# Contract Documentation and Education Sector Service Delivery in Masaka District Local Government, Uganda.

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*Abstract: This study explored the relationship between contract documentation and education sector service delivery in Masaka DLG. This was based on the hypothesis that contract documentation as a component of contract management has a significant association with and influence onto service delivery. The research was carried out in Masaka DLG. Out of the study population of 140 respondents, a sample of 103 was selected. A response rate of 85.4% was realized for generalization of the research results. The data was collected using self-administered questionnaires. Basing on the objective of the study, descriptive, correlation and regression analyses were carried out. The results indicated that the practice of contract documentation process is averagely existent in the operations of Masaka DLG procurement unit and is reported to have a very strong association with education service delivery at the district (r = 0.645) which is statistically significance (p ≤ 0.01). Additionally, the contract documentation process influences up to 41% of the changes in education service delivery at the district. Basing on these results therefore, it is recommended that the contract documentation processes in Masaka DLG be improved so that education service delivery can be enhanced in the district.*

**Keywords**: Contract: ,Contract documentation:, Service delivery ; , Education Service Delivery

## 1. Background to the study

Global historical records tend to support that the Evolution of Contract management documentation 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 today Supply Chain Management functions .

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).
In India, Contract documentation 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 1990s, it evolved into a broader role of enterprise risk management – but only recently Contract documentation has come to be viewed as a potential source of revenue .

In Africa , management of Contracts through documentation 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).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 in terms of improper documentation and signing of contracts , lack of important contract information, inadequate quality assurance plans.

In Uganda, contract management documentation has become a megatrend in many public entities especially as result of social accountability and increased demand for service delivery by citizens (Schiel, 2007). 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 and effective management 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).

Focusing on Uganda and specifically Masaka District, education service delivery has not been the best. Basing on the analysis of the UPE and USE in Masaka District, the performance is ranked below 50%. This is an indication that the service delivery is below average. This is a challenge which needs to be adhered to at district level since that is where all government schools get assistance from (Uwezo, 2010). The people offering assistance enter into an agreement to provide the service. It has however not been clear of the impact that such contracts and agreements might have on the overall performance of these staff. This further affects the overall education service delivery leading to the below average performance. Basing on this therefore, it was found necessary to establish possible relationship (association) and hence influence that there might between contract documentation and education service delivery in Masaka District, Uganda.

## 2. Literature Review
### 2.1 Contact Documentation
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 meet 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. Amagoh (2009) further argues that contract documentation enhance vigilances on the past performance of a contractor, which helps in the sourcing of competent and financially stable contractors. This also helps to ensure quality of service delivery. Furthermore, Alexander (2009) argues that poor contract documentation may cause delays in funding the procurement disposal entities from local government, which may greatly affect the 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 (Basheka, 2008).

### 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 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. While education 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 Contract Documentation and Education Sector Service Delivery

According to Brown & Potoski (2003a), effective contract documentation may involve document automation or document assembly. It basically involves design of systems and workflows that assist in the creation of electronic documents. This same position is emphasized by Palmer et al. (2000). Further to that, Palmer reveals that document automation is used to edit all conditional text, variable text and data contained within a set of documents. This helps to increases efficiency and effectiveness in records management. Eventually, effective monitoring of the different contents of the contract results leading to assurance of 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 one of the most recommended ways of contract documentation in this modern era of ICT and improved technology. This method has a great benefit of reducing paper handling procedures, document loading and physical storage. Because of this, there is a significant reduction in the financial expenditure in relation to these items in an entity (Government of Republic of Kenya, 2007). This therefore helps in having overall improvement in service delivery in an organization.

Considering the importance and relevance of document automation in contract documentation, it is expected to be adopted in most government organizations in Uganda. 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 (Basheka 2008). This greatly affects 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 and the levels of performance per the contract. These two help to determine the quality in the implementation process.

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 still has 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. The effects of this also have a toll in the contract documentation process as well as the aspect of service delivery. The effects are however not quantifiable at this point.

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 no performance at all. This is mainly as a result of not having clear documentation in relation to things to check before making payment(s). This situation happens in many public and private institutions in Uganda.

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 (Amagoh 2009).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 a key towards service delivery performance challenges.

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 are likely to 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 Masaka, Uganda.

## 3. Methodology

The research was carried out following cross-sectional research design in order to be able to investigate the different aspects of the problem within reasonably short time (a year). The respondents were selected from the officers and politicians at local government level in Masaka District Local Government. These groups were selected because they are directly involved in the contract documentation activities as well as providing oversight role of the education service delivery activities in the district. This therefore makes them the most appropriate group of respondents to be involved in this research.

Data was collected through self-administered questionnaire which was found relevant due to large population and this tool enabled the researcher to get feedback in a short period of time. 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 give 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 will allow many responses from different respondents .

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 documentation. 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 89 staff members which consist of 7 heads of departments(Administration, Audit, Finance, Planning, Education, Production and Marketing and Procurement)and 82 staff members(senior managers, managers and clerks). The political leaders consist of 3district political heads (Chairman LCV, RDC and assistant RDC) and 48 Councilors (Human Resource Records, 2017).

A sample size of 103 respondents was selected out the population of 140 from the district for the study. This consisted of 7 heads of departments, 82 staff members (senior managers, managers and clerks), 3 district political heads and 48 councilors. The sample size was determined using Morgan and Krejcie table as given by Amin, (2005) as indicated in table 3.1 below:

Table 3.1: Showing category, population, sample size and sampling technique.

| SN | Category | Population | Sample size | Sampling technique |
|----|----------|-----------|-------------|--------------------|
| 1 | Heads of department | 7 | 5 | Purposive sampling |
| 2 | Staff members(Senior managers, managers and clerks) | 82 | 60 | Simple random sampling |
| 3 | Political heads | 3 | 2 | Purposive sampling |
| 4 | Councilors | 48 | 36 | Simple random sampling |
| | Total | 140 | 103 | |

*Source: Primary Data , (2017)*

The study used both probabilistic and non probabilistic techniques. These included simple random and purposive sampling techniques. 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. 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 (Mugenda and Mugenda 1999). In circumstances where the questionnaires could 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 have an advantage of providing in depth data which cannot be got using the questionnaire (Mugenda and Mugenda, 1999).

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.

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. 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.

The questionnaire was tested for validity of all the possible dimensions of the study. 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. 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 . 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 = 0.8

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.

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 collected data was organized for analysis through the activities of data cleaning, coding and data entry into the analysis tool. 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 documentation and education sector service delivery, which was provided by SPSS. 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.

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 which objectives were achieved.

## 4. Results and Discussion
### 4.1 Response rate

Though 103 questionnaires were issued out, only 88 questionnaires were returned. This represents a response rate of 85.4%. This was considered to be good enough to generalize the research findings

*Results from descriptive analysis on contract documentation*

*Table 4.1 Responses on contract documentation*

These were obtained and presented in tabular form. The detailed information is contained in Table 4. 1.

| Question item | Agree (%) | Not sure (%) | Disagree (%) | Mean | S.D |
|---|---|---|---|---|---|
| All contract management activities are documented | 57.9 | 13.6 | 28.6 | 3.56 | 1.567 |
| The district documents all goods and services required at delivery | 51.1 | 21.6 | 27.3 | 3.35 | 1.431 |
| The district maintains proper contract schedules | 65.9 | 10.2 | 23.9 | 3.66 | 1.445 |
| The district retains copies of all the signed contracts. | 46.6 | 25 | 28.4 | 3.40 | 1.394 |

The district possesses          systems that

| | | | | | |
|---|---|---|---|---|---|
| assist in the creation of electronic documents | 47.8 | 11.2 | 41 | 3.10 | 1.494 |
| Contract documentation has enhanced vigilance on the past performance of a contractor | 64.8 | 10.2 | 25 | 3.70 | 1.448 |
| The district uses computers and modern software in documentation. | 62.5 | 11.4 | 26.1 | 1.330 | 3.48 |
| Proper contract documentation has enhanced funding of the procurement disposal entities from the district | 60.3 | 13.6 | 26.1 | 3.51 | 1.373 |
| Contract documentation at the district involves use of the old fashioned book keeping methods | 42.1 | 6.8 | 51.1 | 2.80 | 1.532 |

*Source: Primary data , (2017)*

Basing on the results in Table 1, the status of contract documentation in Masaka District Local Government is marginally good. This is based on the detailed results in the table.

The results indicate that all contract management activities are fairly documented (mean = 3.56). About 51.1% of the respondents also indicated that the district documents all goods and services required at delivery (mean = 3.35). The marginal performance in relation to contract documentation was also registered in the area of contract schedules. Findings indicate that the district marginally maintains proper contract schedules (mean = 3.66). Testing past performance of contractors indicated that contract documentation has fairly enhanced vigilance on the past performance of a contractor (mean = 3.70). Findings also indicate that proper contract documentation has fairly enhanced funding of the procurement and disposal entities from the district (mean = 3.51).

These findings are in agreement with Basheka (2008) in relation to the quality and or status of contract documentation in Uganda and Masaka District Local Government in particular. This is an indication of the challenging situation the local government is in as far as contract documentation is concerned.

Table 4.2: Responses on Education Sector Service Delivery

| Statements on Education Sector Service Delivery | Response (%) | | | | | | |
|---|---|---|---|---|---|---|---|
| | Strongly Agree | Agree | Not sure | Disagree | Strongly Disagree | Mean | Standard deviation |
| 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 , (2017)*

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. 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 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. 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. 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. 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. 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. The majority of the respondents agreed that proper contract management has improved education sector service delivery. This means that they 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. 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. 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".*

This analysis was carried out to test the degree of association between contract documentation and education service delivery in Masaka District Local Government. Results from this analysis are presented in Table 3. The table has been prepared to capture all the variables together with their coefficients.

Table 4.3: Results from correlation analysis

|  | 1 | 2 |
|---|---|---|
| Education sector service delivery (1) | 1 |  |
| Contract documentation (2) | .645** | 1 |

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

Source: Primary data (2017)

Findings in Table 3 indicate that there is a relationship between contract documentation and education service delivery in Masaka District Local Government (r = 0.645). This relationship is further reported to be positive and statistically significant (p ≤ 0.01). This result means that enhancement in contract documentation procedures in the local government is likely to exist alongside enhancement of the education service delivery. The two are therefore related in such a way that improvement of one will occur when there is improvement in the other.

The results in correlation analysis are in agreement with the literature by (PPDA report 2010) which indicates existence of relationship between contract documentation and overall service delivery. In the case of Masaka District Local Government, this service delivery is in relation with education service delivery at district level.

*Results from regression analysis on what contract documentation and Education sector service delivery*

To further check the association between contract documentation and education service delivery in Masaka District Local Government, a regression analysis was carried out. This was mainly carried out to check whether contract documentation as an activity has any influence onto the education service commission. Further to that, there was need to test this degree of influence. Findings in relation to this analysis are reported in Table 4.

Table 4.4: Results from regression analysis

|  | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|
|  | B | Std. Error | Beta |  |  |
| (Constant) | 1.314 | 0.258 |  | 5.100 | 0.000 |
| Contract documentation | 0.584 | 0.075 | 0.645 | 7.837 | 0.000 |

| | |
|---|---|
| Dependent variable: | Education service delivery |
| R: | 0.645 |
| R square: | 0.417 |
| Adjusted R Square: | 0.410 |
| F statistics: | 61.426 |
| Model Sig: | 0.000 |

Source: Primary data (2017)

Basing on the results from the regression analysis, it is evident that contract documentation has a significant (Sig = 0.000) influence onto education service delivery in Masaka District Local Government. This influence is further reported to be positive (Beta = 0.645). The results also indicate that a unit change in contract documentation in the local government brings about 41% changes in education service delivery. This means that contract documentation influences up to 41% of the changes in education service delivery in Masaka District Local Government. This means that there are other factors that influence the 59% of the changes in education service delivery in the local government.

These findings are in line with the recommendations provided by Basheka (2008) as well as the guidance document in relation to service delivery through contracts published by the government of NewZealand(New Zealand Government, 2011). In both of these documents it is stated how contract documentation as a process has impact on the overall service delivery of a business and or an entity. The documentation in the literature concurs with the findings that were obtained in this study.

## 5. Conclusions and recommendations

The research findings obtained indicated clearly that there is a relationship between contract documentation and education service delivery in Masaka DLG. This is a good finding indicating that there is a possibility of improving the education service delivery through the contract documentation process. 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. It was concluded 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.

The study recommended that 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. Basing on these findings therefore, it is recommended that the district authorities consider improving the presence of contract documentation procedures in their contracting processes in order to enhance performance and eventually improve education service delivery. This can further be extended to service delivery levels of other key sectors of the Masaka District Local Government.

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