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MIDLANDS STATE UNIVERSITY

FACULTY OF EDUCATION

DEPARTMENT OF EDUCATIONAL POLICY STUDIES AND LEADERSHIP

DISSERTATION

**THE ROLES AND CHALLENGES OF THE PROCUREMENT COMMITTEE IN
PROCURING SCHOOL ASSETS. A CASE OF CHITUNGWIZA DISTRICT IN HARARE
METROPOLITAN PROVINCE.**

BY

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**DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF A BED IN
EDUCATIONAL MANAGEMENT AND LEADERSHIP**

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The undersigned certifies that she has read and recommends to the Midland State University for acceptance, a dissertation entitled: **THE ROLES AND CHALLENGES OF THE PROCUREMENT COMMITTEE IN PROCURING SCHOOL ASSETS. A CASE OF CHITUNGWIZA DISTRICT IN HARARE METROPOLITAN PROVINCE,**

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DEDICATION

This dissertation is dedicated to my husband and children's who believed in me all the way and brought candles when my academic efforts seemed to be in dire darkness. Many thanks to my loving husband and my sweet kids for inspiring me with your incredible audacity to survive in this world full of calamities and backed me with unwavering emotional, spiritual and material support.

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ABSTRACT

Effective procurement reforms play a strategic role in schools for prevention of mismanagement of resources. School procurement is crucial and it should be done effectively in order to achieve the goals of the school. Training procurement committee members effectively is a sure way that they will be able to work efficiently. Many schools have had challenges of procurement committee members who were characterised by fraud and corruption. Therefore, this study assessed the roles and challenges of the procurement committee in procuring school assets. The study drew on a purposive sample of 18 procurement committee members from the chosen five schools. Data was collected using questionnaires and interviews and was later presented in tables, pie charts and bar graphs. The results revealed that quite a number of procurement committee members lack enough knowledge on how to procure school assets, thus they need constant staff development on this aspect. Through this research it was noted that most school heads dominate the procurement processes through nepotism and corruption. They are said to take advantage of the fact that most procurement committee members are not learned of the procurement enactment. Both questionnaires and interviews uncovered that the current economic meltdown in Zimbabwe thwarts procurement of assets since prices go up consistently. Bureaucracy was also noted to be a significant downside relating the procurement of school resources. Severe procurement laws such as imprisonment and dismissal were seen critical variables in improving moral practices in procuring school assets. The results also revealed that procurement committee members need to be paid so that they will not swindle school finances. The study also recommended that laws that allow procurement to be done quickly before prices change when there is inflation were should be put in place.

DEFINATION OF TERMS

Procurement

According to Lysons and Farrington (2016) procurement is the acquisition by any means, of goods, construction works or services.

Public procurement

The Government of Zimbabwe (2020) defines public procurement as the manner in which the State through its Ministries, Departments, Parastatal, Local Authorities and other Government Agencies obtain by various means such as purchase, loan, transfer or hire of supplies or services to provide public service with or without consideration.

Procurement committee

According to M and S Studies (2020), a procurement committee is a group of designated staff established for independent review and evaluation of purchasing documentation whose main role is to recommend the most appropriate supplier or service provider based on price, quality, stock availability and references.

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CHAPTER 1

1.1 Introduction.

Procurement is a buying decision which assumes a definitive objective of finding, agreeing to terms and acquiring goods, services or works from an external source often via a tendering or a competitive bidding process. It involves a series of activities and processes that are necessary for an organisation to acquire necessary products or services from the best suppliers at the best price. According to Lysons and Farrington, (2016), procurement is nuanced and intertwined with several co business functions and as such, the ability to purchase certain materials. Sollish and Semanik (2016) alluded that the procurement process plays a significant role in facilitating overall success of an organisation in view of acquiring goods, work or services from outside sources for attaining value for money, thus it should be done in a proper and efficient manner. Public procurement is a vital element in the education system especially in government schools. It is of paramount importance that school procurement committees perform public procurement in a proper and efficient manner. However, the impact of having teachers who are classroom instructors as procuring officers has not received much attention in the education system. Challenges affecting procurement are apparent in schools in Zimbabwe schools, Naude 2017. This chapter will look at the background of the study, statement of the problem, objectives of study, research questions and significance of study. Furthermore, the chapter will look at the limitations of the study and delimitations. Definitions of terms and also the summary will be given.

1.2 Background to the study

As indicated by Sandada and Kambarami (2016), Procurement management has become a vital area of management especially in the past few years and that is why it has faced quite a number of reforms since independence. Even though a couple of studies have been led in this marvel, some researchers currently have a craving for investigating much in the part of procurement forms with respect to public organisations, Maradze (2019). Maradze (2019) went on to say that this is because of the fact that poor performance has been observed in lieu to procurement practices, thus there are poor procurement practices despite having good regulations in our country.

The procurement cycle has become one of the vital factor crucial for deciding organizational proficiency as wasteful procurement systems lessen organisations' net revenues as well as

effect on their overall achievement, Chogo, Idua, Bafana and Adem (2016). Against this background procurement is viewed as of major vital significance for a school's prosperity. Maradze (2019) said that procurement is among the significant elements of any organisation. It assumes a huge role in the performance of organisations. Service delivery as insinuated by Sibanda (2018) is a commitment offered to appointed officials to guarantee that goods and services are conveyed to the final beneficiaries. As alluded to by Gyawali, Dahal and Maharjan (2018) public procurement is a basic movement which can't be subbed, that targets the provision of goods and services. Ndebugri (2017). Jorge and Lynch (2017) noted that procurement practices and methodologies are complicated and consistence with such guarantee the procurement of goods, equipment, services and capital assets for schools. Procurement in schools has been put on the spotlight concerning conforming to different procurement practices.

In Zimbabwe schools, the procurement committees have essentially the general obligation of guaranteeing that schools get the necessary material through productive and viable procurement strategies. Procurement committee members must strike a balance between expenses of acquiring materials and the quality being given, Sandada and Kambarami (2016). As such, this brings about rise to issues identified with procurement performance. Procurement processes in Zimbabwe schools were guided by a centralised framework under the Procurement Act Chapter 22:14 drafted in 1999 and later reviewed through Statutory Instrument 5 of 2018 which gives procurement guidelines and disposal of public assets. As indicated by Maradze (2019), through this restructuring procedure, the government's significant goal was to improve procurement in the public sector. However, despite of such sincere goals schools have been faced by a progression of difficulties which constantly block on execution and have added to poor service delivery, Kambarami (2016). In attempting to guarantee sustainable service delivery, schools are taking part in strenuous exercises to augment their coffers as a result of significant expenses propagated by the the economic downturn in Zimbabwe Naude (2017). Procurement committees are failing to obtain goods and services due to lack of cash since they are not permitted to raise school expenses at any rate. The formality that is additionally connected with procurement demotivates them and they are likewise not persuaded to buckle down in light of the fact that they earn negligible pay rates. The basic inquiry that emerges from this background is, do school procurement committee members know their roles and do they find procurement challenging?

1.3 Statement of the problem

Despite the fact that procurement practices have been sometimes followed according to existing guidelines, there are as yet numerous difficulties to overcome and address. This research will be centered on filling the hole left by existing writing, with explicit consideration given to the roles and challenges of procurement committees in obtaining school assets. There have been a few difficulties that have forestalled successful service delivery and these are among others, absence of viability and effectiveness in procurement systems. Naude (2017) posits that there has been absence of transparency and accountability bringing about unwarranted utilization of assets, misrepresentation, extortion and corruption and failing to achieve value for money. Sandada and Kambarami (2016) insinuated that some individuals from procurement committees in schools need to be enlightened on how to carry out procurement since a large portion of them are teachers who teach specific subjects and are not well acquainted with financial management. They don't have the idea as to how to perform procurement for the school and along these lines completing procurement in an appropriate way turns into a challenge.

Following the challenge, Munyimi (2019) saw that following procurement regulations and techniques is additionally troublesome in a hyperinflation condition like what is at present happening in Zimbabwe. Occasionally when you get quotations from bidders the cost on the price will no longer be the one required when the opportunity for payment comes. Sibanda (2018) also said that Zimbabwe's present procurement practices in schools are prone to inefficiency and lack accountability which essentially comes from the centralised system. Unethical procurement practices are practised by most members prompting a hampered organisational performance Sandada and Kambarami (2016). Ill-advised and unprofessional procurement practices, for instance nepotism become perhaps the most significant factor. Nepotism is defined by Kennedy and Malatesta (2018) as an act of inclination towards family members and friends especially by giving them occupations done by those with power and effect inside the organisation. Most schools operate differently using unregulated procurement systems, Naude (2017).

1.4 Objectives of the study

The study aimed to fulfill the following objectives;

- i) To identify the roles of the procurement committees in primary schools in the Zengeza Cluster of Chitungwiza District.

ii) To assess problems affecting efficient procurement in primary schools in the Zengeza Cluster of Chitungwiza District.

iii) To establish possible ways of improving procurement in primary schools in the Zengeza cluster of Chitungwiza District

1.5 Main research question

An investigation into the roles and challenges of procurement committees in procuring school assets.

1.6 Sub questions

i) What are the roles of the procurement committees in Zengeza Cluster primary schools in Chitungwiza District?

ii) What challenges do procurement committees in Zengeza Cluster primary schools of Chitungwiza District face in meeting the requirements of the procurement legislation?

iii). How can challenges in school procurement be addressed in Zengeza Cluster primary schools in Chitungwiza District.

1.7 Significance of the study

1.7.1 to policy

Some policies must be adjusted with the goal that they can get adaptable in times where inflation is rising. The results of this study may propose the alterations on the procurement cycle to permit procurement committees to promptly buy goods before costs change.

1.7.2 to the organisation

The organisation needs to adhere to recommended moral procurement practices as legitimate procurement methods determine an elevated school performance. As indicated by to Jorge and Lynch (2017), legitimate procurement procedures lead to organizations' objective fulfilment which include great products and saving money. Through this examination schools will be acquitted with a viable workforce that is skilled.

1.7.3 to the researcher

The investigation plans to make attention to the researcher in the act of procurement in accordance with rules and standards for the rightful conduct. As procurement is an indispensable component at a school it ought to be done appropriately and the researcher will gain proficiency with the most ideal approach to do procurement as well as staff develop the

other procurement committee members. The researcher needs to engage into the study as this is a requisite by Midlands State University in achievement of Bachelor of Education in Educational Management and Leadership degree.

1.8 Limitations

It was the duty of the researcher to ensure that limitations are addressed so that they were not going to affect the success of the research process. The following are the limitations that researcher encountered.

1.8.1 Covid 19 Pandemic

The researcher failed to meet some of the targeted respondents because there was no transport for the visits, especially those who had no whats app. I managed to visit some of them after being escorted by my husband with a private car.

1.8.2 Financial constraints

Financial constraints in terms of printing questionnaires, phoning and texting participants, as well as transport expenses were the restraining factors. The researcher asked for bond paper donations from relatives and friends and my husband did the printing. The researcher boarded Zupco buses where necessary which are affordable and helped to curb transport expenses. The researcher purchased cheaper data bundles as well as tried to use a neighbours' Wi-Fi when sending questionnaires online as well as phoning respondents

1.8.3 Co-operation

The researcher faced limitations of unreturned questionnaires by the participants. For unreturned questionnaires, the researcher tried to make follow ups using personal calls reminding the respondents to return the questionnaires in time. Some respondents did not want to get in contact with the researcher because of the fear of Coronavirus. The researcher enlightened respondents that she will ensure the adherence to health safety measures of maintaining social distance and the use of masks and sanitises.

1.9 Delimitations

The following are the delimitations that the researcher encountered

1.9.1 Conceptual

This study is restricted to the roles and challenges of procurement in schools and is exclusive of other factors.

1.9.2 Geographical

The study is also limited to schools in Chitungwiza district in Harare metropolitan province hence discoveries may not be adopted by other districts and provinces

1.9.3 Temporal

The study had a limitation of a period of time that is one year.

1.10 Period of study

The study was done during two semesters from August 2019 to June 2020

1.11 Definition of terms

1.11.1 Procurement

According to Lysons and Farrington (2016) procurement is the acquisition by any means, of goods, construction works or services.

1.11.2 Public procurement

The Government of Zimbabwe (2020) defines public procurement as the manner in which the State through its Ministries, Departments, Parastatal, Local Authorities and other Government Agencies obtain by various means such as purchase, loan, transfer or hire of supplies or services to provide public service with or without consideration.

1.11.3 Procurement committee

According to M&S Studies (2020), a procurement committee is a group of designated staff established for independent review and evaluation of purchasing documentation whose main role is to recommend the most appropriate supplier or service provider based on price, quality, stock availability and references.

1.13 Chapter summary

The chapter discussed the background to the study which placed into context research studies related to the topic under investigation .An analysis of the problem was made and the research question was articulated. Furthermore, objectives of the study were highlighted .The chapter also looked into the significance, delimitations and limitations of the study. Definitions of terms

used were outlined and lastly, the organization of the research was given. The next chapter will focus on the review of the related literature.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

According to Mbago, Ntayi and Muhwenzi (2016), a little amount of literature on school procurement has been published. This research aims to expand previous research by focusing on the role and challenges of the procurement committees in procuring school assets. This chapter will focus on the review of the related literature on procurement. The areas that will be covered are theoretical framework, history of procurement globally, regionally and nationally, stakeholders of procurement and challenges in carrying out procurement. The chapter will conclude by a summary of the whole chapter.

2.2 Theoretical Framework

The Principal-Agent Theory will be reviewed in this study.

2.2.1 Principal –Agent Theory

Coe, (1989), attests that the Agent Theory gives a theoretic model or prism which we can audit the public procurement framework or its reforms. He further notes that the Agent Theory (principal-agent model) is valuable in understanding the procurement system and its principles. As indicated by Page (1980), the Agent Theory, which develops upon the classical principal-agent model, is an administration and economic theory that endeavors to explain relationships, personal interest and designation of control among agents and principals in the business setup. Thomas (1919) states that the theory discloses how best to sort out relationships in which one party (principal) manages the obligations for the other party (agent) to undertake or settle on choices for the benefit of the Principal. The Agent Theory is reasonable in clarifying the connection between the government (principal) and the state enterprise (agent) in complying with procurement legal framework, Coe (1989). In public procurement, the government is considered as the Principal and the procurement committee members in government institutions as the agents.

For this situation the principal lays rules in the forms Acts and Regulations, which the agent needs to agree to when completing the procurement process to serve the nation, Thomas (1919). As indicated by Page (1980), in the Agent Theory, the Principal and the agent have clashing interest. It predicts procurement regulations as a mediation whose prime target is to uphold moral practices through consistence and bring to justice unscrupulous procurement officers

who manipulate the system and use it to serve their own interest, Sollish and Semanik (2016). They further hypothesized that the Agent Theory is a helpful framework for structuring governance and controls in public procurement and the theory functions properly if the agent agrees to set laws and is well versed in decision making.

According to Page (1980), the Agent Theory assumes that a nexus of agreements exists where by the principal designs the rewards and gives the structure and rules for the agent to work. As noted by Page (1980) the two parties, the principal and agent need to be utility maximizers, consequently an irreconcilable situation would emerge as the probability that the agent would not pursue the desires of the principal would be high as such the principal has a commitment to limit their interests through making of legitimate monitoring instruments and control frameworks which would hold the agent under tight restraints without direct obstruction. Lysons and Farrington (2016) further noticed that the Agent Theory is comprised of the significant elements which are information asymmetry, which is essentially the withholding of information by one party to the agreement. Usually it is done by the agent and this prompts a circumstance noted by Cole (1989) as information hidden. Information asymmetry prompts agent opportunism which is the other component where the agent would be anxiously awaiting a chance to do as they please, the last key element being risk aversion, Cole (1989).

According to Thomas (1919), the Agent Theory discloses how to best to arrange relationships in which one party decides the work while another accomplishes it. In this relationship, the principle recruits an agent to accomplish the work, or to perform an errand the Principal can't or is reluctant to do. For instance, in schools the principals is the Ministry of Education designating to the agents like the procurement committee members to perform errands for their sake. The Agent Theory posits that both the principal and the agent are inspired by self-interest. This suspicion of self interest dooms agency theory to inescapable natural conflicts. Along these lines, if the two parties are aroused by self interest, agents are probably going to seek after self-intrigued goals that do not align and even clash with the objectives of the principal. However, agents should act in the sole interests of their principals, Cole (1989).

To decide when an agent does and doesn't act to their principal's benefits the standard of "Agency Loss" has gotten regularly utilized. As alluded to by Panya and Were (2018) Agency Loss is the distinction between the most ideal result for the principal and the implications of the acts of the agent. For example, when an agent acts reliably with the principal's interest, the agency loss is zero. The more an agent shuns working towards the interest of the principal, the

more the agency loss increments. At the point when an agent works against the interests of the principal the agency loss turns out to be high.

In spite of the fact that this theory is essential to the study, it is criticized on the grounds that it depends on a suspicion of self-interested agents who aim to boost individual monetary riches Ngatara and Ayama (2016). The challenge is therefore to get agents to either put aside their personal interests, or work in a manner by which they may maximize their own riches while as yet maximising the riches of the Principal, Panya and Were (2018). In this manner, a standard of agency duty and activity is important, not on the grounds that agents are selfish, but because the potential for contrasts between the principal and the agent's interests exists, Panya and Were (2018).

2.2.2 Relevance to the study

The selection of this theory is important to this study as it is centered on two relationships existing between two parties that's the Government representing the principal plays a major part in guaranteeing compliance with the procurement Acts and setting up frameworks and facilities as well as an environment that cultivates compliance with the law and the procurement institutions. Procurement committee members in schools represent agents with a chief part to effectively act for the sake of the government to attain performance, therefore it fits well to the subject under study. The procurement committee individuals being agents of the Government and the schools are anticipated to implement Government orders, in spite of the fact that there's a trade-off that moreover exists with the Government which is anticipated too to guarantee the availability of monitoring systems as well as the motivation incentives within the form of wages and bonuses. There can also be non-monetary incentives such as vehicle and housing schemes for the procurement employees or even punishments for non-compliance, Chogo et al (2016)

2.2.3 History of Procurement globally

Mbago et al (2016), noted that procurement dates back to 800B.C in the improvement of silk exchange among China and a Greek state. As indicated by Mbago et al (2016), there is proof of one of the first procurement orders engraved on a red mud tablet found in Syria with order dates somewhere in the range of 2400 and 2800B.C being for fifty containers of fragrant smooth oil for little weight of grain. Gyawali et al (2018) additionally saw that in the United States of America, government procurement in municipalities originates before that of state and federal governments and there were no procurement officers. The state legislators started

to make boards or bureaus meant for procuring assets in the late 1800s. Centralised procurement slowly got regular in local government, Mbago et al (2016). This brought forth bureaucratic obstacles, poor coordination in procurement departments and it didn't empower service delivery supervisors to perform procurement without obstacles by a centralized entity, Coss (2016).

2.2.4 History of Procurement Regionally

According to Siongok and Ismael (2016), the first traces of procurement in Africa can be seen throughout ancient history, including the Egyptians in 3,000 BC. They said that though there was no designated procurement function, materials management aided in the building of the pyramids. The Egyptians used scribes to manage the supply for these massive projects and these scribes played a clerical role, recording the amounts of materials and workers needed on papyrus rolls, Siongok and Ismael (2016). Lysons and Farrington (2016) said that these scribes would track orders through fulfillment and were one of the first known in history to be in the procurement profession.

On the other hand most African countries started carrying out procurement soon after their independence, Munyimi (2019). Laws were put in place in order to bring transparency in the procurement system. Munyede (2020) alluded that some countries made reforms but despite the reform initiatives and the lofty aims attached to them, public procurement practices in many African countries were faced with several challenges. Chogo, Idua, Bafana and Adem (2016) conducted a study on the challenges facing procurement professionals in developing economies and observed that limited recognition, increasing unethical behavior, poor supplier service delivery, poor regulatory environment, varying supplier standards and poor corporate governance were the main challenges faced by the procurement profession in African countries. In concurrence with this Munyede (2020) alluded that there is limited understanding regarding the role procurement played in government institutions in developing economies. This is supported by Naude (2017) who noted that there was a lack of professional knowledge and expertise in the purchasing and contracting function at all levels. Dawar and Swung (2017) made assessment of the challenges facing the effective operations of the Nigeria Public Procurement Act, 2007. Their assessment proved that Public Procurement Acts of most nations especially developing nations have not been able to achieve their desired purpose. This was because of the challenges, among others, faced by the stakeholders in the implementation of the Acts due to the economic, social and political environment where the Act was operating, Dawar and Swung (2017).

2.2.5 History of Procurement in Zimbabwe

Sibanda (2018) propounded that Zimbabwe took quite a number of years since getting its freedom in 1980 with no significant procurement law nor technique. Procurement in Zimbabwe started to be considered in 1999 through the construction of the Procurement Act Chapter 22:14, Sandada and Kambarami (2016). The Act gave the State Procurement Board (SPB) authority to regulate public sector procurement. As indicated by Sibanda (2018), the Act was later reviewed through regulations to attempt to address issues to do with compliance and performance which were said to affect public procurement in Zimbabwe. These issues included, lingering behind in the completion of important projects for example, the development of new schools, Dzuke and Naude (2016). In 2011 a nation evaluation report was done on procurement activities in Zimbabwe and this prompted the establishment of another procurement law in Zimbabwe which became effective in 2018. The new Act is Statutory Instrument 5 of 2018. It brought about the creation of the Procurement Regulatory Authority of Zimbabwe (PRAZ), with functions which include monitoring and regulating procurement issues in Zimbabwe. Maradze (2019) pointed out that the change in procurement legislation was required to address the inadequacies of the Procurement Act (Part 22:14) of 1999, to successfully regulate public procurement given the dynamic financial condition in the country. The review of the Procurement Act [Chapter 22: 14] was brought about by the acknowledgment that the former legislation was out of date and was no longer applicable to the current dictates of current procurement systems both regionally and internationally, Munyede (2020). The Global Competitive Report (2018) pointed that old legitimate and institutional arrangements for Zimbabwe's public procurement had an exceptionally high danger of experiencing corruption in Zimbabwe's public procurement. For instance, irregular payments and administration issues regarding the granting of public contracts, preference in the decisions of government authorities and public funds are regularly redirected for different purposes.

2.2.6 Roles of the procurement committee

Naude (2017) said that the procurement committee has a job of performing pre-contract exercises, for example, planning, need identification and evaluation. As indicated by Maradze (2019) the procurement committee is liable for advertising procurement opportunities through newspapers. The procurement committee issues bidding documents to prospective suppliers. It later assesses bids so as to choose the best bidders and negotiate with them to bring down costs, Senzu and Debugri (2016). The other job is to award contracts to the best provider. Naude

(2017) additionally said that the job of the procurement committee is to oversee contracts by making follow ups to guarantee that the procured goods and services will be delivered efficiently. In concurrence to this Sollish and Semanik (2016) insinuated that procurement committees are liable for supporting operational prerequisites through purchasing items and services at the correct cost, from the correct source, at the correct specification that addresses client's needs and in the correct amount. Lyons and Farrington (2016) additionally highlighted that the procurement committee deals with the procurement procedure proficiently and successfully through identifying opportunities, overseeing internal activities, choosing suppliers, dealing with the supply base, recognizing of new potential suppliers and create relationships with suppliers. The procurement committee is therefore liable for guaranteeing proportionality, straightforwardness, responsibility and integrity in the procurement procedure.

2.2.7 Importance of Procurement

As indicated by Siongok and Ismael (2016) procurement is vital in every organisation because it ensures the provision of required assets. They expressed that it decreases costs and guarantees supply. Munyimi (2019) also alluded that it supports vital organizational objectives like, market development and product innovation. Munyimi (2019) also stated that at the strategic level, procurement assists associations with taking a proactive way to deal with market building regarding securing of goods and services that are basic to an organization's viability. Sollish and Semanik (2016) further pointed out that procurement incorporates security of supply, lowers costs, decreases risks, improves quality, and increases proficiency.

2.3 Stakeholders of procurement

2.3.1 Procurement Regulatory Authority of Zimbabwe (PRAZ)

This Board was appointed in January 2018. The Procurement Regulatory Authority of Zimbabwe (PRAZ) was created to supervise public procurement proceedings in order to ensure transparency, fairness, honesty, cost-effectiveness and competition as required by Section 315 of the Zimbabwean Constitution.

2.3.2 The School Development Committee (SDC)

The SDC is engaged with the procurement procedure since it is the one that authorises the procurement committee to procure assets. The SDC chairman and his vice are signatories for all bank transactions. Cash required for acquiring assets will be accessible after they sign. The

entire SDC arrives at an agreement proposing whether the procurement procedure ought to be done or not.

2.3.3 School Procurement committee

Statutory Instrument 171 of 2002 commands each school to have a procurement committee which ought to be led by the deputy head. The committee co-selects other staff individuals, for example, senior teachers and heads of departments. They are required to deliver detailed and up to date reports of each monetary action and to take stock at a school. The individuals from the procurement committee are the ones that source for quotations, advertise tender requirements and select suppliers.

2.4 Challenges of procurement in schools.

2.4.1 Corruption

Procurement in schools is prone to corruption, for example, plot to fix costs and to fix the bidding procedure, maintenance of cartels, and different practices that ruin viability of organisations and imply that schools don't get value for money in the procurement procedure, Naude (2017). Maradze (2019) likewise propounded that corruption in Zimbabwe schools generally happens through infringement of procurement rules or through deviations from the guidelines. Some procurement committee members scheme with suppliers to swindle schools in many ways. Naude (2017) alluded that some individuals from the procurement committee get some kind of kick back, compensation, bribes, gifts or other advantages in return for their help.

Maradze (2019) propounded that corrupt procurement officials help suppliers through the approval of inflated invoice that are above authoritative or market costs and endorsing invoices for work that was not done or items that were not delivered. According to Sibanda (2018), procurement rules are being disregarded by restricting the call for bids, or designating tenders and giving private information to support bribing suppliers. Sibanda (2018) additionally highlighted that procurement is likewise observed when school heads meddle by forcing procurement officials to choose suppliers of their choice. Significant techniques for decreasing corruption according to Naude (2017) include changes for the organisation of public procurement, encouraging straightforwardness and tending to the supply side of corruption.

2.4.2 Red tape

As indicated by Lema and Murope (2018), red tape is an idiom alluding to guidelines or conformity to formal principles or measures which are professed to be excessive and inflexible. Munyimi (2019) said that red tape is bureaucracy that thwarts or forestalls activity or decision making. Bureaucratic lawful prerequisites in the public procurement process are a challenge that disturbs service delivery and increase costs. Naude (2017). Red tape causes deferred deadlines, cost overruns, missed quotas, and ineffective decision making, Lema and Murope (2018). An examination carried out by Sibanda (2018) uncovered that long and cumbersome procurement procedures influenced the degree of compliance by a number of procurement officials. Munyimi (2019) likewise highlighted that teachers who make up most individuals in the procurement committees lose a great deal of teaching time because the procurement procedure is cumbersome.

2.4.3 Incompetence

Individuals from the procurement committees in schools are teachers who are just chosen to be part of the committees by virtue of being teachers at the school and not on the grounds that they are qualified in procurement, therefore the vast majority of them don't know how they should perform procurement, Maradze (2019). They don't know about the procurement legislation, thus they don't complete procurement successfully. They lack commitment because they are incompetent and they end up leaving the activity to the school head thinking that he or she ought to be the person to perform procurement, Munyimi (2019). As indicated by Sibanda (2018), another significant expertise that ought to be shown by procurement officials is relationship management. In this manner they ought to manage relationships with suppliers so that the procurement procedure becomes easy. Most procurement officials in schools don't give themselves an opportunity to make subsequent follow ups and manage relationships with suppliers since they don't have the idea how to do it. According to Naude (2017) Most procurement officials are educators who just hold capabilities for classroom instruction, along these lines they don't have training on financial management and in this way are not in a position to perform procurement as required. This implies that procurement in schools isn't performed as required because of limited information and abilities.

2.4.4 Lack of support

An investigation done by Naude (2017) uncovered that roles of school heads and those of deputy heads were contradicting in that the heads who are the chief accounting officials at a

school are not members of the procurement committees whereas the deputy headmasters are the chairmen of the procurement committees. This suggests that the deputy heads have authority over the school heads who are the chief accounting officers in schools. This, according to Lema and Murope (2018) compromises the degree of adherence as the school head may do something to show that he or she is the “boss”. In light of this the school heads may not consider funds to be disbursed, Naude (2017). Lema and Murope (2018) alluded that unclear roles may not accommodate friendly amicable solutions in making decisions with respect to the execution of the procurement procedure.

2.5 Gaps in literature

The review of related literature demonstrated that there is a challenge relating to the issue of compliance and performance in public procurement. The bulk of the investigations referred to in this research concentrated more on compliance issues and never extremely focused on the requirement for the need of new procurement laws to use when nations are under economic downturns like what's going on in Zimbabwe. This study needs to gain ideas for the organisations to beat difficulties related with procurement. With rapid technological advancements, organisations must concentrate on improving productivity in the procurement procedure.

2.6 Summary

The chapter investigated writing of recently conducted studies that relate with the roles and challenges of school procurement committees in carrying out procurement. Inferences were drawn from global, regional and national studies. Gaps in writing were identified.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

According to Flick (2020), research methodology refers to different methods, plans and algorithms utilized in research. This section will introduce research methodology of the study. It will describe and justify the techniques and procedures that will be utilized in gathering data to give answers to the research questions.

3.2 Research design

Creswell and Creswell (2017) define a research design as the foundation for data collection and analysis of information. Kumar (2015) further defines research design as an idea for doing an investigation with a determination to control factors that can limit the dependability of the research results or discoveries. Research design can be comprehended as the overall strategy that one decides to bring together the different components of the study in a coherent and logical way. For the purpose of this research, qualitative research methods will be used.

3.2.1 The qualitative design

According to wikihow (2019), qualitative research is a scientific method of observation to get non-numerical data which is used to describe life experiences and situations to give them meaning. It is a wide field of inquiry that utilizes unstructured data collection techniques, for example, survey, documents, interviews and observations to find meaning and help us understand the world, Creswell and Creswell (2017). Accordingly qualitative design responds to questions identified with why or how a specific phenomenon may happen, as opposed to how regularly it happens. This study is typical of that nature since it tries to research the roles and challenges faced by school procurement committees in procuring school assets. The data that was acquired was hard to quantify, henceforth the decision of a qualitative methodology was permitted by the researcher to go further into the procurement challenges experienced. Inference was made through analysis of the discoveries to decide the general feeling of all school procurement committees in Zimbabwe over the advent of procurement.

3.3.0 Population

3.3.1 Target population

The populace is made up of all 31 primary schools in Chitungwiza District of Education. The focused on populace in this investigation were all school procurement committees in Chitungwiza and different partners from the Ministry of Education.

3.3.2 Sampling

Sampling is described by Flick (2020) as statistical analysis in which a predetermined number of observations are taken from a bigger populace. Because of the restrictions of the country's lockdown and physical challenges that may influence meeting respondents the researcher won't manage to study everybody, so a sample was utilized. Shonhe (2017) described a sample as a subset of the population. Sampling was utilized to improve convenience and lessen costs. For this examination purposive sampling was incorporated. As indicated by Creswell and Creswell (2017) purpose sampling is a procedure that qualitative researchers use to enlist participants who can give in-depth and detailed data about the study under scrutiny. Purposive sampling was done in a manner that it give a parameter from reaching inferences of the perceptions of the procurement committees.

3.4 Research Instruments

Research instruments allude to the tools that the researcher utilizes when doing research on respondents, Flick (2020). In this study, the researcher made use of questionnaires that were answered online as well as telephone interviews.

3.4.1 Questionnaires

As indicated by Creswell and Creswell (2017), a questionnaire is a systematically arranged document used for data assembling and research that comprises of a set of questions in different forms of inquiry type that is used to gather data from the respondents with the end goal of either survey or statistical analysis study. The researcher put together questions that were given to respondents and the questions managed to give a clear image of the research question to respondents. The researcher utilized structured questionnaires. Respondents' answers the raw data that the analyst gathers and arranges. With the utilization of questionnaires, respondents have the opportunity to think and applicable data be obtained. Questions were brief and the majority of the questions required the respondents to tick the appropriate response. Flick (2020), pointed out that one of the benefits of a questionnaire is that it offers anonymity as there is no face to face interaction.

3.4.2 Interviews

As indicated by Orgol and Moronge (2017), an interview is a verbal interchange, frequently eye to eye or over the phone in which an interviewer attempts to elicit information, beliefs or opinions from someone else. For the purpose of this research, there was one on one discussion where the researcher be the interviewer and the respondents the interviewees. Structured and unstructured interviews can be utilized during a research, Creswell and Creswell (2017). In this regard, the researcher utilized both. The utilization of interviews has merits and demerits. According to Flick (2020), benefits of interviews include getting hold of new trending primary information, they are more affordable, simple and brief. There is an in-depth insight in the information on both the interviewer and the interviewee as there is a chance of exchanging views, Flick (2020).

3.5 Validity and Reliability

Validity is defined by Creswell and Creswell (2017) as the degree to which an idea is accurately measured in a research. Orgol and Moronge (2017) further defined reliability as the accuracy of an instrument. As such validity and reliability allude to the degree to which a research instrument reliably has similar outcomes in the event that it is used in a similar circumstance on repeated events. In this research validity be addressed through trustworthiness and cautious selection of members approached as well as the utilization of appropriate instruments.

3.6 Data Collection Procedure

Data collection was done with the consent from the Ministry of Education, especially from the District Educational Office of Chitungwiza and from school leaders of the sampled schools. The researcher conducted a discussion with school procurement committee individuals before the start of data collection. In such a manner the analyst made it clear for the participants that the data or information assembled was to be utilized to analyse or discover the roles and challenges faced by procurement committees in performing procurement and that the information they give is critical to bring the objectives of the investigation. The researcher conducted interviews utilizing the interview guides. Questionnaires were likewise be administered by offering them to the respondents on the internet to respondents who are not physically accessible due to the corona virus pandemic and by giving them to the respondents that can be met physically and waiting for them outside of their homes whilst they fill them.

3.7 Method of Data Presentation and Analysis

As indicated by Creswell and Creswell (2017), data analysis is an ongoing process which responds to the research question as well as gives the research directions for future research. They proceeded to state that data analysis techniques help in changing raw data into information and that helps in clarifying the relationships between variables. The researcher used thematic data analysis method for qualitative research. It emphasises, pinpoints, examines, and records patterns, Hertel and Thomas (2017). The discovered themes were treated differently according to the intentions of the researcher.

3.8 Ethical Considerations

Lynch (2016) expressed that ethics allude to the do's and don'ts in research and these recognize what is correct and wrong. Ethical considerations that the researcher stuck to include the following:

3.8.1 Informed Consent

The respondents won't be deluded into participating in the research as they were made very much aware of the research questions. There was no type of persuasion from the researcher.

3.8.2 Confidentiality

Information of the schools and names of members were not to be revealed. Lynch (2016), concurs with this as he comments that this information, if seen by others may ruin the organisation hence the researcher concurs into confidentiality to guarantee that the information gathered was exclusively be for scholarly research purposes and won't be disclosed to anybody.

3.8.3 Honest and Integrity

The researcher was honest as she sincerely report information, techniques, and procedures and publish results.

3.8.4 Respect for Intellectual Property

The researcher honor all forms of intellectual property. The researcher did not use methods or results without permission. The researcher give proper acknowledgement and credit for all contributions to the research to ensure that plagiarism is minimized.

3.8.5 Respect for Intellectual Property

The researcher respected all types of intellectual property. The researcher did not use methods or results without authorization. The researcher gave appropriate acknowledgment and credit for all contributions to the study to guarantee that plagiarism was minimized.

3.8.6 Privacy

It is the decision of the respondents whether to reveal private information or not. Persuasion is viewed as unethical, accordingly the researcher did not try convince members who did not want to participate in the study.

3.9 Conclusion

The chapter introduced the research methodology of the study. It described and justified the methods and procedures to be utilized in data collection to respond to the research questions. The chapter showed how the researcher carried out the study through different sub topics displayed.

Chapter 4

Findings

4.1 Introduction

This chapter outlines the findings of data analysis and after that the research findings will be discussed. The results are in relative to the research questions that guided the study. Data were analysed to find out the roles and challenges faced by the procurement committees in procuring school assets in the Zengeza Cluster of Chitungwiza District. Data were obtained from questionnaires and interviews from participants who were reachable during the lockdown.

4.2 Response rate

Cresswell and Cresswell (2017) opined that response rate is the percentage of persons asked to answer a survey who actually answer.

Overall return rate N = 18

Targeted respondents	Number of questionnaires		Response rate%
	Sent	Returned	
Procurement committee members from 5 schools in the Zengeza cluster	20	18	90%

Table 4.2.1 Response rate

The sample was comprised of 35 respondents but the researcher failed to meet most of them because of the lockdown caused by the outbreak of the corona virus. Some respondents' homes are very far and the researcher could not manage to reach them. Some were not reachable so that they could answer some questionnaires online. Because of this 20 questionnaires were administered and of these, 18 were returned. This implies that the study has a response rate of

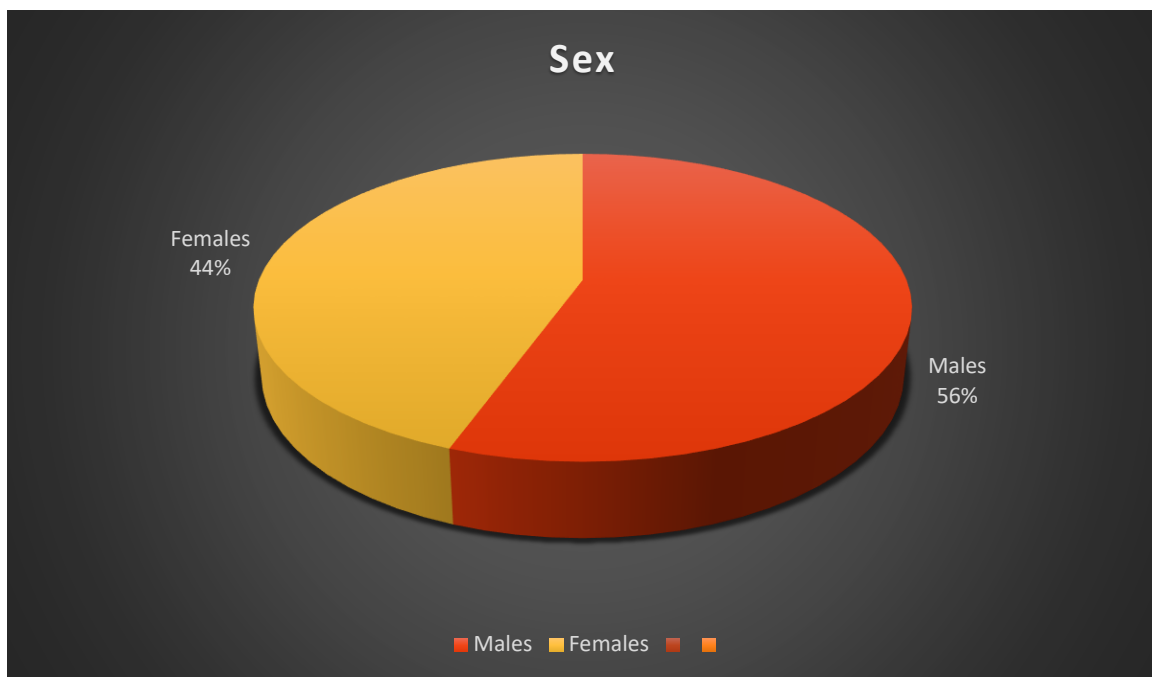
90%. According to Flick (2020) a response rate of more than 70% is considered acceptable, hence our response rate of 90% may be deemed excellent.

Quantitative findings: Specific findings

4.3 Section A: Demographic Data

4.3.1 Sex

Figure 4.3.1 Sex of the respondents

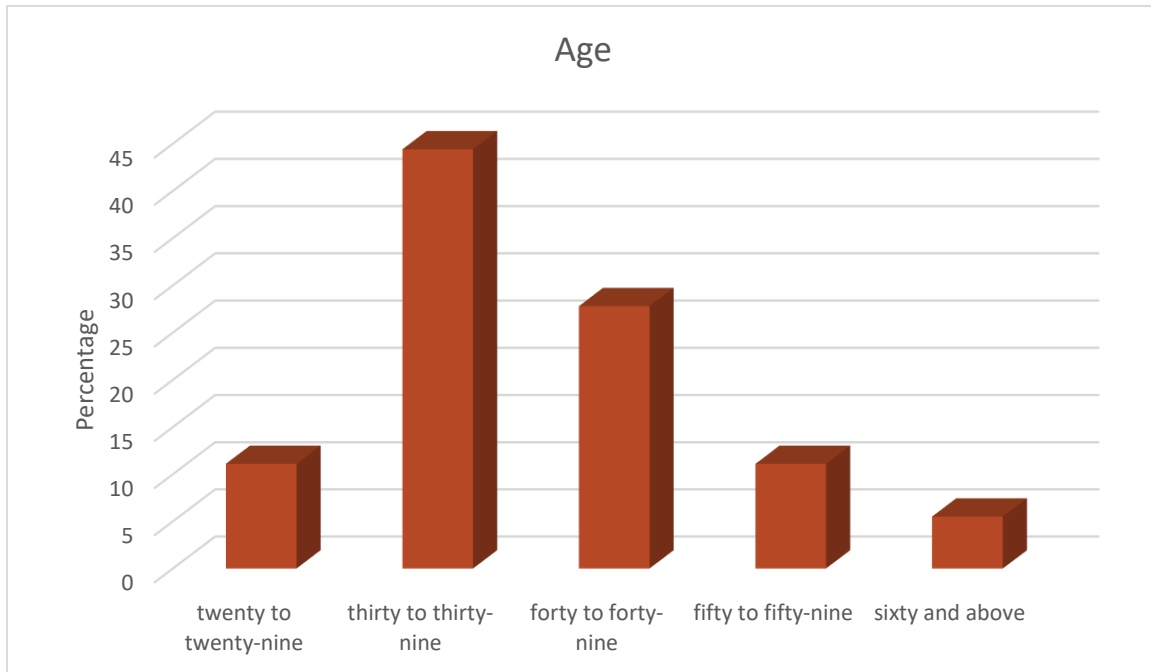


Source: Researcher's survey 2020

From the analysis it was observed that the majority of the respondents, 56% were males while a notable number 44% were females. There was no significant difference on the sex of the respondents.

4.3.2 Age

Figure 4.3.2 Age of the respondents

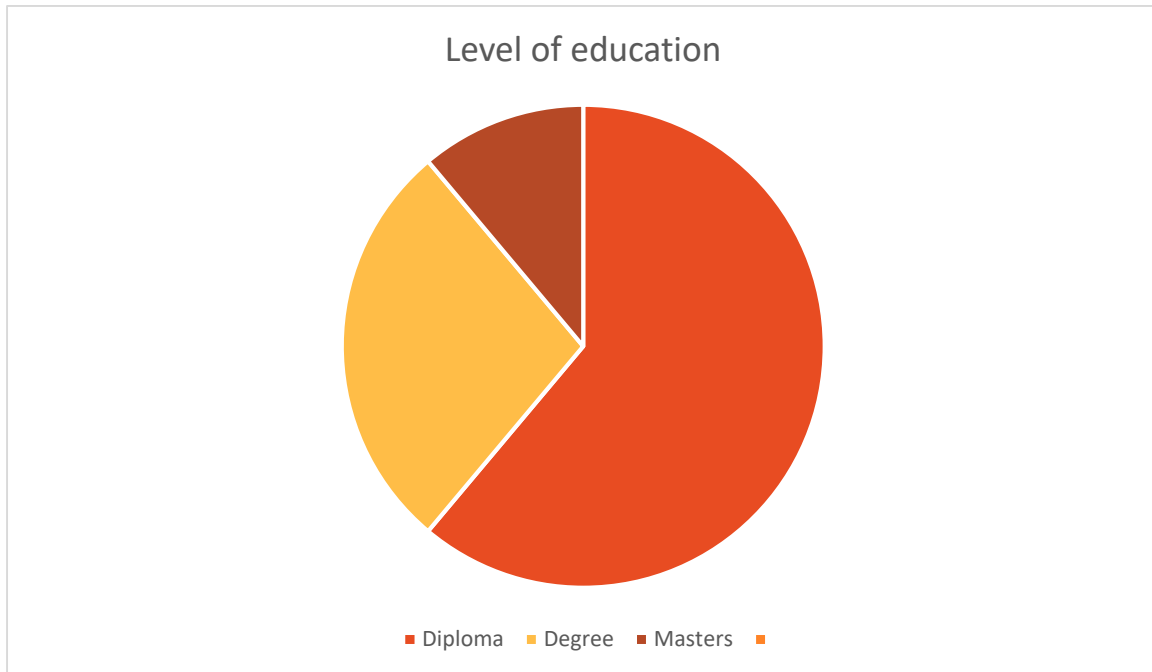


Source: Researcher's survey (2020)

From the analysis of data it shows that the population comprised mainly of a younger, but more experienced age group that is 30 to 39 where they numbered up to 44%. The middle age group of 40 to 49 was the second highest in terms of representativeness where it numbered up to 28%. The older age groups formed the smallest units of the population with a representation of 11% and 6 % respectively. This may be attributed to the nature of the job of procuring assets which requires travelling up and down trying to source quotations as well as making follow ups on those that would have been awarded contracts. This requires a lot of energy and is normally done by younger groups. A smaller number of respondents is also between the ages of 20 to 29 with a representation of 11%. This may also be attributed to the fact that they are still new in the profession and lack experience.

4.3.3 Level of education

Figure 4.3.3 Level of education

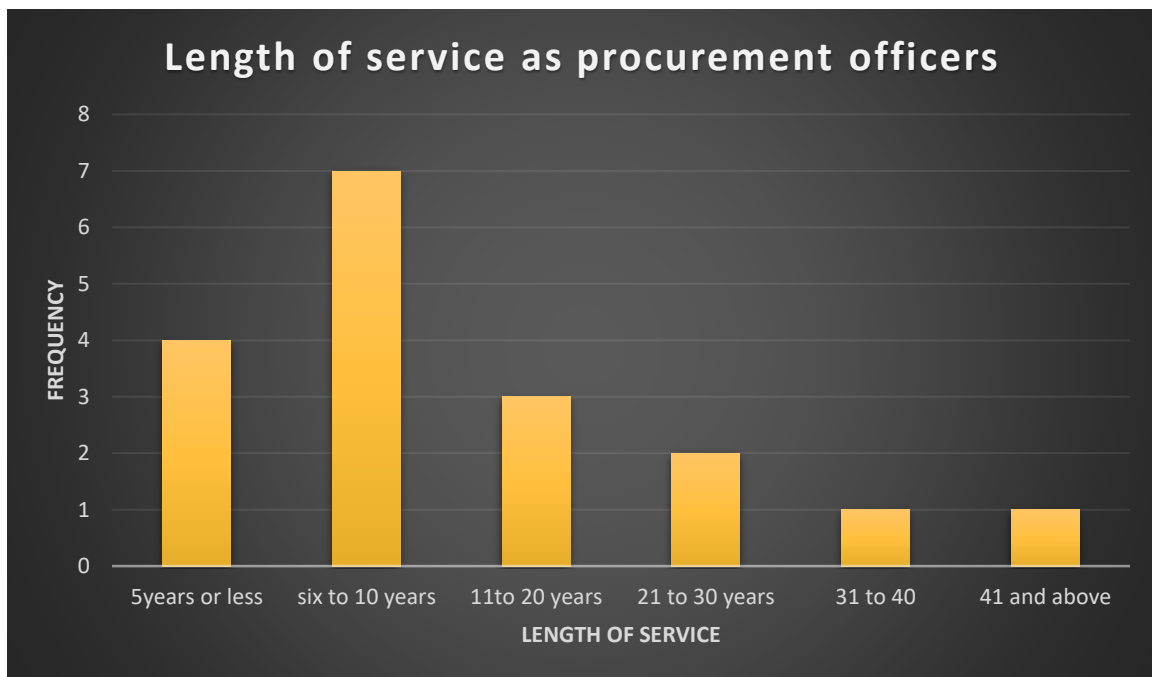


Source: Researcher's survey 2020

From the analysis, it emerged that the majority of the procurement committee members are diploma holders and constituted 61% of the population. A notable number of staff members are degree holders and constituted 28% while only a few are master's degree holders which constituted 11% of the population. The number of master's degree holders maybe few because most of them will have been promoted to become school heads or lecturers. Munyimi (2019) propounded that there are very few classroom practitioners holding master's degrees as most of them seek promotion after attaining master's degrees.

4.3.4 Length of service as a procurement committee members

Figure 4.3.4 Length of service



Source: Researcher's survey

The results show that the respondents had experience in the organization since most of them are senior teachers who have been procurement committee members for more than 5 years. With this in mind one may argue that their sound experience in the organization makes them credible sources of evidence on what happens in the procurement process in schools.

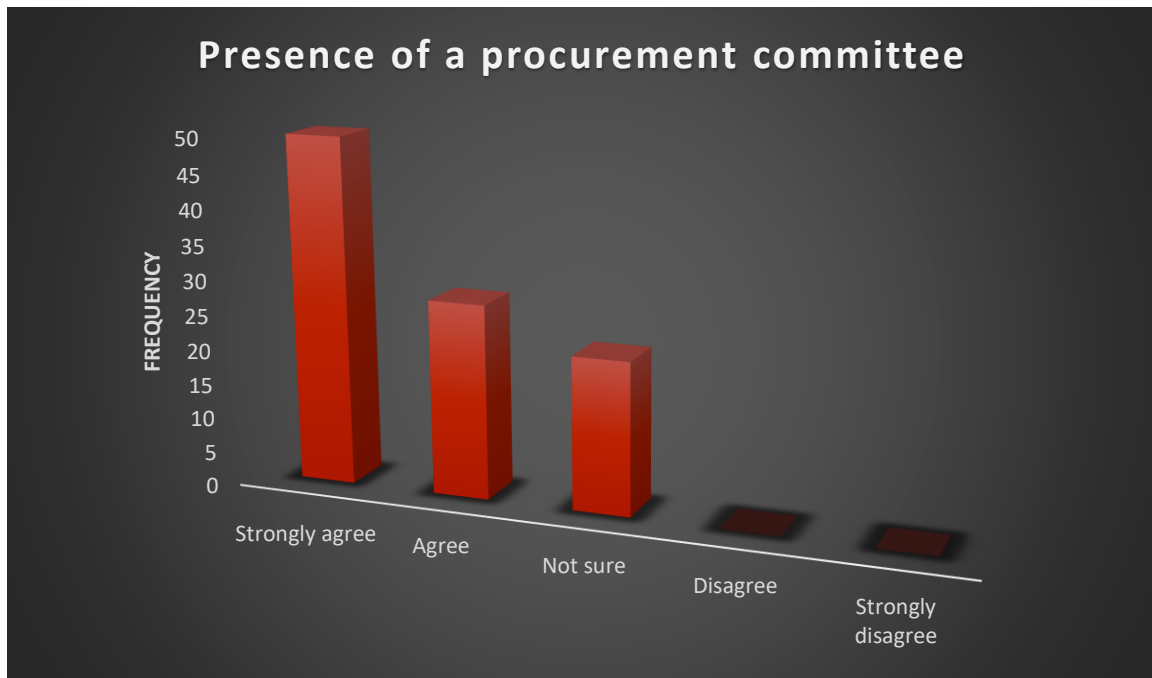
4.4 Section B Specific findings

To identify the roles of the procurement committees in primary schools in the Zengeza cluster of Chitungwiza District

4.4.1 Roles of the procurement committees

A question was posed to respondents to find out if their schools have a procurement committee responsible for procuring school assets.

Figure 4.4.1



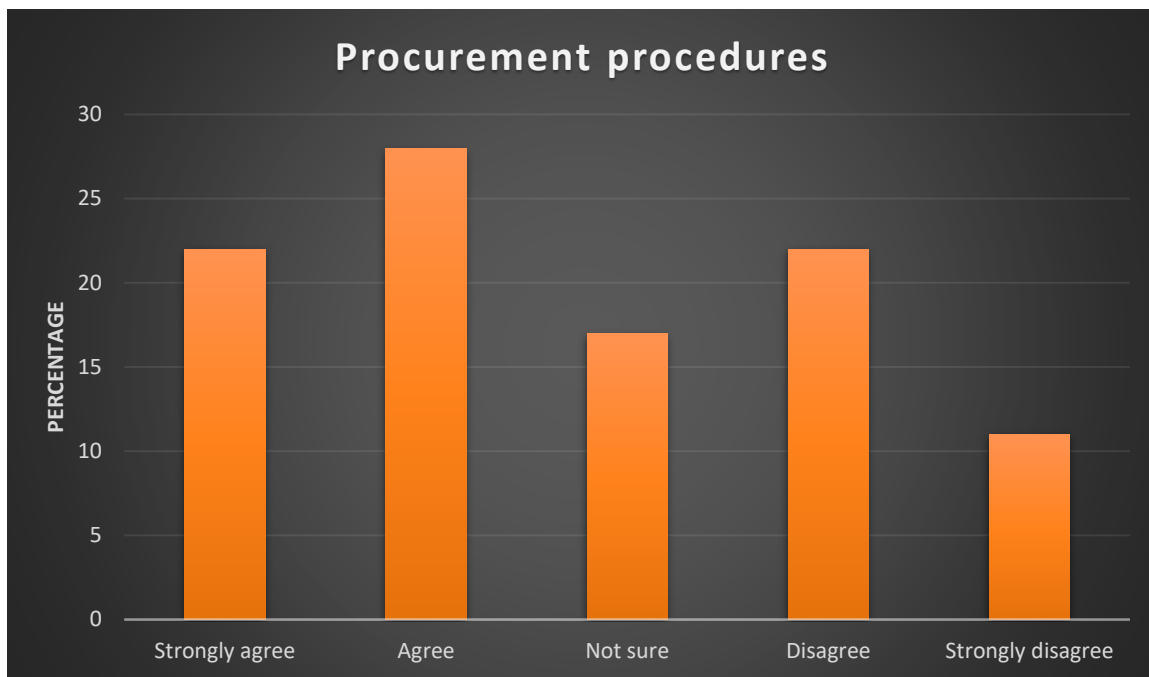
Source: Researchers survey 2020

From the results it emerged that the majority of the respondents, 50% acknowledged that there is a procurement committee at their schools. A notable number of 28% agreed. This shows that most schools in the Zengeza cluster have procurement committees. 22% of the respondents were not sure if their schools have a procurement committee. This can be attributed to the fact that the school authorities could be doing the procurement process on their own without consulting the committee members. The members could have taken a long time without being called in to perform procurement. None of the respondents disagreed that there is a procurement committee. This clearly shows that most schools have procurement committees.

4.4.2 Procurement procedures

One of the questions in line with the objective of finding out the roles of the procurement committees was whether procurement procedures in the schools are in line with the provisions enshrined in the SI of 2008

Figure 4.4.2



Source: Researcher's survey (2020)

From the results, one may observe that the majority of the respondents, 28% agree that procurement procedures are in line with the provisions enshrined in the SI of 2018. 22% agree as well and this may be attributed to adherence to acts of misconduct legislation which clearly state punitive measures to be given to those who do not follow proper procurement procedures. However, a notable number of 22% disagree that procurement regulations in the school are in line with the provisions enshrined in the SI of 2018. This may imply that short cuts are being taken most of the time when carrying out procurement. 17% were not sure and this may be attributed to the fact that they are not involved in the procurement processes by the school administration. 11% strongly disagree to the fact.

4.4.3 Staff development

In the same quest to analyze the roles of procurement committee members in Zengeza Cluster schools, the respondents were asked if the school has staff developed members of the procurement committees so that they can carry out procurement in line with the procurement legislation.

Figure 4.4.3



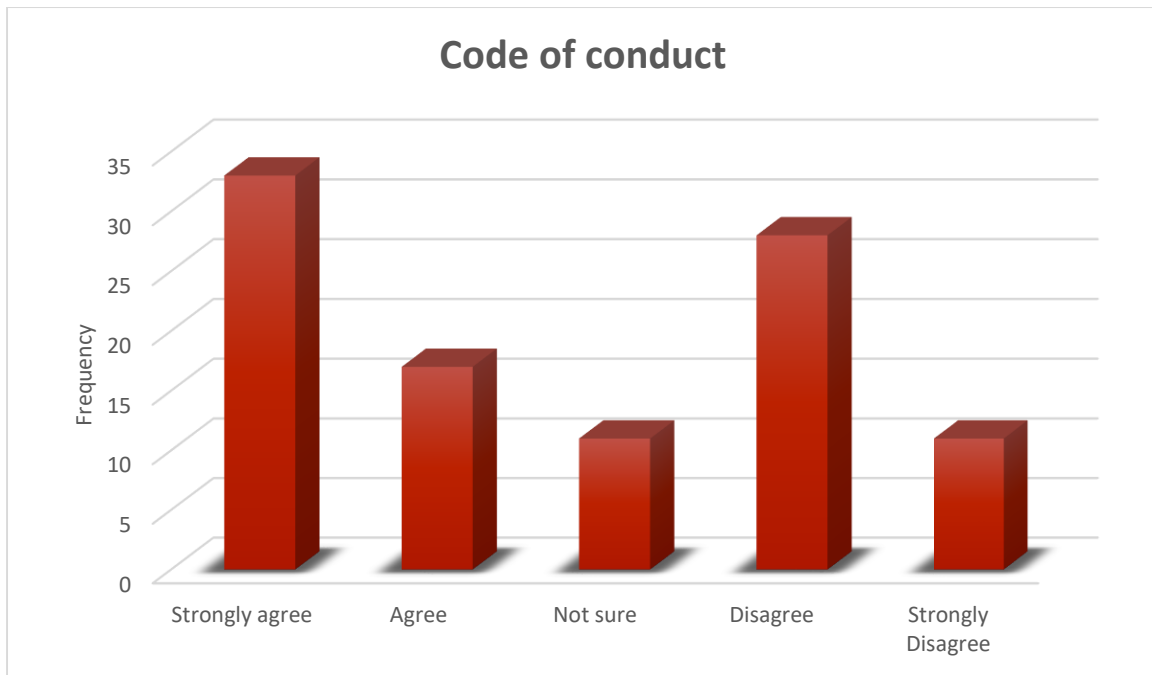
Source: Researcher's survey (2020)

The results show that 28% of the respondents strongly agree that their schools staff develop members of the procurement committee. The same percentage, 28% disagree that their schools staff develop procurement committee members. 11% of the respondents also disagree. This can be attributed to the fact that the school heads themselves are not very much aware of how to carry out procurement. According to Mundenda, Muzyamba and Changala (2019) most school heads were recruited without relevant administration knowledge and they are not knowledgeable on how to carry out procurement. 22% agree that the school staff develops procurement committee members.

4.4.4 Code of conduct

The respondents were asked if they were aware of the code of conduct stipulated in the procurement legislation.

Figure 4.4.4



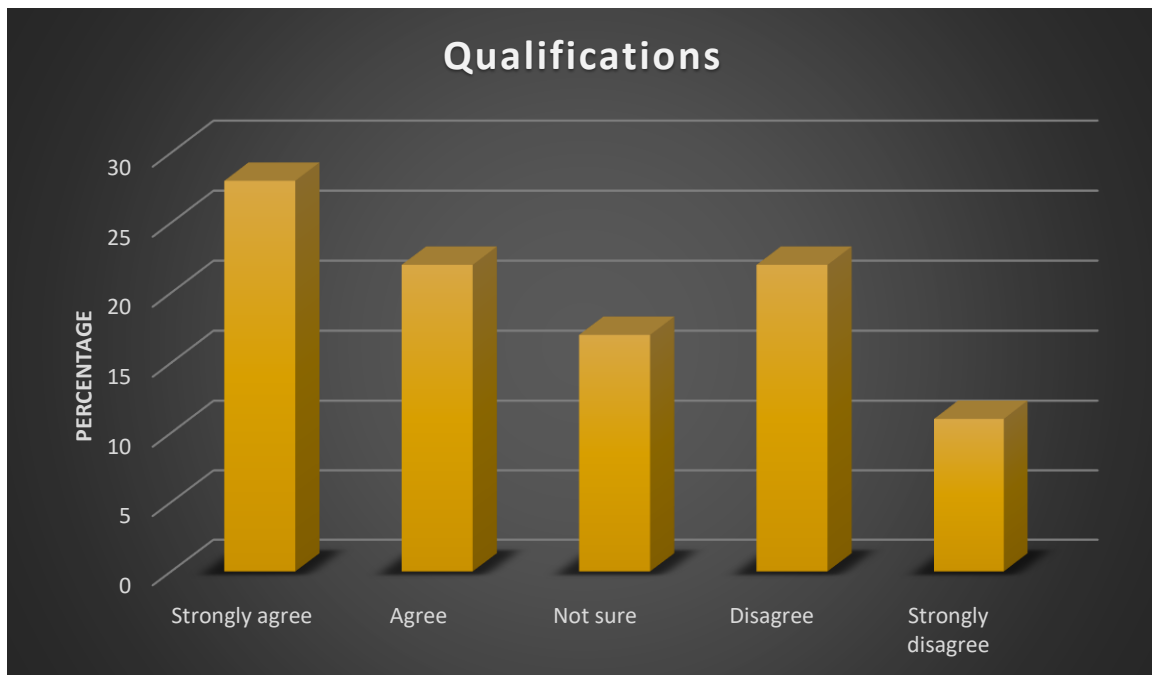
Source: Researcher's survey (2020)

From the results, it emerged that the majority, 33% of the respondents strongly agree that they were aware of the code of conduct stipulated in the procurement legislation. This may be because they have been staff developed on how to carry out procurement. 17% of the respondents also agree to be knowledgeable. However a significant figure of 28% disagree that they are aware of the code of conduct. This can be attributed to lack of staff development. According to Mossimann (2018) if workers are not aware of the code of conduct they may act in an unacceptable manner that will tannish the image of the school and they will also face prosecution or dismissal unknowingly. 11% of the respondents strongly disagree that they are aware of the code of conduct. This can be attributed to the fact that they may just be holding positions in procurement committees that are not functional at all. 11% of the respondents were not sure if they know the code of conduct and this may be attributed to unclear guidelines from the administrators. Opined that workers should be provided with knowledge on what is expected of them.

4.4.5 Qualifications

One of the questions posed under the objective of finding out the roles of procurement committee members in Zengeza cluster schools was whether the members of the procurement committees are highly qualified in carrying out procurement of school assets.

Figure 4.4.5



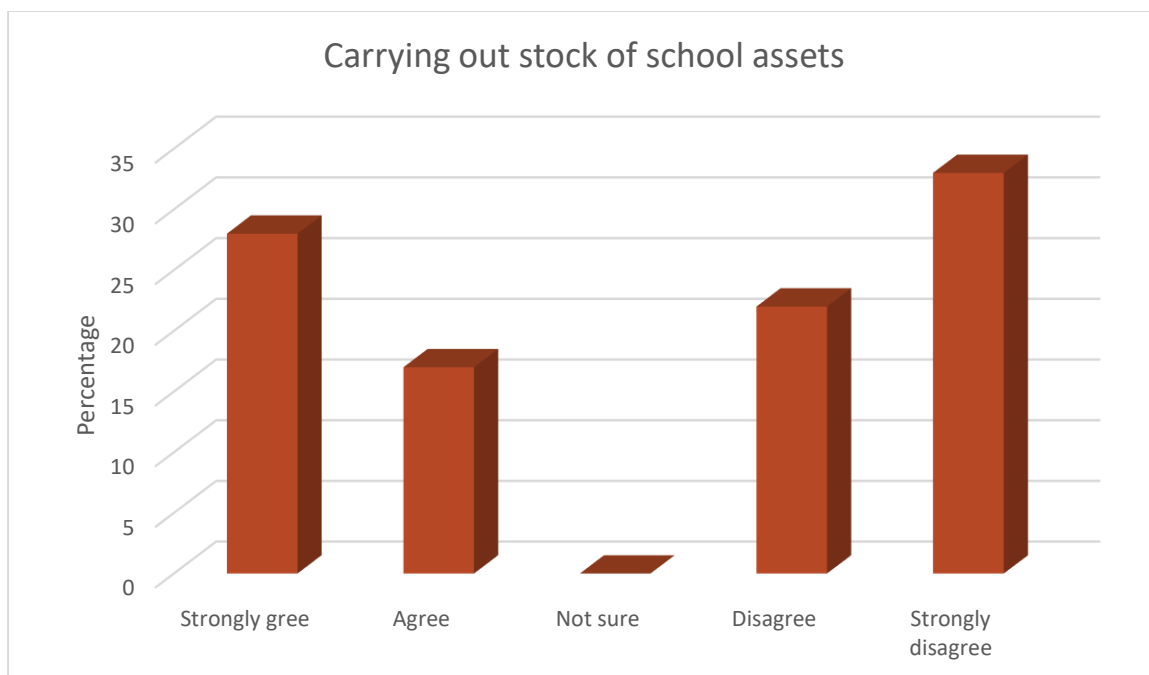
Source: Researcher's survey (2020)

It emerged that the majority of the respondents 28% strongly agree that they are highly qualified in carrying out procurement. This may be attributed to the fact that they know that the requirements of being a procurement committee member are being a bona fide member of staff at the school only. 22% also agree and this implies that they may have been empowered through staff development. 17% of the respondents were not sure whether they are highly qualified or not. This may be attributed to unclear job descriptions in the procurement committees. The results also show that 22% disagree that they are highly qualified in carrying out procurement while 11% strongly disagree. This may be attributed to unclear explanations by the school administration on what procurement entails as well as lack of training on how to carry out procurement.

4.4.6 Stock of school assets

The respondents were asked to state if they are the ones that take stock of all the school assets.

Figure 4.4.6



Source: Researchers survey (2020)

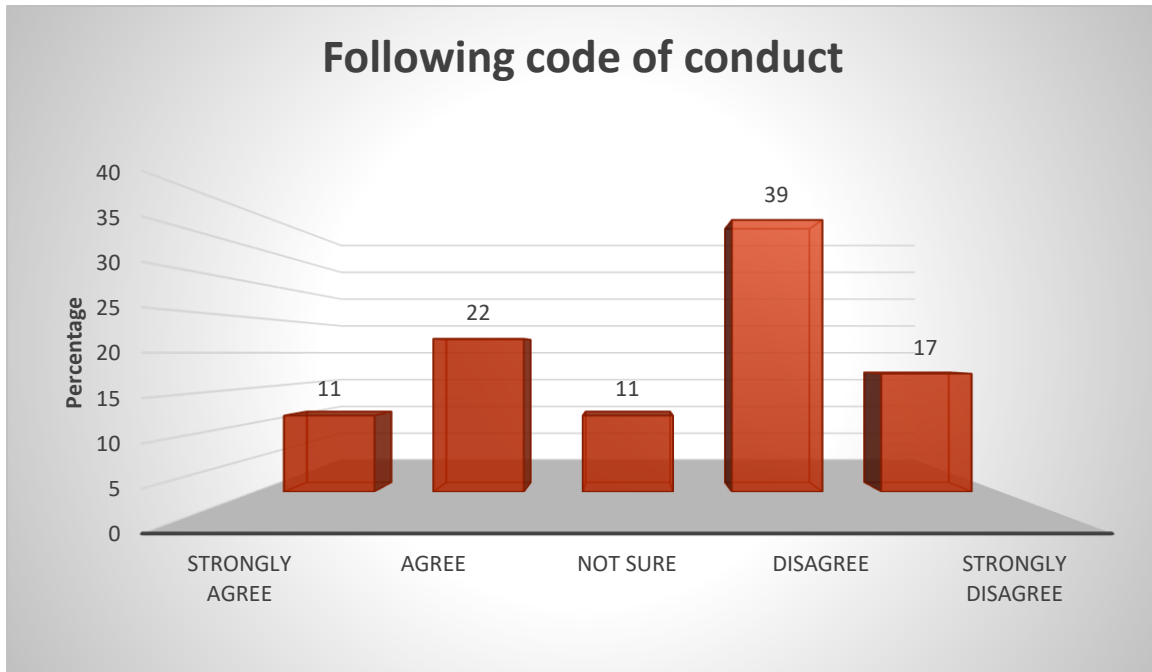
The results of the analysis show that most respondents strongly disagree that they are the ones that carry out stock of all school assets. This may be attributed to busy schedules in their classrooms. According to Munyimi (2019) most teachers prefer to leave the job of taking stock of school assets to the school administration because they want to focus on their co business of classroom instruction. A significant percentage, 22% also disagree and this can also be attributed to the fact that some school heads dominate and carry out stock of school assets themselves. A study carried out by proved that most teachers find it overwhelming to concentrate fully on the requirements of procurement while at the same time concentrating on classroom instruction. A considerable 28% strongly agree that that they carry out stock of school assets while 17% agree. This may be attributed to the fact that the school authorities adhere to procurement regulations.

4.5 Section C. Challenges faced by procurement committee members in procuring school assets

The second objective in this research was to assess problems affecting efficient procurement in primary schools in Zengeza Cluster Primary schools in Chitungwiza District. Under this objective, a question was posed to respondents on whether the school procurement committee members follow the code of conduct stipulated in SI 5 of 2018.

4.5.1 Following procurement code of conduct

Fig 4.5.1



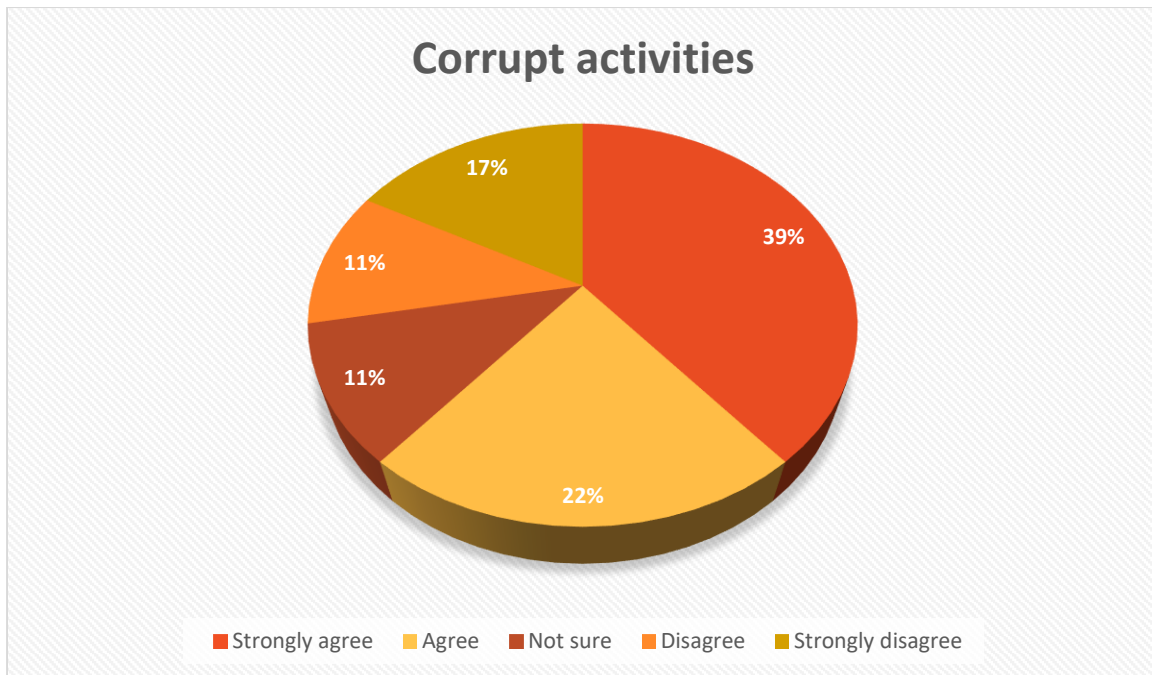
Source: Researcher's survey (2020)

The results of the analysis show that most respondents, 39% disagree that they follow the code of conduct stipulated in SI 5 of 2018. 17% strongly disagree. This can be attributed to the avoidance of red tape which delays procurement. Kaufmann (2017) postulated that most members circumvent red tape so that they can meet deadlines. 11% strongly agree that they follow the code of conduct while 22% agree. This can be attributed to adherence to the procurement legislation. 11% were not sure and this may mean that they are not involved in carrying out procurement and they may just be holding on to positions that are not functional.

4.5.2 Corrupt activities

While driving the objectives of the study, the respondents were asked if there are corrupt activities done by some members of the procurement committees.

Figure 4.5.2



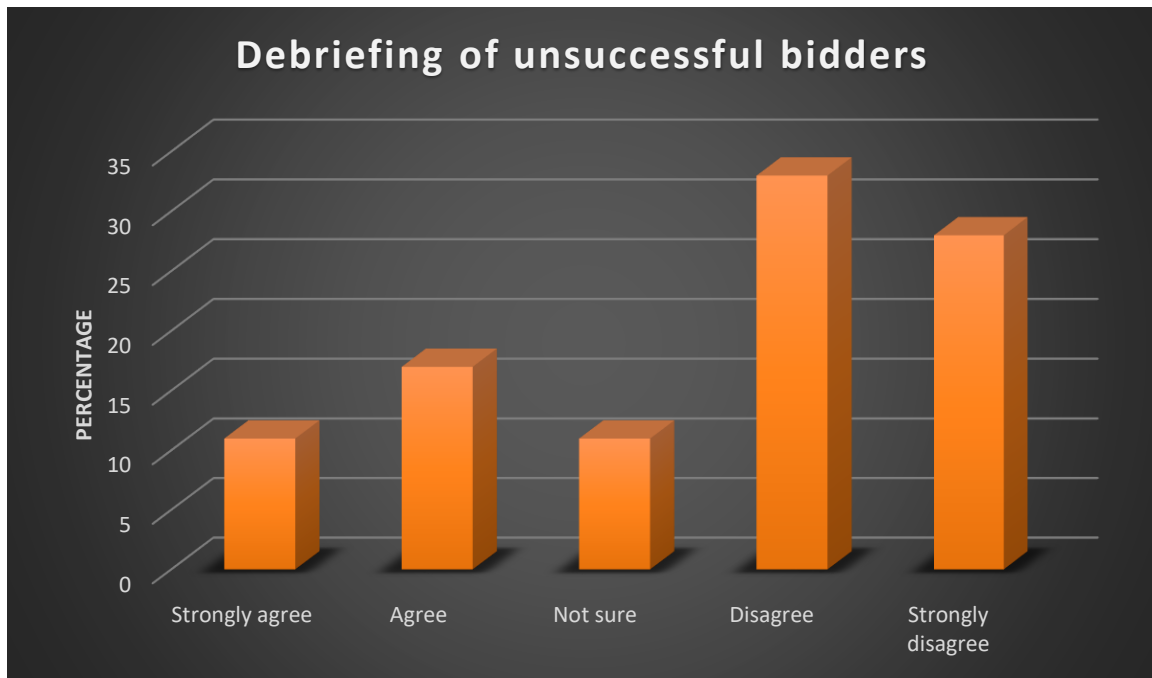
Source: Researcher’s survey (2020)

The results show that the majority 39% strongly agree that there are corrupt activities being done by some procurement committee members. This shows that they are pursuing their own self-interests as alluded to by the principal agent theory. A notable 22% also agree the fact. 11% of the respondents were not sure whether there are corrupt activities being done. This may be attributed to the fact that they are not the ones that deal directly with suppliers. 11% disagree while 22% strongly disagree that there are corrupt activities being done by procurement committee members. This could be attributed to high ethical standards exhibited by the procurement committee members.

4.5.3 Debriefing of unsuccessful bidders

While trying to assess the challenges faced by procurement committee members in carrying out procurement, the respondents were asked if the school conducts debriefing of unsuccessful bidders which is a requirement of SI 5 of 2018 as a way of increasing integrity in the procurement and reducing corruption.

Figure 4.5.3



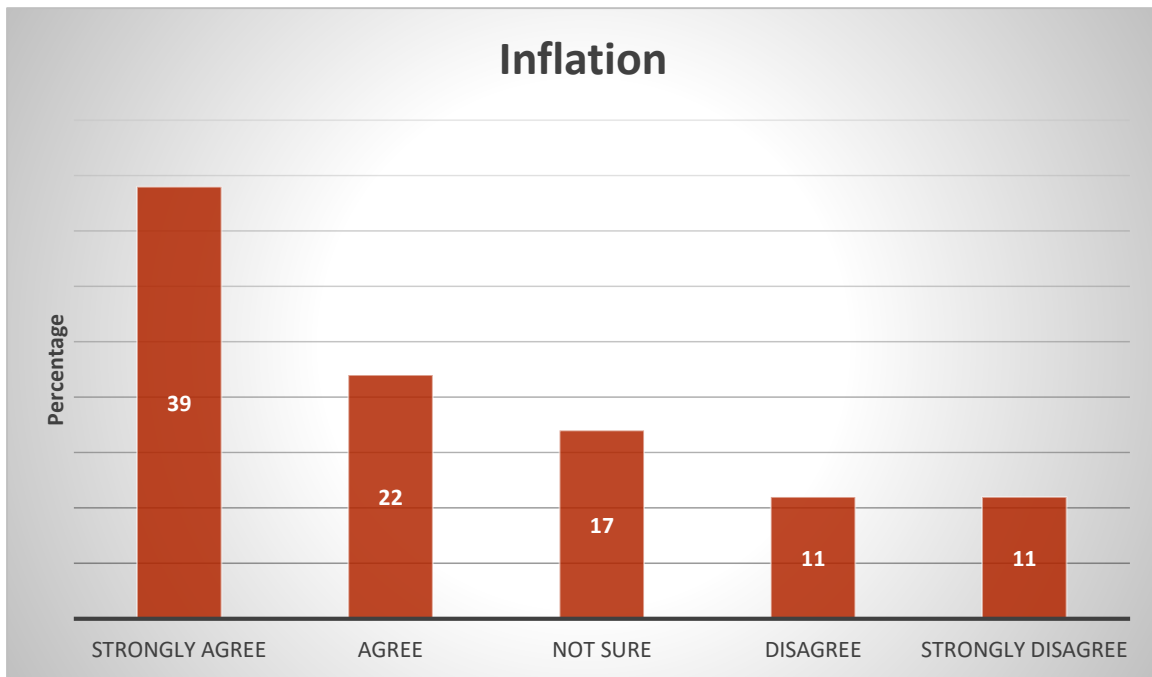
Source: Researcher's survey(2020)

From the results it emerged that very few respondents, 11% strongly agree that the procurement committee conducts debriefing of unsuccessful bidders. A relatively smaller figure of 17% agree to the fact. This can be attributed to corrupt activities being done by some procurement committees. 11% of the respondents were not sure. And this can be attributed to the fact that even if they are procurement members they are not directly involved in the procurement process probably because of school heads who dominate the process. According to Mudenda et al (2019) some school heads avoid debriefing of unsuccessful bidders because they want to avoid a procurement protest by suppliers who would have not been awarded the contract. It also emerged that the majority of the participants, 33% disagree that they conduct debriefing of unsuccessful bidders. A significant figure of 28% strongly disagree that they conduct debriefing of unsuccessful bidders. This can be attributed to corrupt activities being done by procurement committee members at the school.

4.5.4 Inflation

The respondents were asked if because of inflation in the country their schools fail to procure assets because prices of goods change before time for purchase comes.

Figure4.5.4



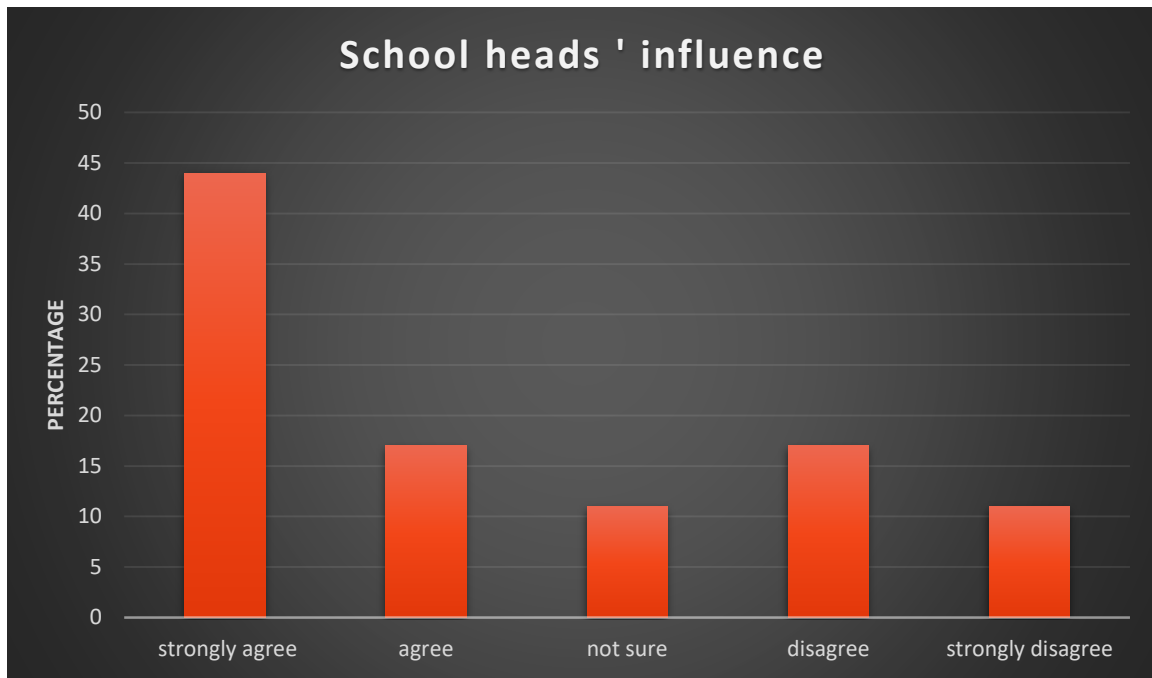
Source: Researcher’s survey (2020)

The majority of the respondents, 39% strongly agree that inflation is a hindrance to procurement. 22% of the respondents also agree that inflation makes them fail to procure school assets because when funds quoted are disbursed the prices of the assets would have risen. 17% of the respondents were not sure if inflation makes committees fail to procure school assets. This could be attributed to the fact that they do not know the procurement procedures. 11% disagree while 11% strongly disagree as well.

4.5.5 School heads influence

The respondents were asked if school heads influence the procurement procedure although they are not members of the procurement committees.

Figure 4.5.5



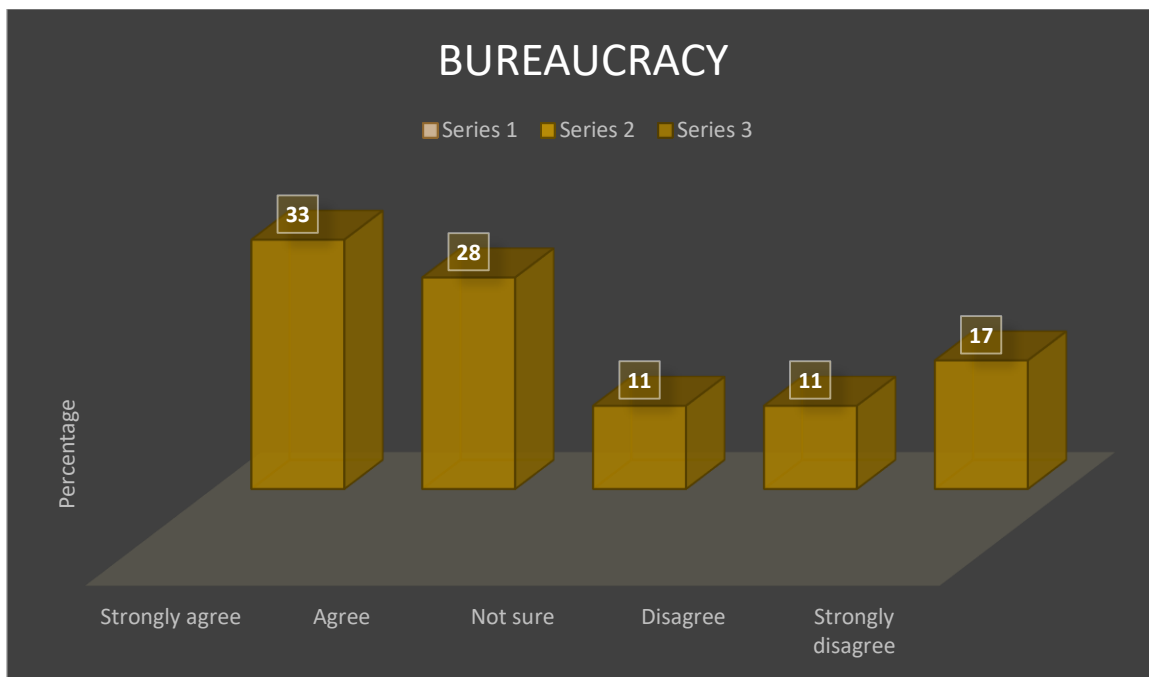
Source: Researcher's survey (2020)

The results show that the majority of the respondents 44% strongly agree that some school heads influence the procurement process at some point. 17% also agreed to that. Only 11% were not sure. 17% disagreed while 11% strongly disagreed that school heads influence the procurement process. The implications of the study are that most school heads practise nepotism.

4.5.6 Bureaucracy

The respondents were asked if they thought following procurement procedures religiously delays the procurement of assets that are urgently required at the school and results in deferred deadlines.

Figure 4.5.6



Source: Researcher’s survey (2020)

From the results, it emerged that the majority of the respondents, 33% agree to the fact that following procurement procedures religiously delays the procurement of school assets. A similarly bigger number of 28% also agree to the fact. The findings agree with those by Kauffman (2017) who found out that bureaucracy leads to poor functioning through the delay of important work. 11% of the respondents were not sure while 11% disagreed. 17% strongly disagreed and this can be attributed to lack of knowledge of the proper procurement procedures.

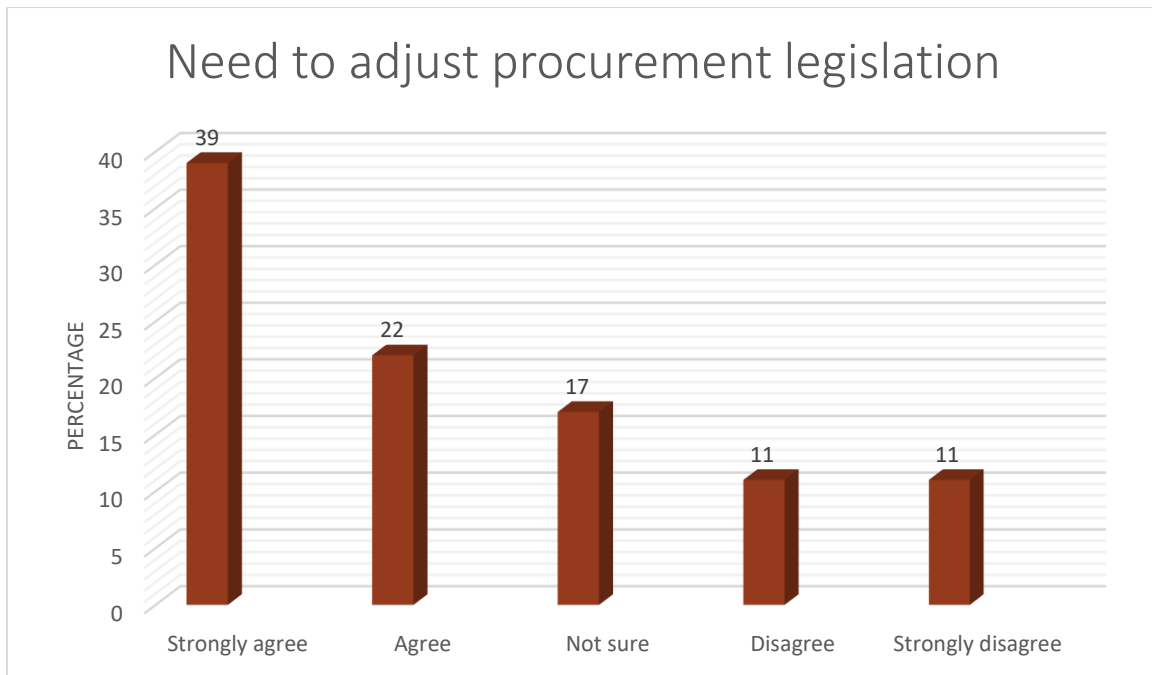
4.6 Section D. Possible ways of improving procurement in schools

To establish possible ways of improving procurement in primary schools in Zengeza cluster primary schools in Chitungwiza District.

4.6.1 Adjusting procurement legislation

The respondents were asked if there is need for adjustments of the requirements of procurement legislation so that schools can procure urgently needed assets.

Figure 4.6.1



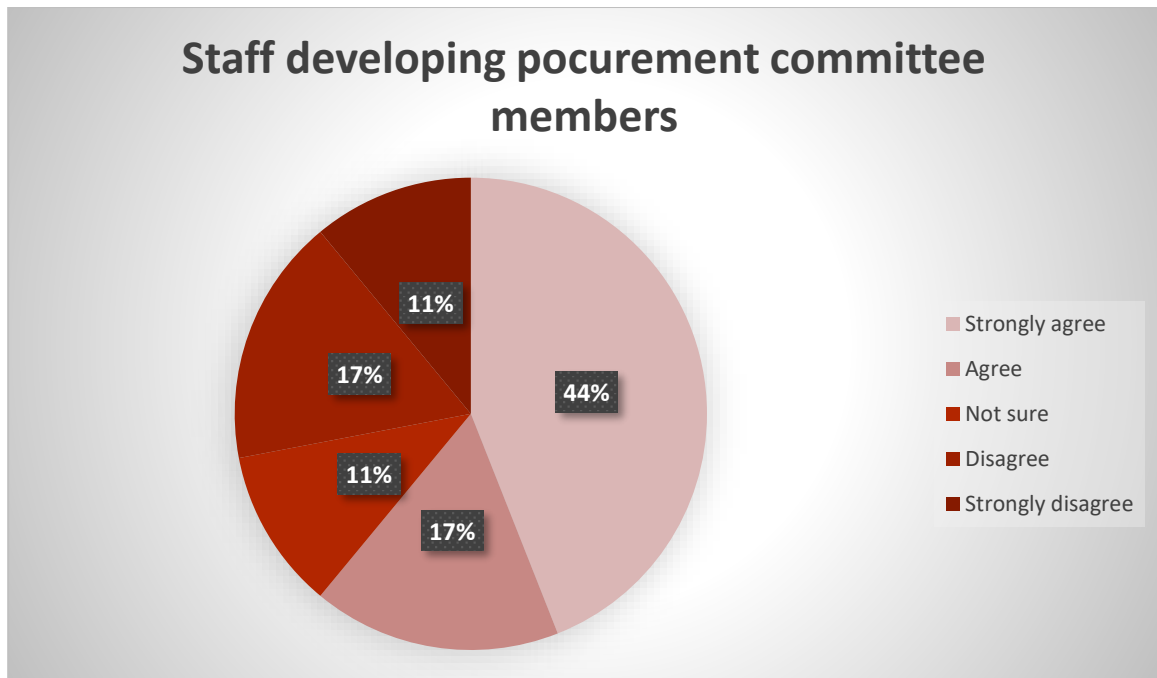
Source: Researcher’s survey (2020)

The results of the study show that the majority of the respondents, 39% strongly agree that there is need to adjust procurement legislation so that it allows for procurement committee members to procure school assets before prices change in a hyper inflatory environment. A notable 22% also agree. 17% of the respondents were not sure. This may be attributed to the fact that they do not really understand what procurement is all about. A smaller figure 11% disagreed while 11% strongly disagreed.

4.6.2 Need to Staff develop procurement committee members

A question was also posed to find if procurement committee members must constantly be staff developed so that they will know how to procure school assets without any problems.

Figure 4.6.2



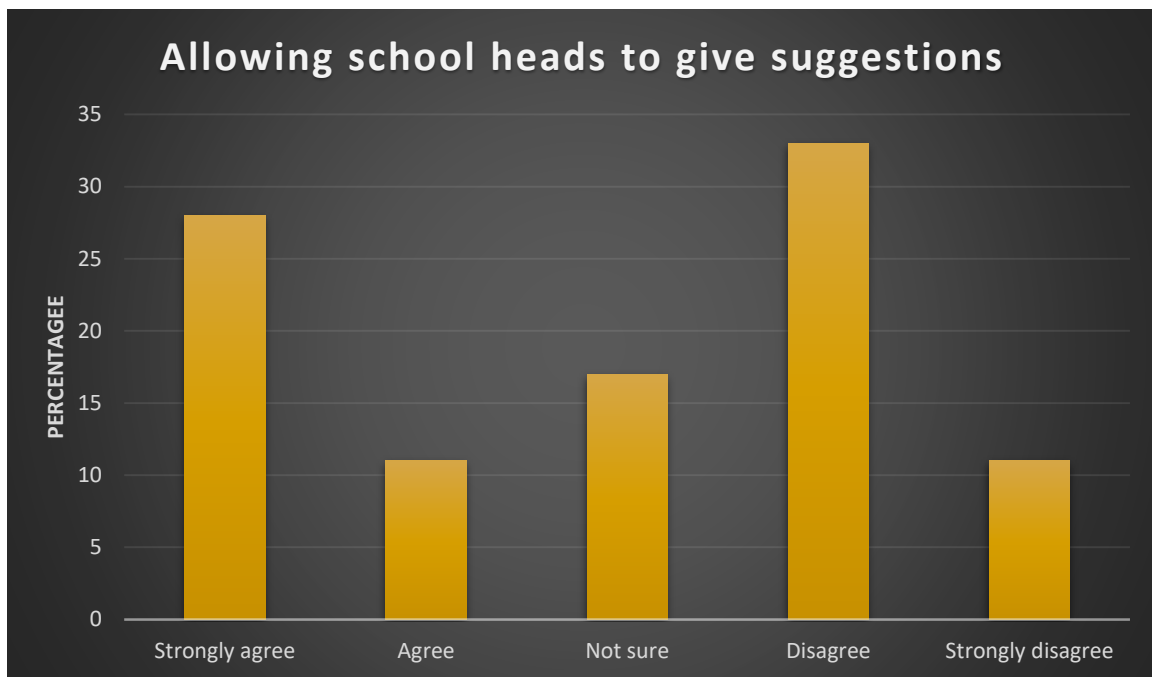
Source: Researcher’s survey (2020)

The majority of the respondents, 44% strongly agree that procurement committee members should be constantly staff developed so that they can perform procurement effectively while 17% agreed. 11% were not sure and this may be attributed to satisfaction on what is already being done. 17 % of the respondents disagreed while 11% strongly disagreed.

4.6.3 Involving school heads in procurement

The respondents were asked if school heads should give suggestions on how to carry out procurement.

Fig 4.6.3



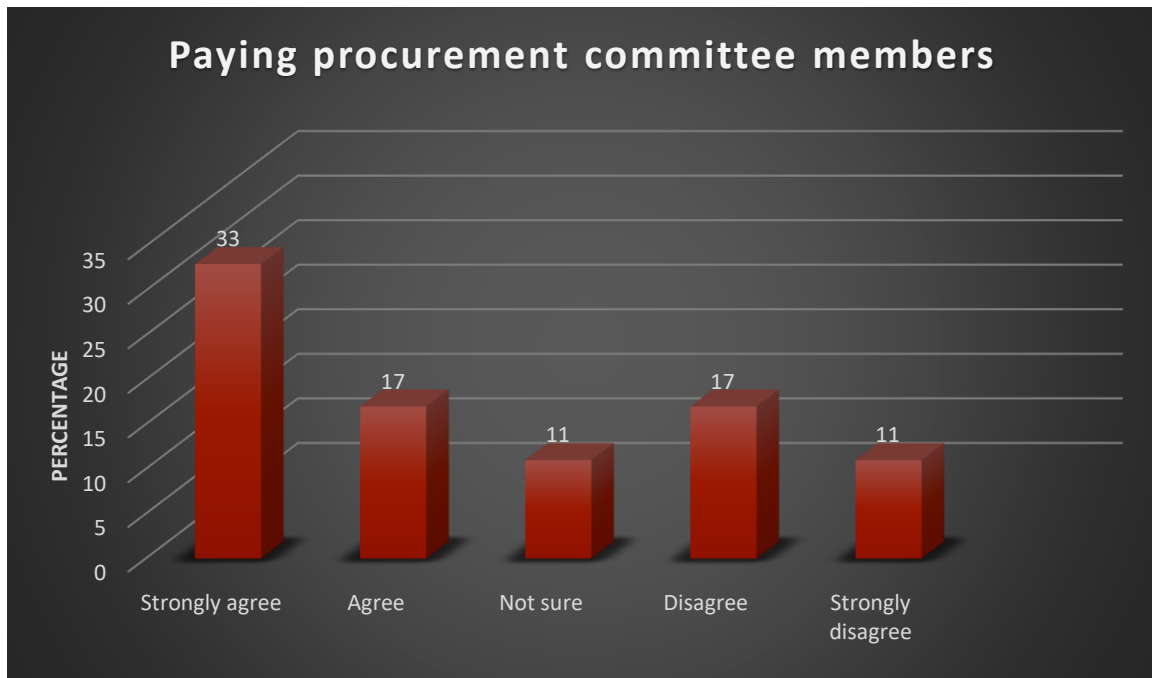
Source: Researcher's survey (2020)

Most of the respondents 28% strongly agreed that school heads should be allowed to give suggestions on how to carry out procurement while 11% agreed. However, the majority of the respondents, 33% disagreed and this may be attributed to corrupt activities being done by school heads. Only 11% strongly disagreed that heads should give suggestions. 17% were not sure.

4.6.4 Paying procurement committee members

A question was posed to find out if procurement committee members should be paid for carrying out procurement so that they are not tempted to steal money by fixing prices.

Figure 4.6.4



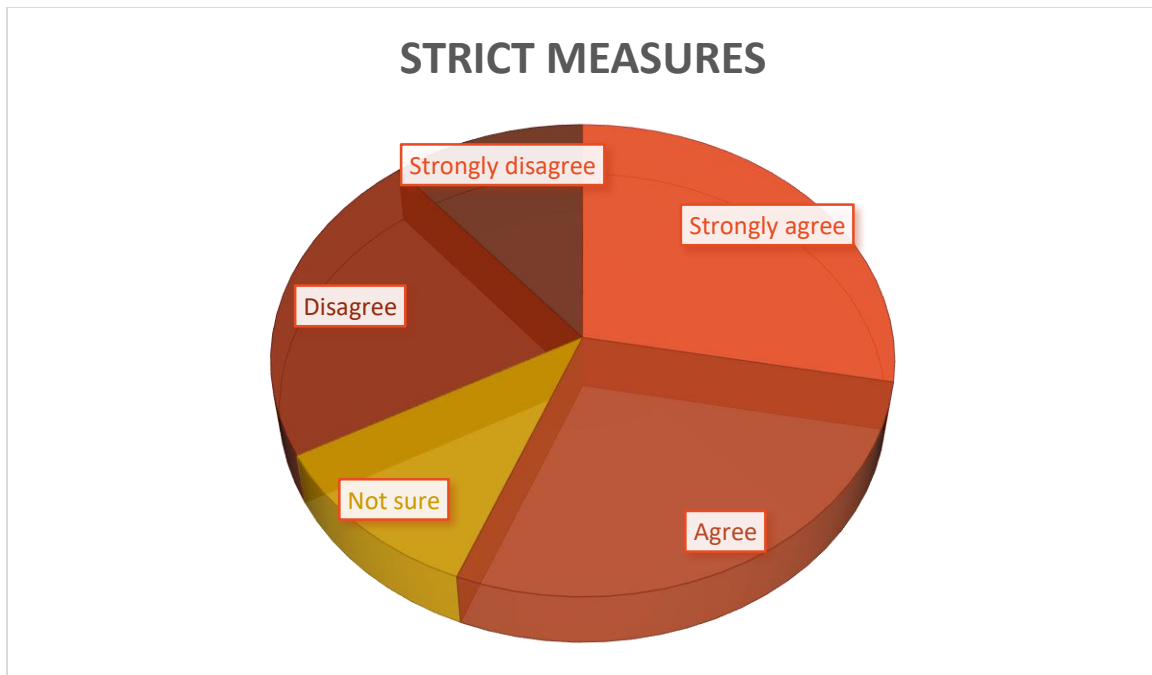
Source: Researcher’s survey (2020)

The majority of the respondents, 33% strongly agree that procurement committee members should be paid for carrying out procurement for the school. 17% agree that they should be paid. 11% were not sure and this can be attributed to unclear job descriptions in the procurement committees. 17% disagreed while 11% strongly disagreed.

4.6.5 Incorporating strict measures

In the quest to establish ways of improving procurement in schools, the respondents were asked if strict measures incorporated if there has been unethical conduct by members of the procurement committee can influence the effectiveness of the procurement legislation in achieving ethical practices in school procurement.

Figure 4.6.5



Source: Researcher’s survey (2020)

The majority of the respondents 28% strongly agree while the same figure 28% agree that if strict measures are incorporated, procurement committee members will perform procurement in a proper and efficient manner. Williams (2020) alluded that strict rules protect the business and helps to maintain an orderly, positive work environment. 11% were not sure and this can be attributed to little knowledge on the current procurement legislation. 22% strongly disagreed while 11% strongly disagreed.

4.7 Qualitative results

4.7.1 Section E. Specific findings

Since the research was following a successive logical technique where the research was for the most part quantitative, the interviews (qualitative) assisted with clarifying indistinct outcomes which were acquired from the quantitative research, in relation to the research objectives.

While the issue of recognizing the roles and challenges faced by procurement committee members was very noteworthy in the quantitative paradigm, the interviews were made to affirm the outcomes and discover holes left. From the interviews the researcher found out that the majority of the procurement committee members are qualified senior educators who have served for over five years as procurement committee members. They were asked what they comprehended by the word procurement and a large portion of them recognized what procurement is about. A couple of interviewees however, demonstrated that they don't know a

lot about post contract activities like contract and relationship management as well as regulatory compliance. One of the respondents cited that,

“I think that when we meet and deliberate on what should be purchased we will have completed our duty. We leave everything else to the deputy head and the school head.”

On the part of procurement legislation a large portion of the respondents said that they knew about it. Just a few interviewees acknowledged that they have had training on the best way to complete procurement. This is in contradiction with the outcomes acquired through questionnaires that indicated that the larger part were staff developed. On the subject of whether they had a clear job description in the procurement committee, a large portion of the respondents indicated that they were only individuals from the procurement committee who just identify procurement needs at the school and draft financial plans as a group and they don't have explicit duties in the procurement committees. One of the respondents said that,

“Since I joined the school procurement committee fifteen years prior, I have never been empowered on the best way to do procurement. I don't generally know the principles and I have never run over any composed archive on procurement. We just do procurement following what the school deputy head lets us know.”

This can be attributed to the way that most school administrators themselves don't have the foggiest idea how to perform procurement. Michael, Rotich and Kiprop (2017) opined that most school heads and deputy heads lack fundamental abilities in monetary administration and can't empower procurement committee members with aptitudes on the best way to procure school resources, consequently they maintain a strategic distance from staff advancement workshops. Michael et al (2017) proceeded to state that most educators go to teacher's colleges subsequent to completing ordinary level and they are likewise not in a position to adapt to the technicalities in the procurement procedure thus they would not perform procurement as required.

All the respondents indicated that they did not manage to meet deadlines eventually as a result of observing the guidelines of procurement. Every one of them said that more often than not, they are delayed by the formality through bureaucracy. Most respondents referred to occurrences where they could not run assessment papers in time since they couldn't buy bond paper in time since they needed to cling to specified procurement rules. This is in concurrence to what the Purchase control (2020) implied that lots of guidelines to agree to prompt a

fragmented approach that makes it in general less efficient, less organized and increasingly disorderly.

A lot of procurement committee members complained that completing procurement took a lot of their instructing time. One of the individuals had this to state,

“Procurement makes us fall behind on our co business at the school which is to instruct students. The new curriculum requests a great deal from us. We fail to complete the syllabi as a result of the disturbances, particularly when we are called in to perform procurement. One may spend the entire day out sourcing quotations from suppliers and there will be nobody to cover the hole that we leave in our classes when we go out.”

Interviewees were profoundly worried about the manner in which their school heads intrude in issues to do with acquirement. They cited that school heads endorse suppliers. The respondents said that they just meet for custom purposes. The school heads are said to come and show suppliers that they will have picked. A few respondents reported that the school heads are the ones that go to source for quotations despite of not being procurement committee members. A few respondents reported absence of support from the school head and the School Development Committee. One of the respondent’s cited that,

“Most individuals are very much aware that our normal provider of cleansers is identified with the school head. We additionally realize that there are numerous suppliers who pay the school administration so as to be granted contracts”

The respondents also said that there are suppliers who have attempted to pay off individuals from the procurement committees so they can be granted with contracts. The greater part of the respondents said that it is the standard on the grounds that every supplier believes that paying procurement committee members ensures the awards of contracts in the schools.

All the interviewees cited that the financial down turn in Zimbabwe impacts sustainable procurement processes. They referred to various situations where they could not obtain resources in light of the costs which would have gone up. A portion of the respondents likewise connected inflation to bureaucracy by saying that costs will be rising while at the same time taking days to obtain resources as a result of following specified channels. As pointed out by the Purchase control (2020) policy makers ought to permit more flexibility in what and how to purchase to guarantee that schools get what they need when they need it. Interviewees said that

the significant difficulties related with procurement are that they are not allowed to perform procurement to their full limit. The vast majority of them feel that they are not much involved in the procurement procedure. They referred to school heads' dominance as a significant challenge to procurement and they were stating that if they are permitted to perform to their full capacity, the schools will benefit much through procurement and most objectives will be achieved.

The interviewees also cited that there is requirement for alteration or drafting of new policies on procurement. They cited that laws ought to be changed particularly those relating to red tape. They suggested that the ministry of education should draft laws that permit them to quickly buy resources particularly when a nation is under a financial crisis where costs change each day. They additionally recommended that laws should just permit a supplier to provide goods and services just a single time or twice and not always, to stay away from nepotism and corruption. Buy control (2020) implied that laws ought to continually be changed so they go in accordance with changes that come through.

Interviewees also pointed out that if they are given payment for performing procurement they will not be enticed to fix costs. They said it is the main sure approach to have assets for procurement just work for that reasons without being redirected for individual use by procurement committee members. One of the respondents had this to say,

“Performing procurement is additional work so I should be paid for accomplishing the work. Occasionally I get enticed to fix costs with the goal that I feel that I have profited by the additional work that I would have done.”

Most respondents additionally proposed that school heads ought to continually be reminded not to interfere in procurement business. A large portion of the respondents recommended that strict measures which incorporate being discharged from duty will cause individuals to adhere to acquirement guidelines religiously.

4.8 Chapter Summary

This part presented discoveries from the research respondents and talked about the discoveries relating it to literature reviewed. From the discoveries, it was noticed that school heads dominate the procurement processes through nepotism and corruption. They are said to take advantage of the fact that most procurement committee members are not learned of the procurement enactment. Discoveries uncovered that individuals from the procurement

committees should be staff developed with the goal that they can do procurement viably. The outcomes uncovered that the current financial downturn in Zimbabwe thwarts procurement of assets since prices go up consistently. Bureaucracy was additionally noted to be a significant downside relating the procurement of school resources. Severe procurement laws were seen as a critical variable in improving moral practices in procuring resources in Zengeza Cluster Schools.

Chapter 5

Summary and recommendations

5.1 Introduction

This research tried to analyze the roles and challenges of procurement committee members in procuring school assets in the Zengeza Cluster of Chitungwiza District of Education. The fundamental goals of the research were to identify the roles of the procurement committee members in Zengeza Cluster schools, to assess problems affecting productive procurement and to propose methods of conquering the problems.

5.2. Summary

Literature reviewed uncovered that most procurement committee members seek after their own personal interests instead of complying to set guidelines, policies and regulations. The first research objective was to analyze the roles of procurement committee members in Zengeza cluster schools. In view of the literature reviewed married with the discoveries from the both questionnaire and interviewed respondents, the research presumes that the roles of procurement committee members are to perform pre-contract activities, such as planning, need identification and assessment. The research uncovered that the procurement committee is liable for advertising procurement opportunities through papers and to give bidding documents to prospective suppliers. The research additionally uncovered that different jobs of the procurement individuals are to evaluate bids in order to pick the best bidders and negotiate with them to cut down costs and also to oversee contracts by making subsequent meet-ups to ensure that the procured products and services will be conveyed productively.

The research also assessed problems influencing proficient procurement in Zengeza Cluster schools. Literature reviewed uncovered that corruption is high in many schools through fixing of costs. Nepotism is additionally a noteworthy factor that was noted through literature, questionnaires and interviews where supplies that are identified with some procurement individuals or even the school head are the ones who are over and again granted with contracts. School heads were proved to be abrogating procurement individuals by utilizing their power as the chief accounting officials in the schools to pick what ought to be purchased and who should supply it. Some school heads were reported support.

They were accused of disrupting the payment of assets for procurement purposes. Bureaucracy was likewise a noteworthy factor that was uncovered through literature, interview and questionnaires. Respondents revealed that bureaucracy caused postponement of securing things that are urgently required in schools. Inflation was additionally a noteworthy factor that was uncovered in this research. It was uncovered that when individuals need to buy school resources there will be an unexpected cost in comparison to the one that was at first cited in light of inflation that is as of now influencing Zimbabwe. Incompetence was another factor that was noted through this exploration. It was noticed that most procurement committee members don't know how to perform procurement. They are not very much familiar with procurement skills through staff development.

The research sought to suggest methods of conquering problems encountered by procurement individuals in procuring school assets in Zengeza cluster schools. The research concluded that individuals from the procurement committee should be continually staff developed with the goal that they can perform procurement in an appropriate and proficient way. Some different recommendations that were recognized which respondents agreed to included, strict measures like dismissal to the individuals who defy procurement laws, paying all procurement committee members, permitting alternate ways to be taken while procuring assets particularly during times of high inflation rate as well as making a few laws increasingly adaptable so that there won't be a lot of formality. The research additionally noticed that school heads ought to be reminded that they are not individuals from the Procurement committee and they ought not to interfere in Procurement issues.

The research question was completely answered and since endeavors in Zimbabwe Primary Schools are comparable, these finding can be generalized to every single primary school in Zimbabwe.

5.3 Recommendations

The researcher suggests the government of Zimbabwe through the Ministry of Education holds workshops where all procurement committee members consistently acquire knowledge on how to procure school assets. The Ministry of Education ought to permit schools to immediately procure a few resources in the midst of inflation so the cash in the school coffers will be sufficient and not be debilitated by inflation. There ought to be legislation that permits procurement of critical assets.

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Appendix 1

5420 Manyame Park

St Mary's

Chitungwiza

5 May 2020

The District Schools Inspectorate

Chitungwiza District

Post Office Box ZG 56

Chitungwiza

RE: REQUEST FOR PERMISSION TO CARRY OUT RESEARCH

I am currently undertaking a Bachelor of Education Degree in Educational Management and Leadership at Midlands State University. My studies involve a treatise with the following topic,

THE ROLES AND CHALLENGES OF PROCUREMENT COMMITTEES IN PROCURING SCHOOL ASSETS

The end goal is to assess the role and challenges of the procurement committees with reference to selected schools in the Zengeza Cluster of Chitungwiza District. I do hereby ask for your permission to carry out the study in the selected schools in your district. Participants will

volunteer to participate in the study and if they feel that they no longer want to continue participating in the research, they have the option of withdrawing and they will not be affected negatively because of their non-participation. An informed consent will be sort before respondents participate in the research procedure. There is explicit guarantee that confidentiality will be ensured and information gathered will be for academic purposes only.

Your permission will be highly appreciated.

Yours faithfully

Rachael Chipo Nzarayebani



FACULTY OF EDUCATION

DEPARTMENT OF EDUCATIONAL POLICY STUDIES AND LEADERSHIP

My name is Rachael Chipo Nzarayebani. I am pursuing a Bachelor of Education in Management and leadership degree at Midlands State University. I am conducting an academic research in partial fulfilment of the requirements of the degree programme.

The title is: The roles and challenges of the procurement committees in procuring school assets.

I therefore sincerely ask you to assist by being part of my respondents and respond to the questions in the questionnaires/ interviews. The researcher assures you that the information that you will give will be treated with explicit confidentiality and will be utilised for academic purposes only. By participating in this study you could contribute towards ways of enhancing procurement in primary schools.

Your cooperation will be highly regarded.

CONSENT FORM

I understand that I am being requested to be a participant in a survey/ questionnaire activity that forms part of Rachael Chipu Nzarayebani's coursework in Midlands State University in attainment of a Bachelor of Education in Management and Leadership degree. I have been conscientised that the questions that i am going to answer have been designed to gather information about the role and challenges of procurement committees in procuring school assets.

I am aware that the survey will be conducted in person, by phone, by e-mail or what's app and that it will take approximately one hour of my time to complete. My participation is voluntary and there has been no coercion done to me in order to participate. I also have the right not to respond to questions if I feel uneasy in any way during an interview session. I have the right to withdraw my participation in in the survey and my non-participation will not cause any negative consequences.

I will allow the researcher to take notes or record audio tapes during interviews.

Interviewee's signature.....

Researcher's signature.....

Section A:

Demographic Data

Please tick

1. Gender : Male Female

2. Age: 20 to 29

30 to 39

40 to 49

50 to 59

60 and above

3. Level of Education: Diploma

Degree

Masters

4. Length of service as a procurement committee member:

5 years or less

6 to 10 years

11 to 20 years

21 to 30 years

31 to 40 years

41 and above

Section B

Please indicate by putting a tick on your level of agreement or disagreement with the following statements with regards to the roles of procurement committees in the Zengeza Cluster of Chitungwiza district in meeting procurement legislation to where 5-Strongly agree; 4 Agree; 3 Not sure; 2 Disagree and 1 Strongly disagree

	The roles of the procurement committees in Zengeza Cluster in procuring school assets	1	2	3	4	5
1	The school has a Procurement Committee responsible for procuring school assets					
2	Procurement procedures in the school are in line with the provisions enshrined in the SI 5 of 2018					
3	The school has staff developed members of the procurement so that they can carry out procurement in line with the procurement legislation					
4	All procurement committee members are aware of the code of conduct stipulated in the procurement legislation					

5	The members of the procurement committee are highly qualified in carrying out procurement of school assets					
6	The procurement committee members are the ones that take stock of all the school assets					

Section C

On a scale of 1 to 5, please indicate by ticking your level of agreement with the following statements with regards to the challenges faced by the procurement committee in procuring school assets, to where 5-strongly agree, 4- agree , 3- Not sure, 2 Disagree and 1 Strongly Disagree

	Challenges faced by procurement committee members in procuring school assets	1	2	3	4	5
1	The school procurement committee members follow the code of conduct stipulated in SI 5 of 2018					
2	There are corrupt activities done by some members of the procurement committees					
3	The school conducts debriefing of unsuccessful bidders which is a requirement of the SI 5 of 2018 as a way of increasing integrity in the procurement and reducing corruption					
4	Because of inflation in the country, The school fails to procure assets because prices of goods change before time for purchase comes					

5	School heads influence the procurement procedure although they are not members of the procurement committee.					
6	Following procurement procedures religiously delays the procurement of assets that are urgently required at the school and results in deferred deadlines					

Section D

On a scale of 1-5 please indicate by ticking on your level of agreement with the following statements with regards to ways of ways of improving procurement of assets in schools in Chitungwiza to where 5, strongly agree;4 agree, 3 not sure, 2 disagree, 1 strongly disagree.

	Possible ways of improving procurement in schools	1	2	3	4	5
1	Is there need for adjustment of the requirements of procurement legislation so that schools can procure urgently needed assets					
2	Procurement committee members must constantly be staffed developed so that they will know how to procure school assets without any problems					
3	School heads should not be allowed to give suggestions on how to carry out procurement					
4	Procurement committee members should be paid for carrying out procurement so that they are not tempted to steal money by fixing prices					

5	Strict measures and penalties incooperated if there has been unethical conduct by members of the procurement committee can influence the effectiveness of the Procurement legislation in achieving ethical practices in school procurement					
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Appendix 2

Interview guides

Thank you for taking part in this interview. As I mentioned earlier we are interested in talking about the roles and challenges faced by procurement committee members in procuring school assets in the Zengeza Cluster of Chitungwiza District and talking with you helps us to understand that better. The interview should not take more than one hour, depending on how we talk. Everything you say will be anonymised.

Section A

The roles of procurement committee members in procuring school assets.

1	How long have you served as a procurement committee member?
2	What do you understand by the word procurement?
3	To what extend do you consider yourself knowledgeable in the aspect of procurement legislation?
4	Did you have some kind of training on how to procure school assets?
5	Do you have a clear job description in the procurement committee?

Section B

The challenges faced by procurement committee members in procuring school assets.

1	Have you ever failed to meet deadlines because of following the rules of procurement?
2	Does carrying out procurement take much of your teaching time?
3	Does the school head meddle in procurement issues at the school? If so, how does he/she do so?
4	Are there any suppliers who have tried to bribe members of the procurement so that they can be awarded contracts?
5	How does the economic down turn in Zimbabwe influence sustainable procurement processes?
6	Do you find carrying out procurement challenging? If so what major challenges have you faced?

Section C

Ways of improving procurement in schools

1	Is there need for amendment or drafting of new policies on school procurement? If so what should be included?
2	What should be done to ensure compliance to these laws?
3	Is there need for the Government to train procurement committee members in schools?
4	Should procurement committee members earn a salary for performing procurement?
5	Is there any other way of addressing challenges in procurement that you can think of?



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**FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL POLICY STUDIES AND LEADERSHIP**

4 March 2020

TO WHOM IT MAY CONCERN

The bearer is a B.Ed/MED/ student at this University. S/he has to undertake **research** and thereafter present a **Research Project** in partial fulfillment of the degree programme.

In this regard, the University kindly requests both your institution and personnel's assistance in this student's research endeavors.

Your cooperation and assistance is greatly appreciated.

Thank you

Dr. L. Museva
(Chairperson - Department of Educational Policy Studies and Leadership)



