

Adoption of Disseminating Performance Contracting Results and Target Achievement of Academic Programmes in Public Universities in Kenya

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Abstract: *The study determined how adoption of disseminating performance contracting results influences the target achievement of academic programmes in public universities in Kenya. This study used a cross-sectional study design and mixed method design. The target population of this study was 8789 postgraduate students who enrolled in 2015 and 2016, deans of schools, chairpersons of departments and principals/directors of colleges in the six colleges of the University of Nairobi. Currently, there are seven colleges in the University of Nairobi, but the latest college of Open and Distance Learning is still young to be evaluated. The study's sample size was reached at using Slovin's Formula. The current research sample size was made up of 389 respondents. The study adopted purposive sampling and simple random sampling in the selection of the sample size. Secondary and primary data helped the researcher find data and information that is relevant to the study. Questionnaires and key informant interviews were used to collect primary data. The researcher, so as to improve the research instrument's reliability and validity, conducted a pilot test. Questionnaires were distributed to the respondents which provided data that was quantitative in nature. Additionally, qualitative data was obtained from key informative interview guide and was analyzed using thematic analysis. Descriptive statistics included percentages, mean, frequency distribution, and standard deviation. Inferential statistics focused on Pearson correlation and regression analysis. Regression analysis was used to determine the relationship between the elements under investigation. It was established that adoption of disseminating performance contracting results had a positive influence on the target achievement of academic programmes in Public Universities ($\beta=0.387$, $p\text{-value}=0.000$). The research established that dissemination of performance contracts results in the University of Nairobi was not up to expectations and the university does not communicate the results appropriately. This research recommends that the University of Nairobi should adopt the use of various channels of communication like its website to disseminate the performance contracting results.*

Keywords: Performance Contracting, Dissemination of results, Target Achievement

1. Introduction

The main role of all the governments globally is to provide the best services to their citizens and improve their welfare and achieve their laid down goals including to meet wide, sustainable quality citizen needs (Nthia, 2014). The public service sector is among the sectors that are essential in providing the needed public services which help the nation's economy grow (Nkobe & Kenyuru, 2015). When service delivery becomes ineffective or constrained, it affects the nation's development process and quality of life of its citizens. However, governments all over the world are facing a challenge of improving service delivery while using fewer resources to provide these services (Abdisalan, 2012). In Asia, the concept of performance contracts has been adopted by China, Korea, Sri-Lanka, Malaysia, Pakistan and Bangladesh. In Latin America countries that have adopted performance contract include Brazil, Bolivia, Colombia, Chile, Argentina, Venezuela, Uruguay and Mexico. Other countries include Canada, United Kingdom and the United States (Feltham, Hofmann & Indjejikian, 2015).

In the last two decades, poor performance in public agencies in Africa has necessitated the development of public sector

reform strategies (Waithera & Wanyoike, 2015). Countries like Gambia, Nigeria, Ghana and Kenya started using performance contract in the management of public service in the year 2005. The 2008/2009 East Africa Community performance contract indicated that the member states (Uganda, Kenya and Tanzania) were expected to implement the 2007-2012 strategic plan that was developed to help in the development of appropriate work plans that were based on performance targets.

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

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PC planning, PC implementation, PC monitoring and evaluation and communicating of PC results.

According to Fernandez (2009), the implementation of any strategy is an important undertaking for public and private firms. The implementation process is often understood to be the allocation of the organization's resources and coming up with a new structure for the organization (Mishra & Potaraju, 2015). Performance Contract implementation in Kenya started in 2004 when state corporations were required to improve the performance of tasks so as to increase the job satisfaction rates for members of staff, this satisfaction does lead to increased performance of jobs. This leads to visible and improved financial performance. Performance contract is a strategic management tool in which principals sign a performance agreement with their agents on various deliverables (Fiegener, 2005). Such deliverables may be profit, service standards, staff turn-over and many other business activities. The aim of performance contract both in public and private organizations is to improve the effectiveness and efficiency in the management of the organization's affairs.

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

Despite the increasing performance of the University of Nairobi among state corporations in Kenya and the increasing enrollments in each of its colleges, the number of students graduating every year has been fluctuating. For instance, the number of Bachelor's degrees students who graduated in the year 2012 was 7288, which increased to 8589 in the year 2013 before decreasing to 8109 in the year 2014 (University of Nairobi Annual report, 2014). Similarly, the number of diploma students who graduated in the year 2012 was 2472, which decreased to 2113 and 2063 in the years 2013 and 2014, respectively. However, in the year, 2012, the number of PhD students who graduated was 79, which increased to 94 in the year 2013 and 124 in the year 2015. In the year 2016, the University of Nairobi awarded a total of 57 degrees, which is a decrease from 124 in the year 2014. The number of Masters Students who graduated in the year 2012 was 3061, which increased to 3409 in the year 2013 and 3477 in the year 2014 (University of Nairobi Annual report, 2015). A customer satisfaction survey conducted by the University of Nairobi in 2013 revealed that 49.6% of the students were satisfied with the teaching facilities, 50.2% were satisfied with the reading materials, 57.5% were satisfied with the lecturers' competence and commitment, 50.3% were satisfied with the learning environment and 57.6% were satisfied with social amenities. Despite the University performing well in performance contracting, target achievement of academic programmes in the University is still low.

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

2. Literature Review

Target Achievement of Academic Programmes in Public Universities

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

Financial target achievement refers to the ability of the firm to achieve economic objectives, while non-financial target is centered on operational performance which includes efficiency, market share, new product development and innovation (Jiang & Seidmann, 2014). For a firm to achieve total effectiveness, it shows that the organization has a wider conceptualization of achievement of targets and can be done in form of measure of the overall performance, reputation, goals achievement, perceived total performance compared to competitors and survival. Githemo (2006) proposed that Universities use research output and publications, student enrolment, grant funding, rankings, graduation (completion) rates, curriculum development and faculty reputation as a measure of performance or achievement of targets. Since financial targets of universities are measured through annual financial reports which are published yearly as a measure of performance achievement, this study will adopt a non-financial measures and it will narrow down to curriculum development, publications, teaching and learning facilities and students' progression which comprises of enrollments and graduations.

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

publications, quality of teaching and learning facilities and students' progression.

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

Performance Contract Dissemination of Results

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

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

However, the results indicated that poor results dissemination hinders results utilization.

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

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

Lija *et al.* (2009) carried out a research on Evaluation Use. The paper reviewed empirical research which showed the use of evaluation between 1986 to 2005 with the help of Cousins and Leithwood's 1986 Framework that categorized evaluation empirical studies done from the year 1986. The review of literature showed that there were 41 evaluation empirical studies done between 1986 and 2005 that in line with the research quality standards. The framework allowed for the comparison over time. After the initial grouping of the studies in line with the two categories and the twelve characteristics of Cousins and Leithwood Framework there was an additional characteristic and category that were made part of the framework. The characteristic was the evaluator competence which was put under the implementation

evaluation category. The category added was the involvement of the stakeholders. According to the results, there is great importance to involve stakeholders in enabling evaluation and the interaction, engagement and communication between the evaluators and clients who use the evaluation findings is essential for the evaluation findings to be used correctly.

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

In Kenya, Githemo (2006) conducted a study on utilization of performance appraisal results by nurse managers for staff development in public hospitals. The study used a descriptive cross-sectional study design and was done in five public health institutions which included Mathari, Mbagathi, National Spinal Injury Hospital, Kiambu and Thika. According to the results of the research, 64% of the nurse managers had received training on the process of performance appraisal. Out of this percentage 60.6% of the nurses had received basic training and 23.5% of the nurses had received training on how they could use the results of the appraisal. The study also indicated that the nurse managers were not utilizing the results of the appraisal for deployment, training of staff or to motivate others. Therefore, in most cases the results were found to be used for the promotion of employees but not to deploy, motivate or train them.

3. Theoretical Framework

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

Agency theory is seen as if it explains the movement of agencification. This is the reason why it is one of the most used explanatory models. The theory begins where the principal gives orders and the agent follows them (Shogren et al., 2015). However, the two parties both have their own interests which are not convergent when giving or following

the orders. In addition, specialization gives the agent an advantage as the agent has more experience with the process, the expected results and important rules to be followed. The challenge is that the agent since they have an advantage can use this to pursue their interests.

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

The public sector is faced with a lot of challenges that the agency theory does not address. The firms in the public sector often are characterized by many stakeholders whose goals are also different and many. The different stakeholders may therefore offer opposing incentives with the resultant being poor service delivery that will not benefit any of the principals. The linkage of incentives to performance may lead to gaming. The information gap between the agent and the principals accords the agent an advantage over the principal (Buchanan, Chai & Deakin, 2014). To ensure maximum return for little effort the agent may use the information for their own good and detriment to the principal. This is a case of information asymmetry.

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

The lesson learnt here is that the agencies can only provide the best results to the government when they are made part of the administrative system (Shogren et al., 2015). This does not mean that there should be no autonomy but that autonomy should be in harmony with the government expected objectives. Challenges do exist when the principal/agent process is used to provide solutions to reduce the costs of agency in public organizations (Selviaridis & Norrman, 2015). For instance, there is no profit which can

be used to quantify performance which means that quantifying performance can be hard and thus compensation cannot be linked to performance. In addition, most public sector activities have very complex output to outcomes relationships. Therefore, it might be hard to observe the two. Most factors that affect the results are not well comprehended by the agency or they might be out of the control of the agency. The challenges that are as a result of difficulties in the specification and measure of performance make it easier for the theory to be utilized in the public institutions. However, despite these limitations the implementation of performance contracts in Public Universities involves a principal (the government through the Vice Chancellor) and the agents (academic and non-academic staff). The performance contracts stipulate a contractual agreement between the government and the staff in Public Universities.

4. Conceptual Framework

A conceptual framework is set of concepts that are largely defined and systematically put together to provide a focus and show relationships between concepts. In this study the conceptual framework shows the relationship between the

independent and the dependent variable. The independent variables include adoption of performance contract planning, adoption of performance contract implementation, adoption of dissemination of performance contract results and adoption of performance contract monitoring and evaluation. On the other hand, the dependent variable was target achievement of academic programmes in Public Universities. The moderating variable for the relationship between performance contract and target achievement of academic programmes in the University of Nairobi was change management practices.

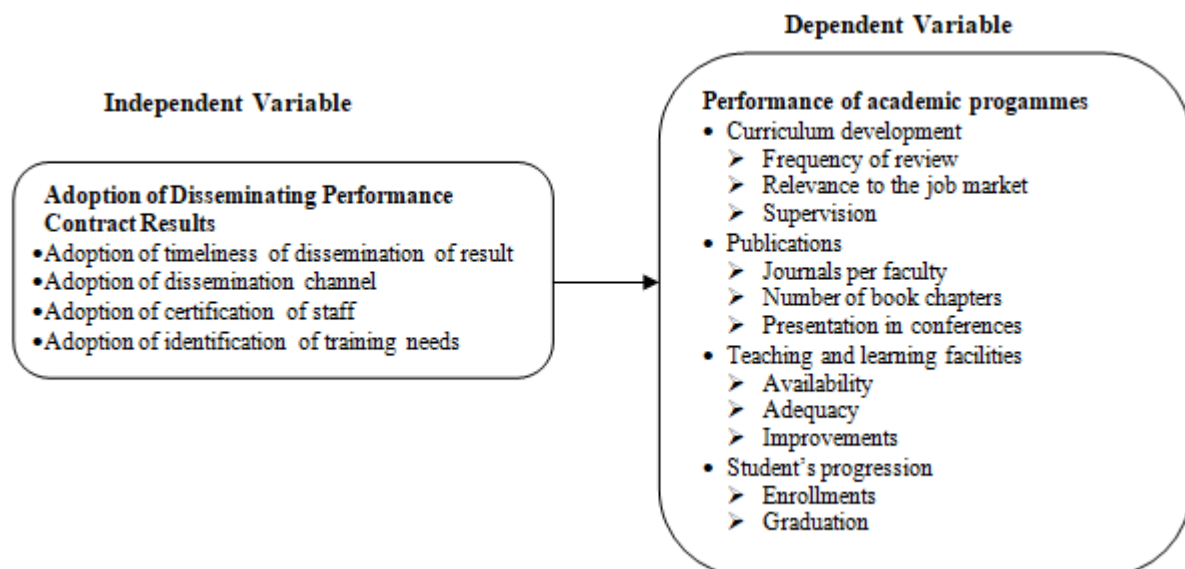


Figure 1: Conceptual Framework

The Dissemination of performance contracts results is one of the main factors affecting the performance of public institutions. In this study, dissemination of performance contract results will be measured by Adoption of timeliness of dissemination of result, Adoption of dissemination channel, Adoption of certification of staff and Adoption of identification of training needs.

5. Research Methodology

This study adopted pragmatic research paradigm. This paradigm was chosen as the study combined both qualitative and quantitative research methods. A cross sectional research design and mixed method design were used. In cross-sectional research design, the data needed for the research is collected in a given duration to shed light on the relationship between the study's variables. Cross-sectional

research design integrates both qualitative and quantitative research which leads to a much wider understanding of the problem in question compared to the use of one method of research. The target population of the present study comprised of 8789 PhDs and Masters students who enrolled in 2015 and 2016, deans of schools, chairpersons of departments and principals/directors of colleges in the six colleges of the University of Nairobi. Currently, there are seven colleges in the University of Nairobi, but the latest college of Open and Distance Learning is still young to be evaluated.

The sample size of this study was determined using Slovin's Formula. However, all the deans of schools/faculties, chairpersons of departments and principals/directors of colleges were included in the study due to their small number. The Slovin's Formula was as follows;

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

whereby:

n = no. of samples

N = total population

e = error margin / margin of error (0.05)

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

$$n = 382$$

Table 1: Sample Size

	Target Population	Sample Size
PhD	975	29
Masters	7688	227
deans of schools/faculties	42	42
chairpersons of departments	78	78
principals/directors of colleges	6	6
Total	8789	382

The study adopted a multi stage sampling method. In the first step, the study used purposive sampling to select PhD students, Masters Students, deans of schools/faculties, chairpersons of departments and principals/directors of colleges. This is because deans of schools/faculties, chairpersons of departments and principals/directors of colleges are involved directly in the implementation of performance contracting and both PhD students and Masters Students are directly affected by the implementation of performance contracts. In the second stage, the respondents were selected using simple random sampling.

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

A questionnaire was used to collect qualitative and quantitative data. Analysis of the qualitative data was done using thematic analysis and the results of the analysis were presented in prose form. On the other hand, descriptive and inferential statistics were used for analysis of quantitative data with the help of Statistical Package for Social Sciences (SPSS version 22). Descriptive statistics included frequency distribution, mean, standard deviation and percentages. Inferential statistics included Pearson correlation analysis and regression analysis. Pearson correlation analysis was used to test for the strength of the relationship between the variables under investigation. Regression analysis was used to determine the relationship between independent variable

(adoption of performance contracting implementation) and dependent variable (target achievement of academic programmes in public universities in Kenya). Regression model was as follows;

H₁₁: There is as significant relationship between adoption of disseminating performance contracting results and the target achievement of academic programmes in public universities in Kenya

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

Whereby;

Y = Target Achievement of Academic programmes

B₀ = Constant

β₁ = Coefficients

X₁ = Adoption of disseminating performance contracting results

ε = Error term

6. Research Findings and Discussions

The sample size of the study was 382 respondents that comprised of 29 PhD students, 227 Masters Students, 42 deans of schools/faculties, 78 chairpersons of departments and 6 principals/directors of colleges. Out of 256 questionnaires that were distributed, 218 responses were obtained. In addition, 12 deans of schools/faculties, 24 chairpersons of departments and 3 principals/directors of colleges were interviewed. These responses showed a 75.1% response rate. Russell (2013) argues that even though, statistically, there are no rules of acceptable response rate, a 50% is normally considerate adequate for analysis, making inferences and for reporting while a 70% is considered to be a very good response rate thus the response rate of the study was within acceptable limits for inference making.

Target Achievement of Academic Programmes in Public Universities

Target Achievement of academic programmes was the dependent variable in this study and its indicators included curriculum development, publications, teaching and learning facilities as well as student's progression. In a five point likert scale (where 1 represented strongly agree, 4 represented agree, 3 represented neutral, 2 represented disagree and 1 represented strongly disagree) the PhD and masters students were asked to indicate their extent of agreement with various statements measuring target achievement of academic programmes in the University of Nairobi.

From the findings, the PhD and Masters Students agreed with a mean of 4.298 that their university is ranked one of the best in the country. In addition, the PhD and Masters Students agreed that students enrollments in their university and the number of students graduating every year has been increasing over the years as shown by means of 3.894 and 3.766, respectively. The PhD and Masters Students also agreed that the curriculum in the university is relevant to the job market and the university had been making improvements in the teaching and learning facilities as shown by means of 3.743 and 3.720, respectively. In addition, the PhD and Masters Students agreed that the number of publications per college has been increasing over the years and their university has frequent reviews of the curriculum as shown by means of 3.701 and 3.610, respectively. However, the PhD and Masters Students were

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

Target Achievement of academic programmes

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

The PhD and Masters Students were asked to indicate how the adoption of performance contracting influences the target achievement of academic programmes in public universities in Kenya. From the findings, they reported that adoption of performance contracting had helped the University to increase graduation rates and offer high quality services to students. This is evidenced by the fact that the University of Nairobi has been leading among public institutions in Kenya in performance contracting

implementation. In addition, the deans of schools/faculties and chairpersons of departments reported that the adoption of performance contracting had led to curriculum development through increasing frequency of review, offering courses that are relevant to the job market and through an improvement in supervision. In addition, the principals/directors of colleges indicated that as a result of performance contracting adoption, the University had managed to increase teaching and learning facilities as well as students' graduation rates.

The study found that students' enrollments in the University of Nairobi and the number of students graduating every year has been increasing over the years. In addition, the curriculum in the University of Nairobi is relevant to the job market and the university had been making improvements in the teaching and learning facilities. These findings agree with Njenga (2016) who argues that performance is in terms of student enrolment, students graduating rates and service user satisfaction. In addition, the PhD and Masters Students agreed that the number of publications per college has been increasing over the years and their university has frequent reviews of the curriculum. These findings agree with Githemo (2006) who argues that the most common measures of performance in public universities include Curriculum development, Publications, Quality of teaching and learning facilities and students' progression. However, there are moderate supervisions in the University of Nairobi to ensure quality. In addition, the teaching and learning facilities in the university were moderately available. Further, the teaching and learning facilities in the University of Nairobi were inadequate.

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

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

Adoption of Dissemination of Performance Contract Results

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

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

However, the PhD and Masters Students disagreed with the statement that the University had been having discussion of performance contract results as shown by a mean of 2.325. With a mean of 2.316 the PhD and Masters Students also disagreed with the statement that the University utilizes performance contract results to develop training programs for both teaching and non-teaching staff. As shown by a mean of 2.311, the PhD and Masters Students further

disagreed with the statement that the results of performance contracts are always disseminated for utilization in the University departments. The results further show that the PhD and Masters Students disagreed with the statement that the University had been having certification of staff as shown by a mean of 2.302. They also disagreed with the statement that the University has been using dissemination channels such as emails and website as shown by a mean of 2.192.

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

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

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

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

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

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

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

Regression Analysis for Dissemination of performance contract results

A univariate analysis was conducted to investigate the influence of adoption of dissemination of performance

contract results on the target achievement of academic programmes in Public Universities in Kenya. The null hypothesis was;

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

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

Model Summary for Dissemination of Performance Contract Results and Target Achievement of academic programmes

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

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

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

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

ANOVA for Dissemination of Performance Contract Results and Target Achievement of academic programmes

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

a. Dependent Variable: Target Achievement of academic programmes

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

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

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

Coefficients for Dissemination of Performance Contract Results and Target Achievement of academic programmes

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

a. Dependent Variable: Target Achievement of academic programmes

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

$Y = 1.787 + 0.634$ (Adoption of dissemination of performance contract results)

From the findings, the adoption of dissemination of performance contract results had a positive influence on target achievement of academic programmes as shown by the regression coefficient of 0.634. This implies that a unit increase in the adoption of dissemination of performance contract results would lead to a 0.634 improvement in the target achievement of academic programmes in Public Universities. Since the p-value (0.000) is less than the significance level (0.05), the null hypothesis can be rejected and the alternative hypothesis can be accepted and hence "there is a significant relationship between adoption of dissemination of performance contract results and the target achievement of academic programmes in Public Universities in Kenya".

Discussion on Adoption of Dissemination of Performance Contract Results

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

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

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

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

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

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

7. Conclusions and Recommendations

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

The study established that the University of Nairobi was only doing a summary of the performance contract results, which implies that the University of Nairobi was not distributing the results of performance contracts results widely.

8. Suggestions for Further Studies

This research studies was limited to the influence of the adoption of disseminating performance contracting results on target achievement of academic programmes in the University of Nairobi. The findings of these studies cannot be generalized to other public Universities in Kenya. There are 25 public universities in Kenya and hence this study suggests similar studies to cover all the other public universities in Kenya. The study also found that adoption of disseminating performance contracting results could only explain 52.6% of target achievement of academic programmes in the University of Nairobi. The study therefore suggests that further studies on other factors influencing target achievement of academic programmes in the University of Nairobi should be carried out.

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