

Challenges Facing Heads of Schools in Performing Procurement Activities: A Case of Public Secondary Schools in Monduli District Arusha, Tanzania

Nestory Thomas Muhoja, Demetria Gerold Mkulu

Department of Educational Foundation, St. Augustine University of Tanzania, Mwanza, Tanzania

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Abstract— *The purpose of this paper was to examine the challenges facing heads of schools in performing procurement activities in public secondary schools. The current study employed mixed research approach and convergent parallel design. A sample size of 198 respondents comprising of 152 teachers, 36 procurement committee members, 4 heads of school, 4 school bursars, 1 District education officer and 1 head of procurement management unit. Both probability and none probability sampling techniques were used to gather the participants. This study adopted cost-benefit analysis theory. Data were collected using questionnaires and in-depth interviews. Qualitative data were analyzed thematically and presented in themes and summarization while quantitative data were analyzed descriptively with the help of Statistical Package for Social Sciences version 20 and presented by charts, tables, percentages and frequencies. Quantitative instruments were validated using split half and a coefficient of 0.79 was obtained whereas content and face validity used to validate the quantitative instrument. Credibility was used to validate the qualitative tools while, reliability of qualitative instrument was ensured through the use of dependability. The findings revealed that challenges facing heads of schools included lack of procurement personnel, inadequate knowledge, skills and experience on procurement, insufficient funds, political interference, and favouritism and nepotism. The study recommended that there should be efforts to overcome the challenges facing heads of schools so as to improve the procurement practices in secondary schools.*

Keywords— *Procurement activities, performing, challenges, heads of schools, public secondary schools.*

I. INTRODUCTION AND BACKGROUND TO THE STUDY.

In Tanzania and around the world, the notion that schools should be equipped with leaders with skills and knowledge required to run the organization has become a standard features of the school development. The roles played by these leaders specifically heads of schools are indispensable in the attainment of procurement goals. Gov.Kenya (2009)

noted that heads of school as heads of procurement units are responsible to guarantee that public procurement Act, regulations and any circulars issued by public procurement oversight authority are complied with in respect of each of its plans and undertake procurement functions as set out. From this standing point, each procurement unit is required to prepare a procurement plan based on known or projected procurement requirements derived from the program departmental master plan. Procurement in secondary school

operates under the control of the head of school. Procurement persons in schools have embedded the roles inspite of being not professionally trained as procurers. For ensuring public responsibility and value for money during procurement dealings, there should be professional instruction and education for that person accountable for the procurement practice and administration (Baily, & Farmer, 2015). In relation to this, Ivambi (2016) argued that public procurement procedures for public institutions in Tanzania have experienced different changes as far back 1970's to the earliest 2000's whereup an independent procurement supervisory body, the Public Procurement Regulatory Authority was developed. In 2001 new public procurement legislation was enacted by the parliament and was consequently signed into law as the public procurement Act No 3 of 2001 and officialized on 1st July 2001 (Nkinga, 2003). The public procurement regulatory authority was needed to take over the procurement Act No.3 due to its weakness that failed to achieve its goal. This experienced some shortcomings such as inadequate and fragmented procurement laws, the authority of the central tender board was wrinkled by impromptu arrangement in different sectors such as education, health, works and lower government authority.

Procurement operations in Tanzania operate under the National Public Procurement Policy which states that "procurement should stick to the procurement principles of transparency, accountability. Fair competition, fair treatment and value for money by improving the capacity of the procurement system through training, staff development, and education for compliance, information dissemination instituting mechanisms for dispute resolving and providing procurement opportunities for local contractors in support of national economic enterprise participation and development" (URT, 2012). Therefore, heads of schools as accounting officers should ensure that procurements of goods and services comply with the governing rules.

In Tanzania, education consumes about 15 percent of the total budget ranking it the second-largest sector. In the fiscal year 2017/2018 budget speech, the government through MOEST committed to construction of new classrooms, rehabilitation and upgrading of the existing facilities (UNCEF, 2018). Procurement as a profession is skilled oriented on hypothetical knowledge, lengthened training and education, competence based on tests and examinations and adherence to professional codes of conduct (Lysons &

Farmer, 2012). With this perspective, all these projects are implemented at the school level whereby heads of schools are the accounting officers. Although heads of school are entrusted with these roles yet they do not conform to the procurement rules and regulations which lead to failure of achieving the intended goals. Heads of secondary schools in Monduli District have been violating the procurement procedures by not being loyal to the government funds; they either explicitly or implicitly violate the procurement processes because they lack knowledge, skills and experiences, integrity, and professionalism. This study, therefore, seeks to address these illusions and anticipate elucidating in a specific condition how the procurement challenges have hindered the attainment of the predetermined goals.

II. STATEMENT OF THE PROBLEM

Procurement processes for a long time have been a topic in the World and Monduli District in particular. In most cases, heads of schools in public secondary schools in Monduli have been violating the procurement process by not adhering to the rules and regulations put to guide the process. A study conducted by Tukuta and Saruchera (2015) revealed that inadequate appreciation, unethical conduct, poor supply service delivery, poor regulatory atmosphere, varying supplier standards, and poor corporate governance are the major challenges faced by the procurement profession. Also, a study by Michael, Rotich, and Kiprop (2014) allayed that inadequate and late fund disbursement, lack of knowledge and skill in the procurement process, and unprocedural procurement practices adopted by school comprised the implementation of the procurement process. Despite the significant role played by heads of schools in the procurement process, heads of schools in Monduli District still face various challenges but there are no studies that have been conducted and documented to rescue the situation. Hence, the need for the current study.

III. PURPOSE OF THE STUDY

The purpose of this study was to examine the challenges heads of schools face when performing procurement in public secondary schools in Monduli District.

IV. SIGNIFICANCE OF THE STUDY

This study aimed to help the government know the challenges that heads of school face during the execution of the procurement practices. The findings will stand as a benchmark to policy-makers on reviewing the policy and laws concerning the procurement processes in public secondary schools. Similarly, HPMU were embarked on the problems that impede the procurement process in secondary schools and see the real situation and as professionals find better ways to curb these problems. Likewise, to the DEO, the findings of the study enabled them to understand the challenges encountered by heads of schools in performing procurement work in secondary schools and as educational leaders initiate better plans to rescue the situation before becomes worse.

Moreover, heads of school as heads of procurement entity were assisted with the knowledge, skills, and experience on various challenges which they might face and be cautious with these challenges. The study findings add knowledge and practical pathway to school communities, bursars, and members of the procurement committee in solving challenges related to procurement practices. The findings of the study could be important to other researchers who intend to develop further in the fields related to procurement. Fruitfully, the researcher strengthened and indeed grown in intellectual thinking and add new knowledge to the field of procurement.

V. LITERATURE REVIEW

A study by Hazarika and Jena (2017) looked at the public procurement; assessment of institutional mechanism challenges and reforms. The findings of the study demonstrated that procurement staffs lack competence, knowledge, and skills. Employees have a deficit understanding of the issues of financial and procurement practices. They lack technical competence and capabilities of procuring as it has been noted by developed countries and international agencies such as the World Bank, IMF, UNICEF, ADB and WTO. Moreover, a study by Hui, Othman, Omar, Rahman and Haron (2011) in Malaysia in procurement issues asserts that the public sector implicitly conducted by procurement staff lacks transparency which impedes the ability of the organization to bid for contracts even when there is no discrimination. The study recommended that transparency is not adequate particularly when the law enforcement body is weak.

Another study by OECD (2016) in Israel found that bulk transactions and financial interests are at risk, corruption stakes are exacerbated by a composite of process, intense relations between public servant and business, and the multiple stakeholders. This study can therefore be concluded that the public procurement in Israel is hampered by malpractices which lead to poor service delivery and obstructed institutional development. In Turkish, Büte (2017) determined the effect of nepotism and favouritism on employee behavior and human resource management. The result showed that nepotism and favouritism have an adverse impact on procurement. Nepotism and favouritism in procurement practices are controversial, it detracts effective and efficient procurement; this circumstance in public procurement occurs in the selection of members, bidding and contract to award. Thus, it erodes job satisfaction, organizational commitment and human resources management. The procurement entity and authority should strive to reduce this contracting behavior.

According to Chimberengwa, Masuka, Gombe, Tshimanga and Bangure (2015), procurement in the public sector in Zimbabwe was attached to corruption which was among unethical conducts. Corruption was rampant and a threat towards service delivery and the organization could not be in a position to witness value for money. However, in most developing countries including Tanzania, corruption is a serious problem due to lack of ethical education to various employees, it was supposed to enhance ethics and responsible workers who could ultimately work for the public interest. More often than not, Licanji (2015) examined the standards and challenges of public procurement of the Zimbabwean public sector. The study found that public procurement is shadowed by political interference. The study concluded that this problem can only be curbed by adapting to the separation of powers and let every department work independently. Hence, it can be put clear that politicians have to do their obligations without vandalizing the professionalism of the entrusted workers in the procurement units. These can rescue and spread up the organization's development through delivering quality services, on time and reduce bureaucracy. Ringwald and Ndercaji (2014) in their study about public sector procurement issues in Zimbabwe; the study alleged that most procurement officials perform their duties without the consideration of the principles of transparency, accountability and integrity. Integrity means wholeness and coherence, professional responsibility, moral

reflection, values like laws and rules, norms and incorruptibility, and exemplary behavior. The study concluded that there is no transparency in procurement activities which leads to malpractices and no sense of value for money. Notwithstanding, Dzuke and Naunde (2017) in Zimbabwe examined the problems affecting the operational procurement process in the public sector. The study established that insufficient training, lack of experience and qualifications among procurement personnel endeavor the failure of procurement employees to interpret the policies, laws and regulations that govern supply chain management. The study concluded that evaluation team members lack knowledge and skills about procurement practices which has endured poor procurement decisions that have led to the failure of distinguishing between right and wrong decisions.

In Ghana, Gafarua (2016) using qualitative and quantitative method research design; also examined the challenges of procurement in second cycle schools in Tamale Metro. The study result contends that procurement employees handling the purchasing of goods and services for the schools in the area of their jurisdiction were not trained and were not given any capacity building programs basing on procurement matters. Lack of adequate knowledge, skills and experience have adverse consequences on the procurement process which led to many issues such as incompetence in complying with the laws and rules, procurement wastage, corruption, and lack of value for money. The study recommended that to averse these challenges there is a need to recruit trained staff and frequent training to employees in schools where persons are just appointed and entitled with the duties pertaining to procurement. On the other hand, Nsiah-Asare and Prempeh (2016) established that inadequate skilled personnel in the procurement sector were among the problem in the procurement departments. The study recommended that procurement officers lack the required knowledge, skills and qualification relevant to the procurement process which later leads to poor procurement operations.

Notwithstanding, Telgen and Ambaw (2017) looked at the practices of performance-based contracting in developing countries' public sector procurement. The study used an exploratory research design, and data was gathered through interviews. The study result showed that among the challenges affecting public sector procurement is corruption. The study recommended that procurement in the public sector needs to be watched up with a third eye to attain the

objective of delivering the related services and goods for the better of the whole society. In Kenya, Ang'olcho, Juma and Douglas (2014) underpinned that transparency and accountability were the main challenges that affected procurement procedures in secondary schools, these challenges were exacerbated by the internal and external factors. The study pointed out that the external reasons contributed to the variation in challenges facing transparency and accountability where the internal factor attributes to the change in variance in barriers facing transparency and accountability in procurement processes. Moreover, Michael, Rotich and Kiprop (2014) revealed that public procurement is set upon politicians. Political leaders at all levels of jurisdiction have influence over the tender contract and during the selection of suppliers; they want people whom they are interested in. This can then be argued that the procurement process in the public sector is coupled largely by political influence where there is nepotism, favouratism, a situation that leads to poor contract management and selection of weaker or unqualified suppliers.

Another study in Tanzania, by Mazigo (2014) using a case study design and data were collected through questionnaires, interviews and document review. The findings demonstrated that corruption is abundant in the procurement process which predominantly occurs in the specification of the tender, selection stages, bidding process, delivery stage and during the costing stage. The study recommended that corruption was due to lack of transparency, bureaucracy, lack of clear legal framework, lack of accountability and the budget problem. Therefore, for public procurement to be offsite from corruption there should be initiatives to enhance accountability, transparency, prepare a simplified procedure and budget control should be improved.

In the same vein, Ivambi (2016) looked at the challenges affecting procurement processes in public organizations in Tanzania at Parastatal Pension Fund argued that political interference in public procurement processes caused officials not to comply with the laws and regulations that governed their actions. The researcher insisted that politicians have both positive and negative impacts and can lead to poor service delivery as well as failure to achieve equated value for money. Also, Mujemula (2014) established that the procurement process was highly affected by a lack of transparency, accountability and integrity. That is to say, procurement personnel lacked education of basic principles which guide the process; these ethics include among others;

integrity, transparency, accountability, value for money, competitiveness, and professionalism. The study concluded that procurement practices at MNH were fairly done due to several reasons like dishonest of the action, bribes, lack of technical personnel, failure to comply with the laws and regulations, hence no value for money. Stephano (2013) revealed that procurement department personnel lacked training on the procurement practices which resulted in adverse outcomes. Procurement regulations have been changing from time to time to with changing technology; employee remains the same as a result performed their duties out of the functional laws. In the same manner, Damas (2016) examined the impact of institutional factors on public procurement performance. The findings indicated that most of the procurement department members lacked adequate knowledge, skills, and experiences. For example, institutional leaders and administrators were not professional which caused them to fail to interpret the laws, regulations and sanctions on procurement. Regarding the above analysis, it can then be summarized that people involving with procurement in public secondary schools in Monduli District lack knowledge, skills, and experiences, as a result, they violate the laws, rules and procurement codes of ethics. To solve these problems there should be initiatives to provide workers with training, allow them to conduct benchmarking, motivate them and finally to recruit procurement personnel who are knowledgeable and skilled to perform the activities.

VI. METHODOLOGY

The study adopted a mixed-method research approach. Creswell (2014) defined a mixed-method research approach as the type of research that the researcher mixes the aspects of qualitative and quantitative approaches in a single study. Qualitative would enable the investigator to analyze and interpret data in form of words and emphasize the use of unwritten communication, it offers respondents the opportunity to express their opinion and solutions to the problem. According to Creswell (2014), qualitative approach is the technique that is used for the purposed of recording data and interpreting data into numerical languages. Apuke

(2017) defined quantitative approach that enumerates and examines variables so as to establish the results. It involves the operationalization and analysis of arithmetical data using precise statistical procedures to reply to questions such as what, how much, where, who, when, how and how many. The researcher employed a mixed-method research approach with the reasons to widen and strengthen the understanding of the phenomena while offsetting the limitations generated in using each method by itself. Convergent parallel design was also adopted in the study. Tomasi et al (2018) explained that convergent parallel design is used to assemble, scrutinize and deduce quantitative and qualitative data concurrently and establish the conclusion of the problem. Razali, Aziz, Zulkefly and Salim (2019) states that convergent parallel design aims to quantify comprehensive analysis of the problem by converges or merges qualitative and quantitative data. The researcher used convergent design to save the purpose of obtaining an in-depth understanding of the phenomena under study. The target population of the study was 393 and both probability and none probability sampling techniques were used to obtain a sample size of 198 participants. Data were collected using questionnaire, interview guide and document analysis guide. The researcher used versatile methods of data collection so as to triangulate the findings. Ethical considerations such as confidentiality, anonymity using pseudo names, protection from harm, permission and willingness of participation were highly observed.

VII. RESULTS AND DISCUSSION

7.1 Challenges Facing Heads of School in the Procurement process in Secondary School

In this objective, the researcher aimed at scrutinizing the problems school heads faces during the operational procurement. The researcher started by testing the agreement of the participants on whether school heads encounter any challenges during the execution of their duties pertinent to procurement practices. The results are presented in figure 4.5.

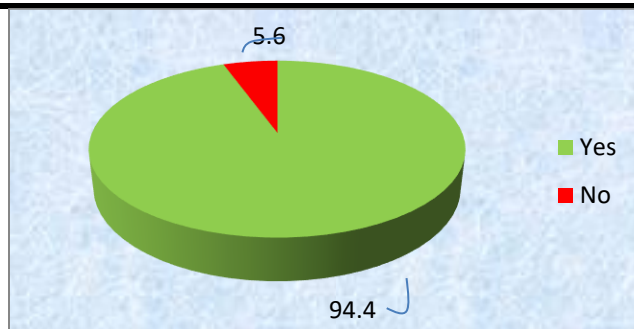


Fig.4.5: Existence of the Challenges Encountered by Heads of School in Procurement (n=36)

Source: Researchers' findings (2020)

Figure 4.5 displays that, majority of 94.4 percent of the respondents agreed that heads of school encounter challenges during the execution of the procurement process while a least 5.6 percent of the whole participants disagreed that heads of school experience any challenge when implementing their duty related to the operational procurement. The findings indicated that school heads encounter challenges during the accomplishment of the procurement exercises because the PCM involves in the

process therefore they know well how the process is cumbersome.

Nevertheless, the researcher administered other open and closed questions to PCM and teachers respectively. The finding shows that the major problems included; lack of knowledge and skill on procurement, favouritism and nepotism, inadequate fund and inadequate procurement personnel; others are political interference and corruption. The findings are presented in figure 4.6.

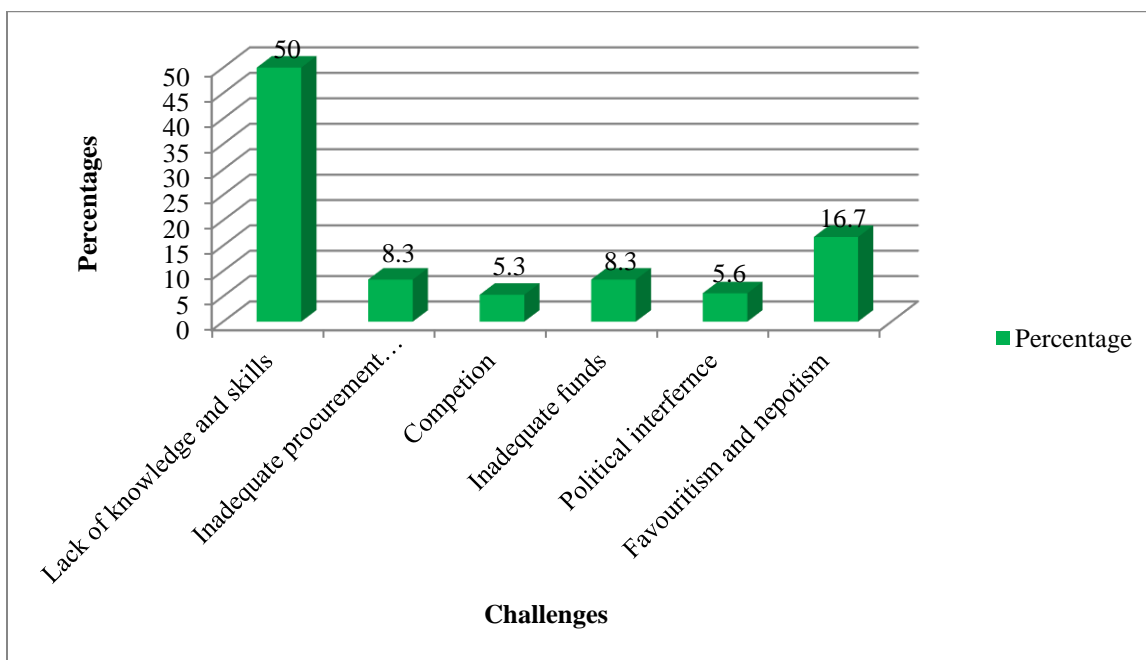


Fig.4.6: Challenges Face Heads of Schools in performing Procurement (N=36)

Source: Researchers' findings (2020)

Lack of knowledge and skills on procurement

The finding from figure 4.6 portrays that lack of knowledge and skills on procurement activities is a stumbling challenge

head of school face; this is exemplified by 50 percent of the procurement committee members. The data signifies that heads of schools have knowledge of the teaching field which does not help them in implementing effective and efficient procurement. Even the procurement committee members lack skills and knowledge on procurement as a result of failure to translate the rules governing the procurement practices. The following statement captured the allegation:

Members of the procurement committee lack the knowledge and skill to perform procurement activities because we are not trained as procurers; we just use our knowledge from teaching to accomplish these roles as the result of failure to comply with the regulatory frameworks (Omughaka, 16.08.2020).

The findings of the current study are in line with the findings of Hazarika and Jena (2017) who argued that procurement staffs lack knowledge, skills, and competencies related to procurement practices. It can be learned from the result that heads of the school attended very short seminars less than a week. Thus, procurement staff felt that they lacked proper and adequate training as well as knowledge of procurement which later acted as stumbling blocks in the operational procurement.

Favouritism and nepotism

The analysis of the finding showed that some heads of school felt that favouritism and nepotism was one of the challenges which obstruct their functional role of procurement implementation; this view was signified by 16.7 percent of the PCM who took part in the study. In the real sense, contracts are given to vendors who are their friends, mutually related hood, and relatives due to the reason that heads of school in the area found it difficult to advertise the tender because of financial constraints and sometimes lacking the knowledge on marketing. Due to this reason, heads of school signs contract with unreliable suppliers, unqualified and an accessible service provider, hence delaying materials and also can lead to poor quality of service. The finding is evident in the following quotation uttered by one of the interviewed participants:

For us in our school, the school head goes to the nearby supplier, and purchases goods like ream paper, chalk, books and pen without advertising the tender to obtain multiple vendors so that they can compete and have one at a reasonable price and

accessible. I can simply say that they do find their friends and give the tender expecting to receive something back (Olboro, 15.08.2020).

The findings of the current study conform to that of Safina (2015) which alleged that formal organization in Russia predetermines chances of favouritism and nepotism and hence, corruption at all spheres of governance. Nepotism immediately often generates opportunities for replication of higher positions and even the whole branches for seal relatives predictably bring about organizational efficiency degrading. The findings concluded that favouritism and nepotism lead to brain drain from Russia which puts the country's socio-economic growth at hazard. The findings show that in secondary schools, contracts are not advertised as guaranteed by the policy rather heads of schools award the contract to someone who they know, this situation diminishes transparency and hence led to misuse of the resource for individual gain.

Inadequate procurement personnel

Moreover, figure 4.6 indicated that 8.3 percent of the respondents justified that heads of school experience with the problem. Procurement activities are supposed to be performed by professional employees who are well trained, competent and qualified ones who are aware of the technicality of the field. Since in secondary school procurement people are not there, it is the heads of school with their committee members, the head being the chief procuring officer are responsible to implement the task. The findings, therefore, meant that procurement in public secondary school in Monduli District is poorly implemented. The following statements exemplify the bursars' claim:

In our school we don't have procurement professionals; no qualified accountant who is familiar with the financial matters; for us bursars, we just do procurement with very limited understanding about how to do with procurement. Even though we are given seminars, workshops and short training, it's not satisfactory. We have to remember also that teachers are not permanent at school, they can be transferred to another school, resign from teaching, and die. When this happens, the problem would persist even if they can be given seminars (Ng'wenga, 14. 08.2020).

The findings are in line with Nsiah-Asare and Prempeh (2016) asserted that inadequate skilled personnel in the

procurement sector are the stumbling block in the procurement department. The findings showed that heads of school lack people who are qualified to perform the procurement in their school, they have no alternatives instead, they use teachers without considering their credibility and appoint teachers who are lenient to them regarding their qualifications whether specialized in mathematics or not.

Inadequate funds

Figure 4.6 also describes that inadequate fund in public secondary schools is another jamming problem over the head of school's procurement operations; thus 8.3 percent of the PCM scrutinized that, funds are not sufficient to undertake procurement effectively since procurement requires more fund due to the reason that, price of goods fluctuates with the demand of the commodity, the higher the demand the higher the price; transportation cost, all these affects the budget plan. The head of the school as an administrator has many to accomplish regarding finance, so it requires having an adequate fund to successfully run the school programs. Particular interviewee uttered:

Funds are not enough since the government provides money as per student; 100 percent of the fund provided in school is divided into different categories thus, "the government disburses fund in a clause, for example, 35 percent for administrative clause, 30 percent for academic clause, 15 percent for continuing examination, 10 percent for maintenance, and other 10 percent for first aid" heads of school have nothing to plan because the budget is automatically planned from the government (Kung'anda, 15.08.2020).

Yet, another interviewee from a different school makes a similar observation that:

In our school, the fund is not enough because we normally use more fund to buy water for student's use and one truck of water of capacity of fifteen thousand liters costs us about fifteen thousand, and we need at least two trucks per week, for one month we need to have 120,000/= per month, so when you totalize this for one year you get one million, four hundred and forty thousand which interferes the budget (Ng'wenga, 14.08.2020).

The findings are in line with the findings of Mbiti (2007) who argued that financial challenge can endover to

ineffective incorporation of the national goals of education in early childhood education. Furthermore, it can be learned from the above quotes that inadequate funds were a problem to heads of school during the implementation of the procurement process in Monduli public secondary schools where schools have many needs.

Political interference

From figure 4.6, PCM pointed out that political interference in operational procurement is another challenge heads of schools face. About 5.6 percent revealed that heads of school face this challenge as to why lack autonomy in their duties. Politicians have power particularly during the implementation of school projects. For example, in public school, many school projects are passed by the Ward Development Committee (WDC) which is chaired by the ward councilor, so they can now interfere when the tender is publicly announced, if the head of the school tries to find other contractors then the problem arises. In line with Musanzikwa (2013) contends that major tenders were influenced by Ministries; therefore indigenization policy occurred in tenders being offered to incompetent suppliers. This means that heads of school in public community boarding secondary schools face the problem of political intervening; these results in poor project implementation as well as no value for money.

Corruption

The issue of corruption was also explained by the PCM that, 5.6 percent of them illustrated that heads of school are encountered by the problem of corruption during the operational procurement. Since procurement uses bulk monies to purchase goods, service and works, and the price is negotiable between the vendor and purchaser, one part can weaken the other and pledge something to offer, the tender can be won by an unqualified supplier and inability to provide the service on time, quality and in a reasonable price. Therefore, the finding established that in public secondary schools' procurement, corruption is rampant due to conflict of interest. This current result concurred with Mazigo (2014) argued that corruption has a direct impact on the procurement process; it is abundant in all stages of the procurement process including specification of the tender, selection stage, bidding process, delivery stage and evaluation stage. It is caused by a lack of clear legal frameworks, lack of transparency, bureaucracy, lack of accountability and problems of the budget.

The researcher administered questionnaires to teachers. Teachers were asked to indicate their appropriate or misappropriate as it was rated on the likert scale 5-1. The finding on the rated scale is summarized in table 4.5.

KEY: SA=strongly agree, A=agree, SD=strongly disagree, D=disagree and U=undecided.

Table 4.5: Problems Facing Heads of School in Implementing Procurement Process (n=152)

Statement	U		D			SD		A		SA	
	F	P	F	P	F	P	F	P	F	P	
Lack of knowledge and skills	8	5.3	2	17.8	29	19.1	27	17.8	61	40.1	
Inadequate fund	11	7.2	20	13.2	10	6.6	59	38.8	51	33.6	
Political interference	12	7.9	19	12.5	38	25.0	34	22.4	49	32.2	
Unprofessionalism	11	7.2	25	16.4	36	23.7	34	22.4	46	30.3	
Corruption, fraud and Embezzlement	18	11.8	26	17.1	29	19.1	37	24.3	42	27.9	
Favouritism and nepotism	28	17.8	20	13.2	27	17.8	31	20.4	46	30.3	

Source: Researchers' findings (2020)

The results from table 4.5 indicated that majority of 57.9 percent of teachers agreed that lack of knowledge and skills on procurement was the major problem hinders head of schools in the implementation of procurement in public secondary school in Monduli District while 36.9 percent disagreed that heads of school lack knowledge and skills to procurement process in schools. This finding demonstrates that school heads lack the knowledge and skills about procurement; they just use knowledge from the teaching profession which very rarely helps them to conduct procurement in their schools. To support this, Damas (2016) showed that most of the procurement members lack sufficient awareness, skills and experience related to procurement issues. This finding is illustrated by the specific statements made by the interviewee such as the following:

Lack of knowledge and skills was one of the serious challenges that head of school faced during the execution of the procurement activities in school; heads of school are teachers by professional, so they are well equipped in the teaching profession rather than procurement as the result they face many challenges on procurement because procurement is a standing profession. The field of procurement is

associated with financial matters; hence it requires a person who is well trained (Enjata, 13.08.2020).

It seems from the above quotes that lack of knowledge and skill related to procurement is viewed as a country phenomenon. The government should work hard to continue providing education either through a short course or long course to enable heads of school to become competent with the issues of procurement in their schools.

The findings in table 4.5 indicate that inadequate fund was another hindrance obstructed school heads not to perform procurement satisfactory. This allegation was agreed by 72.4 percent of the teachers, while 19.8 percent of the whole teachers disagreed that unreliable fund is a problem to head of school in the accomplishment of procurement activities. Therefore, the results established that insufficient funds are a stumbling barrier to the implementation of procurement activities. This standpoint is comprehensively insisted in the subsequent assertion from one of the interviewed respondents that:

For us here we are facing the problem of limited funds from the government. It is not that fund is not disbursed; rather the government brings very little money which does not satisfy our needs. For example, a single purchase of stationery requires

having more than 1.5 million Tshs; due to the problem of insufficient funds we procure very little leading to the failure of implementing successful teaching and learning. In our school also we are conducting monthly examinations for all classes with a total number of 802 registered students who need to have 25 cartons of ream papers every month and other stationery for examinations (Enjata, 13.08.2020).

The findings are in line with the findings of Maduhu (2013) revealed that impracticable budget and cash flow detract project implementation at Tabora regional secretariat. Nevertheless, it can be born in mind from the above proposition that, heads of the school wanted more money to accomplish the goal of the school and the government released not only limited but also not consistent funds which can enable them to perform multiple roles being administrative and developmental roles.

Political interference

Contrary to the above problems was the case of political interference in operational procurement as a whole. Table 4.5 describes that 54.6 percent of the teachers agreed that heads of schools face the problem of political interference during the implementation of procurement operations, while 37.5 percent opposed the allegation that heads of schools are faced by political interference. The findings established that political interference in public community boarding secondary school affects the head of school in the procurement process. Due to political interference, heads of school lack the autonomy to make decisions concerning procuring of school demand, as said by one of the interviewees that:

During decision making about procurement tender politicians interferes the decision, for example, you may find that a particular political leader is a supplier of goods and service, so once he/she hears that there is a tender to supply goods at school, they just jeopardize the decision school heads make, they are not given the tender because of their ability but due to their positions (Toboa, 19.08.2020).

In similar to this findings, Musanzikwa (2013); Asante (2016) contends that political interference was high in public procurement of goods and service; they decide what to purchase and from whom. The findings implied that procurement practices in secondary school were not free

from political intervention; they do interfere with the process which causes the problem of conflict of interest amongst the procurement officials.

Unprofessionalism

From table 4.5 also it was presented that unprofessionalism was another blocking challenge that hinders heads of schools not to conduct proficiency procurement. This was shown by the majority of 52.7 percent of teachers indicated that heads of school in public secondary school in the area lack knowledge, ability and skills to perform the exercise, while most of 40.1 percent of the teachers disagreed that heads of schools lack the knowledge to carry the process. The results postulate that heads of schools in Monduli District lack technical skills to conduct procurements in their schools. Therefore in schools, procurement was done by a non-procurement specialist who is well trained and knows the professional codes of conduct. This was also featured by one utterance during the interviewee as it is exemplified in the next quotation:

In my experience, procurement in secondary school is done by unprofessional people who are not trained and qualified in procurement and supply chain management; heads of schools, the procurement committee members and the school storekeepers are teachers by professional qualified in a teaching career, all these lack expertise related to procurement. For instance, in my area, very few schools have bursars whose job is to manage the financial affairs in school (Omughaka, 16.08.2020).

The findings of the current concurred with the findings of Hazarika and Jena (2017) revealed that procurement staffs lack competence, knowledge and skills; employees lack technical competence and abilities to conduct procurement practices. The finding shows that procurement practices in secondary schools will continue bringing negative result if and only if, heads of school and their people will go on conducting the activities.

Corruption, fraud and embezzlement

The analysis of data showed that a total of 50 percent of the teachers felt that corruption, fraud and embezzlement were among the challenges which act as a barrier to heads of school from not achieving the predetermined goals of the school. This was true that, since the price is negotiable between the vendor and the purchaser, so the vendor and the purchaser might compromise on price therefore, one side

might benefit from the other. The arguments by Chimberengwa, Masuka, Gombe, Tshimanga and Bangure (2015) suggested that public sector procurement is shadowed by corruption, fraud and embezzlement which are among the unethical conduct; these actions are rampant and threat towards service delivery.

Favouritism and nepotism

Table 4.5 above also indicates that heads of schools in public secondary schools in Monduli District encounter this challenge of favouritism and nepotism especially in the selection of the vendors. About 50.7 percent of the teachers who filled the question agreed that favouritism and nepotism are among the stumbling block in the operational procurement in secondary school in the area, unexpectedly, 31 percent of the teachers neglected the notion that procurement in school is culminated by favouritism and nepotism. The finding shows that, heads of school encounter this problem which leads to poor service delivery, no value for money and poor and unqualified suppliers. This finding is related to Büte (2017) who contended that nepotism and favouritism have a negative consequence in procurement which suspends job liking, organizational commitment and human resource management.

VIII. CONCLUSION AND RECOMMENDATION

Conclusion

Based on the analysis, discussion and summary of the findings, the following conclusion was made. The findings concluded that there are challenges heads of school encounter during the operational procurement. They experience challenges like inadequate procurement personnel, inadequate knowledge and skills on procurement, insufficient funds, political interference, favouritism and nepotism, and corruption, fraud and embezzlement. These challenges originate from the procurement department, government, and society. Yet, political issues should not be given chance to interfere with the process. The technical process has to be addressed by professionals whilst monitored by political leaders and the community as a whole. For effective and efficient procurement in secondary schools, heads of school together with the procurement committee should ultimately strive to abandon these challenges and emphasize quality service and best value for money.

Recommendations

The application of professionalism and ethics in operational procurement should be emphasized so as to overcome the challenges highlighted in the study. Educational leaders should guarantee their procurement department members receive regular training as demands arise due to changes in the procurement policies, procedures and Act. The government should employ procurement personnel in secondary schools and procurement entities should be provided with adequate funds in order to reduce the challenge that occurs.

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