

**FACTORS INFLUENCING PROCUREMENT PRACTICES IN
PUBLIC SECONDARY SCHOOLS IN MATHIOYA**

Wachira Robinson Kimani

D61/P/8400/2005

**A Research Project Report Submitted in Partial Fulfillment of the Requirements for
Award of Master of Business Administration, School of Business, University of
Nairobi.**

November 2013

DECLARATION

This research project is my original work and has not been presented to any other university or for any other examination or award.

Signature Date

Wachira Robinson Kimani

D61/P/8400/2005

I confirm that the work reported in this thesis was carried out by the candidate under my supervision.

Signature Date

Onserio Nyamwange

Supervisor

DEDICATION

To my dear parents, Mr. & Mrs. Ashbell Wachira Gachaba, true champions of education.

ACKNOWLEDGEMENT

I would like to express my heartfelt gratitude to all those who have contributed to make my research work successful in various ways. I feel indebted to my Supervisor Mr. Onserio Nyamwange and the department of Management Science, School of Business, University of Nairobi for providing critical advice on writing and development of this work.

Special thanks go to my family and especially my parents, Mr. & Mrs. Ashbell Wachira Gachaba for seeing the potential in me and encouraging me to further my studies. I also wish to express my heartfelt gratitude to my dear wife Monix, and our two children Ashbel and Nini for the moral support in the course of my study.

I thank the Mathioya district secondary school heads for allowing me to carry out my research within their schools and assisting me to get respondents from their schools. May the Almighty Father forever bless your endeavors.

ABSTRACT

This research project sought to establish the factors that were influencing the kind of procurement practices being employed by the public secondary schools in Mathioya district. The specific objectives of the study were determine whether public secondary schools in Mathioya district were employing best practices in procurement with regard to budgetary management, leadership, transparency and timeliness in the process and to establish areas of improvement in order to have best practices in procurement in public secondary schools in Mathioya district. The study was a census survey that adopted a descriptive approach aimed at describing aspects of the procurement practices in the public secondary schools. Questionnaires targeting 124 respondents who are in one way or the other involved in school procurement were used to collect the data. From the findings it was noted that the public secondary schools in Mathioya district have to a reasonable extent complied with the Ministry of Education policies regarding procurement. There however, were some factors that were either complicating or limiting the possibility of having best practices in procurement in these schools. Some of the factors found included the skills in procurement possessed by those undertaking the task, funding and external factors like inflation. It also raised issues on the transparency of the process indicating that in most cases there is external influence and failure to adhere to the ethics of procurement. The research also found that the procurement process fails in timeliness perhaps because of complexity of the process or because more often than not, suppliers are supplying on credit. This led to frequent situations where those involved in the process take shortcuts to overcome the problem of delays and length of the standard process. Based on the findings of the study, the researcher recommends more training for those involved in procurement, timely funding as well as tightening the loopholes that compromise transparency and ethics in the procurement process. He also recommends the review of the prescribed procurement process to try and make it shorter and less complex.

TABLE OF CONTENTS

| | |
|----------------------|------|
| Declaration..... | ii |
| Dedication..... | iii |
| Acknowledgement..... | iv |
| Abstract | v |
| List of tables..... | viii |
| Abbreviations | ix |

CHAPTER ONE: INTRODUCTION

| | |
|-------------------------------------|---|
| 1.1 Background of the study | 1 |
| 1.2 Statement of the problem..... | 4 |
| 1.3 Research objectives. | 6 |
| 1.4 Significance of the study | 6 |

CHAPTER TWO: LITERATURE REVIEW

| | |
|--|----|
| 2.1 Public procurement..... | 8 |
| 2.2 The procurement process | 8 |
| 2.3 Public procurement in Kenya | 8 |
| 2.4 Procurement practices normally applied in organizations..... | 11 |
| 2.5 Contributors to successful procurement practices..... | 12 |
| 2.6 Challenges faced during procurement | 13 |
| 2.7 Impact of the challenges | 15 |
| 2.8 Overcoming challenges | 16 |
| 2.9 Conceptual framework | 17 |

CHAPTER THREE: RESEARCH METHODOLOGY

| | |
|---------------------------|----|
| 3.1 Introduction | 19 |
| 3.2 Research design | 19 |
| 3.3 Population | 19 |
| 3.4 Data collection | 19 |
| 3.5 Data analysis | 20 |

| | |
|--------------------------|----|
| 3.6 Ethical issues | 20 |
|--------------------------|----|

**CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND
INTERPRETITION OF FINDINGS**

| | |
|--|----|
| 4.1 Introduction..... | 21 |
| 4.2 Demographics | 21 |
| 4.3 Budgetary management factors..... | 22 |
| 4.4 Leadership management | 24 |
| 4.5 Transparency factors | 25 |
| 4.6 Time progress of procurement process factors | 27 |
| 4.7 Summary | 28 |

**CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND
RECOMMENDATIONS**

| | |
|---|----|
| 5.1 Introduction..... | 29 |
| 5.2 Summary..... | 29 |
| 5.3 Conclusions | 31 |
| 5.4 Recommendations | 31 |
| 5.5 Limitations of the study..... | 32 |
| 5.6 Suggestions for further research..... | 32 |

| | |
|------------------|----|
| REFERENCES | 34 |
|------------------|----|

APPENDICES

| | |
|---|----|
| APPENDIX 1: Specimen Letter of Introduction to the Respondents..... | 37 |
| APPENDIX 2: Research questionnaire | 38 |
| APPENDIX 3: Proposed time plan of study | 43 |

LIST OF TABLES

Table 4.1 Budgetary management factors23

Table 4.2 Leadership management factors24

Table 4.3 Transparency in procurement factors.....26

Table 4.4 Timely progress in procurement process27

ABBREVIATIONS

BOG – Board of Governors

CDF – Constituency Development Fund

FSE – Free Secondary Education

HOD – Head of Department

MOE – Ministry of Education

PPDA – Public Procurement and Disposal Act

PPDR – Public Procurement and Disposal Regulations

PPOA – Procurement Oversight Authority

PTA - Parents and Teachers associations

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

Procurement is a core activity that has implications on the operations of an organization together with being an activity which cuts across all the departments in the organization. It is an activity that forms part of the key operations within the organization since it is through procurement that the organization acquires the various resources that ensure its continued existence. Procurement is generally defined as the process of obtaining goods or services in any way including borrowing, leasing or even force or pillage (Lysons & Farrington, 2006). Every day and every moment, organizations world over are constantly involved in the process of procurement for goods, services, assets and/or works.

According to the office of the ombudsman, Canada (2012), procurement practices can be referred to as the application of policies, processes, tools and activities related to acquiring goods and services. This comprises of a variety of actions which combined, constitute the procurement process. Amongst these actions is purchasing. Both procurement and purchasing are two processes that people often confuse with one another. Lysons and Farrington (2006) define purchasing as the process of acquiring goods and services for monetary or equivalent payment. The line between purchasing and procurement is very thin and usually purchasing forms one step in the procurement process.

The procurement process is one process that every organization must undertake cautiously and with a lot of considerations since it has wide and major implications to the functioning of the organization. Procurement will have implications on the costs undertaken by the organization, the life of the assets acquired, the nature of the goods or services the organization will produce the kind of human resources an organization will have and even the general morale of the workers in the organization. For this reason the managers in any organization must take a lot of care while undertaking this process so that only the best is procured by the organization and at the most favorable of costs.

Since organizations generally fall into two major categories, private or public, procurement is also considered along the two broad perspectives i.e. private procurement and public procurement. Whereas it is not easy to govern strictly private procurement, public procurement world over is done under strict regulations set out by individual government as legislation.

In theory, procurement is done in total adherence to the Public Procurement and Disposal Act, 2005 (PPDA, 2005). Adherence to the requirements of the act would constitute some of the best practices in procurement. However, there are cases of deviation from the regulations of the Act, which could have many different causes. In studying the practices in procurement and the factors that influence them, we can establish why some institutions fail to practice the best practices in procurement. This would help the affected sections related to the schools' operations to make the necessary adjustments.

1.1.1 Public Procurement in Kenya

Public procurement in Kenya is guided by the Public Procurement and Disposal Act, 2005 and the Public Procurement and Disposal Regulations, 2006 as published in the Kenya Gazette Supplement No. 92 dated 29th December, 2006, Legislative Supplement No. 53, Legal Notice No. 174. The Act defines procurement as the “acquisition by purchase, lease, hire purchase, license, tenancy, franchise or by any other contractual means of any type of works, asset, services or goods including livestock or any combination.”

The role of supervision of the public procurement process is carried out by the Public Procurement Oversight Authority (PPOA). This body has also prepared and circulated other related guidelines to public procurement that define how the process needs to be carried out within various entities. These guidelines are industry or situation specific. Procurement in schools is guided by one such set of guidelines referred to as the Procurement Manual for Schools and Colleges. There are also other guidelines which together should make the interpretation and implementation of the Act easier and more uniform across various procuring entities. Since this study relies on procurement practices

currently in Kenyan secondary schools, procurement in such schools will be studied in relation to the use of and adherence to the requirements of the stated regulations.

According to Lewa (2007), public procurement is the act of a public body or entity purchasing or procuring goods, works and/or services from the market place. This definition brings to light the many aspects that have to be considered whenever the issue of public procurement is to be discussed or even practiced. Some of these aspects include a clear understanding of whether a given entity is a private or a public organization, the whole process of purchasing and the procedures involved, as well as the legal considerations in such a process. When the whole process is practiced as required, it contributes to the overall goal of proper utilization of the available resources in such an organization.

1.1.2 Public Secondary Schools in Kenya

In Kenya, the basic levels of education are Basic (Primary) education, Secondary education and post secondary (tertiary) education. In each of these levels, the institutions that offer the education are mainly in two categories: private and public institutions. Public institutions are owned by the government. Public secondary schools are therefore government owned and are funded by the government under the free (subsidized) secondary education jointly with other donors as well as the parents and sponsors of these institutions. There may also be funding from other sources such as grants and fundraisers (Ministry of Education, 2012). Acquisition of goods and services in these institutions is therefore through public procurement.

The management of the schools is mainly tasked to the schools' Board of Governors (BOGs), the principals together with the Parents and Teachers Associations (PTAs) of the respective schools. The principal also has a team of teaching and non-teaching staff whom he can also work with in the various aspects of the running of the school. The supervisory task over the management of the schools is the duty of the Ministry of Education through its agents in the district and county (formerly provincial) offices.

Mathioya district is one of the districts (sub-counties) in the Murang'a County in the former Central Province in Kenya. The district has thirty one (31) registered public secondary schools as at 30th June, 2012. The schools in the district fall into the following sub-categories: provincial boys boarding, provincial girls boarding, district mixed boarding, district boys boarding, district girls boarding and district mixed day schools.

Secondary schools receive learners from the primary schools after completion of their primary education and attainment of the required marks to pursue secondary education. Their main role is to utilize the resources they receive efficiently to take learners through the four year education course after which the learners should sit a national examination to allow them join tertiary institutions of learning. Some of the main activities that utilize the resources are tuition, catering, administration, development, activity and payment of salaries and wages. The schools are run as not-for-profit institutions.

1.2 Problem Statement

Public procurement refers to the overall process by which public entities seek for and acquire goods, works and/or services from the various sources where these are available. This process covers all the activities undertaken from the period when the user expresses the need for a given item to the point when the specific item is received and all accompanying transactions completed (Farmer & Weele, 2000). It is a process that should always ensure efficient utilization of the available resources so as to achieve the objective of value for money.

Procurement in secondary schools in Mathioya district, just like in most of the other public schools in the country is supposed to be carried out by the authorized procurement body as per the guidelines from PPOA and the Ministry of Education. Major procurements especially for works and other major projects like the development projects are usually the responsibility of the schools BOG together with the PTA. Procurements for the day to day running of the school are done by the schools' procurement committees. Sometimes the procurements are done by the school head alone depending on the situation.

From time to time there have been cases where some of the stakeholders in the schools in the district and more so the parents, have been known to be involved in outcries regarding the utilization of the resources in these schools. In such situations the question of how procurements are done in the institutions has always been prominent. School managers are expected to carry out proper procurement practices when performing the procurement business. There have been studies carried out related to procurement in public secondary schools in other areas in the country and amongst other findings these studies have proposed various challenges to proper procurement practices as outlined below.

A study carried out by Lewa (2007) on the management and organization of public procurement in Kenya raised some issues with the Act pointing out that the Act had its own undoing as far as its implementation was concerned. To these he proposed that some of the content in the Act required some clarification while in other areas, additional content was necessary to harmonize the implementation of the Act. The study also raised issues to do with the implementers of this Act which Lewa said could also impede its proper implementation.

Kenyanya, Francis and Onyango (2010) sought to evaluate the influence of the Public Procurement Regulations on the procurement practices among secondary schools in Mosoch division of Kisii County. They found that the regulations had significant influence on the pricing of products and services as well as lead time in procurement. They however found that the regulations had less significant influence on the transparency of the process and the quality of products procured.

A survey carried out by the then Kenya Anti-Corruption Commission (2007) revealed that even with the Public Procurement Regulations in place, public procurement still faced challenges of inefficiency and lack of transparency. Another study carried out by Gachomba, (2012) which sought to establish the constraints experienced by secondary schools' principals in public procurement and their implications on financial management in Kiambu West district, Kenya found that there were malpractices in the procurement process as well as inadequacies in the skills of the implementers and shortage of necessary human resources.

Studies carried out on the supply chain management practices in various industries revealed the existing similarities and differences in the procurement practices within the different industries. Osebe (2010) studied the pharmaceuticals industry, Murage (2011) looked at the commercial electricity industry, Okoth (2011) studied the cement industry while Otila (2011) studied the cosmetics industry. The researchers bring out the place of procurement in the supply chain, as well as the different approaches that are employed during procurement. They specifically pointed out the important role procurement played in the operations of the individual organizations, providing the necessary resources to ensure that the organization runs smoothly. They also pointed out that the procurement approaches differ from industry to industry as well as depending on the item being procured. However, the researchers agree on the existence of some best practices in procurement.

Based on the above, it is important to understand the procurement practices within the context of the education sector with specific interest on the public secondary schools. The research will seek to answer the following questions; To what extents are public secondary schools in Mathioya district employing best practices in procurement with regard to budgetary management, leadership, transparency and timeliness in the process?; Which are the areas of improvement that would ensure best practices in procurement in public secondary schools in Mathioya district?

1.3 Research Objectives

With focus on the public secondary schools, this study sought to achieve the following objectives:

- i. To determine whether public secondary schools in Mathioya district are employing best practices in procurement with regard to budgetary management, leadership, transparency and timeliness in the process.
- ii. To establish areas of improvement in order to have best practices in procurement in public secondary schools in Mathioya district.

1.4 Value of the Study

The findings of this project will be beneficial to those in the schools' management as they will help them to improve in future in the practice of procurement as stipulated by the law.

The findings will also benefit researchers in the area of procurement. They would serve as a point of reference for further research.

The findings will also be useful to the supervisors of the education management since they would equip them with knowledge on the kind of advice and training they may offer to people in public procurement especially in secondary schools and other learning institutions so as to improve their performance in this area.

To the government through the PPOA, the findings will help to focus its supervisory role in public procurement, plan for any necessary trainings and activities that would assist to improve public procurement.

CHAPTER TWO: LITERATURE REVIEW

2.1 Public Procurement

The process by which public entities procure goods, works and/or services can be generally referred to as public procurement. This process covers all the activities undertaken from the period when the user expresses the need for a given item to the point when the specific item is received and all accompanying transactions completed (Farmer & Weele, 2000). These activities require streamlining as well as proper coordination and this basically justifies the establishment of the PPDA of 2005 and all other accompanying regulations.

2.2 The Procurement Process

In general, the procurement process goes through some five main steps. The steps may vary according to different perspectives of looking at procurement. These steps are the definition of the need, development of a procurement strategy, supplier evaluation and selection, negotiation and award of contract and the final step is that of induction and integration (Purchasing Insight, 2012). These steps may be clearly distinguishable or may hazily overlap each other depending on the practice of the given organization.

Based on the steps above and depending on the purchase, the set of activities during procurement may follow one another as indicated below. The initial point is the preparation of the specification in line with the budget. This is followed by the preparation of the purchase requisition which is then checked and authorized by the relevant authority. Quotations are then obtained from which a supplier is selected. This is followed by the issuance of a purchase order after which once goods are delivered, they are received. Next comes the receipt and checking of the invoice after which the payment is authorized and effected.

2.3 Public Procurement in Kenya

Kenya, like most of the other countries world over, has its public procurement systems that are governed by an Act of parliament. This is an effort to ensure that public funds are utilized efficiently to acquire products and/or services of high value to the institution. The role of supervising and regulating public procurement in the country is carried out by the PPOA. However, depending on the institution, there are other assisting agents to ensure effective supervision. Thus for schools the ministry has its own supervisors and auditors who while performing their duties ensure that the procurements undertaken by the school are done according to the laid out guidelines.

2.3.1 Development of the Public Procurement System in Kenya

Public procurement in Kenya started as a haphazard set of activities where public entities performed their procurement activities in whichever manner the procurement manager or those charged with this responsibility felt was best. Changes started to be seen when the government provided some guidelines in the Supplies Manual of 1978. These guidelines were supplemented with circulars issued once in a while by the Treasury. The role of supervision of the implementation of this manual was the responsibility of the Director of Government Supply Services under the Ministry of Finance. The Manual also created various tender boards charged with the adjudication of tenders and their awards as well as follow-up. These boards were not effective (Aketch, 2005).

According to Kenyanya et al (2010) a review of the public procurement system carried out in 1999 established that there was no uniformity in the procurement system for the public sector as a whole. There were many loopholes in the guidelines from the Supplies Manual and overall the document was weak in governing public procurement. This called for a review and establishment of a law to govern public procurement.

In 2001 there was the establishment of the Exchequer and Audit (Public Procurement) Regulations of 2001 to supervise public procurement. It was also at this time that public schools, colleges, universities, cooperatives and local authorities were included in the scope of public entities (Kenyanya et al, 2010).

The period between 2001 and 2004 saw the drafting and modification severally, of the Public Procurement and Disposal Bill which after receiving presidential assent became law in 2005 as the Public Procurement and Disposal Act, 2005. Further to this was the establishment of the Public Procurement Regulations of 2006 which together with the Act became operational on the 1st of January, 2007.

2.3.2 Procurement in Public Secondary Schools

Procurement in the secondary schools is listed as one among the six support services that will sustain the implementation of the Ministry of Education Strategic Plan 2006 – 2011 and the subsequent delivery of services (MOE Strategic Plan 2006 – 2011). Public secondary schools fall in the category of public entities as their procurement is funded using public funds (World Bank 1995 as quoted by Kenya et al, 2010). Procurement in these institutions is governed by the provisions of the PPDA of 2005, Public Procurement Regulations of 2006 as well as the Public Procurement Manual for Schools and Colleges, 2009. The latter is a sector specific document produced by the PPOA to direct on matters of procurement and disposal as relating to the said institutions. There are also other documents from the PPOA that together should supplement the Act in directing the processes of procurement and disposal.

Common methods of procurement in secondary schools include tendering where open tendering is advocated for as the preferred method of tendering. In some specific situations though, restricted open tendering and selective tendering also get to be employed. According to Kinyanjui (2012), framework contracting is a method schools may employ as it is allowed by PPOA. It would suit secondary schools as a method to procure products that are required in large quantities (the same thing) year in year out.

In a case where selective tendering is to be employed, the school would need to appraise a list of suppliers. Lysons and Farrington (2006) give eight perspectives from which suppliers may be appraised. They go ahead to give 10 Cs of effective supplier evaluation where the first seven are from Carter and an additional three of their own. These are competence, capacity, commitment, control systems, cash resources and financial

stability, cost and consistency. Their additional three Cs are culture, cleanliness and communication.

In procurement there is a tendency to rely more on prices as the key considerations. However, schools and other institutions may find themselves at times more attracted to local suppliers for reasons such as closer cooperation, social responsibility, reduced transport costs, improved availability in emergency situations and also since this encourages subsidiary industries (Lysons & Farrington, 2006)

2.4 Procurement Practices Normally Applied in Organizations

Whenever public entities want to procure goods and services, they will employ different methods that usually vary from one situation to the other. One major determinant to how the procurement will be carried out is the kind of purchase the organization wants to undertake. Different purchases will demand different procurement policies. Considerations here include whether the purchase is a one-off or a repeat purchase, whether it is a low, medium or high value purchase, budgeted or not budgeted, cash or credit purchase, whether it has grant conditions or not, fixed asset or consumable item and also whether the purchase is a routine purchase or an emergency purchase.

The standard procurement process will involve all the prescribed steps in the procurement process with the procurement committees having their sittings as outlined in the regulations and guidelines to procurement. All the required committees will be in place and will undertake their roles meticulously till the process reaches its ultimate stage. All those to be involved including the governing body, all the necessary committees and boards, the users, the budget holder, procurement officer, the finance manager or accountant or even the book keeper will perform their respective roles in the process. Procurement ethics will be considered and all the necessary paperwork will be in place.

At other times, procurement may be done by few or even only one person who will undertake all the roles for the various required committees. This may be as a result of challenges in manpower which limits the formation of the necessary committees. There

may be situations where this will be done to hasten the process especially where whatever is to be procured requires an emergency procurement decision.

There are situations where procurement is biased towards a supplier in order to promote local industry in the spirit of community social responsibility, or even to enjoy some benefits like credit facilities, benefits related to a promotion etc. This may also be as a result of proximity or even deliberate malpractice especially where a supplier doubles as a person with influence e.g. a member of the BOG, PTA, staff member etc. Where the person in a position of influence would want to practice some underhand deals, the procurement process becomes his/her sole responsibility or will work with those in his cartel. In such a situation the process will be shrouded with malpractices as well as steps that lack transparency.

At other times, there may be informal consultations amongst the head of the procurement unit and any other available stakeholder to the schools operations. Such consultations may eventually result in a procurement decision which as much as it may lack credibility, will still go as one where there were consultations. Donors may also influence the procurement practices in an institution if they give donations or aid tied with their own conditions. This is common since the institutions may lack the capacity to refuse such conditions whereas it is very hard to turn down a donation due to the economic constraints that the institutions normally face.

2.5 Contributors to Successful Procurement Practices

World over, the major reasons for having a law that governs the process of public procurement are to ensure that there is uniformity in such processes, to ensure that accountability, transparency, integrity and public confidence are maintained during the procurement process as well as ensuring that products or services are obtained at the lowest possible cost without compromising on quality. These and others form the basic objectives of the manuals and regulations guiding public procurement.

The legal edge (2008) lists down a number of actions considered as best practices in procurement. These practices are constantly evolving and may also be more according to

the industry and its players. Procurement systems that engage in most of the best practices succeed due to a number of reasons. Some of the reasons are explained here below though the underlying contributor is the existence of industry guidelines and regulations.

Where the person charged with the role of procurement can have access to the guidelines and regulations, they are more likely to carry out procurement as outlined by these guidelines and regulations. This has been greatly enhanced by the growth in IT systems which have made access to the Act possible via the internet. However, this is limited to those with the necessary facilities to enable access, as well as the knowledge to do so.

According to Kenyanya et al (2010), the implementation of the Act has also benefitted from the decentralization of the processes of procurement e.g. a secondary school where this role is delegated to the tendering committees which are already in place. This reduces chances of corruption since it is more difficult to compromise a group than an individual. The same case applies where the BOG or PTA has a committee that is tasked with the procurements that fall on to them.

Having skilled officers undertaking the role of procurement is also vital to the process being practiced as would be required. This is according to Kenyanya et al (2010) who emphasize also the value of the length of experience for the person involved in the procurement as being important in influencing his/her ability to undertake better procurement practices. These sentiments are shared by Gachomba, (2012).

Procurement is also more likely to enjoy best practices when the funds are available (Gachomba, 2012) e.g. with available funds, a school can easily pick the supplier offering the most competitive terms but without funds they can only work with the one willing to offer credit facilities. This means that timely funding of secondary schools will increase the chances of procurement regulations to be followed. This is reliant on both the timely disbursement of funds for the free secondary education as well as those coming from other sources like constituency development fund (CDF), parents etc.

2.6 Challenges Faced During Procurement

One of the key responsibilities of the person(s) charged with procurement in any institution would be to ensure that the procuring entity finds a supplier who is both reliable and also provides goods or services that match the value of the money expended (Griffith & Griffith, 2002). This should happen in an efficient manner that flows according to the established guidelines and regulations of procurement.

A survey carried out by the Kenya Anti-Corruption Commission in 2007 revealed that even with regulations in place, public procurement in Kenya still faces the challenges of inefficiency and lack of transparency (Kenyan et al, 2010). One major cause of inefficiency is the length of time taken by the procurement process to complete a cycle (Kinyanjui, 2012)

According to Lewa (2007), smooth procurement process as laid down by the Act and the various regulations has been hindered by weaknesses in the Act itself as well as problems with the implementers of the Act. He indicates that some of the terminology used in the Act is undefined, certain provisions in the Act are unconstitutional and that there is no uniformity in the procurement procedures for the public entities. He also notes that those required to implement the Act at various levels may lack the necessary qualifications to perform the tasks required, noting that their appointment may not be always in relation to the task they'll carry out. The challenge of qualified personnel is also raised by Wittig and Jeng (2005). Gachomba, (2012) notes that even where trainings have been conducted on those charged with procurement in schools, the same people are willing to get more training saying that this will improve their performance.

Wittig and Jeng (2005) go on to raise a set of other challenges that cut across most countries especially the third world countries. Their findings in a study conducted in Gambia indicate that there is usually a problem of donor funds being accompanied by donor rules which may not always rhyme with the provisions and requirements of the procurement Act. Considering that free secondary education in Kenya is funded jointly by the government and other external donors, this challenge may be real. A related

challenge is that of conflicting Acts. Kenya et al (2010) note that with the coming of free secondary education, the disbursement and utilization of these funds are subject to the provisions of the Government Financial Management Act, 2004. Procurement, which is also a form of utilization, is governed by the provisions of the PPDA which may lack linkage.

Procurement malpractices are also noted as some of the major challenges yet to proper implementation of the Act. Kinyanjui (2012) notes that there has been intensified corruption throughout procurement in most public institutions such as ministries, parastatals, city council, public schools etc in Kenya. She says this was more prevalent before the Act although the Act has clauses in its current form addressing the problem. She points out that what now remains is the implementation of the same. Some types of malpractices raised include conflict of interest, skewed tendering etc. This challenge is also raised by Gachomba, (2012) who goes on to add that tendering committees in schools have also been pointed as lacking authority. Their composition as per the Act (Kenya Gazette Supplement No. 92, 2006) can cause conflicts between the committee and the school principal especially where either has vested interests. Such will be in the tender awards and notably the final role of procurement where funds are to be used always shifts from the tendering committee to the principal, who is the school's financial manager.

Lack of involvement of other supplementary persons such as heads of departments in the preparation of the procurement plans and shortage of manpower to handle the various responsibilities outlined by the Act (Gachomba, 2012) or absence of Receipts and Inspection Committees leading to procurement of poor quality products or services (Kinyanjui, 2012) are also challenges to the implementation of the Act. According to the Ministry of Education Strategic plan 2006 – 2011, there is a challenge of human resources existing in the Kenyan secondary schools.

2.7 Impact of the Challenges

The challenges faced during procurement together impact negatively on the laid down objectives of the procurement regulations. The regulations of procurement have six main objectives which are to maximize economy and efficiency; to promote competition and ensure that competitors are treated fairly; to promote integrity and fairness of those procedures; to increase transparency and accountability in those procedures; to increase public confidence in those procedures; and to facilitate the promotion of local industry and economic development (PPDR, 2006).

The challenges reduce efficiency by causing unnecessary delays in procurement, for instance, where a case of malpractice in tender award is suspected and an appeal lodged, procurement must await the settlement of the appeal which is normally a lengthy procedure. The spirit of competitiveness is also reduced by malpractices and funding problems. It makes some suppliers to find themselves technically locked out of competition e.g. when they can't be able to offer products or services on credit or when they unfairly denied the opportunity due to some malpractices like bias in awarding tenders.

By not knowing the requirements of the regulations, procurement processes will also be hounded in corrupt deals, lacking integrity, accountability and transparency. There may be cases of influence or even conflict of interest out of ignorance. Moreover, the members of tendering committees may not realize the authority and independence granted unto them by the Act and so will be working under manipulation from the school head.

The quality of products and services procured end up also being very much compromised under the circumstances of the prevailing challenges. Causes of procurement of products and services of low quality may be over-reliance on price as the only factor by which to select a supplier, poor supplier appraisal, conflict of interest etc. It may also be as a result of an effort to promote local industry whereby in so doing, the consideration for quality is ignored. Where there is shortage of manpower to constitute the committees required, the

procurement role may not follow the laid down procedures and this will not build the public confidence with regard to such procedures.

All in all, procurement processes carried out within the matrix of the challenges mentioned will almost always fall short as far as achieving the objectives desired in the regulations.

2.8 Overcoming the Challenges

Reforms in procurement are and continue to be the best solution to overcome most of the challenges especially those related to loopholes in the Act (Wittig and Jeng 2005). For this reason, the PPOA must continue reviewing the Act and the various regulations that go hand-in-hand with it and proposing amendments to the Act for consideration by parliament.

PPOA has also been in the frontline to produce manuals that are sector specific to address different procurement issues in different sectors. This explains why there is the Public Procurement Manual for Schools and Colleges, 2009. This manual should guide the procurement process in the secondary schools at all times if the Act is to be operationalized as required. Supporting this course are other books produced through the Ministry of Education which instruct on various issues related to procurement in schools. Such give the roles of various personnel, the procedures in handling matters of supplies as well as the necessary documentation (Omondi, 2008)

PPOA must continue spearheading research especially to explain why the Act is not implemented as it is supposed to be. Findings of search research are crucial in the improvements proposed on various regulations and amendments of the Act. One such study proposed amongst other things redefined core principles and pillars on which to base public procurement in Kenya, re-classification of public entities and a regular review of the same, decentralization of the oversight role of the PPOA etc

Kenyanya et al (2010) recommend the increasing of checks and controls to monitor the integrity of the procurement systems. They also highlight the need to empower

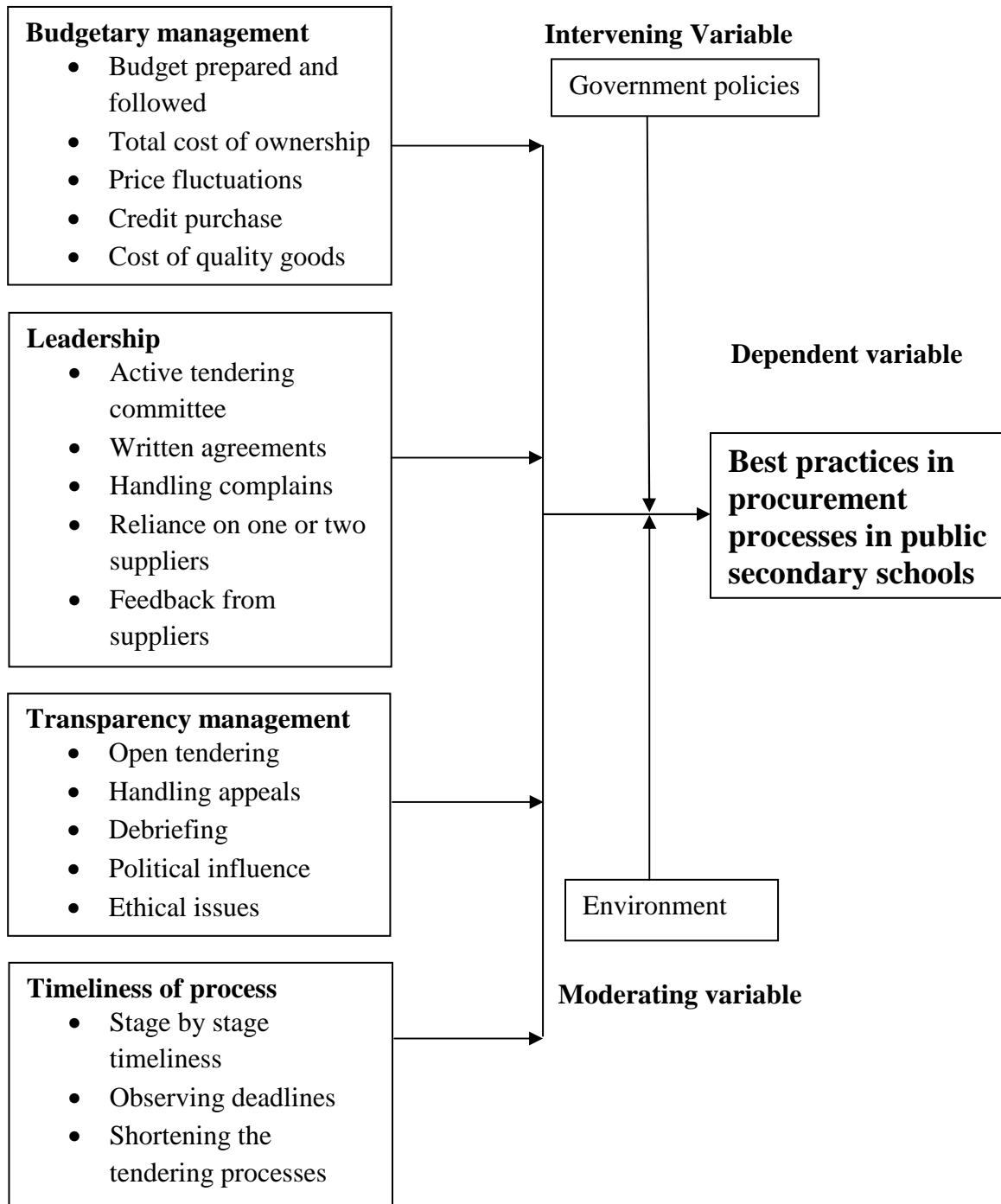
implementers through training to make them have better skills when undertaking the procurement role in their institutions, a sentiment shared by Gachomba, (2012). The role of training the implementers lies with the Kenya Education Staff Institute (KESI) who should regularly give data showing the percentage of institutional officers trained in procurement (MOE Strategic Plan 2006 – 2011). The PPOA should also enhance the access to procurement information by the public as a whole as well as linkage of the public procurement and the public financial management systems in public institutions to ensure transparency and accountability (Kenyan et al, 2010).

2.9 Conceptual Framework

To carry out the research, the researcher identified four variables that had a bearing on the procurement process in the secondary schools. Under each of the broad variables were factors relating to the variable that were part of the practices involved in the procurement process. Together the four broad aspects of procurement and the factors there in formed the independent variables for the research. Coupled with these were intervening factors that though not under the direct control of the people in the procurement process, tended to influence to some extent the way the process was carried out. The dependent variable was the nature of the process and whether it constituted best practices.

The figure below shows the conceptual framework with relevant variables.

Independent variables



CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlined the methodology that would be employed in conducting the study. Specific areas addressed by the chapter included the research design, the target population, data collection, analysis and presentation.

3.2 Research Design

The research was conducted through a census survey. It adopted a descriptive approach since its concern is to describe the conditions that exist within the whole population. This was made possible by asking individuals about their perceptions concerning procurement in public secondary schools.

3.3 Population

The population of the study in this research was all the public secondary schools in Mathioya district. As of July 2012, there were thirty one (31) registered public secondary schools in the district. This was a census study and the 31 schools would form the total population to be studied.

3.4 Data Collection

This was through the administration of a questionnaire to each respondent. The respondents of the questionnaires was the deputy principal in the school since he/she is supposed to head the tendering committee in the school, one head of department who is a member in the committee, a member of the BOG who was involved in the procurement process and the school principal who is the financial manager of the institution. The questionnaire had two main sections: Section 1 collected the bio-data for both the respondent and section 2 that collected data related to independent variables. The questionnaires were administered using a drop-and-pick-later method.

Validity was enhanced through appraisal of the questionnaires and verification by the supervisor who is an expert. The questionnaires were subjected to pre-test to detect any deficiencies in it. The necessary improvements were done. The content validity was used to measure the degree to which data collected using the questionnaires represented the specific domain of indicators in the study. The supervisor was consulted to assess the questionnaire to ensure that it measured the concept it was intended to. The pre-test study was geared towards giving questions that accurately represented the concept under the study. The questionnaires were also assessed for reliability. The test-retest method of assessing reliability was used. Pilot testing of the research instruments was done in three schools in the neighboring Kangema district. The process was repeated after two weeks to examine the consistency of response between the two tests to ensure that they tested relevant variables.

3.5 Data Analysis

The demographics from section one were analyzed using frequencies and percentages. Data from section two was analyzed using frequencies, means and standard deviations. Presentation was done by use of tables.

3.6 Ethical issues

The researcher secured permission from the Ministry of Education through the district education office and the school principals before starting the study, the principle of voluntary participation was strictly adhered to. The respondents were not coerced into participating in the research. They were informed about the purpose of the study; the academic purpose and the likely hood of the study becoming reference document to the school and to the Ministry of Education in enhancing best practices in procurement processes. The researcher guaranteed the participants confidentiality in the entire research process.

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents and discusses findings deduced from the questionnaires with regard to the stated research objectives and questions. The data collected using questionnaires was analyzed using the Statistical Package for Social Sciences (SPSS) and presented by the use of frequency tables and percentages. Qualitative data was analyzed based on content analysis.

The research targeted 124 respondents who in one way or the other were involved in procurement in the school. These included 31 principals, 31 deputy principals, 31 HODs and 31 BOG members. All the questionnaires were dully completed and returned. This marked a response rate of 100% which was significant to provide reliable findings for this study. Apart from the bio-data, the rest of this chapter presents data of the four independent variables namely; budgetary management, leadership, transparency management and timeliness of procurement process.

4.2: Demographics

The research focused on four aspects of the respondents' demographics; level of education, experience in procurement, whether the respondents have had training on procurement and their gender. The following section presents demographics of the respondents under study.

The level of education and training of the respondents was necessary in enabling them to be able to plan, design, implement and sustain the integrity of the procurement process.

A majority (72%) of those involved in procurement in the schools were degree holders, (22%) were diploma holders while 6% of the members were masters' degree holders. This reflects better ability to make quality procurement decisions since members should fully understand the tendering process.

Various members had served in school procurement for different lengths of time in terms of years. It was found that most of those involved in procurement in the schools, which is 60% of the respondents had served between 4 years to 6 years in school tendering process. This meant that majority of members had experience in procurement and therefore could competitively recommend the areas for adjustment if need be as stated by Kenyanya (2010) and Gachomba (2012). 28% of members had served for less than three years while 12% of members had served for a period exceeding 6 years in the process.

The participation of respondents in procurement workshops and trainings would not only update their skills as well as how to handle the process with integrity but also on emerging issues and the changing trends in the procurement process. The researcher found that 55% of respondents agreed that they had some form of training in procurement while 45% of respondents didn't. Presence of workshops and training enables the members to discuss the required practices in procurement, common challenges facing procurement process and the ways of overcoming those challenges.

Gender mainstreaming in school procurement committee members was also a variable which was captured in the questionnaire. On the gender of respondents, 70% of the respondents were female while 30% of the respondents were male. From the data, female gender was more trusted to handle procurement matters because they possibly are believed not to be easily prone to corruption compared to the male gender.

4.3: Budgetary Management Factors in Procurement.

Under this variable, respondents were asked to indicate the extent to which they believed various factors related to budgetary management influenced effective procurement practices in their schools. Their responses were tabulated according to a scale of 1 for those who strongly agreed, 2 for those who agreed, 3 for those who disagreed and 4 for those who strongly disagreed. Table 4.1 represents the findings related to the budgetary management factors and the corresponding percentages of respondents as captured from the data collected.

Table 4.1: Budgetary management

| Aspect | Weighted Mean | Std. Deviation |
|---|----------------------|-----------------------|
| Procurement done in line with school budget | 1.98 | 0.6796 |
| Total cost till ownership considered when selecting supplier | 2.70 | 0.75 |
| Prices keeps on changing due to inflation | 2.01 | 0.6499 |
| The school buys from the suppliers who are ready to offer on credit | 2.16 | 0.4544 |
| Quality affects the cost of goods and services procured | 1.88 | 0.6656 |

From the findings above, we find that the respondents tended to agree more that procurements are done in line with school budget (mean of 1.98) which indicates that budgeting takes place in the schools and budgets are in most cases followed. It was however found that the respondents disagreed that all the costs incurred to own an item were considered when procuring (mean of 2.70). This means that the suppliers are usually selected based on the prices they quote and where a supplier quotes a low price, he/she is likely to win the tender regardless of the hidden costs. This meant that the costs eventually ended up exceeding the budget allocation. The respondents agreed that prices kept on fluctuating due to inflation, that there was a tendency to purchase from the suppliers who offered credit terms and that the quality of goods and services procured affected their cost (mean of 2.01, 2.16 and 1.88 respectively). This means that a recurrent product procured this year at a specific price will again be procured the following year at a different price, that credit purchases were preferred since the schools did not have funds at all times of procurement and that when funding was limited, quality could easily be compromised.

4.4: Leadership Management Factors in Procurement.

Respondents were asked to indicate the extent to which they agreed with various propositions that pointed towards leadership management in the procurement process in their schools. The propositions included the presence of tendering committees in the schools, documentation of agreements and complaints, the reliance on single or just a few suppliers and the feedback channeling from the suppliers. These factors would imply the kind of leadership in procurement that would influence best practices in procurement in the schools. Table 4.2 shows the respondents' view on leadership management factors

Table 4.2: Leadership

| Aspect | Weighted Mean | Std. Deviation |
|--|----------------------|-----------------------|
| Presence of tendering committee which sits to procure goods & services | 1.23 | 0.2971 |
| Procurements are accompanied by a written agreement | 1.89 | 0.7779 |
| Complains related to procurement process are documented | 2.21 | 0.9059 |
| School has one or two major suppliers who is evaluated regularly | 2.12 | 0.6856 |
| Suppliers have the freedom to visit school and discuss improvements | 2.15 | 2.3475 |

From the analysis above, majority of the respondents strongly agreed that their schools have in place working procurement committees ($\mu=1.23$, $\sigma=0.2971$). This indicates that the schools are complying with this ministry of education requirement regarding procurement in schools. The respondents also agreed that their schools relied on one or two major suppliers ($\mu=2.12$, $\sigma=0.6856$), which could be linked to the findings earlier made that schools normally tended to purchase on credit so this comes as the effect of the

tendency to procure on credit. The respondents agreed that generally the procurements were accompanied by written agreements (mean of 1.89) and that there was documentation of complains related to procurement (mean of 2.21). This however, had greater variation ($\sigma=0.9059$) indicating that there could be a reasonable number of cases where documentation of complains does not usually take place. When it came to suppliers being free to visit the schools and discuss improvements, the findings were a general agreement ($\mu=2.15$, $\sigma=2.3475$). The high variance is because a large number of respondents (46%) strongly agreed although there was also a reasonable number of respondents who disagreed that the suppliers were free to visit the school and discuss improvements.

4.5: Transparency in Procurement Process.

In order to assess best practices that would imply transparency in procurement, respondents were asked state how much they agreed or otherwise with factors related to transparency. The factors included advertisement of tenders, debriefing of unsuccessful bidders, dealing with appeals, external influence and general adherence to ethics in the procurement process. Table 4.3 shows the respondents' view on transparency of the procurement process in the school as depicted from the data collected.

Table 4.3 Transparency

| Aspect | Weighted Mean | Std. Deviation |
|--|----------------------|-----------------------|
| Tenders are openly advertised | 1.32 | 0.3376 |
| Appeals are first heard & determined before procurement is completed | 2.75 | 2.1275 |
| Procurement committee conducts a brief for unsuccessful bidders | 3.55 | 0.4675 |
| Political influence in procurement process | 2.00 | 0.78 |
| Observance of ethical issues in procurement process | 2.61 | 0.8579 |

The respondents showed strong agreement that in their schools, tenders are openly advertised to any interested bidder ($\mu=1.32$, $\sigma=0.3376$). This is an important aspect of transparency as demanded by the ministry policy. There is also a consensus where respondents strongly disagreed ($\mu=3.55$, $\sigma=0.4675$) that their schools debriefed unsuccessful bidders. Debriefing would help unsuccessful bidders to since they would possibly know how to improve their chances of clinching the tenders. Respondents disagreed that their schools heard and determined appeals before completing procurements ($\mu=2.75$, $\sigma=2.1275$) possibly because this delays the procurement process. The high standard deviation can be attributed to the high percentage (28%) of those who strongly disagreed. The respondents also agreed that there was usual political influence in the procurement process ($\mu=2.00$, $\sigma=0.78$) though they disagreed that there is general observance of ethics in the procurement process ($\mu=2.61$, $\sigma=0.8579$).

With the findings above where debriefing is unpopular in the schools, the appeals made are not first determined, there is political influence in the procurements and the low adherence to ethics in procurement, it indicates an overall weakness in the transparency management in the schools procurement systems. Such concurs with the findings of Kenyanya et al (2010), Kinyanjui (2012) and Gachomba, (2012).

4.6: Time Progress of Procurement Process.

Table 4.4: Timely progress

| Aspect | Weighted Mean | Std. Deviation |
|--|---------------|----------------|
| Timeliness at all stages of procurement process | 2.60 | 0.60 |
| Timely deliveries of procured goods | 2.94 | 0.7364 |
| Some procurement is done upon simplified process to save time. | 1.72 | 0.6016 |

To assess the time progress of the procurement process and how the schools were dealing with it, respondents were asked to indicate whether the procurement process had timeliness at each stage, whether deliveries were timely and whether they were taking shortcuts in the procurement process. Table 4.4 above shows the analysis of issues on timely progress of procurement process.

From the table, the respondents disagreed that there was timeliness at all stages of procurement process ($\mu=2.60, \sigma=0.6$), as well as disagreeing that procured goods were delivered in time ($\mu=2.94, \sigma=0.7364$). This clearly shows that the general feeling of the respondents was that the procurement process tended to be lengthy and time consuming, something that had also been observed by Kinyanjui (2012). They also agreed that the schools are employing shortcuts by simplifying the process ($\mu=1.72, \sigma=0.6016$) so as to reduce the time taken to complete the procurement cycle. This could involve skipping some steps in the outlined process which has an effect of compromising the transparency of the process.

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter brings out the summary of the findings, conclusions and offers recommendations to the challenges that have been brought forth by this study. In addition the researcher suggests areas of further research. The literature review is heavily utilized in making conclusions of this study.

5.2 Summary

The main purpose of the study was to determine if the public secondary schools in Mathioya district were employing best practices in procurement and to establish areas of improvement in order to have proper procurement in the schools. The findings of the study were presented in accordance with the research questions which were:

- i. To what extents are public secondary schools in Mathioya district employing best practices in procurement with regard to budgetary management, leadership, transparency and timeliness in the process?
- ii. Which are the areas of improvement that would ensure best practices in procurement in public secondary schools in Mathioya district?

The study was a census survey that adopted a descriptive approach aimed at describing aspects of the procurement practices in the public secondary schools. Questionnaires were used to collect the data and the response rate was 100%.

The study found that all the people dealing with matters of procurement in the schools are educated. Majority of them also had reasonable experience in procurement whereby 72% had over 3 years experience. Training in procurement however reflected a near half-half situation with 56% having some training and 44% not having any training on procurement. Gender was imbalanced whereby there was a 70% bias in favor of the female gender.

From the study it was found that there was budgeting in majority of the schools (83%) was done and even tended to be followed. However, following the budget would eventually be hindered by lack of consideration for total costs against quoted price (65%) that would cause actual cost of ownership to be higher than that budgeted for. Fluctuation in prices due to inflation (75%) would also negatively impact the implementation of the budget. The schools had problems in funding occasioned by delays in funding and this could easily push them towards procuring from the suppliers who could offer credit terms (78%) as well as bearing the effect of quality on affordability (80%).

Regarding leadership, the study found that in majority of the schools (96%) there were tendering committees which sit to procure goods and services. 82% of respondents agreed that procurements are accompanied by written agreements. On the issue of documenting procurement complains 64% of the respondents agreed that complains are documented. Regarding the schools relying on one or two key suppliers, 75% of suppliers agreed that those arrangements exists perhaps due to the need to have agreements regarding credit purchasing and these suppliers enjoy an upper hand during tendering process while 54% of respondents agreed that suppliers have the freedom to visit schools and discuss room for improvements.

The study also found that as concerns transparency in the procurement process, 96% of respondents agreed that tenders are openly advertised. A majority of respondents 66% were of the opinion that appeals were not first heard and determined before procurement process was completed. 89% of respondents disagreed that the schools conducted debriefing for unsuccessful binders. 77% of respondents felt that there were political influences in determining the winner of the tender while on observance of ethical issues, 60% of respondents felt that ethical issues were not highly regarded during tendering process.

It was also found from the study that as far as time progress of the process was concerned, 58% of the respondents felt that there was no timeliness at all stages of the procurement process. Regarding timely deliveries of procured goods, 68% of respondents

disagreed that the procured goods are delivered on time while 88% of respondents agreed that the procurement process is sometime simplified to save time.

5.3: Conclusions

The study concludes that the public secondary schools in Mathioya district have to a reasonable extent complied with the Ministry of Education policies regarding procurement. There however are some factors that are either complicating or limiting the possibility of having best practices in procurement in these schools. Some of the factors in question include the skills in procurement possessed by those undertaking the task, funding and external factors like inflation.

It raises issues on the transparency of the process indicating that in most cases there is external influence and failure to adhere to the ethics of procurement. This may be attributed to the nature of the procurement process which makes it vulnerable to compromise and corruption.

The research also concludes that the procurement process fails in timeliness perhaps because of complexity of the process or because more often than not, suppliers are supplying on credit. This has led to frequent situations where those involved in the process take shortcuts to overcome the problem of delays and length of the standard process.

5.4 Recommendations

From the findings the researcher recommends that stakeholders in procurement organize regular training to input skills in those involved in procurement as well as keep updated on emerging issues market trends affecting the procurement process.

The government should also ensure that the schools receive the FSE funds in good time to give them flexibility in their procurement activities. This can be achieved through allocating the largest amount of funds in the first term when the schools are planning their activities for the whole year.

The government through the PPOA and the Ministry of Education needs to review the procurement process in an effort to make it shorter and friendlier so as to enhance its implementation as required.

Supervision of the process needs to be enhanced internally and externally to reduce cases where those involved compromise on the ethics of the process. Together with this, the Ministry of Education should take disciplinary measures on all those who violate procurement policies for self interest and gain while undertaking the procurement process.

5.5: Limitations of the Study

Whereas this research has conducted an in-depth study of the procurement practices in the secondary schools in Mathiyoia district, it faced limitations of various kinds. To begin with, the research was not able to compare procurement practices between categories of schools. Thus, differences emanating from such categories are not accounted for. The researcher was also faced with the limitation of time and resources and so could not cover a broader area like a county. Being a survey, there is also the limitation that some respondents may not have necessarily been truthful with their responses.

5.6: Suggestions for Further Research.

Management is context based and its operations vary with emerging changes in the procurement department and business environment. The researcher was only able to study the schools in Mathiyoia district due to limitations of resources. As such therefore, the researcher recommends that a broader research of the same kind may be undertaken to touch on more districts in country.

There is need to perform a more focused research on the factors that affect transparency in the procurement process in the schools with a view to find ways of improving on this.

A comparative research can be done on the procurement process between different categories of public schools such as day secondary schools against boarding secondary

schools or national schools against lower level secondary schools to see how the differences in the schools affects the procurement practices in these schools.

A research may also be undertaken to identify the effects of the disparity in the schools' academic year (January – December) and the government's fiscal year (July – June) on procurement in the schools.

REFERENCES

- Aketch, J.M.M., (2005) *Development Partners and Governance of Public Procurement in Kenya: Enhancing Democracy in the Administration of Aid*. Research Paper, NYU School of Law.
- Best Practices, Business Rules or Just Good Ideas? Retrieved from www.neci-legeledge.com/wp-content/uploads/TLE81
- Farmer, D, & Weele, V., (2000) *Handbook of Purchasing Management*. 2nd ed. Hampshire:Gower
- Gachomba, P. K., (2012) Constraints experienced by secondary schools' principals in public procurement and their implications on financial management in Kiambu West District, Kenya. Retrieved from <http://ir-library.ku.ac.ke/etd/handle/123456789/2987>
- Griffith, M., & Griffith, I., (2002) *Law of purchasing and supply* 3rd ed. Edinburgh: Prentice-Hall
- KACC (2007) *Public Officers' Integrity Survey Nairobi*: KACC
- Kenya Gazette Supplement No. 92 (2006) *Public Procurement and Disposal Regulations*. Nairobi: Government of Kenya
- Kenyanya, N., Francis, W., & Onyango, O., (2010) *Evaluation of the influence of the Public Procurement Regulations on the procurement practices among secondary schools in Mosoch division of Kisii County, Kenya* aibuma2011_submission 46

Kinyanjui, N., (2012) Procurement Mentality 101. Retrieved from
<http://naomikinyanjui.wordpress.com>

Lewa, P., (2007) *Management and Organization of Public Procurement in Kenya: A review of Proposed Changes*. IPAR

Lysons, K., & Farrington, B. (2006) *Purchasing and Supply Chain Management* 7th ed.
London: Prentice-Hall

Ministry of Education Strategic Plan 2006 – 2011

Mogoi, S. O., (2010) *Effect of the Operational Management Practices on the Procurement of Pharmaceutical Products in Developing Countries: A Case of the Kenya Medical Supplies Agency (KEMSA)*, unpublished MBA project, University of Nairobi, Kenya.

Mugenda G., & Mugenda M. (1999) *Research Methods*. “Quantitative and Qualitative approach” Actress Press, Nairobi.

Murage, J. N. (2011) *Commercial Electricity Supply Chain Management Practices in Kenya*, unpublished MBA project, University of Nairobi, Kenya.

Okoth, O. A. (2011) *Supply Chain Management Practices in Cement Industry in Kenya*, unpublished MBA project, University of Nairobi, Kenya.

Omondi, J. (2008), *Management of Finance and Property in Secondary Schools*

Otila, G. O. (2011) *Supply Chain Management Practices used in the Cosmetics Industry*, unpublished MBA project, University of Nairobi, Kenya.

Procurement. Retrieved from www.mango.org.uk/guide/procurement

Procurement Practice and Reviews. Retrieved from www.opo-boa.gc.ca/paapp-prorev/index-eng.html,

The Procurement Process. Retrieved from <http://purchasinginsight.com/resources/the-procurementprocess/>

Wittig, W., & Jeng, H. (2005) *Challenges in public procurement: Comparative views of public procurement reforms in Gambia*

APPENDICES

Appendix1: Specimen Letter of Introduction to the Respondents

Date.....

Dear respondent

Ref: Factors influencing best practices in procurement processes in public secondary schools

I am a post-graduate student at University of Nairobi pursuing a Master of Business Administration degree (Operations Management).

I am carrying out a study on the above subject. You have been selected to take part in the study as a respondent.

Attached is a questionnaire aimed at gathering information, which will be vital for the above research. I am kindly requesting you to respond to the questionnaire items as honestly as you can and to the best of your knowledge. The questionnaire is for the purpose of research only and therefore the responses shall be absolutely confidential and anonymously given. Do not include your name in the questionnaire.

In case the study will be of interest to your organization it can be availed once the study is complete.

Your participation in this survey is highly appreciated.

Thank you

Wachira Robinson Kimani

0722409648

School of Business, University of Nairobi

Appendix 2: RESEARCH QUESTIONNAIRES FOR RESPONDENTS.

This questionnaire is intended to gather general information about yourself and your school's procurement practices. The study focuses on factors influencing best practices in procurement processes in public secondary schools. The questionnaire has two sections. Kindly respond to all question items honestly. Your response will be kept strictly confidential. Please tick (✓) in the appropriate box. Thank you.

SECTION 1

a. Highest level of education achieved by respondents (please tick appropriately)

a) Diploma level

b) Degree level

c) Masters level

b. How long have you served in procurement (please tick appropriately)

a) Less than 3yrs

b) Between 4yrs-6yrs

c) More than 6yrs

c. Have you attended any workshops or training in procurement?

Yes

No

d. Gender of the respondents.

Male

Female

SECTION 2

A: Budgetary management factors.

To what extent do you agree that the following budgetary management aspects form part of the procurement practices in your school? (Please tick (√) in the appropriate box)

Budgetary management

| Aspect | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|----------------|-------|----------|-------------------|
| Procurement done in line with school budget | | | | |
| Total cost till ownership considered when selecting supplier | | | | |
| Prices keeps on changing due to inflation | | | | |
| The school buys from the suppliers who are ready to offer on credit | | | | |
| Quality affects the cost of goods and services procured | | | | |

B: Leadership factors

To what extent do you agree that the following leadership aspects are part of procurement practices in your school? (Please tick (√) in the appropriate box)

Leadership factors

| Aspect | Strongly agree | Agree | Disagree | Strongly disagree |
|--|-----------------------|--------------|-----------------|--------------------------|
| Presence of tendering committee which sits to procure goods & services | | | | |
| Procurements are accompanied by a written agreement | | | | |
| Complaints related to procurement process are documented | | | | |
| School have one or two major suppliers who is evaluated regularly | | | | |
| Suppliers have the freedom to visit school and discuss improvements | | | | |

C: Transparency factors

To what extent do you agree that the following transparency aspects in the procurement process form part of the procurement practices in your school? (Please tick (√) in the appropriate box)

Transparency in procurement

| Aspect | Strongly agree | Agree | Disagree | Strongly disagree |
|--|-----------------------|--------------|-----------------|--------------------------|
| Tenders are openly advertised | | | | |
| Appeals are first heard & determined before procurement is completed | | | | |
| Procurement committee conducts a brief for unsuccessful binders | | | | |
| Political influence in procurement process | | | | |
| Observance of ethical issues in procurement process | | | | |

D: Timely progress of procurement process

To what extent do you agree that the following factors on the timely progress of the procurement process are part of the procurement practices in your school? (Please tick (√) in the appropriate box)

Timely progress

| Factor | Strongly Agree | Agree | Disagree | Strongly Disagree |
|--|-----------------------|--------------|-----------------|--------------------------|
| Timeliness at all stages of procurement process | | | | |
| Timely deliveries of procured goods | | | | |
| Some procurement is done upon simplified process to save time. | | | | |

Appendix 3: PROPOSED WORK SCHEDULE OF THE STUDY

| Activity | Time Schedule | | | | | |
|------------------------------|---------------|-----------|----------|----------|----------|-----|
| | Aug 2012 | Sept 2012 | Oct 2012 | Jan 2013 | Apr 2013 | May |
| Development of proposal | | | | | | |
| Defense of proposal | | | | | | |
| Data collection and analysis | | | | | | |
| Report writing | | | | | | |
| Final defense of the project | | | | | | |