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INFLUENCE OF MANAGEMENT STYLES ON SUSTAINABLE PERFORMANCE CONTRACTING OF EMPLOYEES IN CHARTERED PUBLIC UNIVERSITIES IN KENYA

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A hand in a blue suit jacket points towards a glowing, circular button labeled 'Strategy' on a computer keyboard. The background is dark blue with abstract light patterns and a large, curved graphic element in red, white, and blue that sweeps across the top and right sides of the page.

Strategy

INFLUENCE OF MANAGEMENT STYLES ON SUSTAINABLE PERFORMANCE CONTRACTING OF EMPLOYEES IN CHARTERED PUBLIC UNIVERSITIES IN KENYA

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Abstract

Purpose: The purpose of the study was to determine the influence of management styles on sustainable performance contracting of employees in chartered public universities in Kenya

Methods: The study adopted a descriptive research design. This study adopted a positivist research philosophy. The population of the study comprised of all the staff members in public chartered universities in Kenya. For this study, target population was 27,054. This figure comprised of various staff at the universities who included; the Academic, Administrative and Technical staff. Various strata were identified from the areas of academic specialization of schools or faculties. The sample size was 384 respondents. Primary data was collected by use of one main structured questionnaire that captured the various variables of the study. Both descriptive and inferential statistics were used.

Results: The study concluded that there existed a significant positive relationship between management styles and sustainable performance contracting of employees in chartered public universities in Kenya.

Unique contribution to theory, practice and policy: The study recommends adoption of management styles that are characterized by attributes such as focus on improvement of employee productivity, commitment to enhancement of employees' skills and competencies, fair treatment of all employees, close collaborations' and open communication with the staff and participative leadership where the employees are allowed to offer input in crucial organizational matters.

Keywords: *Management styles, sustainable performance contracting, employees, chartered public universities*

1.0 INTRODUCTION

1.1 Background of the Study

Performance contracting covers a wide range of activities, from defining the Key Performance Indicators (KPIs) on the basis of the general production targets to tracking, appraising, and reporting on performance (Commonwealth Secretariat, 2013). The essence lies in finding appropriate and meaningful parameters that go beyond the general financial indicators, such as resource utilization or staff productivity for well-functioning production processes. Performance management can be defined as a strategic and integrated approach of increasing the effectiveness of organizations by improving the performance of the employees and developing the capabilities of teams and individual contributors (Gianakis, 2012).

Performance management is an integrated and continuous process that develops, communicates and enables the future direction, core competence, and values of the organization. It identifies 'what' (objective targets and performance standards) and 'how' (behavior, competencies and processes) to deliver the critical performance with respect to business strategies and objectives (Hill & Gillespie, 2010). It involves thinking through various facets of performance, identifying critical dimensions of performance, planning, reviewing and developing and enhancing performance related competencies (Gore, 2015). There are various models of measuring performance management which include; new performance management, balanced score card as well as performance contracting; however it remains a dynamic process.

1.1.1 Performance Contracting in Kenya

New performance management models have been viewed in many developing countries as the solution to reversing the falling service delivery (Hatry, 2010). Kenya introduced performance contracting not only to improve performance but also to refocus the mind set of public service away from a culture of inward looking towards a culture of business as focused on customer and results. The push factor for introduction of performance contracting in Kenya underlies the assumption that institutions of performance measurements, clarification of corporate objectives, customer orientation and increased focus towards incremental productivity and cost reduction can lead to improvement in service delivery (Brown, 2008).

In 1990, the government approved the introduction of performance contracts in management of public agencies. The change of regime in 2002 and the subsequent launch of the Economic

Recovery Strategy (ERS) and Employment Creation in 2004 marked a watershed for ushering the second generation reforms (GoK, 2013). In Kenya, reforms have aimed at changing the perception about government from being viewed as an obstacle to development which must be removed to seeing it as a potential solution which must be appropriately targeted. After launching ERS in 2004, the government introduced Results Based Management (RBM) the same year in the public service as a deliberate policy in order to improve performance, service delivery and governance (Makhanu, 2013). RBM was to help focus attention and resources on the achievement of definite objectives and targets prescribed in the ERS.

1.2 Statement of the Problem

As a result of perceived gains in improving service delivery in government agencies, performance contracting has been one of the Government of Kenya's principal development strategy to build a public service capable of meeting the challenges of the 21st century (NPR, 2016). The aim of the performance contract was to enhance service delivery that meets both the national and international standards. In the light of this, Education has also been identified as the central pillar to Kenya's realisation of Vision 2030 (Kamonche, 2011). The continuous need to improve both efficiency and effectiveness in the public sector in light of the scarce resources and the high public expectations; all Public Universities were put on Performance Contracts by the Government. It was believed that the Performance Contracts would create a management system that focuses on the attainment of desired results and instilling a framework of accountability. This has not been achieved to date as the chartered public universities in Kenya have been underperforming and their rating by webometrics has been on the drop since 2010.

Performance contracting in these universities has been faced with a number of challenges that include setting of standards, evaluation and control. Target setting and evaluation in public universities are done by the respective institutions and only moderated by the Ad hoc Negotiation and Evaluation Task forces which are far removed from the ground (Kiragu, 2014). Government reports and some studies adduced so far point to poor management, lack of research funds, tribalism, corruption, political interference, insufficient physical and financial resources and politically appointed councils as the major causes of poor employee performance in public Universities in the country. This complicates the objectivity of evaluation given that it is new in the eyes of the evaluators (Njiru, 2008).

Globally, studies on perceptions conducted in this area show that some performance contracting can be poorly specified (Moy, 2011; Wang & King, 2009; Armstrong and Baron, 2014). For example. in Australia and New Zealand public universities, it was noted that performance contracting compromised the quality of teaching and research (Franco & Boume, 2013). In Kenya, Njeru (2014) notes that there are a considerable number of corporations that have not embraced the changes necessary in the implementation of performance contracting because of negative perceptions. Muthaura (2008) notes that those corporations that have appropriate performance contracts have greatly improved service delivery. However, the implementation of PCs in the civil service and state corporations has been faced with several challenges (Makhanu, 2013).

According to the studies above there exist limited empirical evidence that suggests institutional framework influence sustainable employee performance contracting. The purpose of this study, therefore, was to fill the gap by providing empirical evidence on the influence of management styles on sustainable performance contracting of employees in chartered public universities in Kenya.

2.0 LITERATURE REVIEW

2.1 Results Theory

Originally borrowed from the non-governmental organizations and viewed by scholars such as Cole (1996) as the most modern approach to organizational performance, results theory is now adopted by many governments across the world (World Bank, 2010). This was largely informed by arguments advanced by Aduamoah and Campion (2012) on results based management as a performance monitoring and evaluation system is the best solution to sustained development among the developing nations. However, Barret (2000) argue that for an M&E system to enhance organizational performance, it should be an integrated performance management system. Caldwell (2005) developed a monitoring and evaluation system that sought to simplify results framework for monitoring performance developed by Freeman and Philips (2002).

Under Results Theory, Gunningham and Kagan (2005) argue that organizations exist to achieve certain results; and as such, implementers should not confuse activities for accomplishments; processes for results; and list-to-do items for deliverables. Measurements of performance must be results based rather than processes oriented. For this to be achieved, the tools used in performance measurement in organizations should be valid, reliable and simple to use (Heidt, 2008). While examining the best method for enhancing effectiveness and efficiency of implementing aid projects, Tracer (2005) argue that the best way to achieve results for a large organization like a country is through stakeholders' participation. Further, Hofer (2003) suggests that the only way for the stakeholders to safeguard the project and guarantee its sustainability is when the process is inclusive of ideas from the project design to its closure.

Ghalayani and Noble (2011) suggests that students of Results Theory agree that performance measurement is the best way of managing performance. In the study on inadequate performances of governments of African nations, Schwella (2013) recommends the key to desired performance in the public service as results oriented performance management. The work by Alchian and Demsetz (2011) was adopted in a Millennium Development Goals (MDGs) Conference in Paris in 2012 where it was agreed that governments of developing nations ought to adopt results-oriented management approach (OECD, 2012). The United States in particular, following the recommendations from this conference tied its funding of developing projects to development countries to the implementation of a performance based system in the public sector.

In addition, although the classical perspective encourages efficiency, Park, Shin, Chang and Park (2010) argues that the theory often ignores the importance of human needs which is considered an important factor of organizational performance in this study. Under the Results Theory,

human aspects in the realization of organizational goals are referred to as stakeholders' participation (Keeler, 2011). Although the Neoclassical Theory, in attempting to bridge the gaps identified in Classical Theory, identified the social factors of organizational performance, the theory did not address the objects of an organization as an entity. Neoclassical approach, therefore, isolates employees' social needs as the main determinants of organizational performance. This approach was seen by Rembe (2010) to potentially excite employees' emotions leading to industrial action through organized employees' trade unions. Results Theory bridges this gap in the sense that organizational performance is seen to be preceded by an effective M&E system (Cummings &Warley, 2005).

Whereas Abebe (2012) indicate that Results Theory encourages innovativeness based on the situational uniqueness of every organization, the approach over-emphasizes on the role of the organizational leader in enhancing the entire project performance. Results Theory, therefore, would be boosted by the scope of the current study which envisions the performance of the entire project team to give the desired results. This is because whereas the performance of an organization is influenced by external factors, proponents of Results Theory such as Eriksson (2005) view management purely as an art with science element in it. This school of thought can potentially encourage adequate performance in the sense that management may adopt results from other successful organizations to benchmark with an institution to achieve the desired results (Lutans, 2011). The study at hand was grounded on the view that management is both an art and a science. Freeman (2004) indicated that whereas management encourages innovativeness to enhance performance, the same must be guided by universally acceptable and scientifically sound principles and procedures that would yield the desired results.

Although Systems Theory postulates an organization as a system (major whole) comprising of subsystems (departments) within it that determine organizational performance, Kannan and Tan (2002) indicate that an organization not only consists of sub-systems but also processes and objectives. Whereas this theory was advanced by the social technical approach that appreciated the role played by the tools and technology in the organization's performance; the emphasis on the theory was enhancing processes rather than advocating for results which contradicts the essence for performance contracting system in Government Ministries in Kenya which Imperato (2013) argue is a results oriented system.

These gaps have been addressed by Results Theory sufficiently for this study in that results theory incorporates both the technical and human aspects as factors of organizational performance as indicated by Juma (2010). This study, therefore, was grounded on Results Theory since the PC system in Government Ministries in Kenya is a result oriented management approach as observed by Ireland, Covin and Kuratko (2009). Further, Ireland and Certo (2007) portray Results Theory as a participatory management approach which is the principle under which performance contracting systems were founded. Derived from Results Theory, Eltville Results Model illustrates attainment of results in three levels whereby attainment of third level results (outputs) leads to attainment of second level results (objectives) which in turn lead to the

ultimate project result (project goal) (Peteraf, Singh, Teece & Winter, 2007). Figure 1 illustrates the Eltville Results Model.

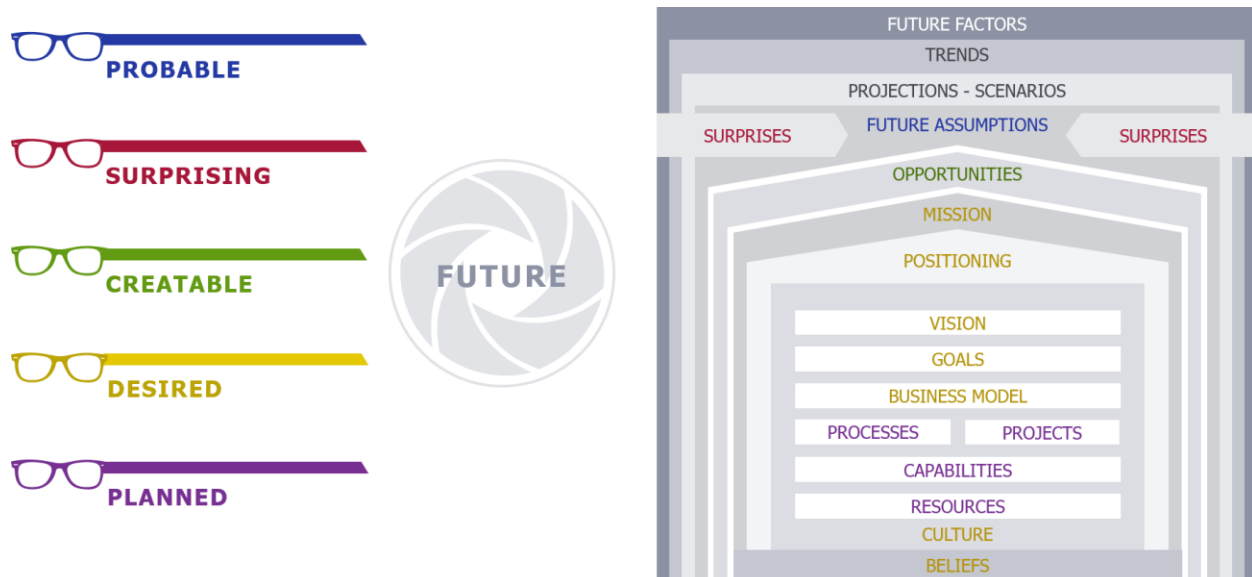


Figure 1: Eltville Results Model (Sauber, 2008)

While undertaking a critical evaluation of the PC system in Kenya, Bukhala (2013) agreed with Costello and Osborne (2015) that the PC system in Kenya is a monitoring and evaluation system. This was indeed the original idea that made the Government of Kenya introduce the PC system in the public sector under the Rapid Results Initiative (RRI) management approach (Stemele, 2009). The tools that were designed in the PC system in Kenya complied in many aspects with the monitoring and evaluation system proposed by Abdul and Husna (2011). In matters of principle and processes, Wallin (2011) argues that the PC system in Kenya resembles the M&E system proposed by Ondiek and Ochieng (2013). This study will thus be grounded on Results Theory. This is because performance contracts are monitoring and evaluation tools designed for measuring results as indicated by Ong'olo (2013).

Several scholars (Kelman, 2014; Imperato 2013 & Ivar et al. 2011) have examined the relationship between institutional framework and its influence on performance contracting and concur that achieving the desired results from employees is one of the critical aspects to achieve competitiveness in the organization. Further Results Theory confirms that involvement in decision making, autonomy, access to information training and development and management support have an impact on organization performance. Accordingly, attempts at employee empowerment in order to achieve results can also be counterproductive. This could be due to actually creating greater controls over employees on one hand and on the other trying to empower them. It could, therefore, be concluded that despite the outreach for results, there was still need to look at results further. However, scholars in the area of human resources

management have increasingly drawn on Results Theory as a means of theorizing the relationship between institutional frameworks and performance contracting.

2.3 Conceptual Framework

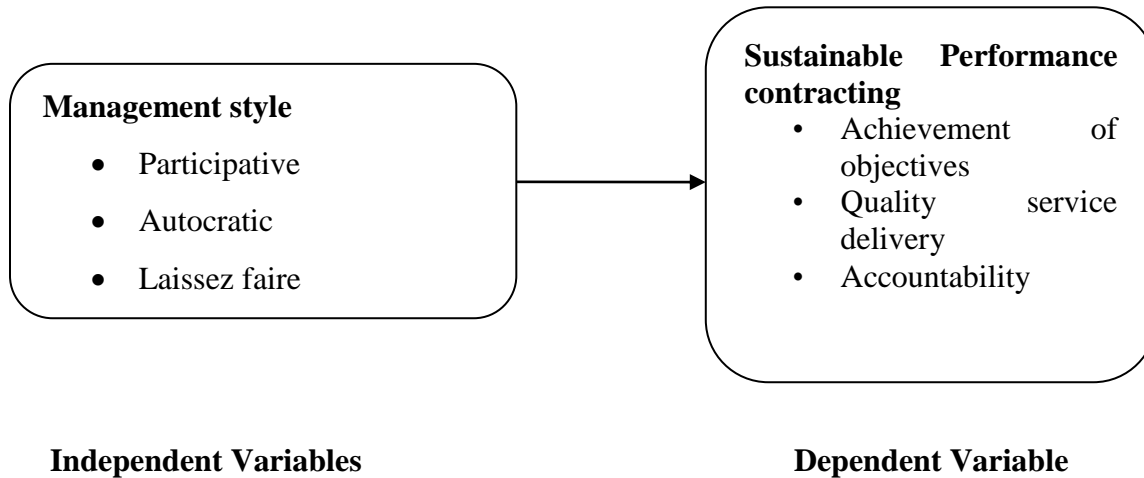


Figure 2: Conceptual framework

3.0 METHODOLOGY

The study adopted a descriptive research design. This study adopted a positivist research philosophy. The population of the study comprised of all the staff members in public chartered universities in Kenya. For this study, target population was 27,054. This figure comprised of various staff at the universities who included; the Academic, Administrative and Technical staff. Various strata were identified from the areas of academic specialization of schools or faculties. The sample size was 384 respondents. Primary data was collected by use of one main structured questionnaire that captured the various variables of the study. Both descriptive and inferential statistics were used.

4.0 RESEARCH FINDINGS AND DISCUSSIONS

4.1 Demographic Characteristics of Respondents

4.1.1 Gender Distribution of the Respondents

Table 1 indicates that majority (58.7%) of the respondents were male while 41.3% were female. This showed that a larger proportion of the employees of the chartered public universities in Kenya were male. This also showed that the study did not suffer from gender bias as it involved both male and female respondents though the majority of the study respondents were male.

Table 1: Respondents' Gender Distribution

	Frequency	Per cent
Male	165	58.7
Female	116	41.3
Total	281	100.0

4.1.2 Age Distribution of the Respondents

Based on Table 2 below, it is evident that majority of the staff working in chartered public universities in Kenya are aged between 26 and 54 years, with 37% of them being aged 26-34 years, 33.8% being aged 35-44 years and 19.6% being aged 45-54 years. Further, 5.3% were aged less than 25 years while 4.3% were aged 55 years and above. This showed that majority of the employees of the chartered public universities in Kenya were in their most productive years.

Table 2: Respondents' Age Distribution

Age bracket (in years)	Frequency	Percent
Less than 25	15	5.3
26-34	104	37.0
35-44	95	33.8
45-54	55	19.6
55 & above	12	4.3
Total	281	100.0

4.1.3 Respondents' Job Titles

The results presented in Table 3 below indicate that the study respondents were drawn from diverse occupations within the chartered public universities in Kenya implying that the study was not biased to views from any particular group of university staffs. However, most of the respondents were lecturers and administrative assistants.

Table 3: Job Titles of the Respondents

	Frequency	Per cent
ICT Officer	8	2.8
Accountant	5	1.8
Maintenance manager	1	.4
Games tutor	5	1.8
Technician	7	2.5
Lecturer	56	19.9

Auditor	4	1.4
Senior Administration Assistant (SAA)	3	1.1
Secretary	17	6.0
Librarian	9	3.2
Procurement officer	7	2.5
Planning officer III	4	1.4
Senior ICT officer II	5	1.8
Human resource officer	14	5.0
Director	6	2.1
Tutorial Fellow	9	3.2
Technologist	6	2.1
Teaching Assistant	1	.4
Transport manager	3	1.1
Head of internal audit	1	.4
Administrative assistant	43	15.3
COD	6	2.1
Dean	1	.4
Clerk	14	5.0
Public relations officer	2	.7
Registrar	5	1.8
Accommodation officer	1	.4
House keeper	1	.4
Customer service supervisor	3	1.1
Office assistant	3	1.1
Receptionist	6	2.1
Research assistant	5	1.8
Security officer	5	1.8
Lab Technician	2	.7
Driver	4	1.4
Cook	5	1.8
Environmental Assistant	2	.7
Cleaner	1	.4
Messenger	1	.4
Total	281	100.0

4.2 Descriptive Results

4.2.1 Management Style and Sustainable Performance Contracting

The second objective of the study sought to analyze the influence of management styles on sustainable performance contracting of employees in chartered public universities in Kenya. The findings are as described below.

The study sought to establish how the management style affected the employees' performance in the selected universities. From the study findings, the respondents indicated that management style can positively influence employees' performance in various ways and these included its role in creating a conducive working environment, its commitment to enhancing employees' skills and competencies, its fair evaluation of the employee's performance, its fair compensation of the employee's efforts, providing timely feedback about the employee's performance following an evaluation, providing solutions to workplace conflicts, effectively coordinating the efforts of various employees towards a desired output and in allowing the employees to have an input in important organizational decisions. However, by not allowing the employees to freely express themselves at work, not providing clear guidelines on what needs to be done, being inconsiderate to the employee's welfare and failing to empower the employee, both skill wise and in decision making aspects, the management styles would negatively affect the employee's performance. Thus, it is evident that management styles adopted within the chartered public universities in Kenya have an effect on the performance of the institutions' employees.

The study also evaluated the extent to which respondents could embrace various identified management styles in order to improve their performance in the organization. The responses were analyzed using a likert scale of 1-5 where 1 - to no extent, 2 - to a low extent, 3 - to a moderate extent, 4 - to a great extent and 5 - to a very great extent. The study results presented on Table 4 below indicate that most respondents agreed to a great extent with the various statements on management styles: there is high productivity of the employees in the organization as a result of participative leadership (mean = 3.900); there is often low productivity than what has been expected due to perspective leadership at the university (mean = 4.128); the university participatory management style has put up measures to ensure high employee productivity (mean = 3.843); autocratic leadership positively affects the productivity of employees in the university (mean = 3.897); autocratic leadership limits employee sustainable performance contracting in the university (mean = 3.779); autocratic leadership as the management style encourages employees to be more productive (mean = 4.021); laissez faire management leadership is an important aspect of quality service delivery (mean = 3.801); laissez faire leadership continuous to re-engineer internal processes to meet employee's expectations (mean = 4.196) and laissez faire is a result oriented style which ensures sustainable performance contracting of employees in chartered public universities in Kenya (mean = 4.189). This implied that management styles as constructs of institutional framework and had an influence on the performance of employees in chartered public universities in Kenya. This is accounted for by the means of the statements measuring management styles ranging between 3.9 and 4.1. This shows that majority of the

respondents were in agreement with the statements. Similarly, the standard deviations of majority of the statements are in the range of 1.

Table 4: Respondents' Extent of Agreement with Statements on Management Styles

Statements	Mean	Std. Dev
There is high productivity of the employees in the organization as result of participative leadership	3.900	0.8350
There is often low productivity than what has been expected due to perspective leadership at the university	4.128	0.7156
The university participatory management style has put up measures to ensure high employee productivity	3.843	1.1697
Autocratic leadership positively affects the productivity in the university	3.897	0.9063
Autocratic leadership limits employee sustainable performance contracting in the university	3.779	1.0960
Autocratic leadership as the management style encourages employees to be more productive	4.021	1.0688
Laissez faire management leadership is an important aspect of quality service delivery	3.801	1.1570
Laissez faire leadership continuous to re-engineer internal processes to meet employee's expectations	4.196	0.8199
Laissez faire is a result oriented ensures sustainable performance contracting of employees in chartered public universities in Kenya	4.189	0.7246

4.2.2 Sustainable Performance Contracting

The study sought to establish the areas based on the respondents' opinion that the universities could improve in order to increase staff performance and productivity. From the study findings, the respondents were of the opinion that some of the areas that the management of the universities could improve in order to increase staff performance and productivity were: staff remuneration and recognition, staff training and development, staff social welfare, communication with the staff, participative decision making and delegation of decision making powers, conflicts resolution mechanisms, provision of timely feedback on staff performance evaluation and workplace safety and security. This implied that there were various areas of interest to the respondents that if improved could lead to increased employees' performance and productivity within the chartered public universities in Kenya.

The study also evaluated the extent to which institutional framework enhanced various aspects of sustainable performance contracting using a likert scale of 1-5 where 1 - to no extent, 2 - to a low

extent, 3 - to a moderate extent, 4 - to a great extent and 5 - to a very great extent. According to the study results shown in Table 5, most of the respondents agreed to a great extent with the various statements on how institutional framework enhanced various aspects of sustainable performance contracting: achievement of objectives is as a result of institutional framework (mean = 4.078); employee's motivation has increased since the signing of performance contracts (mean = 4.021); every employee supports the method used for performance contracting as per the strategic plan (mean = 4.146); institutional framework ensures quality service delivery (mean = 4.274); performance of employee is as a result of institutional frameworks (mean = 3.957); institutional framework depend on employee participation and they endeavor to practice internal democracy (mean = 4.032); accountability in the university has ensured customer satisfaction (mean = 4.178); accountability in the university has resulted to social benefits in the university (mean = 3.957) and to enhance sustainable performance contracting of employees accountability is key and should be rewarded (mean = 4.231). This implied that institutional framework played a significant role in enhancing sustainable performance contracting of employees in chartered public universities in Kenya. This is accounted for by the means of the statements measuring institutional framework ranging between 3.9 and 4.2. This shows that majority of the respondents were in agreement with the statements. Similarly, the standard deviations of majority of the statements are in the range of 1.

Table 5: Extent to which Institutional Frameworks Enhance Various Aspects of Sustainable Performance Contracting

Statements	Mean	Std. Dev
Achievement of objectives is as a result of institutional framework	4.078	0.9340
Employee's motivation has increased since the signing of performance contracts	4.021	0.9256
Every employee supports the method used for performance contracting as per the strategic plan	4.146	0.9506
Institutional framework ensures quality service delivery	4.274	0.9818
Performance of employees is as a result of institutional frameworks	3.957	0.8139
Institutional framework depend on employee participation and they endeavor to practice internal democracy	4.032	0.8339
Accountability in the university has ensured customer satisfaction	4.178	0.8261
Accountability in the university has resulted to social benefits in the university	3.957	1.0098
To enhance sustainable performance contracting of employees accountability is key and should be rewarded	4.231	0.7652

The study further sought to establish the challenges that faced the implementation process of performance contracting tool in the respondent's institution. According to the study findings, the respondents cited various challenges that affected implementation of performance contracting in their institutions and which were: poorly designed performance contracts, lack of ownership of the performance contracting implementation process by the employees, lack of adequate

facilitation of the implementation of performance contracting by the management, lack of employees participation in setting performance targets, lack of top management's commitment to full implementation of the performance contracting process, lack of motivation/incentives for the employees to realize set performance targets, inadequate monitoring and evaluation criteria for the performance contracting implementation process, resistance to change by employees, diversity in work tasks making it difficult to standardize key performance indicators and inadequate sensitization of the employees about the concept of performance contracts. This implied that implementation of performance contracting in chartered public universities in Kenya was being affected by a myriad of challenges and which require to be addressed if the benefits of performance contracting are to be realized in these institutions.

4.3 Tests for Model Assumptions

4.3.1 Tests of Normality

Use of inferential parametric statistical procedures requires that the assumptions of such tests of normality are tested. Normality tests helps to confirm whether the data follows a normal distribution or not (Wheeler, 2001). If the normality is not achieved, the results may not depict the true picture relationship amongst the variables. In this study, normality was tested using Kolmogorov-Smirnov Test and the Shapiro-Wilk Test. The Shapiro-Wilk Test is more appropriate for small sample sizes (< 500 samples), but can also handle sample sizes as large as 2000. For this reason, this study used the Shapiro-Wilk test as our numerical means of assessing normality. If the Sig. value of the Shapiro-Wilk Test is below 0.05, then the data significantly deviates from a normal distribution but if the Sig. value of the Shapiro-Wilk Test is greater than 0.05, then the data is normal.

Table 6 below indicates that the significance values for the Shapiro-Wilk tests were 0.266 for formal structures, 0.471 for management styles, 0.380 for organizational structure, 0.298 for organization culture and 0.229 for performance contracting. Since the p-values of Shapiro-Wilk tests for all the study variables were greater than 0.05 then we accept the hypothesis that the data came from a normally distributed population. The results of the tests are, therefore, of a normally distributed population.

Table 6: Tests of Normality

Variables	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Management styles (x_2)	.312	281	.336	.751	281	.471
Performance contracting (y)	.277	281	.314	.810	281	.229

a. Lilliefors Significance Correction

4.4 Inferential Statistics

4.4.1 Regression Results

The regression results are organized on the basis of the research hypotheses as follows;

4.9.2.2 Hypothesis II: Management Styles and Sustainable Performance Contracting

Table 7: Model Summary for Management Styles

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.864 ^a	0.747	0.746		.7513

Predictors: (Constant), management styles

According to Table 7 above, the value of R square is 0.747 which means that 74.7% variation in sustainable performance contracting of employees in chartered public universities in Kenya was due to variations in management styles, with 25.3% of variation in sustainable performance contracting of employees in chartered public universities in Kenya being explained by other factors and not management styles.

Table 8: ANOVA (Analysis of Variance) for Management Styles

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	464.906	1	464.906	823.647	.0000 ^a
	Residual	157.481	279	.5644		
	Total	622.387	280			

a. Predictors: (Constant), management styles

b. Dependent Variable: Sustainable performance contracting

Analysis of Variance (ANOVA) consists of calculations that provide information about levels of variability within a regression model and form a basis for tests of significance. The "F" column provides a statistic for testing the hypothesis that all $\beta \neq 0$ against the null hypothesis that $\beta = 0$ (Weisberg, 2005). From the findings in Table 8, the significance value is .0000 which is less than 0.05 thus the model was statistically significant in predicting how management styles influenced sustainable performance contracting of employees in chartered public universities in Kenya.

Table 9: Coefficient results for Management Styles

	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	4.709	.814		5.785	.0000
Management styles [X ₂]	0.719	.149	.642	4.826	.0000

a. Dependent Variable: Sustainable Performance contracting

Based on the regression results shown on Table 9 above, holding management styles constant at zero, sustainable performance contracting of employees in chartered public universities in Kenya would be 4.709. A positive unit change in management styles would lead to a 0.719 increase in sustainable performance contracting of employees in chartered public universities in Kenya. At 5% significance level, formal structures had a $p=0.0000$ which is <0.05 , and hence the study accepted the hypothesis that *management styles positively significantly influence sustainable performance contracting of employees in chartered public universities in Kenya.*

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of Findings

5.1.1 Management Styles and Sustainable Performance Contracting

As to how the management style affected employees' performance in the selected universities, the respondents were of the view that management style can positively influence employees' performance in ways such as its role in creating a conducive working environment, its commitment to enhancing employees' skills and competencies, its fair evaluation of the employee's performance, its fair compensation of the employee's efforts, providing timely feedback about the employee's performance following an evaluation, providing solutions to workplace conflicts and in allowing the employees to have an input in important organizational decisions. However, the respondents were also of the view that the management style can negatively influence employees' performance by not allowing the employees to freely express themselves at work, not providing clear guidelines on what needs to be done, being inconsiderate to the employee's welfare and failing to empower the employee, both skill wise and in decision making process. This showed that the respondents did believe that management styles adopted within the chartered public universities in Kenya had an effect on the performance of the institutions' employees.

5.2 Conclusions

Management styles as constructs of institutional framework had a significant influence on sustainable performance contracting of employees in chartered public universities in Kenya through creation of a positive working environment, providing guidance and staff empowerment

and engagement in organizational affairs. In addition, the study concluded that there existed a significant positive relationship between management styles and sustainable performance contracting of employees in chartered public universities in Kenya.

5.3 Recommendations

Given the significant role of management styles to employees' performance within the chartered public universities in Kenya, the study recommends adoption of management styles that are characterized by attributes such as focus on improvement of employee productivity, commitment to enhancement of employees' skills and competencies, fair treatment of all employees, close collaborations' and open communication with the staff and participative leadership where the employees are allowed to offer input in crucial organizational matters.

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