

**CONSEQUENCES OF ROLE CONFLICT BETWEEN TEACHERS AND
BOARD OF GOVERNORS ON PROCUREMENT PROCEDURES IN
SECONDARY SCHOOLS IN DAGORETTI DISTRICT, NAIROBI.**

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ABSTRACT

The Government of Kenya through the Kenya Gazette supplement no. 92 of 29th December, 2006, stipulated channels, which public schools were to follow for procurement of goods and services. Despite this, there seemed to be a role conflict between teachers and BoGs in public procurement procedures in Dagoretti District of Nairobi County. Due to this, the purpose of this study was to investigate the causes and consequences of role conflict between teachers and BoGs. The objectives of the study were: (i) To investigate the nature of conflict between teachers and BoGs on procurement procedures, (ii) Assess the extent to which the teachers comprehended and interpreted procurement procedures, (iii) To assess the extent to which BoGs comprehended and interpreted procurement procedures, (iv) Analyze the contradictory aspects of the act(s) which could contribute to conflict. (v) To assess the extent to which bureaucracy affected procurement procedures. The study applied the Role Theory by Getzel and Guba. The theory views administration as structurally consisting of superordinate and subordinate relationships which are both independent and interactive. The study also applied the general system theory which form an integral part of a larger whole but possesses some degree of interdependence and identity. The study adopted a mixed survey and evaluation designs approach. The research permit was sought from NCST. In piloting of the instruments, four teachers, one deputy principal, one principal and two BoGs were interviewed. The interview guides for teachers, deputy principals, principals and BoGs were validated prior to data collection by a panel of experts composed of my supervisor and academic staff conversant with procurement procedures. The sampling unit was four schools. From the four schools, thirty teachers, four deputy principals, two principals, and sixteen BoGs were interviewed. The DEO was also interviewed to make a total of fifty three respondents. Data were analyzed thematically, presented in a narrative, tables and figures. The key findings were that teachers and BoGs had a low level of comprehension and interpretation of procurement procedures which led to role conflict between them. For example, teachers consistently confused between tender and procurement committees. The two parts of the school system could not wholly describe the procurement cycle. This created disharmony in procurement for they did not understand their entry point in the cycle. The procurement plan was hardly known by the respondents. The role conflict caused delay in implementation of school projects and supply of substandard goods and services. The role conflict also contributed to rise in costs of goods/services due to time lapse which eventually affected the performance of both teachers and students. Based on the results of the study, it was recommended that procurement procedures to be incorporated in the teacher education curriculum. The study further recommended research to be undertaken to determine how much volume of money schools lost due to skipping the procurement procedures.