

FACTORS INFLUENCING OUTSOURCING OF TECHNICAL AND SPECIALIZED GOODS, WORKS AND SERVICES IN PUBLIC SECONDARY SCHOOLS IN KENYA: A CASE OF NYAMACHE DISTRICT, KISII COUNTY

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Abstract

The study sought to find out the factors influencing outsourcing of Technical and Specialized Goods, Works and Services in Public Secondary Schools in Kenya, case of Nyamache District, Kisii County. The specific objectives of the study were to; to determine the influence of quality, investigate the influence of core-business and establish the influence of co-operation on outsourcing in procurement in public secondary schools. The study employed random and purposeful types of sampling to select schools and respondents. This comprised of 47 principals, 423 tender committee members and teaching staff. Questionnaires and an interview guide schedule were used to collect data. The data was analysed by using quantitative and qualitative approach. Procurement and outsourcing are jointly being practiced in all the public secondary schools in Kenya. The conditions of procurement and outsourcing have never been same and it was discovered that most public institutions are practicing outsourcing without careful consideration and awareness. The nature of goods, works and services in existence in the economy has necessitated the practice of both procurement and outsourcing in public secondary schools in Kenya. In a nutshell, for schools to successfully outsource their functions, they require careful, comprehensive evaluation and planning by management.

Keywords: Outsourcing. Public Procurement. Core-business. Public Schools. Technical and Specialised Goods, Works and Services

INTRODUCTION

Outsourcing is defined as the management strategy by which major non-core functions of business enterprises are transferred to specialist, efficient and external providers (Verikatesan, 1989:220-5). Outsourcing institute has also defined outsourcing as the strategic use of outside resources to perform activities traditionally handled by internal staff and resources (Bailey et al 2008:115). It is concerned with the external provision of function activity, and therefore outsourcing decisions are strategic in nature. There are many considerations that influence organizations to outsource (Bailey et al 2008:118). Among these factors are: outsource where others do it better, outsource on focus on core-business and outsource to reduce cost base. Beulen et al (2006) suggests five main drivers of outsourcing. They include quality, cost, Finance, core business and cooperation.

The public procurement system in Kenya has evolved from a crude system to an orderly, regulated, legal and constitutional regime. Kenya's public procurement system can be traced back from 1955 during the colonial days. It has been improved through a system regulated by treasury circulars in 1960s to the 1990s to an orderly legally regulated procurement system from march 2001 under the Exchequer and Audit (public procurement) Regulations and eventually, the public procurement and Disposal Act, 2005 enacted by parliament, before acquiring constitutional anchorage under Article 227 of the constitution of Kenya, 2010.

The core competencies of Public Secondary Schools in Kenya are contained in the national goals of Education and objectives of Secondary Schools Education curriculum (Kenya institute of Education, 2002). Education in Kenya should: foster nationalism, patriotism and promote national unity, promote the social, economic, technological and industrial needs for national development and self-fulfillment, promote sound moral and religious values, promote respect for development of Kenya's rich and varied cultures, promote international consciousness and foster positive attitudes towards other nations and promote positive attitude towards good health and environmental protection. This is the key ability or strength of the Ministry of Education and Public Secondary Schools which makes them to differentiate themselves from other social, political and economic institutions in the country.

Problem Statement

Educational institutions historically have operated in an environment where all core and non-core functions were largely provided and managed by the school administration and especially the public institutions. The role of public procurement in secondary school education and pressures on fund base impel public educational institutions to increasingly operate in ways that closely resemble private enterprises. A survey carried out by the Kenya Publishers Association

on Booksellers (Book distributors) reveals how book distributors collude with head teachers to embezzle money set aside for free learning in public secondary schools (Njagi, 2012). The association chairman Lawrence Njagi (2012) claimed that some book distributors invoiced schools for books and stationery they had not supplied and later shared the cash with head teachers. "If you visit most of the publishers' stores today, you will find heaps of books that have not been supplied to schools as were ordered by distributors", Says Njagi (2012).

The research carried out in Kenya (David Aduda, 2008) covering 68 Public Secondary Schools entitled: "In-depth Risk Based Fiduciary review, Kenya Education Sector Support Project", indicates how the Ministry of Education officials and teachers looted millions of Free Education of Public Secondary Schools due to weaknesses in the general procurement rules and institutional arrangements for procuring entities. David Aduda(2008) findings covered some of the Public Secondary Schools in Nyamache in which some were adversely mentioned . It is therefore against the existence of weaknesses in Public Procurement Practices in Public Secondary Schools that this research assessed the Factors Influencing Outsourcing Practices in Public Secondary Schools in Nyamache District, Kenya.

RESEARCH OBJECTIVES

The specific objectives of the study were:-

1. To determine the influence of quality on outsourcing in procurement in public secondary schools in Nyamache District.
2. To investigate the influence of core-business on outsourcing in procurement in public secondary schools in Nyamache District.
3. To establish the influence of co-operation on outsourcing in procurement in public secondary schools.

THEORETICAL AND CONCEPTUAL FRAMEWORK

Risk-benefit Theory

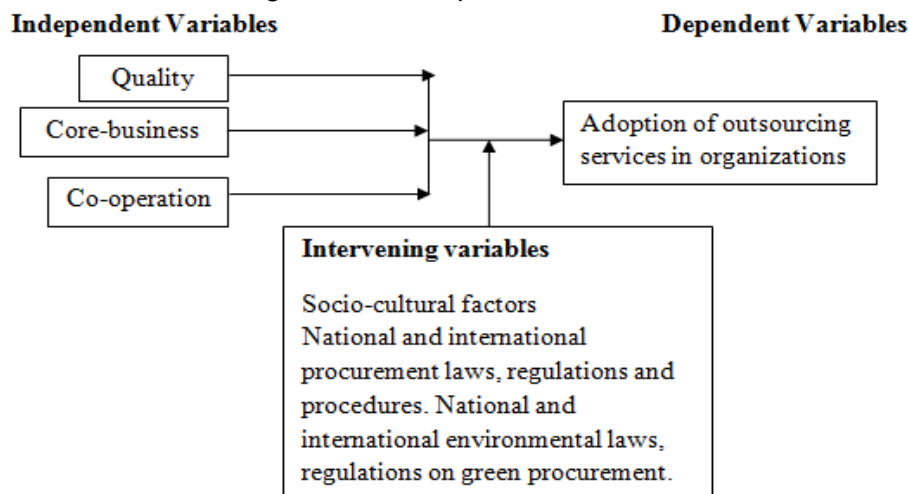
The risk-benefit analysis in decision theory compares the risks associated with the benefits expected of a decision that is made, in order to achieve an optimal result. This concept has been discussed by Jurison (1995). When the concept is applied to outsourcing, it means that the manager or decision maker has to assess all the potential risks and benefits that may arise from outsourcing process. There are a number of outsourcing advantages which may be summarized as outsourcing benefits (Dibbern et al, 2004).

Bauer (1967) explains that the risk theory analyses the risk a person subjectively associates with the consequences of a decision and impact of that decision to complete a

transaction. This theory is based on the fact that as long as the perceived benefits outweigh the perceived risks, the person in charge will have a positive attitude towards a particular decision. In business management practices, a perceived risk inherent in a transaction plays a critical role especially in the adoption of technology (Sang, 2010). Indeed, Pavlou (2001) noted that potential risk reduces individual intentions to conclude a deal. It is apparent that the individual perception towards outsourcing could either be positive or negative. Negative perceptions of outsourcing are often equated with risks of outsourcing, that is, the possibility of outsourcing failure (Aubert et al, 1998). On the contrary, there also exist outsourcing advantages, which may be summarized as outsourcing benefits (Dibbern et al, 2004). In outsourcing research, the analytical framework of trade off between costs refers risks is well documented (Jurison, 1995, 2002). This suggests that in making outsourcing decisions school administrators assess all the perceived risks and benefits. These factors inform the final decision to outsource a function or not. Consistent with this theoretical framework, this research study argues that the decision to outsource is positively influenced by perceived benefits of outsourcing and negatively influenced by perceived risks of outsourcing.

Advocates of outsourcing argue that private sector, provides service more efficiently and at lower cost than the public sector, which is unmotivated by profit (Jefferces, 1996). The resulting savings allow the institution to focus more resources on its core educational operations which are teaching and research (Ender and moony, 1994). Kirp (2004) adds that if a higher institution is to thrive as an academic venture, then teaching, learning and research the core of the institution must remain the responsibility of its members. Public schools, colleges and universities are testing these theories through increasingly outsourcing more of their functions in an effort to reduce costs, increase service efficiencies and boost income (Jefferies, 1996).

Figure 1. Conceptual Framework



RESEARCH METHODS

The study was conducted through descriptive survey research design. The descriptive survey design allowed the researcher to explore a wide range of variables that affect public procurement function in public secondary schools in Kenya.

The 47 public Secondary Schools in Nyamache District, Kenya formed the target population of the study. This comprised of 47 principals, and 423 tender committee members. The school tender committee consisted of the chair person (Deputy Principal), Vice chair person (Bursar, Secretary (Head of procurement unit) and six Heads of Department (Matron and Teaching staff. Questionnaires and an interview guide schedule were used to collect data. The data was analysed by using quantitative and qualitative approach.

ANALYSIS & FINDINGS

Influence of management on procurement function in the institution

Management in any institution is the initiator and implementer of the supply-chain principles and practices. It embraces the spirit of accountability, transparency, good governance and high level of integrity. The respondents were asked to answer questions in the questionnaires on; the existence of procurement, types of procurements, choice of members to procurement committee, availability of procurement policy documents, history, frequency of tendering process, procurement committee professionalism, select of suppliers, in-service training course, works, goods and services procured and outsourced in the institution and the attitude of the public on procurement function in public secondary schools.

Existence of procurement function in the institution

The respondents were asked to answer questions on the existence of procurement in the institution. The findings indicated that, out of the nine respondents who participated in the study, all agreed that there is 100 percent existence of procurement function in the public secondary schools in Kenya. This shows that there is high level of awareness and existence of procurement function in the public secondary schools in Kenya. The information obtained was analyzed and summarized in the frequency distribution and percentage table 1 shown below.

Table 1: Response rate on the existence of procurement in the institution

Response	Frequency	Percentage	Cumulative percentage
Yes	9	100	100
No	0	0	0
Total	9	100	100

Types of Procurement function carried out in the institution

The respondents were asked to answer questions in the questionnaires on the types of procurement function in the institution. The findings revealed that, 66.7 percent of the respondents agreed that there is both procurement and outsourcing practiced in the institution in which 22.2 percent agreed on procurement whereas 11.1 percent agreed on outsourcing. The findings reveal that there is both procurement and outsourcing being practiced in public secondary schools in Kenya. The information obtained was analyzed and summarized in table 2 shown below.

Table 2. Response rate on the types of procurement function in the institution

Response	Frequency	Percentage	Cumulative percentage
In sourcing	2	22.2	22.2
Outsourcing	1	11.1	33.3
Both	6	66.7	100
Total	9	100	100

Choice of membership of procurement committee in the institution

The respondents were asked to answer questions on the modes of choice of membership to procurement committee. The findings indicated that, 100 percent of the respondents agreed that the choice of the members of procurement committee is done through appointment by the school authority. This conforms to the public procurement and disposal Act, 2005 of the laws of Kenya. The information obtained was analyzed and summarized in table 3 below.

Table 3: Response rate on the mode of choice of membership to procurement committee

Statement	Frequency	Percentage	Cumulative percentage
Appointment	9	100	100
Election	0	0	100
Total	9	100	100

Observation & Adherence to the public procurement and disposal Act, 2005, in the public institution

The respondents were asked to answer questions on the observation and adherence to the public procurement and disposal Act, 2005. The findings revealed that, 88.9 percent of the respondents agreed that there is observation and adherence to the public procurement and Disposal Act, 2005 by the public secondary schools in Kenya whereas, 11.1 percent disagreed. This shows that the majority of the respondents of the tender committee have strong organizational culture and ethics in procurement. The information obtained was analyzed and summarized in table 4 below.

Table 4: Response rate on the observation and adherence to the public procurement and disposal Act, 2005.

Response	Frequency	Percentage	Cumulative percentage
Yes	8	88.9	88.9
No	1	11.1	100
Total	9	100	100

The Length of existence of procurement function in the institution

The respondents were asked to answer questions in the questionnaires on the length of existence of procurement function in the institution. The findings revealed that there were three levels of length of existence of procurement function: 22.2 percent 2 years, 44.4 percent 3 years and 33.3 percent over 3 years of the respondents agreed that there are three levels of length of existence of procurement function in the public secondary schools. The findings show that procurement function in public secondary schools has been in existence for over a period of 2 years. This indicates that procurement function is young and has not matured in public secondary schools in Kenya. The information obtained was summarized in table 5 below.

Table 5: Response rate on the length of existence of the procurement function

Years of work	Frequency	Percentage	Cumulative percentage
0-5 year	0	0	0
2 years	2	22.2	22.2
3 years	4	44.4	66.6
Over 3 years	3	33.3	99.9
Total	9	99.9	99.9

Frequency of Tendering Process in the institution

The respondents were asked to answer questions in the questionnaires on the frequency of tendering process in the institution. The findings revealed that, 100 percent of the respondents agreed that tendering process is conducted yearly in public secondary schools. This shows high level of conformity to the public procurement and disposal Act, 2005, of the laws of Kenya. This will help organizations in the improvement of competitive bidding processes and services delivery to the public. The information obtained was analyzed and summarized in table 6 below.

Table 6: Response rate on frequency on tendering process in the institution

Response	Frequency	Percentage	Cumulative percentage
Yearly	9	100	100
Quarterly	0	0	100
Total	9	100	100

Cases Arising out of Procurement Function

The respondents were given questions to answer in the questionnaires on cases arising out of procurement function. The findings show that, 66.7 percent of the respondents have not handled cases arising from procurement function whereas 33.3 percent have. The information obtained from the open-ended questionnaires indicated that the nature of the problems was: failure to meet specification by a supplier and two people awarded tender to supply similar items within the same lot number. The information obtained from the questionnaires were analyzed and summarized in table 7 below.

Table 7: Response rate on cases arising out of procurement function

Response	Frequency	Percentage
Yes	3	33.3
No	6	66.7
Total	9	100

Professionalism of Tender Committee Composition

The respondents were asked to answer questions in the questionnaires on professionalism of tender committee composition. The findings revealed that 55.6 percent of the participants of the study agreed that public secondary schools does not comprise of professionals whereas 44.4 percent agreed that it comprised of professionals. This shows that there is professionalism of tender committee composition in public secondary schools in Kenya. The information obtained was analyzed and summarized in table 8 shown below.

Table 8: Professionalism of tender committee

Response	Frequency	Percentage	Cumulative percentage
Yes	4	44.4	44.4
No	5	55.6	100
Total	9	100	100

Selection of Suppliers in the Public Secondary Schools

The respondents were asked to answer questions in the questionnaires on the selection of suppliers in the institution. The findings show that 88.9 percent of the respondents agreed that the selection of suppliers in the institution is through competitive bidding whereas 11.1 percent agreed on the use of the non-competitive bidding. This reflects high levels of transparency, accountability, good governance and integrity among the tender committee members. The information obtained was analyzed and summarized in table 9 below.

Table 9: Response rate on suppliers' selection process

Statement	Frequency	Percentage	Cumulative percentage
Competitive bidding	8	88.9	88.9
Non-competitive bidding	1	11.1	100
Total	9	100	100

Tender Committee in – service training Course

The respondents were given questions to answer on tender committee members' in-service training course. The findings showed that, 77.8 percent of the participants of the study have not received in-service training course whereas 22.2 percent agreed to have received the same. This is a clear indication that the procurement department in the public secondary schools in Kenya has been given a low deal in terms of capacity building and yet it is a department which is core and instrumental in delivery of goods, work and services within public and private organizations. The respondents who had not attended the in-service training course gave reasons such as limited funds and lack of awareness on capacity building in procurement. The information obtained was analyzed and summarized in table below.

Table 10: Response rate on the tender committee in-service training course.

Response	Frequency	Percentage	Cumulative percentage
Yes	2	22.2	22.2
No	7	77.8	100
Total	9	100	100

Procurement and disposal Documents

The respondents were given questions to answer on the procurement and disposal documents. The findings indicated that, 66.7 percent of the participants of the study agreed that there was procurement and disposal policy documents in public secondary schools whereas 33.3 percent disagreed on the same. This reveals that a large number of the public secondary schools have knowledge and background information on procurement practices. The information obtained was analyzed and summarized in table 11 below.

Table 11: Responses on the procurement and disposal documents

Response	Frequency	Percentage	Cumulative percentage
Yes	6	66.7	66.7
No	3	33.3	100
Total	9	100	100

Goods, Services and Works obtained in the institution through procurement and outsourcing

The respondents were given questions to answer in the questionnaires. The findings indicates that, 88.9 percent of the respondents agreed that the following goods, services and works are obtained in the school through procurement and outsourcing process; uniforms 33.3 percent, transportation and communication 33.3 percent, insurance services 77.8 percent, banking and M-pesa service 44.4 percent, construction, repair, improvement and maintenance services 88.9 percent, national examinations 100 percent, learning and teaching resources 100 percent whereas 11.1 percent agreed that canteen services were not obtained in the school. The other goods, services and works as indicated in the open-ended questionnaires and interview schedule were; boarding equipment and stores, office stationery and equipment and machinery, postal services, ICT equipment and machines, Internet services, foodstuffs, water and electricity supply, Drugs and medicine, Legal services, petrol, diesel, firewood, gas for laboratory heating system, sanitary facilities. The information obtained was analyzed and summarized in table 12 shown.

Table 12: Response rate on the goods, services and works obtained in the institution through procurement and outsourcing process

Goods, services ad works	Respondents	Total No. of respondents	Percentage
Uniforms	3	9	33.3
Transport and communication	3	9	33.3
Insurance services	7	9	77.8
Banking and M-pesa services	4	9	44.4
Canteen services	0	9	0
Construction, repair, improvement and maintenance services	8	9	88.9
External examinations	9	9	100
Learning and teaching resources	9	9	100

Goods, works and services procured in public secondary schools

The respondents were given questions to answer in the questionnaires. The findings revealed that of the respondents(9) of the study agreed that the following goods, works and services were obtained in the institution through procurement: construction, improvement, repair and maintenance services 100 percent, learning and teaching resources 100 percent and uniforms 22.2 percent. Also from the open-ended questionnaires, the following other goods, works and services were indicated to have been obtained through procurement: Boarding, equipment and store, office stationery, equipment and machinery, ICT equipment and machinery, drugs and

medicine, petrol and diesel, sanitary facilities. The obtained information was analyzed and summarized in table 13 shown below.

Table 13: Response rate on goods, works and services procured in public schools

Goods, services ad works	Respondents	Total No. of respondents	Percentage
Uniforms	9	2	22.2
Transport and communication service	9	0	0
Insurances –NHIF and NSSF	9	0	0
Banking and M-Pesa services	9	0	0
Canteen services	9	0	0
Construction, repair, improvement and maintenance services	9	9	100
External examinations KCSE	9	0	100
Learning and teaching resources	9	9	100

Goods, works and services outsourced by public secondary schools

The respondents were given questions to answer in the questionnaires. The findings indicated that of the respondents (9) of the study agreed that the following goods, works and services are outsourced by the institution: uniforms 77.8 percent, transportation and communication services 100 percent, insurance 100 percent, banking and M-pesa 100 percent, canteen services 100 percent and external national examinations 1100 percent. The study also found from the open-ended questionnaires the following other goods, works and services were outsourced by the institution: legal, water and electricity, postal, internet and in-service training course. The information obtained was analyzed and summarized in table 14 shown below.

Table 14: response rate on goods, works and services outsourced in public schools

Goods, services ad works	Respondents	Total No. of respondents	Percentage
Uniforms	9	7	77.8
Transport and communication service	9	9	100
Insurances –NHIF and NSSF	9	9	100
Banking and M-Pesa services	9	9	100
Canteen services	9	9	100
Construction, repair, improvement and maintenance services	9	0	0
External examinations KCSE	9	9	100
Learning and teaching resources	9	0	100

Attitude of the Public on Procurement function in public secondary schools

The researcher sought the response on the attitude of the public on procurement in public secondary schools because they are the beneficiaries of the value for money of the efficient and effective supply chain process.

The respondents were given questions to answer on suggestion box in the institution. The findings indicate that, 66.7 percent of the respondents agreed that there was a suggestion box in public secondary schools in Kenya whereas 33.3 percent disagreed on the same. The presence of a suggestion box in a public secondary school creates the spirit of transparency, accountability and good governance of the public resources and also enables the institution to obtain feedbacks from the public on their service charter and delivery. The information obtained was analyzed and summarized in table 15 shown below.

Table 15: Response rate on existence of suggestion box in the institution

Response	Frequency	Percentage	Cumulative percentage
Yes	6	66.7	66.7
No	3	33.3	100
Total	9	100	100

Public suggestions on procurement function in the institution

The respondents were given questions to answer. The findings indicated that, 78.8 percent of the respondents agreed that the public do not give suggestions on the procurement whereas 22.2 percent disagreed on the same. The suggestions are necessary because they help in the improvement of the reputation of the organization. In the open-ended questionnaires the features which were given on the suggestions were: lack of transparency, accountability, good governance and high application fees to the purchase of the tender documents. The information obtained was analyzed and summarized in table 16 shown below.

Table 16: Public suggestions on procurement function in the institution

Response	Frequency	Percentage	Cumulative percentage
Yes	2	22.2	22.2
No	7	77.7	100
Total	9	100	100

Tender Committee Membership

The researcher sought the response of the tender committee members because they were central in decision making and implementation of the tendering process in public secondary schools. The respondents were asked to answer through filling in the questionnaires on their level of involvement in the tendering process. The information obtained from the questionnaires were analyzed and summarized in the frequency distribution and percentage tables. The information sought from tender committee members were: position in tender committee, composition of the tender committee, membership, knowledge on procurement, in-service

training course of the tender committee members. The respondents were given questions to answer in the questionnaires. The findings indicated that 28.9 percent of the respondents agreed that they were in the executive position, 54.2 percent in middle level position and 16.9 percent in the junior. This indicates that the middle level position forms the core of the public school tendering committee's membership. The information obtained was analyzed and summarized in table 17 shown below.

Table 17: Tender Committee Membership

Response	Frequency	Percentage	Cumulative percentage
Executive	24	28.9	28.9
Middle level	45	54.2	83.1
Junior	14	16.9	100
Total	83	100	

The composition of the tender committee

The respondents were asked to answer questions in the questionnaires. The findings indicated that, 68.7 percent of the respondents of the study agreed on the number of membership in the tender committee as per the public procurement and disposal Act, 2005, whereas 31 percent disagreed on the same. This shows that a large number of the school tender committees are ignorant of membership composition as per the public procurement and disposal Act, 2005 and KESSP procurement regulations and procedures of 2007 for schools and colleges. The information obtained was analyzed and summarized in table 18 shown below.

Table 18: Response rate on the composition of the tender committee

Response	Frequency	Percentage	Cumulative percentage
Yes	26	31.3	31.3
No	57	68.7	100
Total	83	100	100

Tender committee membership status

The members were asked to answer questions in the questionnaires. The findings indicated that, 63.9 percent of the respondents agreed that the procedure to tender committee membership is through appointment whereas 36.1 percent agreed that it is through election. This contravenes the rules and procedures of the public procurement and disposal Act, 2005 which clearly specifies that the membership to tender committee is through appointment by the organization chief executive officer. The information obtained was analyzed and summarized in table 19 shown below.

Table 19: Response rate on tender committee membership

Response	Frequency	Percentage	Cumulative percentage
Appointment	53	63.9	63.9
Election	30	36.1	100
Total	83	100	100

Knowledge on procurement principles and management

The respondents were asked to answer questions in the questionnaires. The findings indicated that, 66.3 percent of the respondents agreed they have knowledge on procurement principles and management whereas 33.7 percent disagreed on the same. This shows that large proportions of tender committee members have no adequate knowledge and skills in the procurement process in public secondary schools. The information obtained was analyzed and summarized in table 20 shown below.

Table 20: Response rate on knowledge on procurement principles and management

Response	Frequency	Percentage	Cumulative percentage
Yes	28	33.7	33.7
No	55	66.3	100
Total	83	100	100

In-service Course Training on Procurement

The respondents were asked to answer questions in the questionnaires. The findings indicated that, 83.1 percent of the respondents agreed that they have not received in-service training course whereas 16.9 percent disagreed on the same. This shows that there is high proportions of members who have not received in-service training course on procurement in public secondary schools. The information obtained was analyzed and summarized in table 21 shown below.

Table 21: Response rate on in-service course training on procurement

Statement	Frequency	Percentage	Cumulative percentage
Yes	14	16.9	16.9
No	69	83.1	100
Total	83	100	100

Frequency of the In-service Course training of the procurement committee members

The respondents were asked to answer questions in the questionnaires. The findings indicated that, 13.3 percent received regular, 60 percent once a year and 26.7 quarterly in-service training courses. This shows that the level of in-service course training was insufficient and there is

need for improvement of capacity building on procurement in public secondary schools in Kenya. The information obtained was analyzed and summarized in table 22 shown below.

Table 22: Response rate on the frequency of the in-service course training of the procurement committee members

Response	Frequency	Percentage	Cumulative percentage
Regularly	2	13.3	13.3
Once a year	9	60	73.3
Quarterly	4	26.7	100
Total	15	100	100

Factors influencing outsourcing

The researcher sought the response of the tender committee members on the characteristics of the factors influencing outsourcing in public secondary schools. The factors which were sought were: Quality, Core-business and co-operation.

Influence of quality on outsourcing

The respondents were asked to answer questions in the questionnaires on the influence of quality on outsourcing. The findings indicated that 62.3 percent of the respondents agreed, 2.9 percent strongly agreed whereas 18.8 percent disagreed, 10.1 percent strongly disagreed and 5.8 percent were neutral on satisfaction of quality on outsourcing. This agrees with the research carried out on the reviewed literature of Garvin (1984). On conformance level, 58 percent of the respondents agreed, 8.7 percent strongly agreed whereas 20.3 percent disagreed, 8.7 percent strongly disagreed and 4.3 percent were neutral on satisfaction of quality on outsourcing. This is in line with the reviewed literature research carried out on conformance by Garvin (1984). The information obtained was analyzed and summarized in table 23 shown below.

Table 23: Response rate on quality on outsourcing

Statement	SD		D		A		SA		N	
	F	%	F	%	F	%	F	%	F	%
Performance	7	10.1	13	18.8	43	62.3	2	2.9	4	5.8
Serviceability	3	4.3	16	32.2	37	53.6	8	11.6	5	7.2
Conformance	6	8.7	14	20.3	40	58	6	8.7	3	4.3

Key

A- Agree SA – Strongly Agree D- Disagree SD – strongly disagree N- Neutral

Influence of the characteristics of Core-business on outsourcing

The respondents were asked to answer questions in the questionnaires. The findings indicated that, 55.1 percent agreed, 10.1 percent strongly agreed, 21.8 percent disagreed and 11.6 percent strongly disagreed whereas 1.4 percent were neutral on the satisfaction of core business on outsourcing. On retention, 52.2 percent of the respondents agreed, 8.7 percent strongly agreed, 24.6 percent disagreed and 8.7 percent strongly disagreed whereas 5.8 percent were neutral on the satisfaction of core business on outsourcing. On transition, 63.8 percent of the respondents agreed, 10.1 percent strongly agreed, 14.5 percent disagreed and 4.3 percent strongly disagreed whereas 7.2 percent were neutral on the satisfaction of core business on outsourcing. This concurs with the Sessional paper No. 1 of 2005 and the millennium goals of 70 percent attainment of education for all by the year 2015. However, the comprehensive research carried out on national assessment (2001-2010) single out challenges and shortcomings faced by the Kenyan education sector which would make the attainment of 70 percent education for all by the year 2015 difficult (Machio, J. 2012). The information obtained was analyzed and summarized in table 24.

Table 24: Response rate on the influence of core business on outsourcing

Statement	SD		D		A		SA		N	
	F	%	F	%	F	%	F	%	F	%
Enrolment	8	11.6	15	21.8	38	55.1	7	10.1	1	1.4
Retention	6	8.7	17	24.6	36	52.2	6	8.7	4	5.8
Transition	3	4.3	10	14.5	44	63.8	7	10.1	5	7.2

Influence of Co-operation on outsourcing

The respondents were asked to answer questions in the questionnaires. The findings indicated that, 56.5 percent of the respondents agreed, 8.7 percent strongly agreed, 23.2 percent disagreed and 7.2 percent strongly disagreed whereas 4.3 percent were neutral on the satisfaction of the variable supplier-buyer relations process of co-operation on outsourcing. On long term commitment, 53.6 percent of the respondents agreed, 11.6 percent strongly agreed, 18.8 percent disagreed and 7.2 percent strongly disagreed whereas 8.7 percent were neutral on the satisfaction of co-operation on outsourcing. On joint working relationship, 53.6 percent of the respondents agreed, 15.9 percent strongly agreed, 18.8 percent disagreed and 5.8 percent strongly disagreed whereas 5.8 percent were neutral on the satisfaction of co-operation on outsourcing. This is in agreement with reviewed literature of the research carried out on joint working relationship by sang (2010) on outsourcing on six public universities in Kenya. The information obtained was analyzed and summarized in table 25 shown below.

Table 25: Response rate on the influence of co-operation on outsourcing

Statement	SD		D		A		SA		N	
	F	%	F	%	F	%	F	%	F	%
Supplier –buyer relations process	5	7.2	16	23.2	39	56.5	6	8.7	3	4.3
Long-term commitment	5	7.2	13	18.8	37	53.6	8	11.6	6	8.7
Joint working relationship	4	5.8	13	18.8	37	53.6	11	15.9	4	5.8

DISCUSSIONS

Influence of quality on outsourcing

The findings indicated that the following variables of quality have positively influenced outsourcing in public secondary schools: performance, serviceability and conformance; 62.3 percent of the respondents agreed and 2.9 percent strongly agreed, 53.6 percent agreed and 11.6 percent strongly agreed and 58 percent agreed and 8.7 percent strongly agreed respectively with the satisfaction of quality on outsourcing.

Influencing of core- business on outsourcing

The findings indicated that the following variables of core-business have positively influenced outsourcing in public secondary schools; customer satisfaction 55.1 percent of the respondents agreed and 10.1 strongly agreed with the satisfaction of quality. New service (product) 52.2 percent of the respondents agreed and 8.7 percent strongly agreed with the satisfaction of quality, order fulfillment process 63.8 percent of the respondents agreed and 10.1 percent strongly agreed on the satisfaction of quality.

Influence of Co-operation on outsourcing

The findings indicated that the following variables of cooperation have influenced outsourcing in public secondary schools: Level of supplier-buyer relations process, 56.5 percent of the respondents agreed and 8.7 percent strongly agreed with the satisfaction of the variable on the characteristics of quality. Long-term commitment, 53.6 percent of the respondents agreed and 1.6 percent strongly agreed with the satisfaction of quality. Joint-working relationship: 53.6 percent of the respondents agreed and 15.9 percent strongly agreed with the satisfaction of quality.

CONCLUSION

From the discussions and findings in chapter four and summary given in this chapter, the following conclusion can be drawn; the factor which has greatly influenced outsourcing is core-business, followed by co-operation and quality. The outsourcing practices therefore can only be

adopted and improved if they can help the institutions improve and retain their core-business which is teaching. Procurement and outsourcing are jointly being practiced in all the public secondary schools in Kenya. The conditions of procurement and outsourcing have never been same and it was discovered that most public institutions are practicing outsourcing without careful consideration and awareness. The nature of goods, works and services in existence in the economy has necessitated the practice of both procurement and outsourcing in public secondary schools in Kenya. In a nutshell, for schools to successfully outsource their functions, they require careful, comprehensive evaluation and planning by management. Schreiber (1994) asserts that the answer to whether or not to outsource is what best serves the institution and not what is most cost efficient, but also what will provide the most consistency, timelines and overall quality in meeting the institution's goals.

The study recommends that heads of institutions and others involved in public procurement should be trained so that they can distinguish between procurement and outsourcing. This area being relatively new in Kenya has not been properly carried out thus training is necessary.

RECOMMENDATIONS FOR FURTHER RESEARCH

Further research should be carried out on: factors influencing outsourcing other than quality, core-business and co-operation, advantages and disadvantages of outsourcing in public secondary schools, factors influencing the efficiency and effectiveness of procurement in public secondary schools, factors influencing in-house sourcing in public secondary schools and factors influencing outsourcing partnership in public secondary schools. The reason for this further research is for full exploitation and balanced knowledge and skills acquisition in the fields of procurement and outsourcing.

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