

**MANAGEMENT STRATEGIES FOR EFFECTIVE  
IMPLEMENTATION OF PROCUREMENT POLICY:  
AN ASSESMENT OF TECHNICAL INSTITUTIONS  
IN MURANG'A COUNTY, KENYA**

**MACHARIA JOSEPH H. MWANGI**

**A Research Report Submitted in Partial Fulfillment of the Requirements  
for the Award of Master of Education Degree in Educational  
Planning, Management and Administration (EPMA) of  
MOUNT KENYA UNIVERSITY**

**NOVEMBER**

**2012**

## ABSTRACT

Procurement of resources has not been in tandem with the value for money. Efforts by the government through the enactment of procurement Act have been met with malpractices during interpretation and implementation in many institutions. The purpose of this study was to assess the strategies used by managers of Technical, Industrial, Vocation and Entrepreneurship Training (TIVET) Institution in the effective implementation of the procurement policy. The study was guided by four objectives namely, (i) to investigate the steps followed during implementation of the procurement policy, (ii) to analyze the strategies used to assure fairness in procurement to all stakeholders (iii) to assess the competitiveness of tendering in the procurement process, (iv) to find out the challenges faced during implementation of procurement procedures. The study followed classical theory of bureaucracy forwarded by Max Weber and Henry Fayol. Conceptual framework shows school based factors and government based factors as independent variables and effective implementation as dependent variables. Survey design was used to conduct the study within Murang'a County. The target population was 3928 respondents from 36 institutions and members of the community. Random sampling was used to select 4 institutions and 3 districts. Purposive sampling was used to select 2 higher institutions. Stratified sampling was used to select 6 heads of procurement, 30 heads of departments or trades, 90 lecturers, 180 trainees, 18 suppliers, 30 support staff and 2 district training officers. The entire sampling matrix yielded a sample size of 356 respondents. Tools for collecting data included questionnaires for heads of procurement, teachers, students and support staff; document analysis was used to examine records of procured resources and finally an interview schedule was used with suppliers. Validity and reliability of the instruments were determined through piloting. Quantitative data was analyzed and presented using bar graphs, pie charts, and percentages. Qualitative data was coded, edited and analyzed using thematic analysis. The study established that, more than half of the required steps in procurement policy are not genuinely followed; stakeholders outside the institutions are not included in the procurement procedures; tendering process is practiced in more than three quarters of the institutions but documentation is far below average. Almost all respondents experienced challenges in the implementation process. The study concluded that although efforts have been made to create awareness on the procurement policy; most of the stipulated steps in the policy are not followed; stakeholders are not fairly involved in procurement, sufficient documentation is necessary on procurement works and proper planning should be done to make procurement less challenging. The study recommended that all the steps in procurement should be followed; management should involve all stakeholders in the procurement process; tendering should be fair and finally further research should be done to investigate on a common table for stakeholders and the institutional management on procurement of goods and services in all technical institutions in Murang'a County.