contracting out is to increase the quality of care provided to target populations or to increase coverage of particular services to target populations, then data are needed so as to construct appropriate indicators for measuring quality of care and coverage, and on the pre-contract status of each indicator (Davison and Sebastian 2009).

Though some studies have been done on contract monitoring and service delivery, the information is still scanty and literature is very limited. Most of the studies have been done from outside countries and therefore making it unclear whether the findings applies in Uganda's situation particularly Masaka District.

2.4 Conclusion

According to the literature, contract management involving proper contract documentation, contract relationship management and contract monitoring leads to good education sector service delivery. A number of studies have been done on the relationship between Contract Management and Education Sector Service Delivery as given in the literature. However most of these studies have been general and no study has specifically considered the education sector and particularly in Masaka district. This therefore leaves a gap for more research.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter provides a description of research methodology that was employed in this study. It consists of the research design, area of study, study population, sample size, sampling techniques, data sources, data collection methods and instruments, quality control methods, data management and analysis, ethical considerations, study limitations and the conclusion.

3.1 Research Design

The research employed a case study research design that used both quantitative and qualitative approaches. The Case study made a thorough examination on how contract management affects education sector service delivery in local government, specifically Masaka district. According to Mugenda and Mugenda (1999), a case study research design is used because of its in-depth investigation of an individual, group, institution and makes detailed examination of a single subject. Rowley, (2002) noted that a case study is widely used because it provides insights that cannot be achieved by other approaches. It permits marriage of diverse techniques within the same study. In addition, it helps to generate new understandings, explanations or hypotheses about the problem.

Both qualitative and quantitative methods were used in order to reduce bias. Qualitative approach was helpful in interpreting people's opinions, perceptions about contract management and education sector service delivery using interviews. The qualitative data also gave narrative and descriptive information that explained and gave deeper understanding and insight into a

problem as suggested by Amin, (2005). On the other hand quantitative approach was used because of its flexibility form of multiple scale and indices focused on the same construct which allowed many responses from different respondents (Ahunja 2005).

3.2Area of Study

The study was carried out from Masaka District headquarters. Masaka District is one of the oldest districts located in central Uganda, 125kms from Kampala the Capital City of Uganda on Mbarara- Kabale road. The researcher choose this district for study purposes because it had a number of education sector service delivery challenges that could perhaps be a result of poor contract management.

3.3. Study Population

The study was conducted at Masaka district local government headquarters focusing on staff members of the district and political leaders. The district has a total of 89staff members who consist of 7 heads of departments (Administration, Audit, Finance, Planning, Education, Production and Marketing and Procurement) and 82staffmembers (senior managers, managers and clerks). The political leaders consist of 3district political heads(Chairman LCV, RDC and assistant RDC) and 48Councilors(Human Resource Records 2016).

3.4 Sampling Procedures

3.4.1 Sample size and Selection

Sekaran, (2003) identified that, sampling is the process of choosing the research units of the target population, which are to be included in the study. A sample size of 103 respondents was

selected out the population of 140 from the district for the study. The sample size consisted of 7 heads of departments, 57 staff members (senior managers, managers and clerks), 3district political heads and 36 councilors. The sample size was determined using Morgan and Krejcie table (1970) as given by Amin (2005) (Appendix III)

Table 3.1: Showing Category, Population, Sample size and Sampling technique.

SN	Category	Population	Sample size	Sampling technique
1	Heads of department	7	7	Purposive sampling
2	Staff members(Senior managers, managers and clerks)	82	57	Simple random sampling
3	Political heads	3	3	Purposive sampling
4	Councilors	48	36	Simple random sampling
	Total	**140**	**103**	

3.4.2 Sampling Techniques

The study used both probabilistic and non-probabilistic techniques. These included simple random and purposive sampling techniques. A simple random sample is a subset of a statistical population in which each member of the subset has an equal probability of being chosen. A simple random sample is meant to be an unbiased representation of a group. Simple random sampling was used for the study because it is considered a fair way of selecting a sample from a given population since every member is given equal opportunities of being selected.

Purposive sampling was used for selecting heads of departments and Political heads. This was preferred by the researcher because ;it excludes people who are unsuitable for the study and remain with the most suitable candidates , it is less time consuming, reduces the costs for carrying out the sampling project, the results of purposeful sampling are usually expected to be more accurate than those achieved with an alternative form of sampling.

3.5 Data Sources

The study used primary data from the respondents using both questionnaires and interview guides. Secondary sources of data were also used in order to attain more insight of the gaps within the literature on what different authors had put forward.

3.6   Data Collection Methods

3.6.1   Questionnaire Survey

In this study, a questionnaire was used as a major instrument for data collection. It was advantageous in that it collected data from a relatively large number of respondents from their natural setting, cheap and saved time. The questionnaire method involved use of a set of questions printed in a logical order (Kothari 1984); (Mugenda and Mugenda 1999). This enabled the respondents to freely express their views on contract management and education sector service delivery as the key variable of the study.

The method also allowed the respondents to record what they felt, thought and believed was true or false. The questions were close ended to facilitate administration and analysis (Mugenda and Mugenda 1999).

3.6.2   Interviews

In circumstances where the questionnaires could not generate sufficient information, the interview method that comprised of personal (face to face) interviews with key individuals considered to have the necessary information relevant to objectives of the study were applied using interview guides. Structured interviews with a set of pre - determined questions and

standardized recording as constructed in the interview guide were used. This method has an advantage of providing in depth data which cannot be got using the questionnaire (Mugenda and Mugenda 1999).

3.6.3 Documentary Review

The study reviewed Contract management documents. The study also used a review of existing literature related to the study problem and variables in form of reports, published and unpublished research, journals, electronic journals, websites and databases to gain more information on the study problem. Sekaran (2003) classifies these documents as secondary sources of data collection method and asserts that this method saves time and reduces the cost of gathering information.

3.7 Data Collection Instruments

The study used both primary and secondary sources. Primary data is the original data that was collected for the first time, which was specifically collected for the problem under study.

The researcher also used secondary sources of data. This enabled comparability of secondary data that was available with responses from the primary data gathered in order to derive a meaningful and objective interpretation of the findings. Data collection instruments that were used included; questionnaires and interview guides.

3.7.1 Questionnaire

This consisted of the questions which the respondent answered. According to Mugenda and Mugenda (1999), a standard questionnaire contains a list of possible alternatives from which respondents select the answer that best suits the situation. Structured and unstructured questions

gave the respondents a degree of freedom to bring out some information in detail due to the open ended nature of some questions.

It accommodated a wide range of close-ended questions giving room to cover more areas of interest as far as desired data was concerned.

Self-administered questionnaires were filled by respondents that were selected to participate in the study and were hand delivered by the researcher to avoid inconveniences and delays.

3.7.2 Interview Guide

To supplement the data from self-administered questionnaires, an interview guide was used to key respondents who were the heads of departments and district political heads. This was used in face-to-face interviews intending to have in-depth of contract documentation, contract monitoring, and contract relationship management and education sector service delivery. This was used because it is flexible in terms of adapting, adopting and changing the questions as the research proceeds.

3.7.3 Documentary Review Checklist

The researcher used this instrument in order to capture secondary data and first-hand information relevant to the study. These documents helped the researcher by revealing the level of contract management practices on education sector service delivery in Masaka District Local Government through a review of the analysis reports, minutes of meetings and other archival or file records.

3.8 Quality Control Methods

3.8.1 Data Validity

McMillan & Schumacher (2006) stated that validity refers to the degree of congruence between the explanations of the phenomena and the realities of the world. Validity is the extent to which the instrument gives the correct answer. The questionnaire was tested for validity of all the possible dimensions of the research topic.

Face validity was measured by showing the instruments to both supervisors and peer group to get their feedback of whether the measures were relevant in measuring what the researcher intended to measure.

To measure content validity, the researcher contacted two research experts in order to understand whether the questionnaire was valid in a way of collecting information that was used to understand the research problem. Hence the researcher constructed the validity of the instruments by using expert judgment method as suggested by Gay (1996). The instruments were refined based on experts' advice.

The following formula was used to test validity index.

$$CVI = \frac{\text{No. of items regarded relevant by judges}}{\text{Total No. of items in the instrument}}$$

Where; CVI stands for Content Validity Index, n stands for number of items rated valid by all judges and N stands for number of items in the instrument.

Using the formula;

Expert1. = 33/37= 0.89

Expert2. = 32/37= 0.86

Expert3. = 30/37= 0.81

Expert4. = 32/37= 0.86

Therefore the total= 0.89+0.86+0.81+0.86 = 3.42/4 = **0.86**

In this approach, a panel of 4 (four) experts from Lwengo District headquarters where I conducted my pre-test of the instrument to establish whether it was valid were used. The researcher used Sekarani (2003), who recommends that for an instrument to be valid, its content validity index has to be 0.7 and above. The instruments for this study were valid to be used since they had a C.V.I of 0.86 which is above 0.7.

3.8.2 Data Reliability

Reliability was used to measure the degree to which the instrument would be the same when put under the same conditions. Data collection instrument were presumed reliable as it produced the same results whenever it was repeatedly used to measure concepts from the same respondents even by other researchers. To ensure reliability, the research instruments were pre-tested to selected 5 respondents from Lwengo district to ensure consistency and comprehensiveness. Furthermore, some consultations with other researchers, supervisors and peer groups were done to review the research instruments. The degree of reliability was established using Cronbach's coefficient Alpha that showed how the level of the relationship between Contract Management and education sector service delivery was generalized.

Table 3.2 Summary of Reliability Statistics

Variable	Reliability Statistics	Number of Questions
Contract documentation	0.825	9
Relationship management	0.820	8
Contract monitoring	0.860	7
Service Delivery	0.764	9
Total Reliability	**0.817**	

Source: Primary Data (2016)

The table above shows four sections of the questionnaire that was used to collect data for the study. Data collected for each section was subjected to Cronbanch's coefficient alpha reliability test to examine the degree of dependability of the data. The overall reliability was found to be 0.817, (Mugenda and Mugenda1999) asserts that Cronbanch's coefficient alpha results which are above 0.72 are fit enough to be relied on for the study, since 0.817 is above 0.72, the collected data is fit to be relied on.

3.9 .Data Management and Analysis

3.9.1 Quantitative Data Analysis

The data collected through questionnaires was analyzed using Statistical Package for Social Sciences (SPSS) because this was the most recommendable package for analyzing social sciences researcher data (Sekaran 2003). The statistics focused on the measures of central tendencies (percentages and frequencies) and relational statistics to measure the Direction, form and degree of the relationship (regression and correlation) between contract management and education sector service delivery, which was provided by SPSS.

3.9.2 Qualitative Data Analysis

Qualitative data was obtained by conducting interviews with key informants using interview guides and open ended questionnaires. Qualitative analysis involved categorizing data and then attaching it to the appropriate categories. The analysis of the interview responses was edited according to the themes developed in the objectives of the study. The data from open ended questionnaires and interview responses was analyzed by listing all the respondents' views under each question category. Where necessary, quotes from respondents were used to strengthen the interpretation.

3.9.3 Measurement of variables

Measurement of variables gave the researcher information regarding the extent to which the individual difference on a given variable (Mugenda and Mugenda, 1999). It is upon this basis that the appropriate measurement of instruments was used to measure and categorize data in an orderly form using a five Likert scale on the questionnaire as below;

5	4	3	2	1
Strongly disagree	disagree	Not sure	Agree	Strongly agree

A likert scale consisted of a number of statements which express either favorable or unfavorable attitude towards a given subject to which the respondent was required to respond. Each response was given a numerical score indicating whether favorable or unfavorable and the scores were totaled to measure the respondent's attitudes. The scale helped the researcher to know the extents to which objectives were achieved.

3.10. Ethical Considerations

The researcher obtained an introductory letter from the research coordinator Uganda martyrs University for assuring respondents that information is for academic purposes only.The researcher also sought for permission from the administrators of Masaka district local government to enable him to carry out the research from the selected departments. The researcher ensured to pay the respondents for their time used while answering the questionnaires.

The researcher also obtained consent from all the respondents individually. Given the nature of the research anonymity was observed as some people did not want their names and age to be recorded.

The researcher observed extreme confidentiality while handling the responses. Information was availed to the respondents that the researcher would not cause any danger directly or indirectly and that participation was voluntary.

3.11. Study Limitations

The researcher faced problems of unresponsive respondents in conducting the research. The fact that the study was undertaken within business hours, the researcher faced the timing of respondents as a challenge because there was no time convenient to everyone. Respondents were involved in their day-to-day activities thus, sparing time for an interview or filling the questionnaire was somehow regarded as an inconvenience and interruption of one's working schedule. However the researcher solved this by being polite and humble and seeking for respondent's attention and audience in this regard. By so doing the researcher created rapport process, explaining to them why one's responses to the study was vital and therefore sparing

some little time to adjust and participate in the study could be important and desirable. In cases of un adjustable schedules, appointments were secured for the next time. Lunch time hours was also mostly used.

Geographical Scope: It was worth to note that, the study was carried out within only one district, Masaka, covering a few population scopes hence the findings could not be comprehensive in nature thus, and results would not be fit for the big picture. However, the researcher endeavored to seek information from experts with in-depth knowledge about the study subject.

The researcher faced the challenge of some category of participants not being genuine as far as answering adequately and responsibly to the administered tools as it was required from them hence leading to the risk of uncoordinated data that affected the quality of the study. The researcher endeavored to first assure the various participants of confidentiality about the information delivered to the researcher.

3.12 Conclusion

This chapter clarified on the research design including the approaches adopted, area of study, sample size that was drawn from the target population of Masaka District Local Government (MDLG)as the study area, sampling techniques, data sources, quality control and ethical considerations as they were used in the study. The methodology enabled the researcher to design a plan for the study which acted as guidance for data collection during which ethical issues were serious observed. Challenges were encountered during the study but were on the other hand an opportunity to learn from during the study.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.0. Introduction

This chapter presents the findings on the effect of Contract Management on Education sector Service delivery in Local Governments of Uganda, a case study of Masaka District Local Government. The chapter contains the presentation, analysis and interpretation / discussion of the findings. Statistics were generated with the aim of generating responses for the research. The chapter begins with the demographic characteristics of the respondents. Descriptive statistics (mostly frequency tables), derived from the statistical package for social scientist (SPSS) were used to generate the results for this chapter. The presentation was guided by the following research objectives; to establish the effect of contract documentation on education sector service delivery in Local Government, to find out the effect of contract relationship Management on education sector service delivery in Local Government and to determine the effect of contract monitoring and education sector service delivery in Local Governments.

4.1 Response Rate

Out of the 103 questionnaires distributed, only 88 were returned as valid. This implies that 77.95% of the questionnaires were returned valid. This can be shown in Table 4.1 below.

Table 4.3: Showing the Response Rate when Questionnaires were Administered

Category	Population	Sample size	Rate of return	%age of return
Heads of departments	7	7	5	71.4
Staff members	82	57	50	87.7
Political heads	3	3	2	66.6
Councilors	48	36	31	86.1
Total	**140**	**103**	**88**	**77.95%**

Source: Primary Data (2016)

This research had a study population of 140 and from this a sample of 103 was selected for the study. Of these sampled respondents, a total of 88 returned the questionnaires fully completed, giving response rate of 77.95%. This was regarded adequate in line with literature by Mugenda and Mugenda (1999) which recommends 70% as a good response rate when quantitative data is collected.

4.2. Respondent's Demographic Characteristics

The first aspect of the study deals with the personal information of the respondents, thus the study presents the information in the following sub section; age, sex, highest education level and period of time working in Masaka district.

4.2.1 Age of the Respondents

The researcher asked about the age of the respondents and the results are as shown below;

Table 4.4: Age of the Respondents

		Frequency	Percentage (%)	Valid Percent	Cumulative Percent
Valid	21-30	23	24.2	26.1	26.1
	31-40	45	47.4	51.1	77.3
	Above 40	20	28.4	22.7	100.0
	Total	88	100	100.0	

Source: Primary Data (2016)

Findings from the table above reveals that 23(24.2%) of the respondents were aged between 21-30years, 45(47.4%) were aged between 31-40, and 20(28.4%) aged above 40yrs. This means that majority of the respondents were between 31-40years.This implies that the district has employees who are young and energetic that can be used in long term planning for improved contract management. This may be was attributed to the nature of Uganda's population where the majority population consists of the youth.

4.2.2 Gender distribution of the Respondents

The researcher asked about the gender distribution of the respondents and the results are as shown below;

Table 4.5: Gender Distribution of the Respondents

		Frequency	Percentage (%)	Valid Percentage(%)	Cumulative Percent
Valid	Male	61	64.2	69.3	69.3
	Female	27	35.8	30.7	100.0
	Total	88	100.0	100.0	

Source: Primary Data (2016)

Results from the table above reveals that 61(64.2%) of the respondents were males and the remaining 27(35.8%) were females. This means that majority of the respondents were males. This may be was attributed to the traditional belief of Uganda's working force who werebelieved to be men and women would remain at home to do housekeeping activities. This also applied in Masaka district and it implies that much of the opinions were got from males.

4.2.3 Highest Level of Education attained by the Respondents

The researcher collected data about the highest level of education attained by the respondents and the results are as shown below;

Table 4.6: Highest Level of Education attained by the Respondents

Age brackets	Frequency	Percentage (%)
UCE	4	4.2
UACE	9	9.5
Certificate	15	15.8
Diploma	21	22.1
Bachelor's Degree	41	43.2
Post graduate	5	5.3
Total	**88**	**100**

Source: Primary Data (2016)

Results from the table above reveals that 4(4.2%) of the respondents completed UCE, 9(18%) completed UACE, 15(15.8%) completed certificate, 21(22.1%) completed diploma, 41(43.2%) completed Bachelor's degree, 5(5.3%) completed post graduate. The majority of the respondents completed bachelors' degree. This means that this education can be used to make and interpret policies on contract management. Also such educated employees can be used as contract managers that may lead to improved service delivery.

4.2.4 Period of Time working in Masaka district

The researcher asked about the period of time working in Masaka district and the results are as shown below;

Table 4.7: Period of Time Working in Masaka District

		Frequency	Percentage(%)	Valid Percentage (%)	Cumulative Percentage (%)
Valid	1 year and Below	9	9.5	10.2	10.2
	Btn 2-4yrs	22	23.2	25.0	35.2
	Btn 5-7yrs	14	14.7	15.9	51.1
	Btn 8-10yrs	15	15.8	17.0	68.2
	11yrs and above	28	29.5	31.8	100.0
L	Total	88	92.6	100.0	

Source: Primary Data (2016)

Findings from the table above reveals that 9(9.5%) of the respondents had spent 1year and below working in Masaka district, 22(23.2%) had spent between 2-4yrs, 14(14.7%) spent between 5-7yrs, 15(15.8%) spent between 8-10yrs and lastly 35(36.8%) spent 11years and above. The majority had spent 11yrs and above and this implies that the researcher obtained unbiased data as most of the respondents had enough information about the subject matter. This means that these employees of the district have enough experience to understand why there may be low levels of service delivery. This experience can also be used to understand causes of poor service delivery and get the remedy

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4.3 Empirical Findings as per Objectives of the Study

4.3.1 The Effect of Contract Documentation on Education Sector Service Delivery

The objective one of the study was to establish the effect of Contract documentation on Education sector service delivery in Local Governments of Uganda. Data was collected on this objective analyzed and presented as below;

Table 4.8: Views on Contract Documentation in Masaka district

Statements on contract Documentation	Response (%)					Mean	Standard deviation
	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree		
All contract management activities are documented	39(44.3)	12(13.6)	12(13.6)	9(10.2)	16(18.2)	3.56	1.567
The district documents all goods and services required at delivery	25(28.4)	20(22.7)	19(21.6)	9(10.2)	15(17.0)	3.35	1.431
The district maintains proper contract schedules	34(38.6)	24(27.3)	9(10.2)	8(9.1)	13(14.8)	3.66	1.445
The district retains copies of all the signed contracts.	29(33.0)	12(13.6)	22(25.0)	15(17.0)	10(11.4)	3.40	1.394
The district possesses systems that assist in the creation of electronic documents	21(23.9)	21(23.9)	10(11.4)	18(20.5)	18(20.5)	3.10	1.494
Contract documentation has enhanced vigilance on the past performance of a contractor	38(43.2)	19(21.6)	9(10.2)	11(12.5)	11(12.5)	3.70	1.448
The district uses computers and modern software in documentation.	21(23.9)	34(38.6)	10(11.4)	12(13.6)	11(12.5)	3.48	1.330
Proper contract documentation has enhanced funding of the procurement disposal entities from the district	26(29.5)	27(30.7)	12(13.6)	12(13.6)	11(12.5)	3.51	1.373
Contract documentation at the district involves use of the old fashioned book keeping methods	16(18.2)	21(23.9)	6(6.8)	19(21.6)	26(29.5)	2.80	1.532

Regarding whether all contract management activities are documented; 16(18.2%) of the respondents strongly disagreed, 9(10.2%) disagreed, 12(13.6%) were not sure, 39(44.3%) strongly agreed and 12(13.6%) agreed. The mean is 3.56 and standard deviation is 1.567. This means that the majority of the respondents agreed that all contract management activities are documented. This implies that contract management in the district is fairly done. This may lead to improved service delivery since there are documents in existence for comparison purposes. This was supported by one of the interviewee who narrated that *"The district document all the activities, processes and procedures that are related to contract management and education sector service delivery. This has helped in ensuring reduced cases of funds misappropriation as accountability can easily be tracked.*"

Regarding whether the district documents all goods and services required at delivery; 15(17.0%) of the respondents strongly disagreed, 9(10.2%) disagreed, 19(21.6%) were not sure, 25(28.4%) strongly agreed and 20(22.7%) agreed, the mean is 3.35 and the standard deviation is 1.431. The majority of the respondents agreed the district documents all goods and services required at delivery. This implies that Masaka district follows proper procedures required for contract management. This means that the district do the needful to provide the required services to the community.

The findings also concur with World Bank, (2011) which noted that contract documentation between entities reduces errors in the contract, without proper documents contracts go on with insufficient grounds which results into poor service delivery. Poor contract documentation results into some payments being with un-completed work since there is no supportive documentation.

Payments are sometimes made without contracts or for non-performing contracts. This situation happens in many public and private institutions in Uganda.

On whether the district maintains proper contract schedules; 13(14.8%) of the respondents strongly disagreed, 8(9.1%) disagreed, 9(10.2%) were not sure, 34(38.6%) strongly agreed and 24(27.3%) agreed, the mean is 3.66 and the standard deviation is 1.445 The majority of the respondents agreed with the statement. The higher mean values show that most of the respondents are in agreement with the variables. This means that all contracts are implemented according to plan. This implies that there is proper contract management planning at the district. This also may lead to improved service delivery. Such findings are also in agreement with Amagoh, (2009) who noted that if Contract documentation is not done right, then chances of choosing a poor contractor are very high.

On finding out whether the district retains copies of all the signed contracts; 10(11.4%) of the respondents strongly disagreed, 15(17.0%) disagreed, 22(25.0%) were not sure, 29(33.0%) strongly agreed and 12(13.6%) agreed. Whereas mean is 3.40 , standard deviation is 1.394 .The majority of the respondents gave a positive response. This implies that there is documentary evidence that can allow comparison of performance, auditing and uniformity in activity.

Regarding whether the district possesses systems that assist in the creation of electronic documents; 18(20.5%) of the respondents strongly disagreed, 18(20.5%) disagreed, 10(11.4%) were not sure, 21(23.9%) strongly agreed and 21(23.9%) agreed, the mean is 3.10 and the standard deviation is 1.494. This means that the majority of the respondents strongly agreed with the statement. This implies that electronic systems may lead to speed in service delivery. The

findings also concur with Alexander (2009) who argued that poor contract documentation may cause delays in funding the procurement disposal entities from local government, which may greatly affects education sector service delivery. This was supported by one of the interviewee who narrated; *"The systems are there but they are manual and this has also contributed in hindering contract documentation. Most of the people responsible for managing contracts lack computers and very few possess skills for using them"*

On whether contract documentation has enhanced vigilance on the past performance of a contractor; 11(12.5%) of the respondents strongly disagreed, 11(12.5%) disagreed, 9(10.2%) were not sure, 38(43.2%) strongly agreed and 19(21.6%) agreed, the mean is 3.70 and the standard deviation is1.448. This means that majority of the respondents agreed that contract documentation has enhanced vigilance on the past performance of a contractor. This implies that service providers have been doing their due respect. This agrees with Amagoh (2009) argues that contract documentation enhance vigilance on the past performance of a contractor, which helps in the sourcing of competent and financially stable contractors, thus ensuring quality of service delivery.

To find out whether the district uses computers and modern software in documentation; 11(12.5%) of the respondents strongly disagreed, 12(13.6%) disagreed, 10(11.4%) were not sure, 21(23.9%) strongly agreed and 34(38.6%) agreed. Whereas mean is 3.48, standard deviation is 1.330. The majority of the respondents agreed with the statement. This implies that the district has the modern software for contract documentation. This means that this modern documentation may lead to improved contract management and hence improved service delivery. The findings

also concur with Palmer et al, (2000) who noted that document automation is used to edit all conditional text, variable text and data contained within a set of document which increases efficiency and effectiveness in records management. This results into effective monitoring of the different contents of the contract thus ensuring improved quality and effective service delivery.Since document automation allows companies to minimize data entry, reduces time spent on proof reading as well as risks associated with human error, it is thus one of the most recommended ways of contract documentation in this modern era of ICT and improved technology.

On finding out whether proper contract documentation has enhanced funding of the procurement disposal entities from the district; 11(12.5%) of the respondents strongly disagreed, 12(13.6%) disagreed, 12(13.6%) were not sure, 26(29.5%) strongly agreed and 27(30.7%) agreed, (mean = 3.51 and standard deviation =1.373) The majority of the respondents agreed that proper contract documentation has enhanced funding of the procurement disposal entities from the district. This implies that the district has improved services delivery. The findings also agree with Basheka (2008) who noted that proper contract documentation involves signing of a contract that clearly shows the deliverables and the time scope when they should be delivered. In Uganda, the process of proper contract documentation is not well managed, this has resulted into many people signing contracts that they do not understand properly, hence failure to deliver as agreed in the contract as well as lack of quality services delivered at the end of the contract cycle.

Regarding whether contract documentation at the district involves use of the old fashioned book keeping methods; 26(29.5%) of the respondents strongly disagreed, 19(21.6%) disagreed, 6(6.8%) were not sure, 16(18.2%) strongly agreed and 21(23.9%) agreed, (mean =2.8 and

standard deviation = 1.532). The majority of the respondents strongly disagreed with the statement. This means that Masaka district uses modern documentation facilities. The findings are in line with Brown and Potoski (2003a) who noted that maintaining up to date contract documents is an important activity that helps to ensure efficiency in service delivery. Contracts are far from simple documents and contract management is no longer limited to managing documents but managing the life cycle of contracts with distinct phases and building blocks. This implies that proper documentation is one of the quality management control point if the organization is to achieve quality service delivery from the contractors. However, one of the interviewee who narrated that; *"Most of the staff members that respondents for carrying out contract documentation lack enough skills and this has also contributed in affecting the quality of information kept. We therefore call for the government to promote regular training of staff in record keeping"*

4.3.2.2 Correlation Analysis

The Pearson's correlation coefficient was conducted to determine the relationship between contract documentation and education sector service delivery.

Table 4.9: Correlation Results for Contract Documentation and Education Service

Delivery

		Education sector service delivery	Contract documentation
Education sector service delivery	Pearson Correlation	1	.645[**]
	Sig. (2-tailed)		.000
	N	88	88
Contract documentation	Pearson Correlation	.645[**]	1
	Sig. (2-tailed)	.000	
	N	88	88

**. Correlation is significant at the 0.01 level (2-tailed).

 Source: primary data (2016)

Results from table 4.7 above show that there is a positive significant strong relationship between contract documentation and education sector service deliveryat(r) =.645[**], at the level of significant P = 0.000(2-tailed) given by the Pearson correlation. This implies that an improvement incontract documentation leads to improvededucation sector service delivery. Therefore, the view is that management of Masaka district should enhance contract documentation if service delivery is to be improved.

4.3.2.3 Regression Analysis

The regression analysis was used to find the effect of contract documentation on education sector service delivery.

Table 1.10: Model Summary of Contract documentation and Education Sector Service

Delivery

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.645[a]	.417	.410	.45915

Predictors: (Constant), Documentation

The model summary table above revealed that correction coefficient (R), using predicator contract documentation, is 0.645[a], the R^2 (0.417) and theAdjusted R Square = 0.410. This implies that 41.0% (0.410 *100) variations in education sector service delivery are explained by contract documentation while the remaining 59.0% is explained by other factors.

Table 4.11: Regression Results for Contract Documentation and Education Service

Delivery

R Square = .417			F = 61.426		
Adjusted R Square = .410				Sig = .000	
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.314	.258		5.100	.000
	Contract documentation	.584	.075	.645	7.837	.000

a. Dependent Variable: Education sector service delivery

Results in table above show that 41.7% variance in education sector service delivery is attributed to contract documentation (Adjusted R Square = .410), thus this reveal that contract

documentation is more statistically significant predictor of education sector service delivery (Beta = .645, Sig. = .000). In general, the regression model fit was significant at sig. = .000.

4.3.2 The Effect of Contract Relationship Management on Education Sector Service Delivery

The object two was to find out the relationship effect relationship of Management on education sector service delivery in Local Governments of Uganda. Data on this objective was collected, analyzed and presented as below;

Table 4.12: Showing the Views on Contract Relationship Management in Masaka District Local Government.

Statements on Contract Relationship Management	Response (%)					Mean	Standard deviation
	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree		
The district organizes formal meetings at pre-determined intervals with its contractors	31(35.2	19(21.6	16(18.2)	14(15.9)	8(9.1)	3.58	1.354
Issues raised by contractors are solved on time	20(22.7	28(31.8	11(12.5)	13(14.8)	16(18.2	3.26	1.434
The district provides feedback to contractors	31(35.2	15(17.0	9(10.2)	16(18.2)	17(19.3	3.31	1.571
The district pays service providers on time.	36(40.9	13(14.8	10(11.4)	14(15.9)	15(17.0	3.47	1.561
Contractors work in harmony with the district staff	35(39.8	24(27.3	8(9.1)	10(11.4)	11(12.5	3.10	1.494
Relationship between the contractors and the client are kept open and constructive	19(21.6	29(33.0	23(26.1)	8(9.1)	9(10.2)	3.47	1.222
There are constant meetings in managing the performance of contracts	19(21.6	16(18.2	10(11.4)	21(23.9)	22(25.0	2.88	1.515
The district maintains good contractual relationship with the contractors.	4(4.5)	31(35.2	20(22.7)	15(17.0)	18(20.5	2.86	1.233

Source: Primary Data (2016)

On finding out whether the district organizes formal meetings at pre-determined intervals with its contractors; 8(9.1%) of the respondents strongly disagreed, 14(15.9%) disagreed, 16(18.2%) were not sure, 31(35.2%) strongly agreed and 19(21.6%) agreed. The mean is 3.58 while standard deviation is 1.354. This means that the majority of the respondents disagreed with the statement. This implies that there are no predetermined meetings with contractors. This may indicate that there is no open door policy, hence starved relation between the district and the district.

The findings contrast with Davison and Wright, (2004) who noted that, for contracts involving provision of consultancy services that extend over a reasonable period of time, it is better for both contracting entities to adopt a structured approach that involve constant meetings in managing their contractual relationship in order to achieve maximum and effective service delivery. In such contracts the management of the relationship with the contractor could consist of day-to-day discussions and interactions between the contractor, the contract manager and relevant entity staff; and formal meetings at pre-determined intervals with nominated personnel from both the acquiring agency and the contractor. On the other hand, one of the interviewee who narrated that; *"A number of stakeholders keep in touch with contractors whenever we are implementing any project. This helps in correcting errors before they widen and therefore reducing losses that happen as a result of poor relationships"*

On whether issues raised by contractors are solved on time; 16(18.2%) of the respondents strongly disagreed, 13(14.8%) disagreed, 11(12.5%) were not sure, 20(22.7%) strongly agreed and 28(31.8%) agreed, the mean is 3.26 and the standard deviation is 1.434. This means that majority of the respondents strongly agreed that issues raised by contractors are solved on time.

This means that there is timely response to issues raised by contractors an indicator of health contract administration.

Regarding whether the district provides feedback to contractors; 17(19.3%) of the respondents strongly disagreed, 16(18.2%) disagreed, 9(10.2%) were not sure, 31(35.4%) strongly agreed and 15(17.0%) agreed with the mean of 3.31 and the standard deviation of 1.571. The majority of the respondents agreed that the district provides feedback to contractors. This implies that that there is buyer-supplier relationship which is a good strategy for long term customer satisfaction. The findings were also in agreement with Basingstoke and Deane, (2013) who noted that good contractual relationship between the contracting parties provides a firm foundation for the success of the contract that is being executed. The positive relationship between the contractor and the acquiring entity results into smooth flow of the contract activities, therefore ensuring successful contract execution. In addition, Patterson, (2005) contents that contract relationship management involves ensuring good communication between the contractor and the client based on mutual respect, trust, understanding, openness and accountability. Keeping the relationship between the contractor and the client open and constructive helps in resolving or easing tensions and identifying issues early, this promotes service delivery.

To find out whether the district pays service providers on time;15(17.0%) of the respondents strongly disagreed, 14(15.9%) disagreed, 10(11.4%) were not sure, 36(40.9%) strongly agreed and 13(14.8%) agreed. Whereas the mean is 3.47, the standard deviation is 1.561. The majority of the respondents gave a positive response. This means that there is timely payment of service providers in Masaka district. This implies that the district is attractive and hence receives quality

products that may come out of competition. This was also supported by one of the interviewee who narrated that; *"Most of the contractors are paid on time. However there are few cases when the funds delay from the central government leading to unnecessary delays, but as a district we do not support that. Such issues have also contributed in reducing the morale of the private sector to compete for government supplies".*

On whether contractors work in harmony with the district staff; 11(12.5%) of the respondents strongly disagreed, 10(11.4%) disagreed, 8(9.1%) were not sure, 35(39.8%) strongly agreed and 24(27.3%) agreed, (mean=3.10 and standard deviation =1.494) .The majority of the respondents agreed that contractors work in harmony with the district staff. This means that there is a good relationship between the district and service providers. Good relationship may work as a motivator for both staff members and service providers. The findings of the study concur with Broomberg (1997) who argued that contract management is strongly constrained by dispute resolution by the courts which is costly and unreliable. In that event, private ordering efforts are required to support governance structures, thereby mitigating prospective contractual impasses and breakdowns which may have merit. Private ordering efforts to craft governance structure supports contractual relations during the contract implementation interval thus making their manifestation vital. However, not only do alternative modes of governance differ in kind, but each generic mode of governance is defined by an internally consistent syndrome of attributes which is to say that each mode of governance possesses distinctive strengths and weaknesses.

Regarding whether relationship between the contractors and the client are kept open and constructive; 9(10.2%) of the respondents strongly disagreed, 8(9.1%) disagreed, 23(26.1%)

were not sure, 19(21.6%) strongly agreed and 29(33.0%) agreed (mean =3.47 and standard deviation =1.222). The majority of the respondents disagreed. The findings were also in line with Cooper, (2003) who argued that it is important to establish and maintain a constructive relationship and regular communication between the contracting parties. This positive relationship involves providing positive and constructive feedback, ensuring that payment are done without delays as well as listening to the contractor , identifying any problems, and addressing them promptly in time. This ensures a higher degree of contract performance and service delivery.

To whether there are constant meetings in managing the performance of contracts; 22(25.0%) of the respondents strongly disagreed, 21(23.9%) disagreed, 10(11.4%) were not sure, 19(21.6%) strongly agreed and 16(18.2%) agreed (mean =2.88 and standard deviation = 1.515). The majority of the respondents strongly agreed with the statement. Through constant meetings, feedback and appraisal maybe achieved. This was supported by one of the interviewee who narrated that;*"Meetings are sometimes held mostly at the beginning and closing of the contract. We also have meeting when contractors are having errors in their work or when there is something to be changed as per the contract agreement"*.

On finding whether the district maintains good contractual relationship with the contractors; 18(20.5%) of the respondents strongly disagreed, 15(17.0%) disagreed, 20(22.7%) were not sure, 4(4.5%) strongly agreed and 31(35.2%) agreed (mean =2.86 and standard deviation = 1.233). The majority of the respondents disagreed that the district maintains good contractual

relationship with the contractors. Fire and hire disorganizes the continuity. This may results in

provision of substandard materials since each new supplier may require specific training.

4.3.3.2 Correlation Analysis

The Pearson's correlation coefficient was conducted to determine the relationship between contract relationship management and education sector service delivery.

Table 4.13: Correlation Results for Contract Relationship Management and Education

Sector Service Delivery

		Education sector service delivery	Contract relationship management
Education sector service delivery	Pearson Correlation	1	.639**
	Sig. (2-tailed)		.000
	N	88	88
Contract relationship management	Pearson Correlation	.639**	1
	Sig. (2-tailed)	.000	
	N	88	88

**. Correlation is significant at the 0.01 level (2-tailed).
Source: primary data (2016)

Findings from the table above show that there is a positive significant relationship between contract relationship management and education sector service delivery (r) =.639**,at the level of significant P = 0.000(2-tailed) given by the Pearson correlation. This implies that an improvement in contract relationship management leads to improved education sector service delivery. Therefore, the view is that management of Masaka district should enhance contract relationship management if education service delivery is to be improved.

4.3.3.3 Regression Analysis

The regression analysis was used to find the effect of contract relationship management one ducation sector service delivery.

Table 4.14: Model Summary of Contract Relationship Management and Education Sector Service Delivery

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.639[a]	.408	.402	.46239

a. Predictors: (Constant), Relationship
Primary data (2016)

The model summary table above revealed that correction coefficient (R), using predicator contract relationship management, is 0.639[a], the R^2 (0.408) and the Adjusted R Square = 0.402. This implies that 40.2% (0.402 *100) variations in education sector service delivery are explained by contract relationship management while the remaining 59.8% is explained by other factors.

Table 4.15: Regression Results for Contract Relationship Management and Education Service Delivery

R Square = .408F = 59.364					
Adjusted R Square = .402Sig = .000					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	-.675	.518		-1.304	.196
Contract relationship management	1.195	.155	.639	7.705	.000
Dependent Variable: Education sector service delivery					

Results in table above show that 40.8% variance in education sector service delivery is attributed to contract relationship management (Adjusted R Square = .402), thus this reveal that contract

relationship management is more statistically significant predictor of education sector service delivery (Beta = .639, Sig. = .000). In general, the regression model fit was significant at sig. = .000.

4.3.3 The Effect of Contract Monitoring and Education Sector Service Delivery

The objective three was to determine the effect of contract monitoring on education sector service delivery in Local Governments of Uganda. Data on this objective was collected, analyzed and presented as below;

Table 4.16: Showing the Views on Contract Monitoring in Masaka District

Statements on Contract Monitoring	Response (%)					Mean	Standard deviation
	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree		
The District employs qualified staff to carry out the monitoring of contracts.	16(18.2	21(23.9	23(26.1	14(15.9	14(15.9)	3.13	1.329
The district has a competent monitoring team for contract management.	27(30.7	18(20.5	26(29.5	8(9.1)	9(10.2)	3.52	1.295
Contract monitoring has improved the education service delivery in Masaka District	28(31.8	15(17.0	5(5.7)	21(23.9	19(21.6)	3.14	1.599
The District easily detects errors in the contract management.	26(29.5	29(33.0	7(8.0)	10(11.4	16(18.2)	3.44	1.477
Contracts monitoring has enhanced provision of quality services in the District	27(30.7	28(31.8	11(12.5	12(13.6	10(11.4)	3.57	1.354
Am satisfied with the contract monitoring done by the District.	11(12.5	23(26.1	11(12.5	21(23.9	22(25.0)	2.77	1.404
There is close supervision of the District contracts.	21(23.9	18(20.5	11(12.5	20(22.7	18(20.5)	3.05	1.493

Source: Primary Data (2016)

To find out whether the district employs qualified staff to carry out the monitoring of contracts, 14(15.9%) strongly disagreed, 14(15.9%) disagreed, 23(26.1%) were not sure, 16(18.2%) strongly agreed and 21(23.9%) agreed (mean=3.13 and the standard deviation is 1.329). The

majority of the respondents strongly disagreed with the statement. This means that the district is not taking contract monitoring seriously, an indicator of poor quality output.

On whether the district has a competent monitoring team for contract management; 9(10.2%) of the respondents strongly disagreed, 8(9.1%) disagreed, 26(29.5%) were not sure, 27(30.7%) strongly agreed and 18(20.5%) agreed (mean =3.52 and the standard deviation is 1.295). This means that to a large extent, majority of the respondents strongly disagreed the district has a competent monitoring team for contract management. This implies that does not take contract monitoring as one of the areas to improve service delivery. The findings are in disagreement with Mills, (1997) who noted that contracting for service delivery is not a solution to weak public sector management; rather it places new demands upon government managers, which, although distinct from direct service provision, require management and supervisory skills. As seen in the case of other nations, governments need to develop systematic monitoring and evaluation systems as well as strengthen the skills of public sector managers to accurately monitor contracts and check performance.

However, one of the interviewee who narrated that:*"We have trained personnel that are responsible for monitoring contractors and these include the district technical staff, procurement officers and political leaders. These have helped in ensuring quality service delivery by contractors"*.

Regarding whether contract monitoring has improved the education service delivery in Masaka District; 19(21.6%) of the respondents strongly disagreed, 21(23.9%) disagreed, 5(5.7%) were not sure, 28(31.8%) strongly agreed and 15(17.0%) agreed (mean =3.14 and the standard deviation is 1.599). This means that despite the district using un competent and un qualified

contract managers, majority of the respondents agreed that contract monitoring has improved the education service delivery in Masaka District. The findings are in agreement with Davison and Sebastian, (2009) who noted that contract monitoring is a regular process of evaluating agency performance based on measurable service deliverables and verifying agency compliance with the terms and conditions in the contract with the County. Contract monitoring improves program performance through early identification of questions and issue resolution; identify potential problems that may require additional scrutiny; evaluate agency performance controls to ensure there is a reliable basis for validating service deliverables, and to assure that financial documentation is adequate and accurate so that costs will not be questioned later on.

On finding out whether the District easily detects errors in the contract management; 16(18.2%) of the respondents strongly disagreed, 10(11.4%) disagreed, 7(8.0%) were not sure, 26(29.5%) strongly agreed and 29(33.0%) agreed (mean = 3.44 and the standard deviation is 1.477). This means that to a greater extent, majority of the respondents gave a positive statement. This implies that there are reduced errors in contracts of Masaka district. This was supported by one of the interviewee who narrated that; *"Most of the errors are detected from the beginning and this has helped in reducing losses to the government. This has been achieved through regular monitoring of contractors"*.

To whether contracts monitoring has enhanced provision of quality services in the District; 10(11.4%) of the respondents strongly disagreed, 12(13.6%) disagreed, 11(12.5%) were not sure, 27(30.7%) strongly agreed and 28(31.8%) agreed (mean =3.57 and the standard deviation is

1.354). The majority of the respondents strongly disagreed. This means that the district does not receive quality services. This implies that contract management has not met its expectations.

To whether the respondents were satisfied with the contract monitoring done by the District; 22(25.0%) of the respondents strongly disagreed, 21(23.9%) disagreed, 11(12.5%) were not sure, 11(12.5%) strongly agreed and 23(26.1)%) agreed (mean =2.77 and the standard deviation is 1.404). The majority of the respondents disagreed. This means that there is still a gap to be filled as far as contract management and education service delivery is concerned. This was supported by one of the interviewee who narrated that;*"Contract monitoring is affected by lack of enough funding to facilitate the staff members that participate in monitoring service delivery projects. Most of the workers lack enough transport to visit the contractors and therefore reducing the quality of services provided".*

On whether there is close supervision of the District contracts; 18(20.5%) of the respondents strongly disagreed, 20(22.7%) disagreed, 11(12.5%) were not sure, 21(23.9%) strongly agreed and 18(20.5%) agreed (mean =3.05 and the standard deviation is 1.493). The majority of the respondents strongly agreed. The findings are in line with Palmer et al, (2000) who noted that there is a tendency on the part of the purchaser to neglect construction of systematic contract performance measures. Experience has shown, in many developing countries, a trend towards public sector contracting-out for services as a response to ineffective public sector capacity to deliver those same services. This may be one of the reasons why public sector purchasers generally neglect to incorporate performance measures into service contracts.

4.3.4.2 Correlation Analysis

The Pearson's correlation coefficient was conducted to determine the relationship between contract monitoring and education sector service delivery.

Table 4.17: Correlation Results for Contract Monitoring and Education Sector Service Delivery

		Education sector service delivery	Contract monitoring
Education sector service delivery	Pearson Correlation	1	-.326[**]
	Sig. (2-tailed)		.002
	N	88	88
Contract monitoring	Pearson Correlation	-.326[**]	1
	Sig. (2-tailed)	.002	
	N	88	88

**. Correlation is significant at the 0.01 level (2-tailed).
 Source: Primary data(2016)

Results show that there is a negative moderate relationship between contract monitoring and education sector service delivery (r) =-.326[**], at the level of significant P = 0.002(2-tailed) given by the Pearson correlation. This implies that an improvement in contract monitoring does not lead to improved education sector service delivery. Therefore, the view is that management of Masaka district should look to other factors other than contract monitoring if education service delivery is to be improved.

4.3.4.3 Regression Analysis

The regression analysis was used to find the effect of contract monitoring on education sector service delivery.

Table 4.18: Model summary of Contract Monitoring and Education Sector Service Delivery

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.326[a]	.106	.096	.56832

a. Predictors: (Constant), Contract monitoring
Source: Primary data (2016)

The model summary table above revealed that correction coefficient (R), using predicator contract monitoring, is 0.326[a], the R^2 (0.106) and the Adjusted R Square = 0.096. This implies that 9.6% (0.096 *100) variations in education sector service delivery are explained by contract monitoring while the remaining 90.4% is explained by other factors.

Table 4.19: Regression Results for Contract Monitoring and Education Sector Service Delivery

R Square = .106 Adjusted R Square = .096				F = 10.226 Sig = .000	
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	4.797	.473		10.143	.000
Contract monitoring	-.464	.145	-.326	-3.198	.002
a. Dependent Variable: Education sector service delivery					

Results in table above show that 10.6% variance in education sector service delivery is attributed to contract monitoring (Adjusted R Square = .096), thus this reveal that contract monitoring is more statistically significant predictor of education sector service delivery (Beta = .326, Sig. = .000). In general, the regression model fit was significant at sig. = .000.

4.3.4 Views on Education Sector Service Delivery

Table 4.20: Responses from Respondents to Statements on Education Sector Service Delivery

Statements on Education Sector Service Delivery	Response (%)					Mean	Standard deviation
	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree		
All Educational services are provided on time	26(29.5)	29(33.0)	4(4.5)	15(17.0)	14(15.9)	3.43	1.468
Services provided to the sector are of high quality	28(31.8)	20(22.7)	9(10.2)	21(23.9)	10(11.4)	3.40	1.435
There is sustainability of service provision	13(14.8)	27(30.7)	10(11.4)	30(34.1)	8(9.1)	3.08	1.271
I am satisfied with the services provided to education by the district	5(5.7)	32(36.4)	17(19.3)	18(20.5)	16(18.2)	2.91	1.238
Cost effective services are provided	16(18.2)	38(43.2)	9(10.2)	15(17.0)	10(11.4)	3.40	1.282
Durability is considered in service provision	21(23.9)	23(26.1)	21(23.9)	9(10.2)	14(15.9)	3.32	1.369
Proper contract management has improved education sector service delivery	19(21.6)	23(26.1)	13(14.8)	21(23.9)	12(13.6)	3.18	1.378
The district has employed qualified staff to provide quality education services	35(39.8)	5(5.7)	6(6.8)	34(38.6)	8(9.1)	3.28	1.531
Stakeholders are satisfied with services provided	33(37.5)	23(26.1)	11(12.5)	12(13.6)	9(10.2)	3.67	1.371

Source: Primary Data (2016)

Findings regarding whether all educational services are provided on time indicated that;

14(15.9%) of the respondents strongly disagreed, 15(17.0%) disagreed, 4(4.5%) were not sure,

26(29.5%) strongly agreed and 29(33%) agreed. Whereas mean is 3.43 , the standard deviation is 1.468. This means that that to a large extent, majority of the respondents agreed that all educational services are provided on time. This implies that consumers of education services are happy and satisfied because of timely delivery of their requirements. This was supported by one of the interviewee who narrated that; *"Though we are faced with some challenges in service delivery in the education sector, much of our services are provided on time. Most schools have enough infrastructures, scholastic materials"*

On whether services provided to the sector are of high quality; 10(11.4%) of the respondents strongly disagreed, 21(23.9%) disagreed, 9(10.2%) were not sure, 28(31.8%) strongly agreed and 20(22.7%) agreed., the mean is 3.40 and the standard deviation is 1.435 The majority of the respondents agreed with the statement. This means that Masaka community is enjoying high quality products, an indication of satisfied consumers of education services.

On finding out whether there is sustainability of service provision; 8(9.1%) of the respondents strongly disagreed, 30(34.1%) disagreed, 10(11.4%) were not sure, 13(14.8%) strongly agreed and 27(30.7%) agreed (mean = 3.08 and the standard deviation is 1.271. The majority of the respondents gave a positive response. This means that educations services provided in Masaka take long time while they are still good to be used. However, 38(41.2%) disagreed that there is sustainability of service provision. This implies that some services do not take long time before they develop some unusable issues.

Regarding whether the respondents were satisfied with the services provided to education by the district; 16(18.2%) of the respondents strongly disagreed, 18(20.5%) disagreed, 17(19.3%) were

not sure, 5(5.7%) strongly agreed and 32(36.4%) agreed (mean =2.91 and the standard deviation is 1.238). The majority of the respondents agreed that the respondents were satisfied with the services provided to education by the district. This means that contract management is carried out very well by the district. This was also supported by one of the respondents who narrated that; *"Most of the schools in this district have not faced the challenges of poor service delivery as a result of poor contract management. The challenges we face come as a result of limited funding from the central government"*

To whether cost effective services are provided; 10(11.4%) of the respondents strongly disagreed, 15(17.0%) disagreed, 9(10.2%) were not sure, 16(18.2%) strongly agreed and 38(43.2%) agreed (mean =3.40 and the standard deviation is 1.282) The majority of the respondents agreed.

The findings are in line with Amagoh (2009) who noted that, it is important to track critical elements throughout the life of the contract in order to improve effectiveness in delivery of services as well as ensuring contract monitoring

Responses on whether durability is considered in service provision show that; 14(15.9%) of the respondents strongly disagreed, 9(10.2%) disagreed, 21(23.9%) were not sure, 21(23.9%) strongly agreed and 23(26.1%) agreed (mean=3.32 and the standard deviation is 1.369). The majority of the respondents agreed. This means that the district ensure proper evaluation and inspection in contract management.

Regarding whether proper contract management has improved education sector service delivery; 12(13.6%) of the respondents strongly disagreed, 21(23.9%) disagreed, 13(14.8%) were not sure, 19(21.6%) strongly agreed and 23(26.1%) agreed (mean = 3.18 and the standard deviation is 1.378) The majority of the respondents agreed that proper contract management has improved education sector service delivery. This means that the district is emphasizing contract management.

On finding out whether the district has employed qualified staff to provide quality education services; 8(9.1%) of the respondents strongly disagreed, 34(38.6%) disagreed, 6(6.8%) were not sure, 35(39.8%) strongly agreed and 5(5.7%) agreed (mean =3.28 and the standard deviation is 1.531). The majority of the respondents gave a positive statement. This means that users of education services receive quality products due the fact that they employee qualified staff. This implies that the district emphasizing screening of her employees before the actual placement.

On whether stakeholders are satisfied with services provided; 9(10.2%) of the respondents strongly disagreed, 12(13.6%) disagreed, 11(12.5%) were not sure, 33(37.5%) strongly agreed and 23(26.1%) agreed (mean =3.67 and the standard deviation is 1.371). This means that to a large extent, the respondents strongly agreed stakeholders are satisfied with services provided. This is in disagreement with one of the respondent who narrated that; *"The citizens are not satisfied with the services provided by government schools and this can be viewed through increased levels of dropout from government owned schools and increased enrollment levels in privately owned schools. This implies that students are ever drifting from government schools to private schools"*

Multiple Regressions on Contract Management and Education Sector Service Delivery.

Table 4.21: Multiple Regression on Contract Management and Education Sector Service Delivery

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.762[a]	.580	.565	.39405

Predictors: (Constant), Contract monitoring, Relationship, Documentation
Source: primary data (2016)

The model summary table above revealed that correction coefficient (R), using predicator contract documentation, contract relationship management and contract monitoring, is 0.726[a], the R^2 (0.580) and the Adjusted R Square = 0.565. This implies that 56.5% (0.565 *100) variations in education sector service delivery are explained by contract documentation, contract relationship management and contract monitoring while the remaining 43.5% is explained by other factors.

Table 4.22: Coefficients of Regression on Contract Management and Education Sector Service Delivery

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-4.595	1.057		-4.346	.000
	Documentation	.669	.128	.739	5.207	.000
	Relationship	.868	.232	.464	3.741	.000
	Contract monitoring	.846	.169	.594	5.007	.000

Dependent Variable: Education sector service delivery

The study used coefficients (beta values) statistical technique to analyze data. Results in table above reveal that contract documentation, contract relationship management and contract monitoring are more statistically significant predictor of education sector service delivery (Beta = .739, 464 and 594 respectively, Sig. = .000). In general, the regression model fit was significant at sig. = .000.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This study investigated the effect of Contract Management on Education sector Service Delivery in Local Governments of Uganda with particular interest in Masaka District Local Government. The chapter therefore consists of Summary, Conclusions and Recommendations according to the three objectives of the study as noticed below.

5.1 Summary of findings

The summary of the findings was done in line with the objectives and research questions of the study.

5.1.1 Back ground information

The study involved 61 (64.2%) male respondents and 27 (35.8%) female respondents. The age of respondents was as follows; 23 (24.2%) of the respondents were aged between 21-30 years, 45 (47.4%) were aged between 31 to 40 years while 20 (28.4%) were above 40 years of age .The level of education of respondents was as follows; 4 (4.2%) had Uganda Certificate of education, 9 (9.5%) had advanced level education, 21 (22.1%) had diplomas, 15 (15.8%) had certificates while 41 (43.2%) had degrees while 5 (5.3%) had postgraduate level of education. The experience of respondents was as follows; 9 (9.5%) had 1 year and below working experience,

22 (23.2%) had between 2 to 4 years,14 (14.7%) had between 5 and 7 years , 15 (15.8%) had

between 8 to 10 years while 28 (29.5%) had 11 and above tears of working experience

5.1.2 Contract documentation and education sector service delivery in Local Governments.

It was established that there is a positive significant relationship between contract documentation

and education sector service delivery (r =.645**:p= .000). Results show that 41.7% variance in

education sector service delivery is attributed to contract documentation (Adjusted R Square =

.410), thus this reveal that contract documentation is more statistically significant predictor of

education sector service delivery (Beta = .645, Sig. = .000). In general, the regression model fit

was significant at sig. = .000.

5.1.3 Contract relationship Management and education sector service delivery in Local Government.

It was established that there is positive a significant relationship between contract relationship

management and education sector service delivery (r =.602**:p= .000). Results show that 36.2%

variance in education sector service delivery is attributed to contract relationship management

(Adjusted R Square = .354), thus this reveal that contract relationship management is more

statistically significant predictor of education sector service delivery (Beta = .602, Sig. = .000).

In general, the regression model fit was significant at sig. = .000.

5.1.4 Contract monitoring and education sector service delivery in Local Governments.

It was established that there is a negative significant relationship between contract monitoring

and education sector service delivery (r =-.326**:p= .002). Results show that 10.6% variance in

education sector service delivery is attributed to contract monitoring (Adjusted R Square = .096), thus this reveal that contract monitoring is more statistically significant predictor of education sector service delivery (Beta = .326, Sig. = .000). In general, the regression model fit was significant at sig. = .000.

5.2 Conclusions

From the foregoing discussions, the following conclusions were drawn from the findings of the study.

5.2.1 Contract documentation and education sector service delivery in Local Governments.

It was established that there is a positive significant relationship between contract documentation and education sector service delivery.Proper documentation at all stages including the initial stages of planning and contract management helps the district workers to keep record of their mistakes such that they are not repeated in other contracts. It also helps in improving accountability and transparency in contract activities. This helps in reducing misappropriation of resources which is a key problem in most contracts in Uganda nowadays and therefore improving service delivery.

5.2.2 Contract relationship Management and education sector service delivery in Local Governments.

It was established that there is positive a significant relationship between contract relationship management and education sector service delivery. Good contractual relationship between the contracting parties promotes easy exchange of ideas between the two parties and therefore high

chances for the success of the contract that is being executed. This ensures smooth flow of the contract activities, therefore ensuring successful contract execution. Trust between the two parties can also be built through good relationship and therefore helping in improving service delivery quality.

5.2.3 Contract monitoring and education sector service delivery in Local Governments.

It was established that there is a negative significant relationship between contract monitoring and education sector service delivery. Contract monitoring has not helped in improving program performance through early identification of questions and issue resolution. This would have helped in reducing the costs involved in running projects and therefore ensuring high quality education sector service delivery at a cheaper cost. Problems which require more attention should be identified other than regular monitoring and put right before huge losses are incurred.

5.3 Recommendations

5.3.1 Contract documentation and education sector service delivery in Local Government.

The central government should provide Masaka district local government with computers and modern software that can help in documentation of contract activities. This can help in improving the quality of the records kept

The district staff should be regularly trained on the use of modern fashioned book keeping methods. This can help in improving efficiency in record management.

Computerized systems should be set at the district so as to ensure high quality information flow from the contractors to the monitoring teams

5.3.2 Contract relationship Management and education sector service delivery in Local Governments.

The district management should ensure that regular meeting are organized with contractors to discuss issues pertaining the contracts and also improve the working relationship between the two.

The district should ensure that service providers are paid on time so as to improve their morale in providing high quality services and on time.

The district staff should also be sensitized on the relevancy of having good working relationships with the contractors as this can help in reducing the gap between the two parties.

5.3.3 Contract monitoring and education sector service delivery in Local Government.

The management of Masaka district should work hard to identify other factors other than increased monitoring if education sector service delivery is to be improved. Such areas proper contract scheduling, contract records, evaluation and use of qualified personnel in contract management.

The district management should also plan training of the staff. This mayequipped them with necessary qualification and competence necessary for improved education sector service delivery.

5.4 Areas for further research

Further research should be carried out on timely funding and education sector service delivery as in Masaka district local government.

Further research should also be conducted on the contribution of political leaders in ensuring education sector service delivery in Masaka district local government.

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR STAFF MEMBERS

Dear Respondent,

I am **TWESIGYE NDUHURA,** a Student of Uganda Martyrs University, pursuing a Master's Degree of Business Administration.I am carrying out a researchon the effect of Contract Management on Education sector Service delivery in Masaka district Local Governments, as a partial fulfillment of the requirements for the award of the mentioned course. You have been selected to take part in this study because of the position you occupy in the district. The information given will be treated with at most confidentiality and purely will be used for academic purposes. The researcher respectfully requests you to answer the questions

Thank in advance

Yours faithfully,

……………………..

Twesigye Nduhura

Student

SECTION A: BIODATA OF RESPONDENTS

Give your appropriate view byticking in the given boxes.

1). Age Bracket (Years)

 i. 20 and below   ii. 21- 30 ☐   iii. 31- 40 ☐   iv. Above 41 ☐

2). Gender of the respondent

i. Male ☐   ii. Female ☐

3). Highest Level of education

i. UCE ☐   ii UACE ☐   iii. Certificate iv. ☐   Diploma ☐   v. Bachelors Degree ☐

vi Post graduate ☐   vii .Others ☐

4). Period of time working in Masaka district

i. 1 year and below ☐   ii. Between 2 - 4yrs ☐   iii. 5-7yrs ☐   iv. 8- 10yrs ☐

v. 11years and above ☐

Contract management and education sector service delivery

Please choose the option that best represents your view for sections Bto E: SD= Strongly Disagree, D = Disagree, NS = Not sure, A = Agree and SA = Strongly Agree.

SECTION B: Contract Documentation in Masaka district

No	Statements	SD	D	NS	A	SA
1	All contract management activities are documented					
2	The district documents all goods and services required at delivery					
3	The district retains copies of all the signed contracts.					
4	The district maintains proper contract schedules					
5	The district possesses systems that assist in the creation of electronic documents					
6	Contract documentation at the district involves use of the old fashioned book keeping methods.					
7	The districtuses computers and modern software in documentation.					
8	Proper contract documentation has enhanced funding of the procurement disposal entities from the district					
9	Contract documentation has enhanced vigilance on the past performance of a contractor					

Do you have any other comment (s) you would like to advance on how contract documentation is carried out in Masaka district? Please specify:

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………..

SECTION C: Contract Relationship Management in Masaka district

No	Statements	SD	D	NS	A	SA
1	The district organizes formal meetings at pre-determined intervals with its contractors					
2	The district maintains good contractual relationship with the contractors.					
3	The district provides feedback to contractors					
4	The district pays service providers on time.					
5	Contractors work in harmony with the district staff					
6	Relationship between the contractors and the client are kept open and constructive					
7	There are constant meetings in managing the performance of contracts					
8	Issues raised by contractors are solved on time					

Do you have any other comment (s) you would like to advance on how contract relationship management is carried out in Masaka district? Please specify:

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………..

SECTION D:Contract Monitoring in Masaka district

No	Statements	SD	D	NS	A	SA
1	The district has a competent monitoring team for contract management.					
2	The District employs qualified staff to carry out the monitoring of contracts.					
3	There is close supervision of the District contracts.					
4	The District easily detects errors in the contract management.					
5	Contracts monitoring has enhanced provision of quality services in the District.					
6	Am satisfied with the contract monitoring done by the District.					
7	Contract monitoring has improved the education service delivery in Masaka District					

Do you have any other comment (s) you would like to advance on how contract monitoring is carried out in Masaka district? Please specify:

……………………………………………………………………………………………………

……………………………………………………………………………………………………

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SECTION E: Education Sector Service Delivery in Masaka district

No	Statements	SD	D	NS	A	SA
1	All Educational services are provided on time					
2	Services provided to the sector are of high quality					
3	There is sustainability of service provision					
4	Stakeholders are satisfied with services provided					
5	Cost effective services are provided					
6	Durability is considered in service provision					
7	Proper contract management has improved education sector service delivery					
8	The district has employed qualified staff to provide quality education services					
9	I am satisfied with the services provided to education by the district					

Do you have any other comment (s) you would like to advance on how Education Sector Service Delivery is managed in Masaka district? Please specify:

…………………………………………………………………………………………………

…………………………………………………………………………………………………

………………………………………………………………………………………………..

APPENDIX II: INTERVIEW GUIDE HEADS OF DEPARTMENT

1). Whatis the age of the respondent?

2). What is the highest qualification attained by the respondent?

3). What is the gender of the respondent?

4). What is the period of time spent by the respondent working in the local government?

5). How is contract management carried in Masaka district?

6). Are all contracts carried out by the district documented? If yes, in which ways?

7). Do you think contract documentation has an effect on education sector service delivery in Masaka district Local Government?

8). What are the challenges faced in contract documentation?

9). Is there a good relationship between the district staff and contractors?

10). Do you think contract relationship Management affects education sector service delivery in Masaka district Local Government?

11). What are the challenges faced in contract relationship management?

12). Is contract monitoring carried out by the district? If yes in which ways?

13). Do you thinkcontract monitoring affects education sector service delivery in Masaka district Local Government?

14). What are the challenges faced in contract Monitoring?

15). What can be done to improve education sector service delivery in Masaka district local government?

APPENDIX III: Morgan and Krejcie Table for Determining Sample Size

Table 3.1

Table for Determining Sample Size of a Known Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

Note: N is Population Size; S is Sample Size   *Source: Krejcie & Morgan, 1970*

APPENDIX III: Output data

Regression

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.762[a]	.580	.565	.39405

a. Predictors: (Constant), Contract monitoring, Relationship, Documentation

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	18.036	3	6.012	38.718	.000[a]
	Residual	13.043	84	.155		
	Total	31.080	87			

a. Predictors: (Constant), Contract monitoring, Relationship, Documentation

b. Dependent Variable: Education sector service delivery

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-4.595	1.057		-4.346	.000
	Documentation	.669	.128	.739	5.207	.000
	Relationship	.868	.232	.464	3.741	.000
	Contract monitoring	.846	.169	.594	5.007	.000

a. Dependent Variable: Education sector service delivery

Regression

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.645[a]	.417	.410	.45915

a. Predictors: (Constant), Documentation

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12.949	1	12.949	61.426	.000[a]
	Residual	18.130	86	.211		
	Total	31.080	87			

a. Predictors: (Constant), Documentation

b. Dependent Variable: Education sector service delivery

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.314	.258		5.100	.000
	Documentation	.584	.075	.645	7.837	.000

a. Dependent Variable: Education sector service delivery

Regression

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.639[a]	.408	.402	.46239

a. Predictors: (Constant), Relationship

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12.692	1	12.692	59.364	.000[a]
	Residual	18.387	86	.214		
	Total	31.080	87			

a. Predictors: (Constant), Relationship

b. Dependent Variable: Education sector service delivery

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.675	.518		-1.304	.196
	Relationship	1.195	.155	.639	7.705	.000

a. Dependent Variable: Education sector service delivery

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.326[a]	.106	.096	.56832

a. Predictors: (Constant), Contract monitoring

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.303	1	3.303	10.226	.002[a]
	Residual	27.777	86	.323		
	Total	31.080	87			

a. Predictors: (Constant), Contract monitoring

b. Dependent Variable: Education sector service delivery

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.797	.473		10.143	.000
	Contract monitoring	-.464	.145	-.326	-3.198	.002

a. Dependent Variable: Education sector service delivery

Reliability

Reliability Statistics

Cronbach's Alpha	N of Items
.825	9

Reliability Statistics

Cronbach's Alpha	N of Items
.825	9

Reliability Statistics

Cronbach'sAlpha^a	N of Items
.860	8

Reliability Statistics

Cronbach's Alpha	N of Items
.764	9

Correlations

Correlations

		Education sector service delivery	Documentation
Education sector service delivery	Pearson Correlation	1	.645**
	Sig. (2-tailed)		.000
	N	88	88
Documentation	Pearson Correlation	.645**	1
	Sig. (2-tailed)	.000	
	N	88	88

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

		Education sector service delivery	Relationship
Education sector service delivery	Pearson Correlation	1	.639**
	Sig. (2-tailed)		.000
	N	88	88
Relationship	Pearson Correlation	.639**	1
	Sig. (2-tailed)	.000	
	N	88	88

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

		Education sector service delivery	Contract monitoring
Education sector service delivery	Pearson Correlation	1	-.326**
	Sig. (2-tailed)		.002
	N	88	88

Contract monitoring	Pearson Correlation	-.326[**]	1
	Sig. (2-tailed)	.002	
	N	88	88

**. Correlation is significant at the 0.01 level (2-tailed).

Frequency Table

Age of the respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21-30	23	24.2	26.1	26.1
	31-40	45	47.4	51.1	77.3
	Above 40	20	21.1	22.7	100.0
	Total	88	92.6	100.0	
Missing	System	7	7.4		
Total		95	100.0		

Gender distribution of the respondent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	61	64.2	69.3	69.3
	Female	27	28.4	30.7	100.0
	Total	88	92.6	100.0	
Missing	System	7	7.4		
Total		95	100.0		

Highest Level of education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.11111111111111	1	1.1	1.1	1.1
	2.22222222222222	8	8.4	9.1	10.2
	2.33333333333333	2	2.1	2.3	12.5
	2.44444444444444	1	1.1	1.1	13.6
	2.77777777777778	6	6.3	6.8	20.5
	2.88888888888889	4	4.2	4.5	25.0
	Certificate	13	13.7	14.8	39.8
	3.11111111111111	4	4.2	4.5	44.3
	3.22222222222222	2	2.1	2.3	46.6
	3.33333333333333	2	2.1	2.3	48.9
	3.44444444444444	12	12.6	13.6	62.5
	3.55555555555556	2	2.1	2.3	64.8
	3.66666666666667	5	5.3	5.7	70.5
	3.77777777777778	11	11.6	12.5	83.0
	Diploma	4	4.2	4.5	87.5
	4.11111111111111	5	5.3	5.7	93.2
	4.22222222222222	5	5.3	5.7	98.9
	4.33333333333333	1	1.1	1.1	100.0
	Total	88	92.6	100.0	
Missing	System	7	7.4		
Total		95	100.0		

Period of time working in Masaka district

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 year and Below	9	9.5	10.2	10.2
	Btn 2-4yrs	22	23.2	25.0	35.2
	Btn 5-7yrs	14	14.7	15.9	51.1
	Btn 8-10yrs	15	15.8	17.0	68.2
	11yrs and above	28	29.5	31.8	100.0
	Total	88	92.6	100.0	
Missing	System	7	7.4		
Total		95	100.0		

APPENDIX IV: INTRODUCTORY LETTER