

Contract Relationship Management and Education Service Delivery in Masaka District Local Government

Twesigye Nduhura¹, Beatrice Juliet Nakalanzi², James Baguma³, Stella Nakajugo⁴,

Kampala University- Uganda

Correspondence:

1., Lecturer, Department of Business Administration, Kampala University. Email:

twesigyenduhura@gmail.com

2, 3 & 3 Lecturers, Department of Business Administration, Kampala University

Abstract: *This research aimed at establishing whether contract relationship management impacts the education service delivery in Masaka DLG. This was based on the hypothesis that contract relationship management has a significant influence on service delivery. The research was carried out at Masaka. Out of the population of 140 potential respondents, a sample of 103 was selected. A response rate of 85.4% was realized and was found to be acceptable for research results. The data was collected using questionnaires. Basing on the objective of the study, descriptive, correlation and regression analyses were carried out. The results indicated that of contract relationship management is averagely existent in the operations of Masaka DLG and is carried out at a very low level, though its management is reported to have a very strong association with education service delivery at the district ($r = 0.639$) and the association is statistically significant ($p \leq 0.01$). Additionally, the contract relationship management influences up to 40.2% of the changes in education service delivery at the district. Basing on these results therefore, it is recommended that the contract relationship management processes in Masaka DLG be improved so that education service delivery can be enhanced in the district.*

Keywords: Contract, Contract Relationship Management, Education Sector Service Delivery, and Masaka district

1. Background to the Study

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

ICN (2009) reported that contract management phase of the procurement cycle starts after the award of contract. Effectiveness of contract management will depend on how thorough the earlier steps in the procurement cycle were completed. Regulation 258(1) of the PPDA Act (2010) provided that the contract management covers the process from contract signing to contract completion. The contractual elements as foundation, change management, and governance characteristics. Contract management consists of a range of activities and practices that are carried out together to keep the arrangement between customer and provider running smoothly. They can be broadly grouped into three areas; Service delivery management, Relationship management and Contract administration.

Once a contract has been entered into, the relationship between the contractor and the contractee begins. This relationship could be maintained as a healthy relationship or could be violated depending on the intentions of the parties to the contract. Once violated, court cases might result. However, if well maintained, trust is likely to be built leading into even better relations in the future. Business referrals are mainly the most fruitful outcome of keeping a good contractual relationship (Realyt, 2015; University of Texas, 2017).

Contract relationship management in India has developed alongside the evolution of Indian business over the past two and half decades. Until recently, across all sectors and industries, it was handled by a variety of departments, from supply chain management, commercial, procurement, planning to legal. After the 1990s, it evolved into a broader role of enterprise risk management – but only recently contract management has come to be viewed as a potential source of revenue. Among others, the review considered improved contract documentation, contract relationship and contract monitoring.

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

Access to quality services in particular in the education sector has been recognized fundamental for economic development (World Bank, 2003). However, in Uganda and other developing countries, education sector service delivery is often poor or nonexistent: schools are not open when they are supposed to be; teachers are frequently absent from schools and, when present, they spend a significant amount of time not serving the intended beneficiaries/children; learning materials, even when available, are not used, and public funds are stolen. Despite the fact that

there have been low contract enforcement indices (Rwakakamba, Lukwago,& Walugembe, 2014), it is not obvious that the same scenario existed in Masaka District Local Government. Masaka District Local Government however registered low performance in education service delivery. This is evidenced by the low performance in UPE and USE where teachers are contracted to offer service. This therefore prompted the researcher to establish whether there is a relationship between contract relationship management and education service delivery.

1. Literature review

2.1. 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).

2.2 Contract Relationship management and Education sector service delivery

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

Contract relationship Management begins as soon as the contracting process begins, from the invitation of proposals, to proposal evaluation, award and implementation of contract up to closure of the contract (Davison and Wright 2004). According to Davison and Sebastian (2009), relationship management underpins overall success of contract management. According to Basingstoke and Deane (2013), good contractual relationship between the contracting parties provides a firm foundation for the success of the contract that is being executed.

The positive relationship between the contractor and the acquiring entity results into smooth flow of the contract activities, therefore ensuring successful contract execution. In the same line, Cooper (2003) argues that it is important to establish and maintain a constructive relationship and regular communication between the contracting parties. This positive relationship involves providing positive and constructive feedback, ensuring that payments are done without delays as well as listening to the contractor, identifying any problems, and addressing them promptly in time. This ensures a higher degree of contract performance and service delivery.

Davison and Wright (2004) explain that for contracts involving provision of consultancy services that extend over a reasonable period of time, it is better for both contracting entities to adopt a structured approach that involve constant meetings in managing their contractual relationship in order to achieve maximum and effective service delivery. In such contracts the management of the relationship with the contractor could consist of day-to-day discussions and interactions between the contractor, the contract manager and relevant entity staff. Formal meetings at pre-determined intervals with nominated personnel from both the acquiring agency and the contractor would also be necessary and relevant.

Amagoh (2009) asserts that, poor relationship management results into court disputes. In the same line, Broomberg, Masobe, & Mills (1997) argue that contract management is strongly constrained by dispute resolution by the courts which is costly and unreliable. In that event, private ordering efforts are required to support governance structures, thereby mitigating prospective contractual impasses and breakdowns which may have merit. Private ordering efforts to craft governance structure supports contractual relations during the contract implementation interval thus making their manifestation vital.

However, not only do alternative modes of governance differ in kind, but each generic mode of governance is defined by an internally consistent syndrome of attributes which is to say that each mode of governance possesses distinctive strengths and weaknesses.

Contract relationship should be managed in a professional manner and be based on cooperation and understanding in a legal framework, taking into account the need for probity and ethical behavior (Holt, Olomoaiye and Harris, 2006). According to PPDA (2014), the overall performance of central government entities in Uganda during the 2012/2013 financial year was not good. The records indicate that 0% of them were highly satisfactory, 42% of them were rated satisfactory, 25% moderately satisfactory and another 25% unsatisfactory. Those rates as highly unsatisfactory were only 8% of all the entities rated.

PPDA report (2014) further reveals that such performance was partly due to poor Contract Relationship Management between the contracting parties. Works procurement contracts have high values than the supplies and services contracts and account for a significant portion of the national budget. Reports indicate that the work related contracts are the poorest performing

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

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

In cases of problems or changes, Contract Management teams are often in the dark of the causes and mainly rely on overly detailed and rushed manual work for information. Time delays in contracting process are a breach of contract, the different parties involved in a contract should therefore appreciate that additional charges are justified for such inconveniences. Therefore, time variance, price variance and any other form of deviation from the working guidelines of a contract calls for legal charges and costs are met by the failing party in the procurement process (Insider report, 2015).

However much contract relationship management is essential towards service delivery, a number of researchers never looked into how it improves service delivery. More still, there is no clear evidence that there has been a study regarding Contract Relationship Management and Education Sector Service Delivery in Masaka District Local Government. This therefore necessitated the need for this research to be carried out.

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. 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 relationship management. 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

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

This analysis was carried out to get information in relation to the state of contract relationship management at Masaka District Local Government (*Masaka DLG*). This therefore means that this analysis was helpful in providing information in relation to the key aspects of contract relationship management in Masaka DLG. Findings from descriptive analysis are presented in Table 4.1.

Table 1: Views and comments about Contract relationship management in Masaka DLG

| Items for consideration | Agree (%) | Not sure (%) | Disagree (%) | Means | Std. Dev |
|---|-----------|--------------|--------------|-------|----------|
| The district organizes formal meetings at pre-determined intervals with its contractors | 56.8 | 18.2 | 25 | 3.58 | 1.354 |
| Issues raised by contractors are solved on time | 54.5 | 12.5 | 33 | 3.26 | 1.434 |
| The district provides feedback to contractors | 52.2 | 10.2 | 37.6 | 3.31 | 1.571 |
| The district pays service providers on time. | 55.7 | 11.4 | 32.9 | 3.47 | 1.561 |
| Contractors work in harmony with the district staff | 67.1 | 9.1 | 23.8 | 3.10 | 1.494 |
| Relationship between the contractors and the client are kept open and constructive | 54.6 | 26.1 | 19.3 | 3.47 | 1.222 |
| There are constant meetings in managing the performance of contracts | 39.8 | 11.4 | 48.8 | 2.88 | 1.515 |
| The district maintains good contractual relationship with the contractors. | 39.7 | 22.8 | 37.5 | 2.86 | 1.233 |

Source: Primary data, (2017)

Basing on the results in Table 1, it is obvious the status of contract relationship management in Masaka DLG is not good. This is evidenced by the responses of the respondents which indicate that the district does not maintain good contractual relationship with the contractors (mean = 2.86). Despite this fact, the findings indicate that the district rarely organizes formal meetings at pre-determined intervals with its contractors (mean = 3.58). This is further supported by 18.2% of the respondents who indicate not to be sure as to whether the formal meetings are actually organized. This is a challenge as far as relationship management with the service providers is concerned.

In relation to the issues raised by the contractors, the findings indicate that they are attended to and solved though to a low extent (mean = 3.26). There is a low level of feedback provision to the contractors from the district (mean = 3.31). Timely payment to contractors for the work done in Masaka DLG is also reported to be done though to a low extent (mean = 3.47). Findings also indicate that the relationship between the contractors and the client are kept open and constructive though there is some level of secrecy (mean = 3.47). In relation to this, 26.1% of the respondents indicate not to be sure as to whether the relationship between contractors and the clients are kept open and constructive. This is challenging as far as contract relationship management is concerned at Masaka DLG.

Findings also indicate that in Masaka DLG, there are no constant meetings between contractors and officers at the district in relation to managing contract performance. This is a big challenge in relation to effective management of contracts executed at Masaka DLG. Though the concern here is put on all contracts, the focus of this research is on contracts relating to education service delivery at the district.

The findings of this research indicate that there is a very low level of contract relationship management at Masaka DLG. This further means that the low relationship has an impact on how the contracts at the district are managed. These findings are in relation with the reports of PPDA in relation to contract performance in Uganda (PPDA 2014; PPDA 2013; PPDA 2012). According to these reports, there have been unfavorable contract relationship management activities in most of the contracts carried out in Uganda.

Table 4.2: Responses on Education Sector Service Delivery

| Statements | Response (%) | | | | | Mean | Standard deviation |
|---|----------------|-------|----------|----------|-------------------|------|--------------------|
| | Strongly Agree | Agree | Not sure | Disagree | Strongly Disagree | | |
| Education Sector Service Delivery | | | | | | | |
| All Educational services are provided on time | | | | | | | |
| Services | | | | | | | |

26(29.5)

29(33.0) 4(4.5)

15(17.0)

14(15.9) 3.43

1.468

28(31.8)

20(22.7) 9(10.2)

21(23.9)

10(11.4) 3.40

1.435

quality

| | | | | | | | |
|---|----------|----------|----------|----------|----------|------|-------|
| 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 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 education 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”.

Results from correlation analysis

In relation to descriptive analysis, correlation analysis was carried out. This analysis was carried out with specific aim of establishing existence of association between education service delivery and contract relationship management in Masaka DLG. These findings are presented in Table 4.3.

Table 4.3: Results from correlation analysis

| | 1 | 2 |
|--|--------|---|
| Education sector service delivery (1) | 1 | |
| Contract relationship management (2) | .639** | 1 |

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

Source: Primary data (2017)

Findings from correlation analysis indicate that there is a very strong association between contract relationship management and education sector service delivery ($r = 0.639$). This relationship is further reported to be statistically significant ($p \leq 0.01$) and positive. This means that increase in the level of education service delivery in the district is associated with improvement in contract relationship management at Masaka DLG.

Correlation results and their interpretation are further supported by the existing literature (Amagoh, 2009; Insider report, 2015). According to these authors, there is a very strong relationship between the way a relationship is managed between contracting parties and the extent to which there can be success in the overall contract performance. This contract performance success is what in the findings is reported as education sector service delivery. The findings therefore have been helpful in confirming the earlier documented literature in relation to contract management and contract relationship management.

Though the relationship (and or association) has been ascertained through the correlation analysis, there was a need to also establish whether contract relationship management indeed has influence onto education service delivery in Masaka DLG. This was done using the regression analysis.

H₁: The findings accept the hypothesis that contract relationship of Management has a significant positive relation with education sector service delivery in Local Governments of Uganda.

Findings from the regression analysis

The results from the regression analysis were useful in complementing the correlation analysis. In this analysis, the aspect of influence was tested. The results are presented in Table

Table 4: Results from regression analysis

| | Unstandardized | | Standardized | T | Sig. |
|----------------------------------|----------------|------------|--------------|--------|-------|
| | Coefficients | | Coefficients | | |
| | B | Std. Error | Beta | | |
| (Constant) | -0.675 | 0.518 | | -1.304 | 0.196 |
| Contract relationship management | 1.195 | 0.155 | 0.639 | 7.705 | 0.000 |

| | |
|----------------------------|-----------------------------------|
| Dependent Variable: | Education sector service delivery |
| R: | 0.639 |
| R square: | 0.408 |
| Adjusted R Square: | 0.402 |
| F statistics: | 59.364 |
| Model significance: | 0.000 |

Source: Primary data (2016)

Basing on the results in Table 3, contract relationship management has a positive influence onto education sector service delivery in Masaka DLG. This is based on the Beta value of 0.639 which is reported to have a significance level of 0.000. This means that the influence of contract relationship management onto education service delivery at the district is a significant one.

The results also indicate that contract relationship management influences up to 40.2% of the changes in education service delivery at Masaka DLG. This means that contract relationship management is very influential onto the education service delivery at the district.

Findings obtained indicate that there is a chance to improve the level of contract performance at Masaka DLG. This is based on the fact that education service delivery at the district level could still be improved now that it is not good. This significant influence implies that if the contract relationship management is improved at the Masaka DLG, there are high chances of improving the overall education service delivery.

2. Conclusions and recommendations

It was established that there is positive a significant relationship between contract relationship management and education sector service delivery ($r = .602^{**}$; $p = .000$). Results show that 36.2% variance in education sector service delivery is attributed to contract relationship management (Adjusted R Square = .354), thus this reveal that contract relationship management is more

statistically significant predictor of education sector service delivery (Beta = .602, Sig. = .000). In general, the regression model fit was significant at sig. = .000.

The study concluded that good contractual relationship between the contracting parties promotes easy exchange of ideas between the two parties and therefore high chances for the success of the contract that is being executed. This ensures smooth flow of the contract activities, therefore ensuring successful contract execution. Trust between the two parties can also be built through good relationship and therefore helping in improving service delivery quality.

The district management should ensure that regular meeting are organized with contractors to discuss issues pertaining the contracts and also improve the working relationship between the two. The district should ensure that service providers are paid on time so as to improve their morale in providing high quality services and on time. The district staff should also be sensitized on the relevancy of having good working relationships with the contractors as this can help in reducing the gap between the two parties.

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