

MIDLANDS STATE UNIVERSITY



**FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL POLICY STUDIES AND LEADERSHIP
EFFECTIVE MANAGEMENT OF PROCUREMENT PROCEDURES
IN FARM PRIMARY SCHOOLS IN GOROMONZI SOUTH ZONE.**

**A DISSERTATION SUBMITTED
BY**

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Declaration

I, Nhamo Masuka, declare that this study, **‘Effective management of procurement procedures in farm primary schools in Goromonzi south zone’** is my original work and has not been previously submitted to any university. All sources used have been indicated and acknowledged by means of references.

Signature _____

Date _____

Approval

This dissertation entitled '**Effective management of procurement procedures in farm primary schools in Goromonzi south zone**' by Nhamo Masuka R189573A, meets regulations governing the award of a Bachelor of Education in Management and Leadership at Midlands State University, and is approved by its contribution to knowledge and literal presentation.

Supervisor _____

Date _____

Dedication

I dedicate this project to my wife Sylvia Siyakurima who has always encouraging me to read and research. I also dedicate this project to my three lovely children Tanatswa, Tanaka and Tadiwa who endured a lot as I was working hard to make this study a success.

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ABSTRACT

This study focused on the effective management of procurement procedures in farm primary schools in Goromonzi South Zone. Three research objectives which the study wanted to achieve were to assess the importance of having proper procurement procedures at school, to explain the stages to be followed in procuring goods and services at a farm school and to investigate some of the challenges that are faced by the procurement committee in procuring goods and services at farm school. The study used descriptive survey research design. Questionnaires and interviews were used as instruments to collect data in this study. The population in this study was composed of forty-one teachers, four school heads and four school development chairpersons. Purposive sampling was used to select heads and teachers while cluster sampling was used to select school development committee chairpersons. The sample for the study comprised ten teachers, three school heads and three school development committee chairpersons. The major findings for the study were, most teachers agreed that there are no effective procurement committees in farm primary schools, suppliers of goods and services in farm primary schools are not properly sourced, most school heads influence procurement decisions and teachers are not receiving in-service refresher courses on procurement due to lack of resources in farm schools. The major conclusions were procurement committees are not effective in farm primary schools, suppliers are not properly sourced as stipulated by policy in farm primary and farm primary schools are not offering procurement refresher courses to their teachers upon appointment in such committees due to lack of funds. The major recommendations were procurement committees in farm primary schools should be made effective through making policy which allow them to write termly reports which they must send to the district education offices so that the District Schools Inspector can supervise the heads who break the policies in time, the audit department should be funded by at least two percent of tuition fee paid by each learner so that it can be in a position to offer refresher courses to procurement members, there should be termly audits to check whether school heads are influencing procurement decisions and there should be a policy that allow school development chairperson to be members of procurement committee.

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CHAPTER ONE

THE PROBLEM AND ITS CONTEXT

1.1 Introduction

Procurement procedures are very important for the successful achievement of organizational goals. This research examined effective management of procurement procedures in farm primary schools in Goromonzi South Zone. This chapter covered the background of the study, statement of the problem, research objectives, research questions, and significance of the study, delimitations of the study, limitations of the study, definitions of key terms and its summary.

1.2 Background of the Study

Procurement laws and policies forms the backdrop of the successful management of any organization. Most nations the world over have procurement models and laws which they adopted for effective management of their procurement procedures. According to Zinyama (2014), the most widely used model of procurement law is the one adopted by the United Nations Commission on International Trade law (UNCITRAL) in 1994.

The world over countries with big and successful economies such as United Kingdom, United States of America and China has procurement codes for their nations which set the basic framework for procurement. Arrowsmith and Trybus (2009) state that in the United Kingdom the procurement function is excised under treasury guidance and in United States of America there is a uniform procurement code for states and local governments. This is supported by Zinyama (2014) who states that the procurement process of any country should ensure fairness, efficiency, courtesy and high professional standards.

However, these laws and models continue to be violated by people who should make sure that they are implemented to the fullest. According to Shaw (2010), many countries face a challenge

of how to comply with their governments procurement models. Officials in many countries violate their countries procurements codes of conducts.

According to the Constitution of Zimbabwe Amendment No. 20 of 2013, section 315(1) states that , An act of parliament must prescribe procedures for the procurement of goods and services by the state and all institutions and agencies of government at all levels, so that procurement is effected in a manner that is transparent fair, honest, cost effective and competitive. Thus in the country public procurement is governed by procurement Act (Chapter 22:14) which was formulated by the parliament according to the dictates of the constitution of the country. Zinyama (2014) states that the procurement Act of Zimbabwe has a number of parts and sections which directs how procurement procedures should be done. For example section 30(1) states that the procurement of goods or construction work by a procurement entity shall be done by means of tendering proceedings. Section 31 of the Act further deals with the procedures that should be followed when tendering. Statutory instrument 171 of 2002 also mandates every school to have a procurement committee which should make sure that all goods and services for the school are purchased following proper procedures.

However, although in Zimbabwe there are sound laws and policies which should be followed when procuring goods and services for organizations, there are quite a number of challenges and scandals which are associated with corruption and failure to adhere to stipulated procedures and effective management of the processes. According to Musanzikwa (2013) a number of tenders in Zimbabwe procurement systems have been associated with corruption. These include the following among others: 1987 ZISCO steel blast furnace scandal, 1988 willogate scandal, Harare airport scandal and the NSSA scandal. A research done by Zinyama (2014) concluded that most of these procurement scandals are caused by failure to adhere to stipulated procurement procedures due to a number of challenges.

Procurement in Zimbabwe's schools continue to face a number of challenges. Reports produced by random internal audit from the Ministry of Primary and Secondary education continue to reveal a number of challenges that are associated with the procurement of goods and services in schools.

1.3 Statement of the Problem

The establishment of procurement committees and outlining the functions of such in schools can assist to reduce a number of challenges that are associated with the procurement of goods and services. A number of farm schools in Zimbabwe continue to receive, levies, tuition fees and grants such as School Improvement Grants which sought to assist them to procure goods and services. However, most of the schools still lag behind in terms of resources which they receive funds to purchase. According to UNICEF (2013) grants received by schools aims to provide financially constrained schools with the aim of meeting a minimum set of school functionality criteria and improving the quality of teaching and learning through procuring of goods and services. However, Tarisayi (2016) assets that because of a number of reasons associated with the procurement procedures in schools such goods and services are not procured. Thus the researcher explained the effective management of procurement procedures in farm schools. Challenges and possible procurement solutions were identified and explained.

1.4 Research Objectives

1. To assess the importance of having proper procurement procedures at school.
2. To explain the stages to be followed in procuring goods and services at a farm school.
3. To investigate some of the challenges that are faced by the procurement committee in procuring goods and services at farm school.

1.5 Research Questions

1. What is the significance of following proper procurement procedures in effective management of procurement at farm school?
2. What are the stages to be followed when procuring goods and services at school?
3. Which challenges are faced by the procurement committee in procuring goods and services at farm school?

1.6 Significance of the Study

The research is very useful to the researcher on the basis that it built research skills including ways of analyzing procurement procedures and evaluation as a partial fulfilment of the Bachelor of Education in Management and Leadership. The conclusion and recommendations of the research can also help the procurement committees to follow proper procedures when purchasing goods and services for the school. It can also assist the school heads to appreciate the role played by procurement committees in schools thereby allowing them to carry out their duties independently without a lot of interferences. The research can also assist education administrators with effective ways of managing procurement procedures within their jurisdiction.

1.7. Assumptions

1. Effective management of procurement procedures help to save the resources of the organization and eliminate corruption.
2. There are ethical considerations to be observed by the procurement members when procuring goods and services for the school.

3. The procurement of goods and services for the school should adhere to the stipulations of the public procurement act.

1.8 Delimitations of the Study

1.8.1 Physical Scope

The research was carried out in four of the farm schools found in Goromonzi south zone. These are the schools found in wards 24 and 22 of Goromonzi rural district council.

1.8.2 Theoretical Scope

The research was strictly concerned with the effective management of procurement procedures. It covered the stages of procuring goods and services. The challenges that are likely to be faced by the procurement committee and the possible solutions that can be employed to mitigate the challenges.

1.9 Limitations of the Study

The study was limited by financial constraints since the zone where research was carried out was quite big. Thus the researcher carried out the research basing on, only four farm schools in Goromonzi south zone. These schools are nearer to where the researcher is stationed. The researcher was also limited by time since he is a full time class practitioner. To counter this limitation the researcher utilized weekends and school holidays to collect the relevant data that was useful to the research.

1.10 Definition of Key Terms

1.10.1 Effective Management

Effective management is a leadership that involves the ability to communicate, persuade, to encourage and to inspire people to take meaningful and productive actions. It involves doing the right thing at the right time. In procurement it involves making sure that the rightful procedures are followed.

1.10.2 Procurement Procedures

According to Farrington and Lysons (2012), procurement procedures refers to the sequential steps, stages or techniques for getting the job done. On the other side Csaba (2009) views procurement procedures as the methodologies which encompasses all the stages of procurement from requirement determination of goods and services until the payment is done. Thus procurement procedures involves the stages which are followed when purchasing goods and services for the organisation.

1.10.3 School

Bernstein (2014) defines a school as an institution designed to provide learning spaces and learning environments for the teaching of students and the direction of all stakeholders of the school. According to Halbert (2014) a school is an organization that help the child to learn by addressing the development of needs of the whole child nurturing, cognitive, social and ethical development of the child and everyone around him/her. A school according to this research is an educational institution which is designed to provide teaching and learning to learners.

1.11 Summary

The chapter focused on how effective management of procurement procedures in schools can be successfully done. It covered the background of the study, statement of the problem, research objectives, research questions, and significance of the study, delimitations of the study, limitations of the study, definition of key terms.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter provided an extensive review of relevant literature that reflects the effective management of procurement procedures. The review covered the theoretical framework, international and local research on proper management on procurement procedures, the procurement cycle in schools and challenges faced in procuring goods and services. The chapter ends with a summary.

2.2 Theoretical Framework

The Agency Theory

The theory which can fit into this research is the agency theory which was propounded by Donahue, (1989). It explains how procurement managers must play the agency role when purchasing goods and services for the institutions. The department of procurement takes the role of agents on behalf their institutions. The Principal-Agent model main concept is the premise on the theory that the Principal (Head) is so busy that he/she cannot execute a certain task making it important to hire an agent. According to this theory the Principal (Head) must supervise and be in command of the Agents (procurement committee) to guard the owners outstanding claims from extremes of self-centred agents (Bunsal, 2011).

This theory is very key in this research. The principal is the school head and the Agent is the procurement committee. The best way school as an organisation can achieve its objectives is to ensure that proper procurement procedures are followed. According to Arrowsmith (2010), procurement procedures must be embraced by both the principal and the agent to avoid agency conflict.

2.3 Proper Management of Procurement Procedures.

As the backbone of all the activities of the organisation, procurement activities plays an important role. Lewis and Roehrich (2009) says that procurement is a key activity in the supply chain. This is supported by Shaw (2010) who says that procurement has an important role to play. Thus every organisation should put in place effective procurement systems to safeguard public funds. Shaw (2010) further says that the major aim and objective of procurement in any organisation is to carryout activities related to procurement in such a way that the goods and services which are procured are of the quantity and quality. These should be delivered in the right place and at the right time. At school it is through procurement that the overall aims of the school are achieved. If proper procurement procedures are followed and managed effectively the school funds will not end up being diverted to purchase unbudgeted goods and services. According to Nakamura (2014) procurement procedures are done to reduce the level of corruption and misappropriation of funds in organisations. This can be achieved if the organisation do have a procurement committee which is well trained on how to conduct the business of procuring.

Caldwell, Roehrich and Davies (2009) supported the importance of having proper procurement procedures at an organisation by saying it helps in the three principles of transparency, accountability and efficiency. Thus if the school follow proper procurement procedures the above cited principles will help in the achievement of goals and objectives. This is in line with the views of Shaw (2010) who states that there is need for accountability to financiers who may require certain rules and regulations to be adhered to when using the money they have provided. This will assist in the sense that officials at the organisation will account for each and every cent they receive.

2.4 Procurement Cycle at School Level

For effective results to be achieved at any organisation procurement activities should follow a well-defined cycle. According to Finance and Administration Manual for the Non-Finance Education Managers (2013), the procurement cycle in schools should follow well defined stages namely requirements determination, source determination, vendor/supplier selection, order processing, order follow up, goods receipt and inventory management, invoice verification and lastly payment. This is in line with the views of Shaw (2010), who says procurement is a process which follow stages from identification of needs till the goods and services has been delivered.

The first stage of procurement that should be effectively managed is that of requirements determination. According to Tsabora (2014), all procurement requirements begin with the perception of a need. This means that this stage is necessary to clearly define the need, and this may be done by way of study. The manual for Non-Finance Managers (2013), stipulates that members of staff at school should initiates a request for goods and services using internal requisitions. According to Johnson and Flynn (2015), the role of procurement practitioners at this stage is primarily, estimate the procurement lead time given the most appropriate procurement method that would be suitable for such a requirement. Tarisayi (2016) further says, the requirement determination is essential not only for new procurement, but also for requirements needed for maintaining existing operations.

The second stage in the cycle is of source determination. The procurement committee initiates the buying process by means of requesting at least three quotations from prospective suppliers or using tender procedures (SI 171 of 2002). According to Shaw (2010), this stage can also involve inviting vendors to bid to supply the required products or services. In schools the officer who source for quotations will not be allowed to deliberate during the process of selecting the appropriate vendor. In addition, Shaw (2010) says it is important for the

procurement department to assess and consult on any big price variation to avoid potential conflict of interest, undue influence price fixing and favouritism.

After selecting the suitable vendor to supply the required goods and services the next stage in the cycle is order processing. According to Musanzikwa (2013), the purchase order is generated by the administration member such as head, deputy head or senior teacher. Bolvis (2009) also says at this stage it is necessary for the procurement staff to monitor the progress of orders and the performance of suppliers. It is at this stage that the procurement committee should also make some follow ups to the order to make sure that goods and services are being processed as agreed. According to Finance and Administration Manual for the Non-Finance Education Managers (2013), follow up orders are supposed to be done by telephone, personal visits and by correspondences.

The other stage that should be followed and managed well in the procurement cycle is receiving of goods and services. Lewis and Roehrich (2010) say that procurement only needs to know that delivery has taken place and that the supplier has delivered in accordance with the purchase order and complied with delivery contract requirements.

The last stages in the cycle are invoice verification and payment of the supplier. The procurement committee need to make sure that the invoice received is in agreement with the purchase order and goods received. These should be thoroughly checked so that the school will not pay for the goods and services which were never rendered to the institution. Musanzikwa (2013) says when goods or services are received and accepted into the stock, procurement then facilitates payment by providing necessary to finance department which is headed by the school head. Before processing the payment the head should make sure that all the supporting documents and goods received are in correct order. Shaw (2010) say that before payment all

the documents should be finally consolidated and payment be done by the head of the finance department. This is done by the head in the case of the schools.

2.5 Challenges Faced by the Procurement Committee.

There are a lot of challenges that are associated with public procurement. These challenges can hinder the effective management of procurement procedures in organisations. Dzuke and Naude (2015), identified a number of challenges which are associated with procurement. These include poor and outdated procurement policies and processes. Licenji (2015), further observed that procurement procedures are affected by lack of skills and specialised knowledge by the procurement officers. Thus some of the teachers who are appointed to be procurement officers do not have the knowledge of procurement procedures which should be followed when purchasing goods and services for the school.

The study of Dza, Fischer and Gapp (2013) found out that procurement process can also face the challenge of political interference. Some influential political figures in the community cause the procurement members to flout the proper procedures so as to suit their political interest at the school and community. Musanzikwa (2013), reveals a number of challenges in public procurement which include delays in making decisions, tendencies of making corruption and failure to comply with stipulated procurement procedures. This is supported by Dzuke and Naude (2015) who further identified lack of accountability and transparency as the major causes of failure to successfully carryout procurement procedures in organisations. At times individuals who chair procurement meetings at schools do their things behind the door and command others to sign the documents needed.

2.6 Summary

This chapter covered the literature review on effective management of procurement procedures. The review covered the theoretical framework, international and local research on proper management on procurement procedures, the procurement cycle in schools and challenges faced in procuring goods and services.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focused on the research methodology that were used by the researcher to carry out the study. It identified the research design, research instruments, the validity and reliability of the research, population, sampling procedures, the sample, data collection procedures, data analysis, the ethical considerations that were upheld by the researcher. The chapter ends with a summary.

3.2 Research Design

According to Bernard (2012), research design is the arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy and procedure. Punch (2013) further states that research design is the plan which articulates what data is required, what methods are going to be used to collect and analyse the data and how all is going to answer the research question. Research design refers to the overall strategy that one can choose to integrate the different components of the study in a coherent and logical way thereby ensuring that one can effectively address the research problem.

3.2.1 Descriptive Survey Design

A descriptive survey design was employed to carry out this study. According to Burton (2009) a descriptive survey is the effort to gather information from members of a particular population with a view to figuring out the present-day status of the population in question regarding one or several variables. According to Kumar (2011), descriptive research design is a process used to draw conclusion on a phenomenon at hand through gathering and analysing data and

characteristics of a population. Jackson (2009) states that descriptive research aims on outlining changes in characteristics, behaviour of respondents as a way of answering to the phenomenon. The descriptive research collect data which provides real life experience. Basing on this descriptive research the researcher used the survey method where questionnaires and interviews were administered to school heads, teachers and school development chairpersons of the sampled schools. After collecting the data from the teachers, heads and school development committee chairpersons the researcher analysed and described the responses given.

3.2.1.1 Strength of descriptive survey design in this research

One of the strength of research design in effective management of proper procurement procedures is that it allowed data that was collected to be qualitatively and quantitatively analysed. It also allowed the researcher to see how proper procurement procedures work in their natural way.

3.2.1.2 Weaknesses of descriptive survey design in this research

However, with descriptive research it suffers from errors and bias, there is no guarantee of confidentiality hence the teachers and heads may provide false information due to undue influence. The information tend to be biased since respondents answer what the researcher is expecting to hear. This design looked into the degree to which farm primary schools in Goromonzi district comply with procurement procedures.

3.2.1.3 Ways of overcoming shortcomings of descriptive design in this research.

The researcher guaranteed the respondents that one of the ethical consideration that will be employed in this research is that of confidentiality therefore they need to provide correct information since no one will ever know what they have contributed to the research.

3.3 Research Instruments

According to Sekeran and Bougie, (2009), research instrument refers to measurement tools designed to obtain data on a topic of interest from research subjects. McDaniel and Gates (2013), also views research instrument as devices that are used to collect data from respondents. Thus the researcher views research instruments as devices such as questionnaires, interviews, tests or observations that can be used to collect data from the respondents.

In this research the researcher is going to use the questionnaires and interviews to collect the data from school heads, teachers and school development committee chairpersons on the effective management of procurement procedures in farm schools.

3.3.1 Questionnaire

According to Kothari (2012), a questionnaire is a compilation of relevant questions in a systematic form which are presented to the sample selected from the population to answer the statement problem. The questionnaire was constructed with questions which were typical to the study and enabled the researcher to draw conclusion on the effective management of procurement procedures. Blair and Frederick, (2011) say a questionnaire is a written interview. The questionnaires was then distributed to the sample by the researcher. With the assistance of the researcher teachers completed the questionnaire.

The questionnaire that was used in this research had both closed and open ended questions. Closed questions were given first with alternative responses provided. The teachers were required to choose alternative responses. The questionnaire sought information from members of school procurement committees on the effective management of procurement procedures in schools.

3.3.1.1 Strengths of the questionnaire in this research

Questionnaires can help to gather information from a large group of people in a short period of time and in a relatively cost effective way. They also provide quick results and easily qualified by either the researcher or through the use of a software package (Stuat, 2018). Respondents will have an opportunity to answer the questions on their own without due influence of the facial expression of the researcher since they will take the questionnaires and answer them on their own time away from the researcher. Open ended questionnaires assisted the researcher to get more information which was useful since the respondents have the opportunity to further express themselves. Other advantages of questionnaires are that they are less expensive. Data are easy to quantify. They permit anonymity and therefore can result in more honest answers. They also eliminate undue influence from the researcher.

3.3.1.2 Weakness of the questionnaire in this research

One of the weaknesses of questionnaire in this research is that teachers may fail to return them after answering the questions. Also some teachers may ignore to respond to some of the questions on the questionnaire. When this happens it can be difficult to compile the information. It can also be difficult to know the respondents who did not answer the questions correctly since there were no names on the questionnaires. Best and Khan (2009) say that respondents may give a lot of information on open ended questions, thus the researcher may fail to analyse the data correctly. Also questionnaires can also have ambiguous questions which can confuse the respondents thus attracting wrong and inappropriate answers.

3.3.1.3 Ways of overcoming weaknesses of questionnaire in this research.

To mitigate the issue of teachers who failed to retain the questionnaires the researcher made a follow up on them and made sure that he personally collected the questionnaires from the teachers. Also the researcher made sure that he structured all the questions in such a way that they were easily comprehended by respondents.

3.3.2 Interview

An interview is generally a technique which involves asking questions to solicit for answers from the respondents and collect elicited data about the subjects. Mbetu (2012) defines interview as a method which has the respondent and interviewer, where there is exchange of ideas and information. In this interaction data is collected through direct verbal interaction between the interviewer and interviewee. According to Williams (2011) interviews can be structured, semi-structured or unstructured. This research employed the structured interviews so as to collect uniform data from school heads and school chairpersons. The researcher predetermined the questions which were useful to the research. This was done so as to have data that was qualitatively analysed.

3.3.2.1 Strength of interview in this research

One of the strengths that the researcher got through using interview is that the researcher was in a position to probe further the school heads and chairpersons when they failed to answer the questions correctly. The researcher got correct and relevant information on the effective management of procurement procedures in farm schools.

3.3.2.2 Weaknesses of interview in this research

One of the weaknesses that can be faced by the researcher in using the structured interviews to collect data from the heads and chairpersons is that, the researcher can fail to accommodate important data that can be useful to the research since the questions that can be asked can be predetermined and structured. Also during interviews the heads can fail to divulge important information because of official secrecy.

3.3.2.3 Ways of overcoming weaknesses of the interview in this research

To mitigate the issue of failing to divulge important information because of official secrecy from the interviewees, researcher made sure that he assured the school heads that the information collected were not going to be divulged to anyone but were to be used only for the purpose of academic research. The respondents were also assured of the ethical considerations that the researcher made to undertake to protect the information gathered.

3.4 Validity and Reliability of Research Instruments

The research covered the validity and reliability of questionnaires and interviews in collecting data for the effective management of procurement procedures in farm primary schools.

3.4.1 Validity of Research Instruments

According to Ghauri and Grounhuag (2010), validity refers to how well the collected data covers the actual area of investigation. Creswell (2013), also says validity can basically means measuring what is supposed to be measured. Sharil (2017) further says validity is the ability of an instrument to measure what it is intended to measure. Thus validity generally means the extent to which the given instruments measure what is supposed to be measured in terms of content, face or construct.

The validity of a questionnaire was ascertained in this research by framing the questions which had the same wording, meaning and content. The questions covered all the content which was useful in this research. Ghauri and Gronhuag (2010) say validity can be improved by making sure that questions on the questionnaires have the same meaning and can be understood by everyone in the same way. The researcher also framed the questions in such a way that they were not confusing the teachers, heads and school chairpersons.

The validity of the interviews in this research was improved by asking questions which covered all the content which was researched. The researcher, also framed questions which were not

too difficult or vague so as not to confuse teachers, heads and chairpersons who were the respondents in this research.

3.4.2 Reliability of Research Instruments

According to Huck (2009) reliability refers to the degree to which the outcomes that is produced by a measurement is consistent and can be replicated. Mcburney and White (2012) support by viewing validity as the process which aims to attain results which are in agreement with the requirements of the research and measure extent of expected results. Thus the reliability of research instruments can be best described as how the devices used can produce the same results if they are used over and over again.

To improve the reliability of the questionnaires in this research, the researcher carried out a pilot test on the questions on the questionnaires. The pilot test sought to answer the question that, Does the questionnaire consistently measure what it is supposed to measure (Huck 2009). Questions on the questionnaire for them to be reliable they should be answered almost the same. That is from the pilot group and the targeted sample. The reliability of an interview in this research was improved by asking the same questions and get consistent responses.

3.5 Population

Population is described as a collective number of elements which are found in the area of study (Neuman, 2011). Parker (2012) supported by saying that population is the targeted group which is involved in the area of study. Thus, population can be defined as the entire set of objects, group of people who form the subjects of the research. In this study, the researcher had a population of forty-nine subjects who comprised forty-one teachers, four school heads and four school development chairpersons.

3.6 Sampling Procedures

According to Kumar (2011), sampling procedure is defined as a process or technique of choosing a sub group from population to participate in the research study. Thus sampling procedure refers to the process of choosing a number of individuals for a study in such a way that the subjects selected represent the ideas of the whole population under study. In this research, the researcher used purposive and cluster sampling methods. In this methods the researcher chose teachers from schools basing on work experience. This was done to avoid getting irrelevant data from inexperienced respondents. Using these sampling procedures the researcher made sure that data were collected from different schools and from knowledgeable respondents.

3.6.1 Purposive Sampling for Selecting Heads

The researcher used purposive sampling procedure to select the school heads who provided the data. The researcher selected those heads who are experienced in the field, for they have vast knowledge of procurement procedures in schools. This assisted to come up with reliable recommendations.

3.6.2 Purposive Sampling for Selecting Teachers

Purposive sampling was used to select teachers who formed the sample for this research. The researcher mixed teachers who had experience and without experience in school procurement activities. This was done so as to have views from different angles.

3.6.3 Cluster Sampling for Selecting School Development Chairpersons

The researcher used cluster sampling for selecting the school development chairpersons who made the sample for this research. They were selected in such a manner that they represented all the corners of the geographical area where the research has been delimited.

3.7 Sample

According to Saunders (2011) a sample is a part of target population or a subgroup. Mertler and Charles (2010) also claimed that with samples results are identical to the entire target population for study. In this study, the researcher pulled out a sample of sixteen participants from the targeted population of forty-nine subjects. The sample from the population was constructed by the researcher using purposive sampling for heads and teachers. Chairpersons were selected using cluster sampling. The targeted sample included three school heads, ten teachers and three school development chairpersons.

3.8 Data Collection Procedures

Data collection procedure refers to the stages of gathering and measuring information on variables of interest in an established systematic fashion that enables one to answer stated research questions, test hypotheses and evaluate outcomes.

3.8.1 Collecting Data Using Questionnaire

The researcher sought permission from relevant authorities to administer the questionnaires in schools. The authorities include Ministry of secondary and primary education officials such as the District Schools Inspector and Provincial Education Director. Teachers were given the questionnaires that were collected in four days after their completion. The researcher gave instructions to teachers on how to complete the questionnaires. The researcher didn't hurry the teachers to complete the questionnaires and requested them to get in touch with him if they failed to understand the instructions given.

3.8.2 Collecting Data Using Interviews

The researcher first sought permission from school heads and chairpersons to interview them. The date and time for the interviews were convenient to the interviewees. The interviews were

done in the shortest possible time so as not to inconvenience the respondents. The researcher visited the school heads and chairpersons at their places to interview them. During the process interviewing the researcher respected all the ethical considerations so as not to harm the interviewees. The interviews were done in private set up.

3.9 Data Analysis

Data analysis refers to the process of systematically applying statistical or logical techniques to describe and illustrate, condense, recap and evaluate data to make it meaningful. In evaluating the data collected the researcher used both quantitative and qualitative techniques.

3.9.1 Quantitative Data Analysis

The first stage of analysing data using quantitative technique is data preparation, where the aim was to convert raw data into something meaningful and reasonable. The researcher started by data validation, data editing and then data coding. The researcher also made use of descriptive statistics to summarise the data collected and find patterns. In this the percentages and frequency were calculated and used.

3.9.2 Qualitative Data Analysis

According to Mertler and Charles (2010), qualitative data is made up of words, observations, images and even symbols. The researcher used narrative analysis where content from open ended part of the questionnaire and interviews were analysed and interpreted. The researcher wrote paragraphs basing on what was written by teachers and also what was said by the school heads, and chairpersons.

3.10 Ethical Considerations

According to Saunders, Lewis and Thornhill (2012), ethical considerations refers to things and aspects which must be observed by the researcher not to harm the respondents. In observing

the ethical considerations of the participants the researcher made sure that all the fundamental human rights were respected regardless of age, gender religion and political association of school heads, teachers and chairpersons who were part of the participants in this research.

3.10.1 Informed Consent

Cresswell and Cresswell (2018) describe informed consent as voluntary agreement to participate in the research. The researcher discussed with the school heads of concerned sampled schools on issues relating to the nature and purpose of the study explaining why they were chosen for the study and negotiating entry and access to participants as put across by William, (2011). It was also pertinent that the researcher sought permission to interview school heads and the School Development Committees chairpersons. The researcher also respected their feelings by not forcing them to get on with the interview if they felt reluctant. The respondents were told in advance what the study was going to be used for.

3.10.2 Anonymity

Anonymity generally refers to the process of not attaching identifiers to the responses of subjects. Cohen (2010) points out that privacy of responses must be anonymous to build confidence in respondents. The researcher did not use names of participants. William (2011) also notes that in order to protect the anonymity of research participants there should be protection of their identity. In line with this, the researcher used pseudo names in this study. Responses which were given in this study were not linked with the subjects so as to protect their anonymity.

3.10.3 Confidentiality

Confidentiality refers to keeping secretly the information collected from the respondents. According to Babbie (2010), the researcher should always assure participants that all

information obtained during the study is for the purpose of research. Under this background, the researcher promised not to disclose any information from school heads, teachers and chairpersons to anyone except using the information for academic purposes only. In addition to this, all data that were used did not carry names of participants and research materials were well handled so that participants were not easily identified (Sango, 2013).

3.10.4 Privacy

Privacy is the freedom an individual has to determine the time, extent and general circumstances under which private information can be shared with or withheld from others. In this research, the researcher respected the privacy of school heads, teachers and chairpersons by not asking questions which dehumanise them. The researcher also kept shared information in its strictest confidence.

3.10.5 Duty to Inform

The researcher provided the subjects with adequate information about the field of research, the purpose of the research. The researcher also gave information on the intended use of the research results. The researcher was candid on every aspect of the research to the subjects. William (2011) says when collecting and processing personal data, researchers have a statutory obligation to notify the subjects in the research.

3.10.6 Freedom from Harm

Freedom from harm as an ethical consideration is the act of protecting subjects from physical and mental harm. The researcher ensured that participants were not exposed to serious physical harm or other severe or unreasonable strain as a result of the research. The researcher also ensured that the data collected were not used against respondents on their personal and professional life.

3.11 Summary

This chapter focused on the research methodology that were used by the researcher to carry out the research. It identified the research design, research instruments, the validity and reliability of the research, population, sampling procedures, the sample, data collection procedures, data analysis, the ethical considerations to be uphold by the researcher.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter focused on the presentation, analysis and discussion of the collected data. The three research questions posed in chapter one were addressed. Raw data collected from the sample were analysed and presented as frequency tables and bar graphs. Responses on the guided questions of the questionnaire were quantitatively analysed. Responses on open ended questions were qualitatively analysed and discussed. Interview responses given by the heads and school development committee chairpersons were also qualitatively analysed and discussed. The chapter ends with a summary.

4.2 Quantitative data analysis

Data from the questionnaire were analysed quantitatively using tables and bar graphs. Firstly demographic data of respondents were presented and analysed to ascertain their eligibility to respond to the questionnaire. The analysis and discussion focused on questions that asked about effectiveness of procurement procedures, effectiveness of procurement cycle at school and challenges faced in procurement.

4.2.1 Data analysis from teacher questionnaire

The questionnaire consist of two parts which were guided questions and open ended questions. Respondents answered both parts of the questionnaire. Data from guided questions were quantitatively analysed while data from open ended questions were qualitatively analysed.

4.2.1.1 Response rate

The American Association for Public Opinion Research (2017) define response rate as the total number of participants who responded to the questions given divided by total number of those

who were eligible. Thus response rate in this research is referred as the total number of respondents who completed the questionnaire divided by the total number of respondents who were given the questionnaires.

Table 4.1 Response rate by sex.

Total questionnaires given	Males	Females	Total respondents	Percentage
10	4	6	10	100%

TABLE 4. 1 Source research data (2020)

The table 4.1 above shows that the response rate for the questionnaire was 100% an indication that all respondents who comprise 40% (4/10) males and 60% (6/10) females responded to the questionnaire as expected.

4.2.1.2 Demographic data

The individual background information of demographic is put to scrutiny in this section. The objective of the analysis is to enhance understanding of the background information of the teachers and their personal ability to provide relevant data on the effective management of procurement procedures.

Fig. 1 current work positions of respondents. (N=10)

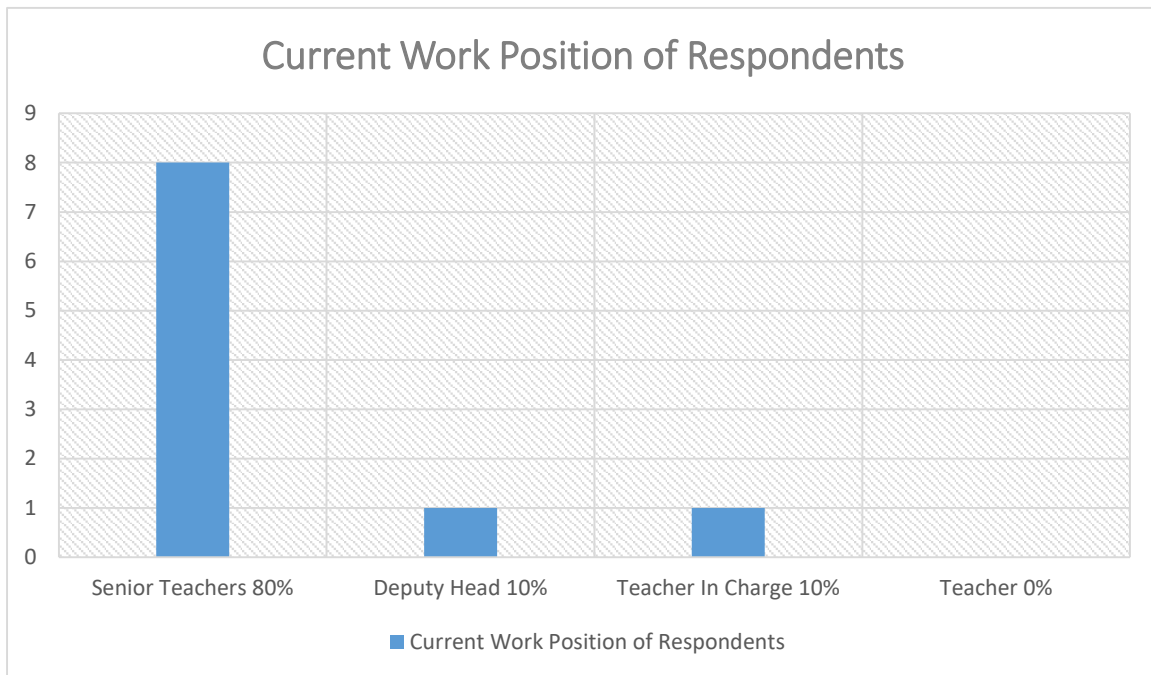


FIGURE 1

Source research data (2020)

The fig. 1 above shows that the majority 80% (8/10) of the respondents who comprise 70% (7/10) with teaching experience that ranges from eleven to fifteen years and 10% (1/10) with teaching experience that ranges from sixteen to twenty years were senior teachers. The other 10% (1/10) of the respondents was the deputy head who has teaching experience that ranges from sixteen to twenty years. The other 10% (1/10) of the respondents was the Teacher-In-Charge who has teaching experience that ranges from twenty years and above. This shows that the respondents had satisfactory teaching experience to respond to the questionnaire.

Table 4.2 educational qualification of respondents by sex. (N=10)

No.	Qualification	Males	Females	frequency	Percentage
1	Certificate	0	0	0	0%
2	Diploma	3	6	9	90%
3	Degree	1	0	1	10%

4	Total	4	6	10	100%
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TABLE 4. 2SOURCE RESEARCH DATA (2020)

The table 4.2 above shows that, the majority 90% (9/10) of the teachers who comprise 60% (6/10) females and 30% (3/10) males were holders of diploma in education. The other 10% (1/10) of the teachers was a male with a degree in education. The implications for this is that respondents had attained a good education, hence their ability to answer the study questions comfortably.

Fig 2 gender of respondents. (N=10)

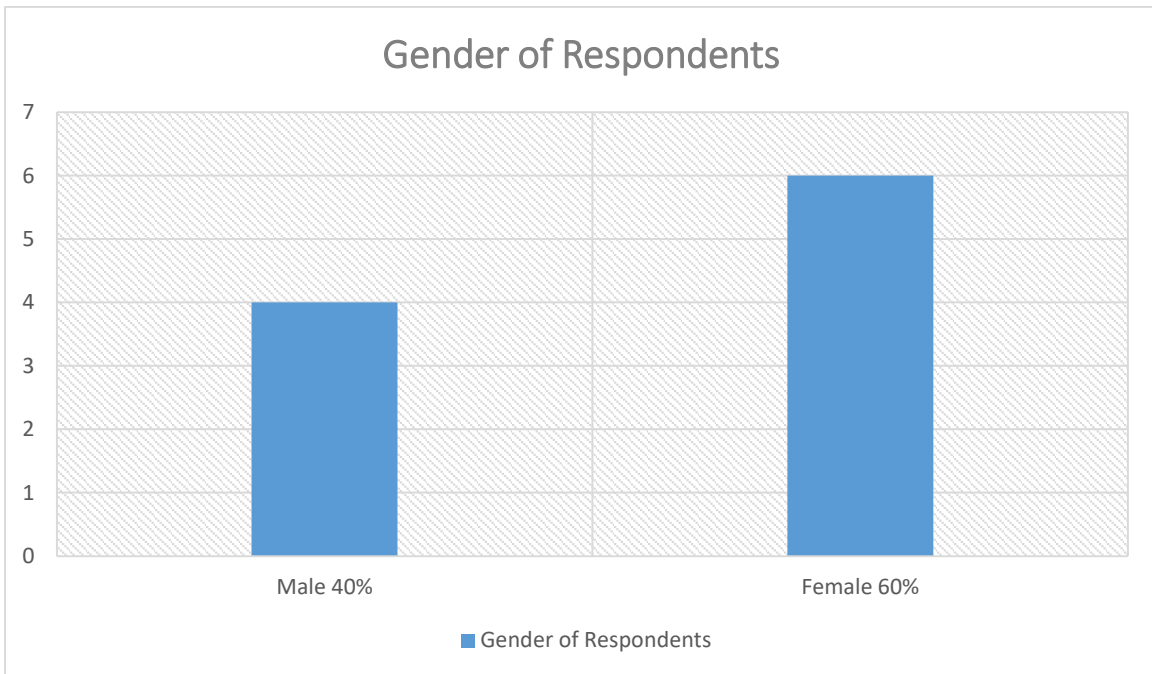


FIGURE 2

Source research data (2020)

The Fig 2 above shows that 40% (4/10) males who comprise 10% (1/10) in the age range of thirty to thirty five years, 10% (1/10) in the age range of thirty six to forty years, 10% (1/10) in the age range of forty one to forty five years and 10% (1/10) in the range of forty six years and above responded to the questionnaire. Also 60% (6/10) females who comprise 30% (3/10) in the age range of thirty six to forty years and the other 30% (3/10) in the age range of forty one

to forty five years responded to the questionnaire. Generally there were more female than male teachers in the schools where the study was carried out hence the sample indicated the same.

Table 4.3 age of respondents by sex. (N=10)

No.	Age Range	Males	Females	frequency	Percentage
1	<30	0	0	0	0%
2	30 - 35	1	0	1	10%
3	36 - 40	1	3	4	40%
4	41- 45	1	3	4	40%
5	46<	1	0	1	10%
6	Total	4	6	10	100%

TABLE 4. 3 SOURCE RESEARCH DATA (2020)

The table 4.3 above shows that 40% (4/10) of respondents who included 10% (1/10) male and 30% (3/10) females were in the age range of thirty six to forty years. The other 40% (4/10) of respondents who included 10% (1/10) male and 30% (3/10) females were in the age range of forty one to forty five years. The other 10% (1/10) of respondents 10% (1/10) was a male in the age range of thirty to thirty five years. Another 10% of respondents was also one male (10%) in the age range of forty six years and above. This information shows that all the respondents were mature enough to give credible data which were sought by the researcher on effective management of procurement procedures in farm primary schools in Goromonzi South Zone.

Table 4.4 teaching experience of respondents. (N=10)

No.	Experience in years	Males	Females	frequency	Percentage
1	<5	0	0	0	0%
2	6 - 10	0	0	0	0%
3	11 -15	2	5	7	70%

4	16 - 20	2	0	2	20%
5	21<	0	1	1	10%
6	Total	4	6	10	100%

TABLE 4. 4 SOURCE RESEARCH DATA (2020)

The table 4.4 above shows that the majority 70% (7/10) of teachers who comprised 50% (5/10) females and 20% (2/10) males had teaching experience that ranges from eleven to fifteen years. The other 20% (2/10) of teachers who were all males had teaching experience that ranges from sixteen to twenty years. Another 10% (1/10) a female teacher with a teaching experience of twenty one years and above. This implies that the respondents had a lot of experience hence they were suitable to answer the questionnaire correctly.

Fig. 3 involvement of respondents in school procurement committee. (N=10)

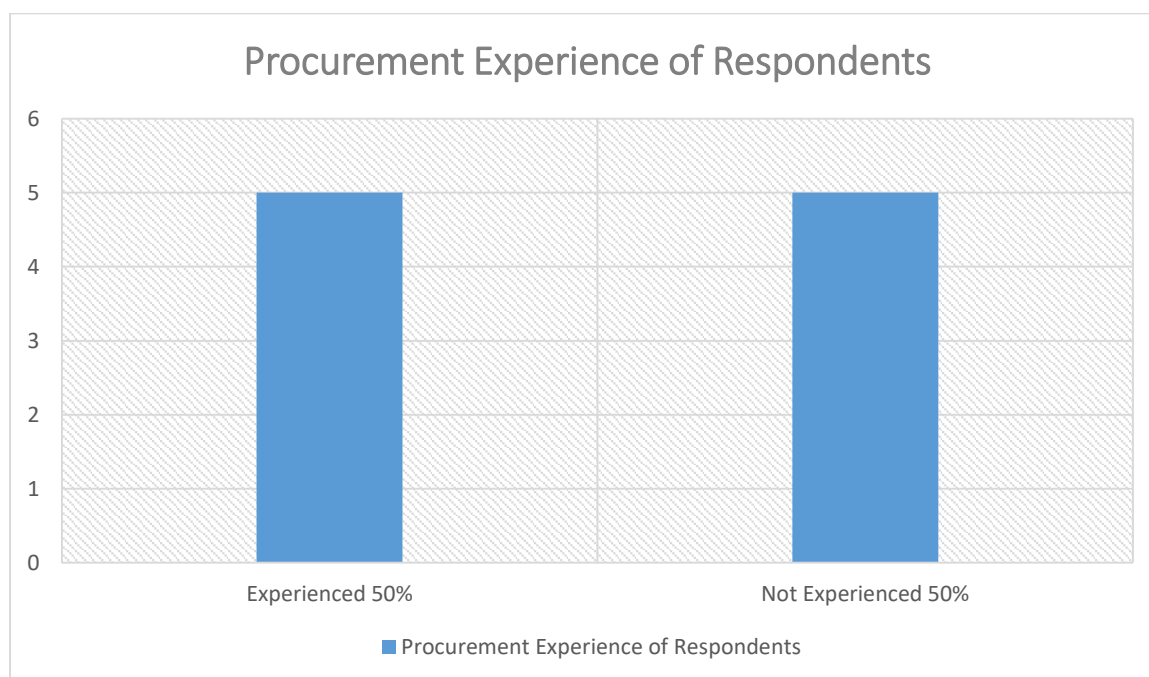


FIGURE 3

Source research data (2020)

The Fig.3 above shows that 50% (5/10) of teachers who comprised 30% (3/10) females and 20% (2/10) males had experience in school procurement activities. The other 50% (5/10) of

teachers who comprised 20% (2/10) males and 30% (3/10) females had no experience in procurement activities. The indication for this is that there was a balance of information since some of the respondents had experience of how the procurement committee operates hence it increases their ability to answer the questionnaire comfortably.

4.2.1.3 Descriptive statistics from teacher questionnaire

This section analysed and discussed data that were collected from the guided questions of the questionnaire which was responded to by ten teachers. Data were presented in the form of tables and were described using experience in procurement activities, level of education, teaching experience and the age of respondents as independent variables.

Table 4.5 Responses on whether there is an effective procurement committee at school. (N=10)

Do you have an effective procurement committee at your school?					
No.	Responses	Experienced in procurement	Not experienced in procurement	Frequency	%
1	No	4	2	6	60%
2	Yes	1	3	4	40%

TABLE 4. 5 SOURCE RESEARCH DATA (2020)

The table 4.5 above shows that the majority of teachers 60% (6/10) who included (40%) 4/10 with procurement experience, and (20%) 2/10 without procurement experience believed that, there is no effective procurement committee at their respective schools. The other, 40% (4/10) of the teachers who included 10% (1/10) with procurement experience and 30% (3/10) without experience in procurement believed that there are effective procurement committees in schools. The findings for this is that there are no effective procurement committee in farm primary schools in Goromonzi south zone. According to the findings this is against the findings of Shaw (2010) who states that every organisation should put in place effective procurement systems to safeguard public funds.

Table 4.6 Responses on whether there are written procurement procedures at school. (N=10)

Are there written procurement procedures at your school?							
No.	Responses	30-35 years	36-40 years	41-45 years	46years<	frequency	%
1	Yes	1	3	1	1	6	60%
2	No		1	3		4	40%

TABLE 4. 6 SOURCE RESEARCH DATA (2020)

The table 4.6 above shows that, the majority 60% (6/10) of the teachers who comprised 30% (3/10) in the age range of thirty six to forty years, 10% (1/10) in the age range of thirty to thirty five years, 10% (1/10) in the age range of forty one to forty five years and another 10% (1/10) in the age range of forty six years and above did agreed that, there are written procurement procedures which should be followed in procurement. The other 40% (4/10) of the teachers who comprised 30% (3/10) in the age range of forty one to forty five years and 10% (1/10) in the age range of thirty six to forty years said that there are no written procurement procedures in schools. The findings shows that there are written procurement procedures in farm primary schools in Goromonzi south zone. The findings are in agreement with Finance and Administration Manual for the Non-Finance Education Managers (2013), which states that schools should follow the procurement cycle which was planned for them.

Table 4.7 Responses on whether there is systematic process to identify procurement requirements at school. (N=10)

Is there a systematic process to identify procurement requirement at your school?						
No.	Responses	11-15 years' experience	16-20years experience	21years<	Frequency	%
1	Yes	5		1	6	60%
2	No	2	2		4	40%

TABLE 4. 7 SOURCE RESEARCH DATA (2020)

The table 4.7 above shows that the majority 60% (6/10) of teachers who comprised 50% (5/10) with teaching experience that ranges from eleven to fifteen years and the other 10% (1/10) with teaching experience that is twenty one years and above agreed that, there is systematic process of identifying procurement requirements at school. The other 40% (4/10) of teachers who included 20% (2/10) with teaching experience that ranges from eleven to fifteen years and the other 20% (2/10) with teaching experience that ranges from sixteen to twenty years believed that, there is no systematic process to identify procurement requirements. The findings show that there is a systematic process to identify procurement requirements in farm primary schools in Goromonzi south zone. The findings are in agreement with the findings of Tsabora (2014), who says organisations should thrive to have systematic process of identifying procurement requirements.

Table 4.8 Responses on whether goods are purchased using purchase orders. (N=10)

Are all goods procured using purchase orders?					
No.	Responses	Diploma	Degree	Frequency	%
1	Yes	7		7	70%
2	No	2	1	3	30%

TABLE 4. 8 SOURCE RESEARCH DATA (2020)

The table 4.8 above shows that, the majority 70% (7/10) of respondents, who were all 70% (7/10) holders of diploma in education responded that goods are procured without the purchase orders. The other 30% (3/10) of the respondents who comprised 20% (2/10) with diplomas and 10% (1/10) with a degree believed that all goods are procured using purchase orders. The findings shows that goods in farm primary schools in Goromonzi south zone are purchased without the purchase orders. This is against the policy as stated in Finance and Administration Manual for the Non-Finance Education Managers (2013), which states that the procurement

committee should process the order form to facilitate the selected supplier to supply the required goods and services.

Table 4.9 responses on whether needs arise from users at school. (N=10)

Needs at your school arise from users						
No.	Responses	11-15years experience	16-20years experience	21years<	Frequency	%
1	Agree	3	1	1	5	50%
2	Disagree	2	1		3	30%
3	Strongly Disagree	2			2	20%

TABLE 4. 9 SOURCE RESEARCH DATA (2020)

The table 4.9 above shows that, the majority 50% (5/10), of respondents who comprised 30% (3/10) with teaching experience that ranges from eleven to fifteen years, 10% (1/10) with teaching experience that ranges from sixteen to twenty years and another 10% (1/10) with teaching experience that ranges from twenty one years and above, did agreed that needs at schools arise from users. The other 30% (3/10) of the respondents who comprised 20% (2/10) with teaching experience that ranges from eleven to fifteen years and 10% (1/10) with teaching experience that ranges from sixteen to twenty years disagreed that needs at school arise from users. Another 20% (2/10) of respondents who were all with teaching experience that ranges from eleven to fifteen years, strongly agreed that needs at school arise from users. The findings for this is that needs in farm primary schools arise from users. This is in agreement with Tsabora (2014), who says all procurement requirements begin with the perception of a need.

Table 4.10 Responses on whether suppliers are properly sourced at school. (N=10)

Suppliers are properly sourced					
No.	Responses	Experienced in procurement	Not experienced in procurement	Frequency	%
1	Disagree	5	2	7	70%

2	Agree		3	3	30%
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TABLE 4. 10 SOURCE RESEARCH DATA

The table 4.10 above shows that, the majority 70% (7/10) of the teachers who included 50% (5/10) who have experience in procurement activities and 20% (2/10) who doesn't have experience in procurement activities disagreed that suppliers are properly sourced in their schools. The other 30% (3/10) of teachers who were all without experience in procurement activities agreed that suppliers are properly sourced in schools. The findings for this is that suppliers are not properly sourced in farm primary schools in Goromonzi south zone. According to the responses this is a violation of SI 171 of 2002, which states that for goods to be procured there should be at least three quotations from reputable suppliers.

Table 4.11 Responses on whether price and terms analysis is properly done at school. (N=10)

Price and terms analysis is properly done						
No.	Responses	11-15years experience	16-20years experience	21years<	Frequency	%
1	Agree	4	2		6	60%
2	Disagree	1		1	2	20%
3	Undecided	2			2	20%

TABLE 4. 11 SOURCE RESEARCH DATA (2020)

The table 4.11 above shows that the majority 60% (6/10) of respondents who comprised 40% (4/10) with teaching experience that ranges from eleven to fifteen years and the other 20% (2/10) with teaching experience that ranges from sixteen to twenty years agreed that price and terms analysis is properly done at school. The other 20% (2/10) of respondents who comprised 10% (1/10) with teaching experience of twenty one years or above and the other 10% (1/10) with teaching experience that ranges from eleven to fifteen years disagreed that price and terms analysis is properly done in schools. The other 20% (2/10) of respondents who were all with

teaching experience that ranges from eleven to fifteen years were undecided. The findings for this is that price and term analysis is properly done in farm primary schools in Goromonzi south zone. This practice is in agreement with in Finance and Administration Manual for the Non-Finance Education Managers (2013), which require the procurement process to be followed by procurement committees at school.

Table 4.12 responses on whether invoices accompanies goods for approval of payment. (N=10)

An invoice accompanies all goods for approval of payment.						
Responses	30-35 years	36-40 years	41-45 years	46years<	frequency	%
Agree	1	3	2	1	7	70%
Disagree		1	1		2	20%
Strongly Disagree			1		1	10%

TABLE 4. 12 SOURCE RESEARCH DATA (2020)

The table 4.12 above shows that the majority 70% (7/10) of teachers who included 30% (3/10) in the age range of thirty six to forty years, 20% (2/10) in the age range of forty one to forty five years, 10% (1/10) in the age range of thirty to thirty five years and another 10% (1/10) in the age range of forty six years and above agreed that an invoice accompanies goods for approval of payment. The other 20% (2/10) of teachers who included 10% (1/10) in the age range of thirty six to forty years and another 10% (1/10) in the age range of forty one to forty five years disagreed that an invoice accompanies goods for approval of payment. The other 10% (1/10) of teachers who was in the age range of forty one to forty five years, strongly disagreed that an invoice accompanies goods for approval of payment. The findings shows that schools are scrutinizing the invoice before making payments to suppliers. This is in agreement with Bolvis (2009) also says this stage is necessary in the procurement cycle as it reduces chances of overpayment or underpayment to suppliers.

Table 4.13 Responses on whether procurement observes record keeping at school. (N=10)

Procurement observes record keeping at school.						
No.	Responses	11-15years experience	16-20years experience	21years<	Frequency	%
1	Agree	4	1		5	50%
2	Undecided	2		1	3	30%
3	Disagree	1	1		2	20%

TABLE 4. 13 SOURCE RESEARCH DATA (2020)

The table 4.13 above shows that the majority 50% (5/10) of the teachers who comprised 40% (4/10) with teaching experience that ranges from eleven to fifteen years and 10% (1/10) with teaching experience that ranges from sixteen to twenty years agreed that procurement observes record keeping. The other 30% (3/10) of the teachers who comprised 20% (2/10) with teaching experience that ranges from eleven to fifteen years and another one 10% (1/10) with teaching experience that ranges from twenty one years and above were undecided. The other 20% (2/10) of teachers who comprised 10% (1/10) with teaching experience that ranges from eleven to fifteen years and another 10% (1/10) with teaching experience that ranges from sixteen to twenty years disagreed that procurement observes record keeping. The findings therefore indicates that procurement committees keep records of what they purchase. This is in agreement with Musanzikwa (2013) who says when goods are received, they should be accepted into the stock, and entered in stock control registers.

Table 4.14 Responses on whether school administrators influence decisions of procurement committee. (N=10)

School administrators influence the decisions of procurement committee.					
No.	Responses	Experienced in procurement	Not experienced in procurement	Frequency	%
1	Strongly Agree	3	4	7	70%

2	Agree	1	1	2	20%
3	Disagree	1		1	10%

TABLE 4. 14 SOURCE RESEARCH DATA (2020)

The table 4.14 above shows that the majority 70% (7/10) of respondents who comprised 30% (3/10) with experience in procurement activities and 40% (4/10) without experience in procurement activities, strongly agreed that, school administrators do influence the decisions of procurement committee at school. The other 20% (2/10) of respondents, who comprised 10% (1/10) with experience in procurement activities and another 10% (1/10) without experience in procurement activities agreed that school administrators influence the decisions of procurement committee. The other 10% (1/10) of respondents who was one with experience in procurement activities disagreed that school administrators influence the decisions of procurement procedures. The findings for this is that school heads do influence the decisions of procurement committees in farm primary schools in Goromonzi south zone. The findings are against the requirement of SI 5 of 2018 which states that it is an offence for leaders to interfere with the decisions of procurement for their personal benefits.

Table 4.15 Responses on whether procurement committee members are staff developed regularly. (N=10)

Procurement committee members are staff developed regularly.					
No.	Responses	Experienced in procurement	Not experienced in procurement	Frequency	%
1	Disagree	4	1	5	50%
2	Strongly Disagree	1	3	4	40%
3	Undecided		1	1	10%

TABLE 4. 15 SOURCE RESEARCH DATA

The table 4.15 above shows that, the majority 50% (5/10) of teachers who comprised 40% (4/10) with experience in procurement and 10% (1/10) without experience in procurement,

disagreed that procurement committee members are staff developed regularly at school. The other 40% of teachers who included 30% (3/10) without experience in procurement and 10% (1/10) with experience in procurement, strongly disagreed that procurement members are staff developed regularly at school. Another 10% (1/10) a teacher who was without experience in procurement was undecided on whether procurement members are staff developed regularly or not. The findings shows that there are no staff developments on procurement activities which are done in the schools under study. This is against the views of Musanzikwa (2013) who observed in his study that training of procurement officers ensure members to make sound and credible decisions which can add value to the organisation.

Table 4.16 responses on whether goods are paid after following all procurement procedures. (N=10)

Goods are paid for after following all procurement procedures.						
No.	Responses	11-15years experience	16-20years experience	21years<	Frequency	%
1	Agree	5	1		6	60%
2	Disagree	2	1	1	4	40%

TABLE 4. 16 SOURCE RESEARCH DATA (2020)

The table 4.16 above shows that the majority 60% (6/10) of the respondents who included 50% (5/10) with teaching experience that ranges from eleven to fifteen years and 10% (1/10) with teaching experience that ranges from sixteen to twenty years agreed that goods are paid for after following all procurement procedures. The other 40% (4/10) of respondents who included 20% (2/10) with teaching experience that ranges from eleven to fifteen years, 10% (1/10) with teaching experience that ranges from sixteen to twenty years and the other 10% (1/10) with teaching experience that ranges from twenty one years and above, disagreed that goods are paid for after following all procurement procedures. The findings are in agreement

with Administration and Finance Circular (Minute No. 6 of 1994) which require the finance committee to make payments to suppliers after all the procurement procedures has been done.

Table 4.17 Responses on whether school head supervises the activities of procurement regularly. (N=10)

The school head supervises the activities of procurement regularly.					
No.	Responses	Diploma	Degree	Frequency	%
1	Agree	5	1	6	60%
2	Disagree	4		4	40%

TABLE 4. 17 SOURCE RESEARCH DATA (2020)

The table 4.17 above shows that the majority 60% (6/10) of teachers who comprised 50% (5/10) holders of diploma in education and 10% (1/10) with a degree, agreed that the school head supervises the activities of procurement regularly. The other 40% (4/10) of teachers who were all holders of diploma in education disagreed that the head supervises the procurement activities at school. According to the findings school heads in Goromonzi south zone supervise procurement activities regularly. This is in agreement with Administration and Finance Circular (Minute No. 6 of 1994) which states that the head should supervises the financial activities at school regularly.

Table 4.18 Responses on whether all school suppliers have vendor numbers. (N=10)

All suppliers of goods have vendor numbers.						
No.	Responses	11-15years experience	16-20years experience	21years<	Frequency	%
1	Disagree	3	2		5	50%
2	Agree	4			4	40%
3	Strongly Disagree			1	1	10%

TABLE 4. 18 SOURCE RESEARCH DATA (2020)

The table 4.18 above shows that the majority 50% (5/10) of the teachers who comprised 30% (3/10) with teaching experience that ranges from eleven to fifteen years and 20% (2/10) with

teaching experience that ranges from sixteen to twenty years, disagreed that all suppliers of goods to schools have vendor numbers. The other 40% (4/10) of the teachers who comprise 40% (4/10) who had teaching experience that ranges from eleven to fifteen years agreed that all suppliers do have vendor numbers. Another 10% (1/10) of the teachers with teaching experience of twenty one years or above strongly disagreed that all suppliers of goods have vendor numbers. The findings is against SI 171 of 2002 which require institutions to purchase goods from suppliers which pay tax to the government.

4.2.1.4 Qualitative data analysis from the teacher questionnaire

In this section data compiled from open ended questions on the teacher questionnaire were qualitatively analysed and discussed. The responses from respondents were focusing on whether there are in-services refresher courses offered on teachers, challenges faced by the procurement committees in procuring goods and possible ways of curbing the challenges.

4.2.1.5 In-service refresher courses on procurement

The majority of teachers agreed that there are no refresher causes offered by schools to sharpen their knowledge and skills on procurement procedures. All the respondents indicated on the box for “*No*”. The findings for this is that there are no refresher causes done on procurement members in farm primary schools in Goromonzi south zone. This is against the views of Musanzikwa (2013) who observed in his study that training of procurement officers ensure members to make sound and credible decisions which can add value to the organisation.

4.2.1.6 Challenges faced in procuring goods at the school

Majority of the teachers did agreed that there are challenges in the procurement system of their schools. These challenges are many as they were identified by the respondents. Six of the respondents concurred that, “*school heads do influence most of the decisions which are made*

by procurement committees.” This is against what procurement policies say which require the procurement committee to be independent and its decisions must not be influenced by anyone. The other challenge cited by most of the respondents is that of economic hardships which results in most of suppliers refusing to accept some of the payment methods such as cheques and real time gross settlement (rags). Six of the respondents wrote, *“Most of the recommended suppliers do not accept cheques and RTGS payment systems from small schools.”* The findings for this is that there are challenges in procurement of goods and services in schools. This is in agreement with the findings of Dzuke and Naude (2015), who identified a number of challenges which are associated with procurement at any organisation.

4.2.1.7 Ways of curbing the challenges in procuring goods.

To curb the challenges cited above most of the teachers suggested that, something should be done. One of the way is that heads who influence the procurement committee to flout rules and regulations of procurement procedures should receive refresher courses on how procurement procedures in schools should be managed. Seven of the respondents concurred when they responded that, *“School heads need to be staff developed on how procurement committees should operate so that they know what they are supposed to do and not to do.”* Other respondents suggested that, the internal audit team should scale up their audit checks in schools so that such heads can be detected early before schools lose lot of funds.

As a way of curbing the challenge of most suppliers who refuse to accept some payment methods most of the teachers suggested that procurement policies which govern schools should be amended so as to align with the realities on the ground. Six of the respondent says that, *“the policy makers should do something regarding to the policies of payment methods which are supposed to be used in schools and there should be penalties imposed on certain companies which refuse to accept some of the payment methods such as bank transfers.”* The findings for

this is that challenges in procurement can be curbed. This is in agreement with Thenga (2012) who says that business have to review their procurement related policies and practices so as to face the reality on the ground.

4.3 Qualitative analysis of school heads interview

This section qualitatively analysed and discussed the responses that were given by school heads on teachers' knowledge in procurement procedures, teachers' perception on following procurement procedures, keeping of procurement records, sticking to procurement cycle, reporting of challenges faced in procurement and conduct of procurement staff development meetings at school.

4.3.1 Teachers knowledge on procurement procedures

The school heads indicated that teachers whom they supervise do have knowledge about procurement procedures. One of the respondents has this to say, *“Yes teachers know what they are supposed to do when it comes to following procurement procedures. They know how to source quotations, select suitable supplier and process order forms.”* The other respondent said that, *“my procurement committee know where to source quotations, how to write the comparative schedule as required by the policy.”* This was in agreement with what the other respondent said when asked the same question on teachers' knowledge on procurement procedures. This is in line with Musanzikwa (2013) who says that the procurement committee should be knowledgeable so as to buy quality materials, items and services economically from reliable sources. However the third respondent said that, *“There is a lot that still need to be done on teachers who are in procurement committee so that they understand what they are supposed to do and what they are not supposed to do. Some of them do not take this committee seriously they just do the tasks for the sake of completing the paper work that is required, may be it is because they lack staff developments and in-service refresher causes when we appoint*

them in such committees.” The findings for this is that most heads concurred that teachers know what they are supposed to do though there are no staff developments and in-service refresher courses done to sharpen their skills. This is against the views of Musanzikwa (2013) who concluded in the study that staff developments and in service refresher courses improves the skills of members of staff at an organisation.

4.3.2 Teachers perception on following proper procurement procedures

All the heads agreed that teachers in the procurement committees are quite eager to follow proper procurement procedures when it comes to the purchase of goods and services for their schools. However, one of them was quick to cite the challenge which impacts negatively on teachers’ perception towards following proper procurement procedures by saying, *“My teachers feel that procurement procedures are supposed to be followed and adhered to religiously. However, because of challenges some of the stages are not feasible in farm schools.”* The findings for this is that most school heads in Goromonzi south zone agreed that teachers need to follow proper procurement procedures when purchasing goods and services. The findings are in agreement with Finance and Administration Manual for the Non-Finance Education Managers (2013) which provided the procurement cycle that should be adhered to when purchasing goods for the school.

4.3.3 Keeping of procurement record books

The school heads agreed that they do keep records of all what they purchase for their schools. One of the respondents said that, *“absolutely yes, we do keep all the records in our files. We need them for our future references and for auditing.”* The other respondent has to say, *“My committee keep all the quotations they source from different suppliers, minutes of the meetings they held and the comparative schedules.”* The third respondent said, *“We keep all the record books for our internal and external auditing.”* The respondents also agreed that they do keep

voucher files which contains quotations, order forms, invoices and comparative schedules. The findings are in agreement with Finance and Administration Manual for the Non-Finance Education Managers (2013) which states that all goods purchased should be immediately entered in school asset register and consumables should be recorded in stock control record books.

4.3.4 Sticking to procurement cycle when purchasing goods

All the respondents agreed that teachers who are in the procurement committees need to stick to the proper procurement procedures. One of the respondents supported the issue of following procurement procedures by saying, *“It makes my supervisory role easy because I know why the committee agreed to purchase certain goods from a certain supplier through reading minutes of their procurement meetings and comparative schedules.”* The other two respondents agreed that by making teachers adhere to procurement procedures, schools can reduce unnecessary expenditure where goods and services which do not originate from the users are bought. It also reduces corruption where anyone can just go and purchase goods from suppliers who doesn't meet the minimum requirements. The findings from this is that most of the heads agreed that procurement committees follow most of the stages of the procurement cycle. The findings are in agreement with in Finance and Administration Manual for the Non-Finance Education Managers (2013), which require procurement committee to stick to the procurement cycle when purchasing goods and services for the school.

4.3.5 Reporting on challenges faced in procuring goods.

All the respondents agreed that teachers need to report to them on challenges faced in procuring goods and services. One of the respondents said, *“Yes they need to report to me as the accounting officer of the school, after all I am the one who have the final say on everything which happens at my school.”* The other respondent said, *“the deputy head always report to*

me on the challenges which they face in the committee whenever we hold our administrative meetings.” The findings from this is that most of the procurement committees report to the school heads on the challenges which they face when executing their duties.

4.3.6 Conduct of staff development

Two of the respondents agreed that they rarely conduct in-service training sessions and staff development meetings on procurement procedures in their schools. One of the respondents has this to say, *“On that I need to frankly admit that we rarely hold staff development sessions as a school on proper procurement procedures. I just assume that new members will learn from others who are already in the system.”* The findings for this is that there are no staff development for procurement committee members in farm primary schools covered by this research. This is against the views of Musanzikwa (2013) who observed in his study that training of procurement officers ensure members to make sound and credible decisions which can add value to the organisation.

4.4 Qualitative analysis for School Development Chairpersons interviews

This section qualitatively analysed responses that were given by school development committee chairpersons on whether they, participate in budgeting, are shown relevant documents when there is procurement of goods at school, received training courses after they were elected into office and challenges faced in procurement at school.

4.4.1 Participating in budgeting

The respondents agreed that they do participate in the budgeting of goods and services which they purchase at their schools. One of the respondents said that, *“Yes as SDC members we get involved in the budgeting of goods and services that we purchase at our school.”* The other respondent said, *as SDC we are invited to the meetings where we agree with the head and*

deputy head on what needs to be purchased at the school. We usually do this at the beginning of each and every month. They also concurred that meetings for the budgeting of goods and services are held at least once every month where they hold finance committee meetings. This is in agreement with Administration and Finance Circular (Minute No. 6 of 1994) which directs the finance subcommittee which comprise the school head, deputy head, SDC chairperson and vice chairperson to meet at least once every month for the purposes of budgeting for the expenditure of the following month and approve the expenditure of the previous month.

4.4.2 Showing of relevant procurement documents

All the respondents agreed that they see the relevant document after purchasing the goods and services. However, two of them feel that if they are involved in each and every stage of procurement cycle it can make them understand and appreciate well what the committee is doing. One of the respondents said that, *“We are made to sign the documents when we come for finance meetings or SDC meetings and we will be under pressure so we may end up signing for something which we didn’t thoroughly scrutinize.”* The other respondent said, *“Yes we see the documents after the procurement committee purchase goods for the school, however there is no transparency since at times we just see the documents without the physical goods especially stationery.”* The third respondent strongly said that, *“I always argue with the committee when they try to make me sign the documents without showing me the physically the goods they bought.”* The findings for this is that the school development committee chairpersons sign the vouchers without seeing the goods bought. This is against the views of Caldwell, Roehrich and Davies (2009) who say the importance of having proper procurement procedures at an organisation is to support the three principles of transparency, accountability and efficiency.

4.4.3 Training on proper procurement procedures

The respondents agreed that they never received any training on how proper procurement procedures are followed. One of the respondent said that, *“This is my third year being the chairperson of SDC I have never received any training on how procurement procedures are done.”* The other two respondents concurred with the first respondent by saying, there are no trainings done to them on correct procedures of procurement. The findings for this is that school development chairpersons do not receive trainings on proper procurement procedures when they are elected. This is against the views of Musanzikwa (2013) who concluded in the study that staff developments and in service refresher courses improves the skills of members of staff at an organisation.

4.4.4 Challenges faced by procurement committees

All the respondents agreed that there are challenges faced by procurement committees in farm schools. All the respondents cited the challenges which include rejection of the payment systems approved by the government to be used to pay goods and services in schools, sizes of their schools which have small enrolments thereby they had to budget without the finances. Some of the challenges raised by all the school development committee chairpersons were in agreement with what was raised by teachers who responded to the questionnaire. The findings for this is that there are some challenges in procurement procedures therefore there is need for something to be done by policy makers to improve the procurement procedures in schools so as to mitigate the cited challenges. This is in agreement with the findings of Dzuke and Naude (2015), who identified a number of challenges which are associated with procurement.

4.5 Summary

This chapter-analysed data collected from the school heads, teachers and school development chairpersons on the effective management of procurement procedures in farm primary schools in Goromonzi south zone. Responses were collected from questionnaires distributed to teachers

and interviews administered to school heads and school development committee chairpersons. Respondents, responded to questions on the importance of management of procurement procedures, effectiveness of procurement cycle and challenges faced in procuring goods and services. Part of the data collected from questionnaires were quantitatively presented in the form of tables and bar graphs while open ended questions on questionnaires and interviews provided qualitative data which was presented in their narrative verbatim.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter marks the end of this research. It covers the summary of the chapters, major quantitative findings, major qualitative findings, conclusions drawn from the research and recommendations.

5.2 Summary of the chapters

The research focused on the effective management of procurement procedures in farm primary schools in Goromonzi south zone. Chapter one of the research, focused on background of the study, statement of the problem, research objectives, research questions, significance of the study, delimitations of the study, limitations of the study and definition of key terms. In chapter two the focus was on literature review basing on the theoretical framework, proper management of procurement procedures, procurement cycle in schools and challenges faced in procuring goods and services. Chapter three focused on the research methodology that were used by the researcher to carry out the research. It identified the research design, research instruments, the validity and reliability of the research, population, sampling procedures, the sample, data collection procedures, data analysis, the ethical considerations that were uphold by the researcher. Chapter four analysed data collected from the respondents. Responses were collected from questionnaires distributed to teachers and interviews administered to school heads and school development committee chairpersons. Responses on the guided section of the questionnaire were quantitatively analysed using pie charts and tables. Responses on the open ended questions of the questionnaire and those from heads and school development committee chairpersons' interviews were qualitatively analysed. Lastly, chapter five focuses

on the summary of chapters, major quantitative findings, major qualitative findings, conclusions, drawn from the research and recommendations.

5.3 Major findings

This section focused on the major findings which were noted when the questionnaire data were quantitatively analysed. It also state the findings which were noted when the open ended questions on the questionnaire and interviews responses were qualitatively analysed and discussed.

5.3.1 Quantitative findings

This research covered the effective management of procurement procedures in farm primary schools in Goromonzi south zone. The quantitative findings include:

5.3.1.1 Sixty percent of the teachers agreed that there are no effective procurement committees in farm primary schools in Goromonzi south zone.

5.3.1.2 Seventy percent of the teachers agreed that purchase orders are not used in the procurement of goods and services in farm primary schools in Goromonzi south zone.

5.3.1.3 Seventy percent of teachers strongly agreed that suppliers of goods and services in farm primary schools are not properly sourced.

5.3.1.4 Seventy percent of teachers strongly agreed that school heads influence the decisions of procurement to meet their personal needs.

5.3.1.5 Ninety percent of teachers view lack of staff development on procurement issues as a challenge which cause procurement committees fail to meet their stipulated obligations.

5.3.2 Qualitative findings

This section gives qualitative findings which were noted when data were analysed from teachers open ended questions on the questionnaire and interview responses from school heads and school development committee chairpersons.

5.3.2.1 Most of the teachers agreed that procurement procedures are hindered by refusal of most recommended suppliers to accept payment methods which are recommended by the government.

5.3.2.2 Most school heads agreed that teachers are not receiving in-service refresher courses on procurement due to lack of resources in farm schools.

5.3.2.3 Most school development committee chairpersons agreed that they are not physically involved in most of the procurement cycle stages when goods and services are purchased at school.

5.4 Conclusions

5.4.1 Procurement committees are not effective in farm primary schools in Goromonzi south zone.

5.4.2 Purchase orders are not used when farm primary schools are purchasing goods despite being one of the critical stage in procurement cycle.

5.4.3 Suppliers are not properly sourced as stipulated by policy in farm primary schools in Goromonzi south zone.

5.4.4 School heads in farm primary schools in Goromonzi south zone influence the decisions of procurement committees despite not being active members of such committees.

5.4.5 There are no staff development meetings being done to teachers on procurement issues in farm primary schools found in Goromonzi south zone.

5.4.6 Refusal to accept some payment methods by recommended suppliers pose as a challenge to procurement committees when purchasing goods and services for the school.

5.4.7 Farm primary schools in Goromonzi south zone are not offering procurement refresher courses to their teachers upon appointment in such committees due to lack of funds.

5.4.8 School development chairpersons are not involved in most of the procurement cycle stages in farm primary schools situated in Goromonzi south zone,

5.5 Recommendations

5.5.1 Procurement committees in farm primary schools should be made effective through making policy which allow them to write termly reports which they must send to the district education offices so that the District Schools Inspector can supervise the heads who break the policies in time.

5.5.2 The ministry of primary and secondary education should make it a policy that schools should forward purchase order forms to the district accounts department on termly basis for supervision and checking of compliance.

5.5.3 There should be termly audits of procurement procedures by the internal auditors to make sure that suppliers are properly selected as per the government policy which stipulates that at least three quotations should be sourced from reputable suppliers.

5.5.4 The internal audit department in the ministry of primary and secondary education should offer a joint refresher course on the duties of procurement committee members to both school heads and procurement committee members at least once during the first term of the school calendar.

5.5.5 The district office should offer at least one in-service training session per year and at least one staff development session per term for procurement members so that they have basic

knowledge and skills of what they should do to improve the effectiveness of procurement procedures at school.

5.5.6 The ministry of finance and economic development should review the procurement policy which deals with methods of payment to suppliers to make it easy for schools to report those suppliers who refuse to accept some of the payment methods.

5.5.7 The audit department should be funded by at least two percent of tuition fee paid by each learner so that it can be in a position to offer refresher courses to school heads, school development committees and teachers in procurement committees at least once every year on how to manage procurement procedures in schools.

5.5.8 The ministry of primary and secondary education should make it a policy that the composition of procurement committee members must include the school development chairpersons as active members in all procurement cycle stages.

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APPENDICES

Appendix 1: Questionnaire for teachers

Dear teacher

This questionnaire is to help the researcher to gather information on the effective management of proper procurement procedures in farm primary schools. I kindly request you to fill in this questionnaire as truthfully as possible. Information given will be treated with confidentiality and for the purpose of research.

For your information please note the following

1. Anonymity will be guarded at all costs.
2. Please give your responses to the alternatives given in each table by putting an “X” mark
3. You are kindly requested to give responses to open-ended questions by writing.

Thank you in advance for your cooperation!

Part one: Personal information/Demographic Data

Your current position

- | | | | |
|-------------------|-----|----------------------|-----|
| 1. Deputy Head | [] | 2. Teacher-in-Charge | [] |
| 3. Senior Teacher | [] | 4. Teacher | [] |

Your educational qualification:

- | | | | |
|----------------|-----|-------------------|-----|
| 1. Certificate | [] | 2. Diploma | [] |
| 3. Degree | [] | 4. Any other----- | |

Sex

- | | | | |
|------|-----|--------|-----|
| Male | [] | Female | [] |
|------|-----|--------|-----|

Age

- | | | | |
|--------------|-----|--------------|-----|
| 1. <30 | [] | 2. 30 --- 35 | [] |
| 3. 36 --- 40 | [] | 4. 41 --- 45 | [] |
| 5. >46 | [] | | |

Teaching experience in years:

1. <5 [] 2. 6 --- 10 []
 3. 11--- 15 [] 4. 16 --- 20 []
 5. 21 and above []

Have you ever been in the school procurement committee? Yes [] No []

Section 1: Importance of proper management of procurement procedures.

May you please respond by an X in the appropriate box to answer the following questions in the table below?

No.		Yes	No
1	Do you have an effective procurement committee at your school?		
2	Are there written procurement procedures at your school?		
3	Is there a systematic process to identify procurement requirements at your school?		
4	Are all goods procured using purchase orders?		

Section ii: Effectiveness of procurement cycle at school level

This section source information on the effectiveness of procurement cycle at school level. Kindly respond by putting “X” mark and using the measurement scales indicated below:

Strongly disagree =SD Disagree =D Undecided=U Agree=A Strongly agree=SA

No	Effectiveness of procurement cycle at school level	SD	D	U	A	SA
1	Needs at your school arise from users?					
2	Suppliers are properly sourced					
3	Price and terms analysis is properly done					
4	An invoice accompanies all goods for approval of payment.					
5	Procurement observes record keeping					

Section iii: Challenges faced in procuring goods and services.

Please show your degree of agreement by putting “X” mark to indicate the extent to which challenges in procurement affects the purchase of goods at your school.

Strongly disagree =SD Disagree =D Undecided=U Agree=A Strongly agree=SA

No	Challenges faced in procuring goods and services	SD	D	U	A	SA
1	School administrators influence the decisions of procurement committee.					
2	Procurement committee members are staff developed regularly					
3	Goods are paid for after following all the procurement procedures					
4	The school head supervises the activities of procurement regularly					
5	All suppliers of goods have vendor numbers as per the requirement of government.					

Open-ended Questions

Please provide short and brief response to the following items

1. Does your school offer in service refresher courses on procurement?

.....

2 Do you face challenges in procuring goods at your school? Yes No

If yes state the challenges.

- a.....
- b.....
- c.....

3 What solutions do you suggest to curb the above challenges?

.....

Thank you so much for your cooperation.

Appendix: 2 Interview guide for school heads

A. Proper management of procurement procedures

- 1 Are teachers in the procurement committee knowledgeable on the procurement procedures?
- 2 What are the teachers' perceptions towards following proper procurement procedures?

B. Procurement cycle at school level

1. Does your school keep a record of all goods purchased?
- 2 Do you think teachers need to stick to procurement cycle when purchasing goods? If yes, Why?

C. Challenges faced by procurement committee

1. Do teachers report to you on challenges they face in procuring goods?
2. Do you conduct staff development meeting on procurement procedures?
3. What do you suggest to be done to improve the effectiveness of purchasing goods in farm schools?

Appendix 3: Interview schedule for school development committee chairpersons

1. Do you take part in the budgeting of goods purchased at school? If yes how often?
2. Does procurement committee show you all the relevant documents after purchasing goods?
3. Have you ever been received training on how procurement operate since you elected as school development chairperson?
4. What are some of the challenges you think are faced by procurement committee at your School?

Appendix 4: Application letter for permission

House Number 9212

Glenwood, Epworth

Harare

15 March 2020

The District Schools Inspector

Goromonzi District

Dear Sir

RE: APPLICATION FOR PERMISSION TO CARRY OUT AN ACADEMIC RESEARCH STUDY

I am a Bachelor of Education in Educational Management and leadership student with the Midlands State University in Zimbabwe and I am carrying out a research on effective management of procurement procedures in farm primary schools in Goromonzi south zone. I will be using teachers, school heads and school development committee chairpersons to get information that shall be analysed to make the study meaningful. The information obtained shall be treated in confidence and the purpose of this study is purely academic.

Your cooperation will be greatly appreciated.

Yours faithfully

Nhamo Masuka

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