AN ASSESSMENT OF THE ROLE OF THE PROCUREMENT COMMITTEE IN THE MANAGEMENT OF SCHOOL FUNDS WITH REFERENCE TO SELECTED SCHOOLS IN LIBODE DISTRICT

BY

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SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ADMINISTRATION

AT

NELSON MANDELA METROPOLITAN UNIVERSITY

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DEDICATION

I dedicate this piece of work to:

The late, Mr David Mtshakaza, whose passion for education, vision and foresight created a solid foundation for me;

My father, Mr Sam Mtshakaza and my mother, Mrs Nolungile Mtshakaza for their inspiration and guidance;

My wife, Mrs Nomayeza Mtshakaza, my daughters, Sibulele, Khanya, and Asithandile and my cousin brother, Leemisa Makhele, for their undying support and encouragement throughout my studies; and lastly

To the Almighty god who makes all things possible.
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The successful completion of this study was made possible by the valuable assistance and contribution of a number of people to whom I wish to extend my gratitude. I may not be a very religious person, but sometimes I believe I could not have completed this study without God’s guidance. I would therefore thank the Almighty, for giving me strength and courage, directing me to the right people and right places at the right time so that I could get all the assistance I needed.

My greatest gratitude goes to Professor R.S. Masango for his tireless and persistent efforts in guiding and supervising me to the completion of this study. From the advice and support of my supervisor I have benefitted both professionally and personally, I view this as the most rewarding experience. Prof. thanks once more.

Many thanks to the Acting District Director of Libode District, Mr Mkentane, for giving me permission to conduct the study in schools under his jurisdiction and to the principals, SGB’s, procurement committee members of all the ten sampled schools who gave their time and willingly shared insights and challenges facing the procurement committees in their respective schools. I further wish to convey a sincere appreciation to the editor, Mr J. Hattle, for the contribution he has made to the success of this project.

I would like to express my gratitude particularly to my dear wife Nomayeza, my children, my parents and my colleagues for understanding and supporting me during the hard times of my study and spared me enough time to stay away from them when they needed me most.

Lastly, a sincere appreciation to my dearest friends Nozuko Mkizwana, Nontathu Mbewana, Yali, Zolisa Gqamane and all those that I have not mentioned, who persistently encouraged and gave me strength to pursue with the study even when I decided to quit. Guys thank u very much once more without your valuable support I could not have made it.
DECLARATION

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TITLE OF PROJECT: AN ASSESSMENT OF THE ROLE OF THE PROCUREMENT COMMITTEE IN THE MANAGEMENT OF SCHOOL FUNDS WITH REFERENCE TO SELECTED SCHOOLS IN LIBODE DISTRICT.
_________________________________________________

DECLARATION:

I hereby declare that the above-mentioned treatise/ dissertation/ thesis is my own work and that it has not previously been submitted for assessment to another University or for another qualification.

SIGNATURE: ______________________________________________________

DATE: ___________________________________________________________
The South African Schools Act (Act 84 of 1996) stipulates that the State must fund all the public schools from the public revenue on an equitable basis. Each school should elect a School Governing Body (SGB) whose primary function is to manage school finances. The principal of the school, who is also a member of the SGB, is the accounting officer. The SGB has to elect the finance committee which should run the school’s finances and, in turn, elects the procurement committee - a sub-committee of the finance committee.

In terms of the South African Schools Act, (Act 84 of 1998, as amended) there are two categories of public schools which may be created in South Africa. One category is based on Section 20 of the South Africa Schools Act with stipulated functions applicable to all public schools, while the other category is based on Section 21 of the Act which includes added stipulated functions above those applicable to all public schools.

The study investigated the factors affecting the performance of procurement committees in schools. Among others, the study found that more formal training on financial management was necessary in schools in order to empower the procurement committees. Inadequate support with regard to the availability of supporting documentation and logistics was also raised as a matter of concern.
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CHAPTER 1

ORIENTATION AND INTRODUCTION OF THE STUDY

1.1 INTRODUCTION

This chapter presents an introduction to the study. It also presents, among others, a background and the motivation for the study, the problem statement, research questions and the objectives of the study.

1.2 BACKGROUND TO THE STUDY

In order to ensure that learners enjoy the right to education and the redress of the inequalities created in the past in education provision, section 34 (1) of the South African Schools Act (Act 84 of 1996), states that the State must fund public schools from public revenue on an equitable basis. Each public school should elect a School Governing Body (SGB). The SGB should take part in school governance. This act also allows the School Governing Body to raise funds in order to fund certain school needs. For instance, in terms of Section 36 of this Act, a School Governing Body of a public school must take all reasonable measures such as fund-raising to supplement the resources supplied by the State in order to improve the quality of education.

The management of school’s finances is one of the primary functions of the School Governing Body. The Principal, who is also a member of the School Governing Body, is responsible for ensuring that the accounts of the school are always in good standing and therefore he/she is the Accounting Officer. The School Governing Body has to elect a finance committee to run the school’s finances. The finance committee should then elect a procurement committee a sub-committee of the finance committee. The procurement committee procures and purchases goods and services based on the needs of the school. This is done taking into account the priorities of the school which are determined by the procurement committee in consultation with other relevant sub-committees of the SGB such as sport committees, entertainment committees, Learner Teacher Support Material committees, curriculum committees, safety and security committees, and catering committees.
In terms of the South African School’s Act, (Act 84 of 1998), as amended, there are two categories of public schools which may be created in South Africa. One category is based on Section 20 of the South African Schools Act with stipulated functions which apply to all schools, while the other category is based on Section 21 of the Act which includes added stipulated functions above those applicable to all public schools. Section 20 of the Act lists a range of functions which the School Governing Bodies of all public schools must undertake. Section 21 of the Act lists further functions that may be allocated if the school has shown that it has the capacity to perform certain functions effectively. Those functions include the following:

- Maintaining and improving the school’s property, buildings and grounds.
- Being able to determine the extra-mural curriculum of the school and the choice of subject options according to the provincial curriculum
- Being able to purchase textbooks, educational materials or equipment for the school and
- Being able to pay services rendered to the school.

The schools which have been accorded Section 21 status can be regarded as self-reliant schools with regard to certain financial matters. Section 21 status goes along with the recognition of the ability of the school’s stakeholders to take charge of the operations of the school. It is a vote of confidence by the Education Department in a school’s ability to control its own destiny. When granted a Section 21 status, a school may take the initiative through the SGB, the Principal and the SMT. They need not wait to be told what to do and there is much greater financial flexibility than having to work through the Department. When spending the State allocation, a lump sum transfer is made to it and the school can then deal directly with its suppliers, although the expenditure must still be accounted for through the submission of quarterly financial expenditure and annual Audited Financial Statements.

Schools with Section 20 status are those which have not applied for Section 21 status and do not qualify. The schools with Section 20 status receive their allocation in terms of the Resources Targeting list, but this will be a “paper” allocation, meaning that they do not receive the allocation in cash. Schools with Section 20 status are required to present a
budget to the Department of Education, and purchases will be made in terms of the items
catered for in the budget. Although the Section 20 schools procure some goods and
services by themselves through procurement committee, the budget allocation is
administered by the Department of Education on behalf of each school. Some
disadvantages of being a school with a Section 20 status include the fact that these
schools are unable to negotiate better prices and if the suppliers are inefficient with regard
to delivery or executing orders timeously, schools cannot engage other suppliers.
However the advantages of schools with a Section 20 status include the fact that the
department is obliged to pay for all the services that the school receives. The shortfalls
between allocated amounts and the amount used by the school must also be paid by the
department.

After the School Governing Body has applied for Section 21 status and the Department of
Education has granted them such status, supply chain management unit of the Department
of Education gives the school a mandate to procure and purchase goods or services for
themselves. For this the school uses funds allocated and deposited into its to bank account
by the Department of Education to pay the service providers as stipulated in Section 21
(1) of the South African School’s Act (Act 84 of 1996 as amended). After being granted
Section 21 status, the School Governing Body has the responsibility of establishing a
procurement committee through its finance sub-committee. The procurement committee
consists of five members, namely: The Principal, who is Chairperson of the procurement
committee, the Treasurer of the School Governing Body, the Chairperson of the School
Governing Body, a teacher who becomes the finance officer and one other member of the
School Management Team (SMT).

In terms of the Public Finance Management Act of 1999 (Act 1 of 1999), an institution
handling public finances has to appoint an accounting officer who is normally the
Principal in the case of a school. In terms of Section 38 (1) of the Public Finance
Management Act, (Act 1 of 1999) the Accounting Officer of the institution must ensure
that the institution has and maintains effective, efficient and transparent systems of
financial and risk management and internal control, an appropriate procurement and
provisioning system which is fair, equitable, is responsible, transparent, competitive and
cost-effective and, lastly, is responsible for the efficient, economical and transparent use
of resources of the institution. To ensure compliance with the above statements, as
stipulated in PFMA, (Act 1 of 1999), the procurement committee must compile the bill of quantities with precise specification of what the school needs, service standards, quality, quantity, all the necessary requirements to be met by the service providers and then advertise the bill of quantities. After the closing date they meet to select three service providers who meet all the requirements and rank them based on the price and other relevant requirements for approval and notify the winning service provider so as to provide the required service and keep receipts for accounting and audit purposes. The Department of Education provides the information through circulars and documents.

1.3 MOTIVATION FOR THE STUDY

The motivation for undertaking the study stems from, among others, the fact that public finances in schools should be handled in accordance with the stipulations of the Public Finance Management Act. The researcher has noticed that this practice is relatively new in the Department of Education and, as a result, some challenges may be experienced in the implementation process. The implementation of the provision of this Act implies added responsibilities for all stakeholders who deal with the management of school finances. This is an attempt to ensure that mismanagement of school finances, which has a negative effect towards tuition of learners, is prevented. As the practice is relatively new to the Department of Education, all stakeholders, including the procurement committee, must be oriented on the handling and spending of school finances so as to be able to manage the budget allocated to the school by the Department effectively. Interventions should be made to empower the members of the procurement committee with regard to their individual roles and responsibilities as, for some, this initiative is a relatively new opportunity with which they are not familiar. Hence, the study seeks to undertake an investigation into the roles of procurement committees in the management of school funds.

1.4 PROBLEM STATEMENT

In terms of Section 21 of the South African Schools Act, the Department of Education has given some schools a mandate to procure and purchase goods or services for themselves, although the Department has identified the flaws in terms of how the school finances are managed by schools. In order to implement the provisions of this section, these schools are required to establish procurement committees to decide what should be purchased. The
procurement committee members should demonstrate an adequate performance of their roles and responsibilities in a manner that is in keeping with the relevant provisions and procedures of the Preferential Procurement Policy Framework Act (Act 5 of 2000) to ensure accelerated service delivery. However, it appears that the above-mentioned intentions are not always realized. It has been alleged that some schools overspend their budgets while others under-spend. This is not in keeping with the principles of sound financial management and the provisions of the Preferential Procurement Policy Framework and it has a detrimental effect on service delivery in schools.

1.5 RESEARCH QUESTIONS

- To what extent are the members of the procurement committee aware of their roles?
- To what extent are the members of the procurement committee aware of the legislation relating to their role?
- Are the procurement committees functioning effectively in schools?
- What are the challenges facing procurement committee members in schools?

1.6 OBJECTIVES OF THE STUDY

The study has the following objectives:

- To investigate factors affecting the performance of procurement committees.
- To investigate the extent of the awareness of the members of procurement committees of legislation relating to their duties.
- To investigate the training needs of procurement committee members.
- To identify challenges facing procurement committees.

1.7 RESEARCH DESIGN AND METHODOLOGY

Mouton (1996:07) defines a research design as a set of guidelines and instructions to be followed in addressing the research problem while Kruger and Welmen (2001:46) define the research design as the plan according to which we obtain research participants and obtain information from them. McMillan and Schumacher (1993:8-9) state that research
methodology refers to the design whereby the researcher selects data collection and analysis procedures to investigate a specific problem.

In this study, qualitative and quantitative research approaches were used because the researcher seeks to gain an in-depth understanding into the issues under investigation. Sherman and Webb (1998:5-6) indicate that the aim of qualitative research is not the verification of predetermined ideas, but discovery that leads to new insights. It presumes nothing, but focuses on the perspective of those being studied. This approach was used because it also takes the subjects’ perspective as a point of departure and determines the views of the schools’ procurement committees and how these correlate with those of the department’s supply chain management unit. On the other hand, White (2000:24) describes quantitative research design as the type of research where results are given numerical values and the researcher uses a mathematical and statistical treatment to help evaluate the results. Scientists carrying out experiments use this approach. It is very convenient to use and respondents are able to complete the questionnaire using largely fixed choice question and complete the questionnaire in their own time and have time to give thoughtful answers.

Qualitative and quantitative research methods were used in the analysis and interpretation of data. Questionnaires were used as the means of collecting data from the respondents. The questionnaires were hand-delivered to the participants and were also collected by the researcher. These questionnaires were administered in the selected schools and during working hours involving selected individuals. The process was conducted in such a way so as not to have a detrimental effect on tuition. The questionnaires were used as a standardized technique to control any external variables that might influence the research. More details about the research methodology are given in Chapter 3.

1.8 ETHICAL CONSIDERATIONS

According to Manion and Morrison (2002:71), the researcher should fully explain at the outset the purpose and the procedures of the research and should be as objective as possible. Efforts were made to inform the participants in a manner that encouraged maximum participation. Melville and Goddard (1996:45) enumerate several ethical aspects to be considered such as:
• Avoiding harm to people
• Having due regard for their privacy
• Respecting people as individuals
• Keeping data confidential

The above-mentioned ethical principles were adhered to throughout the research process. Informed consent was sought with the District director, the schools’ Principals and their governing bodies. Anonymity and confidentiality was observed in order to protect participants in this study. This was done in order to ensure free and maximum participation.

Ethical considerations were adhered to when questionnaires were administered. The researcher explained the objectives of the study and how the study could contribute towards improving the work performance, solving the challenges they encounter and assisting them with the identification of training needs. Participants were assured of their right to withdraw their participation at any given time should they feel intimidated and that there will be no invasion of their privacy. Information gathered by the researcher will not be used against them. The data was then scrutinized, discussed, analyzed and generalized for publication of the results.

1.9 LIST OF ACRONYMS

SASA - South African Schools Act
SGB - School Governing Body
SMT - School Management Team
PFMA- Public Finance Management Act
PPPFA - Preferential Procurement Policy Framework Act
ANC - African National Congress
SMME - Small, Medium and Micro-Enterprise
RDP - Reconstruction And Development Programme
1.10 CHAPTER LAYOUT

Chapter 1 provides an introduction to the study, a background and an explanation of the rationale behind the study. It also discusses the problem statement, the aims and objectives of the study, and a brief terminology.

Chapter 2 provides an in-depth literature review.

Chapter 3 focuses on the research design and methodology, data collection methods and instruments used to achieve the research objectives.

Chapter 4 focuses on an analysis of the data, data interpretation and a discussion of the findings of the study.

Chapter 5 presents the findings and recommendations.
CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter deals with the review of related literature on the role of the procurement committee in managing school funds in schools with Section 21 and Section 20 of the South African Schools Act (Act 84 of 1996). This was done describing the roles of procurement committees in general within the South African context, thus giving a background to the concept of procurement. The chapter also provides information pertaining to the rationale for the introduction of the procurement process in managing public funds, regulations and legislation governing procurement in South Africa and adherence to the legislation relating to procurement. Literature on the schools’ financial management before the procurement committees was also introduced.

2.2 DUTIES OF THE PROCUREMENT COMMITTEE

The following duties are listed as what the procurement committee should adhere to in order to perform efficiently:

- The procurement committee should draw up the purchase order specifications.
- Invite quotations for the items to be purchased.
- Select the suppliers and rank them according to the preference point system.
- Draw up the purchase order contract.
- Ordering the items.
- Payment of the selected service provider.

Van Weele (2000:52-69) explains the role of the buyer (procurement committee) in the purchasing process as follows:

2.2.1 STEP1: Defining on purchase order specifications

- Functional specification – this describes the functionality which the producer must have for the user. The advantages of working with the functional
specifications are: (1) potential suppliers are given the best possible opportunity to contribute their expertise (2) it creates one standard against which all concepts can be evaluated.

• A detailed technical specification – this describes the technical properties and characteristics of the product as well as activities to be performed by the suppliers. Both functional and technical specifications are part of the wider concept, which is referred to as the “purchase order specification”. This document comprises the following:
  - Quality specifications, describing how the product should be delivered with or without a quality certificate and what technical norms and standards the product should meet.
  - The logistics specification indicating the quantities needed and the delivery time to be respected.
  - A maintenance specification describing how the product will be maintained and serviced by the supplies and whether or not spare parts need to be supplied in future.
• Legal and environmental requirements determining that both product and production process should be in compliance with wealth, safety and environmental legislation.
• A target budget which indicates within what financial constraints the solution to be provided by the prospective supplier should be found.

According to Kloppenborg (2009:318) procurement management is the purchasing or acquiring of the product and services as well as contract management. To plan effectively for the purchasing and acquisition of materials and services, a project team would typically finish most of the planning as they understand what the true project needs are (Kloppenborg, 2009:318). At a minimum, the project team would require a project scope statement, which is a narrative description of the project scope. This would include major deliverables, project objectives, assumptions, constraints, and a statement of work. This will provide a documented basis for making a common understanding of the scope among the stakeholders. A major output is the contract statement of work which is a narrative description of products, services, or results to be supplied under the contract. This document should ensure that both
the contractor and the client understand the work that is being requested in the same clear manner.

2.2.2 STEP 2

Selection of suppliers: After the purchasing requirements have been defined and described in the specifications, the buyer can start his market exploration. In practice these steps are interwoven. When drawing the technical specifications, the practical feasibility and the costs are estimate. The first issue to be dealt with in the selection of suppliers is whether to opt for turnkey or partial subcontracting. In the case of turnkey subcontracting the responsibility for the execution of the entire assignment is placed on the suppliers. In the case of partial subcontracting the assignment is divided into two parts which are contracted out separately, often to various suppliers. Co-ordination rests with the principle. A school decision to be made at this stage is whether the work will be awarded on a fixed price, lump-sum or a cost-reimbursable basis (Kloppenborg 2009:318).

When work is executed based on a fixed-price contract, the Principal orders the suppliers to perform the required activities at a fixed price and to have the work completed by a determined date. The advantages of the method are:-

- The Principal knows exactly where he stands financially.
- After completion of the work there is no need for settlements because all risks are carried by the supplier.
- A firm completion date.

As the price is fixed, it is in the supplier’s interest to execute the work as efficiently and quickly as possible within the agreed laws.

Kloppenborg (2009:318-319) states that in the case of a cost-reimbursement contract, the nature and scope of activities to be performed are not established in advance. The Principal orders the suppliers to do the job at a predetermined hourly rate, sometimes in combination with a prearranged percentage to cover the overhead costs. Settlement follows after the completion of the job based on the supplier’s day reports which state the man hours worked and, where relevant, the materials which have been consumed. The advantages of this method are:-
• The Principal obtains an exact picture of the costs involved.
• The Principal is free in his choice of suppliers and knows in advance what suppliers he will be dealing with.

Naturally there are some disadvantages, which are as follows:-

• There is no fixed price, so the buyer is not quite sure about the financial consequences.
• There is no incentive to work fast, as the suppliers are reimbursed for every hour they work and every setback is charged to the Principal.
• There is no certainty about the completion date. The decision in favour of either fixed-price or cost-reimbursable contracts is determined by a number of factors such as:
  • Comprehensiveness of the specification. The availability of extensive specifications is a crucial prerequisite of lump-sum contracting. The absence of specifications makes a fair comparison of the various quotations impossible.
  • The available time. Does the principal have enough time for a tender procedure and price negotiations or should work be started immediately?
  • Technical expertise. If the work requires specialized knowledge and skills, a cost-reimbursable contract is often preferred.
  • Knowledge of industry. The degree to which the Principal knows the methods and price arrangements operating in that particular industry. The selection of a supplier as one of the most important steps in the purchasing process and several activities precede this decision.
  • Summarizing the qualification requirements, based on the purchase order specification that the suppliers who are going to be approached for a quotation, will have to meet.
  • Assembling the initial holders list that indicates suppliers may probably do the job. Sometimes there is not a sufficient number of approved suppliers available. Then, new suppliers need to be found. For important assignments these are scrutinized and screened before any bids will be solicited from them. It is common practice to identify three to five prospective suppliers from whom quotations will be solicited. These suppliers make up the bidders shortlist. If circumstances give cause to revise the invitation to bid, then all of the competing suppliers should be given an opportunity to respond to this revision. After receiving the quotations,
the purchasing department will make a preliminary technical and commercial evaluation during which all relevant aspects are acknowledged. The technical, logistics, quality, financial and legal aspects need to be weighed. Ranking schemes may be used, with a different degree of sophistication in order to facilitate the process of evaluating the suppliers’ bids. These schemes are used jointly between users and buyers involved. Usually this step ends with a suppliers’ selection proposal which consists of (a) a decision to select a certain supplier (b) the underlying ranking scheme and (c) the underlying quotations which have been considered.

Kloppenborg (2009:322-324) states that supplier selection is the process of reviewing offers, choosing potential sellers, and negotiating a written contract with the seller. Regarding projects where the services or the material are commodities, the decision is made entirely on price. On other projects, the client chooses the contractor on the basis of life cycle cost. This is the cost of purchasing the item and using it for all of its useful life. The following approaches, when evaluating prospective suppliers, should be used. After developing a comprehensive list of potential suppliers, the project team needs to evaluate each prospective supplier individually (Kloppenborg, 2009:325):

- Supplier surveys provide sufficient knowledge of the supplier to make a decision to include or exclude the firm from further consideration.
- Financial condition analysis reveals whether a supplier is clearly incapable of performing satisfactorily.
- Facility visits allow the project team to obtain first hand information concerning the adequacy of the firm’s technological capabilities, and its managerial orientation.
- Quality ability analysis examines the potential supplier’s quality capability.
- Delivery ability analysis estimates the supplier’s capability to deliver the required product or services on time. Back – up solutions considered.

This proactive screening process usually generates a handful of potential suppliers with good standing. He further states that after one or more potential suppliers have passed the evaluation process, the selection process must begin. The project team will now invite potential suppliers to submit bids or proposals. The most common procurement document is the request for a proposal which serves as a foundation for the future working relationship
between the buyer and the supplier. The criteria can be objective or subjective, and they are often provided in the request for proposal. Typically the most important evaluation criterion is the price. The project team selects one or more suppliers based on the following:

- Weighting system
- Independent estimates
- Screening system
- Seller/supplier rating
- Expert judgement
- Proposal evaluation techniques

The goal of selecting suppliers is to award a contract to each selected seller. A contract is “a mutually binding agreement that obligates the seller to provide the specified product/service, and obligates the buyer to pay for it.” The seller must deliver what is promised, and the buyer must pay.

2.2.3 The third step: the purchasing contract.

After the suppliers have been selected, a contract will have to be drawn up. Depending on the industry, the contract may refer specific additional terms and conditions. The technical contents of the purchase agreement naturally depend on the product to be purchased. Specific commercial and legal terms and conditions will vary per contract, with the difference being caused by purchasing policy, company culture, the market situation, product characteristics etc. This limits the use of standard purchase contract. In general the buyer should insist on a fixed price, arrived at through competition, bidding or negotiating, which is acceptable to both the Principal and the supplier. A fixed price is definitely preferred from the perspective of court control or budget management.

2.2.4 Terms of payment

According to Van Weele (2000:66), when capital goods are purchased, it is crowning practice that payment takes place in several terms, partly because these suppliers will have to make investments to be able to produce the desired product. In general, the preferred method of payment is based on the supplier’s performance - performance bond. According to the
general purchase, the following conditions of supplying, with respect to the delivered goods, must be guaranteed:

- They are of good quality and in accordance with the agreed requirements, specifications, conditions, drawings, samples, etc. and that they are suitable for their intended purpose.
- The goods will be new and free of defects and of suitable quality to be used for the manufacture of these goods and that the best technicians and experts will be used.
- The legal and government regulations of the country where the supplier is domiciled have been met and that the goods, or the use of them, do not contain any risk regarding the health or the security of persons, property and environment.

### 2.2.5 Step 4 and 5: Ordering and Expediting

Van Weele (2000:67) states that when ordering from the supplier, it is very important to be specific about the information and instructions to the supplier. He further states that a purchase order will include the following entities: an order number, a concise description of the product, a unit price, the number of units required, the expected delivery time or date, the delivery documents and an invoice. This should be sent by the supplier in order to facilitate matching. The supplier is usually requested to send an order for each purchase order received. Burke (2007:183) states that the purchase order should be a stand-alone document. It should comply with the company’s standard terms and conditions of contract and supersede all previous documentation and correspondence, and must be formally accepted by the supplier. Where possible, the Principal should pass on any contractual requirements from your client with back-to-back agreement with your suppliers. He further alludes to the fact that the order must be followed up to ensure and encourage the suppliers to meet their contractual requirements, particularly quality and time.
2.2.6 Follow up and Evaluation of the Buying Process

Van Weele (2002:69) states that experiences with individual suppliers should be documented carefully. It is recommended that buyers keep track of the supplier’s quality and delivery record, his competitiveness, and innovativeness since these data can lead to an adjustment of the so-called vendor rating. It is important to have a thorough and up-to-date record of the capabilities of each supplier.

2.3 PUBLIC PROCUREMENT

According to the Government Gazette no.17928, Vol 382 on public sector procurement reform in South Africa, public procurement in South Africa affirms in a pragmatic and practical manner the country’s changed environment, and the principles promoting the Reconstruction and Development Programme (The ‘RDP’). It enables the organs of the State to operationalise policies in a targeted, transparent, visible and measurable manner. These organs of the State can engage in economic activity with the private sector, without compromising principles such as fairness, competition, and cost-efficiency, while remaining inclusive (Government Gazette no.17928). This is essential because the implantation of the public procurement impacts on the quality of life of previously disadvantaged individuals and communities. As such, it has become an essential tool in social policy engineering.

Affirmative procurement has entailed implementing participative programmes aimed at the engagement of small, medium and micro enterprises (SMME’s) owned by previously disadvantaged persons. It has also increased the volume of work to the poor, and income generation by marginalized sectors of society. The task that South Africa faces is that of neutralizing the effects of inequality within the economy.

The government is attempting to attain this by implementing socio-economic policies such as RDP, GEAR (Growth Employment and Redistribution) and by a system of co-operative governance. Within this broad restructuring framework is the responsibility for formulating policy for the procurement of public sector projects. Staats (1971:81) defines public procurement or government procurement as the science or perhaps the art of getting the most for the taxpayers’ money in a whole spectrum of buying, leasing or otherwise acquiring goods and services. Westing and Fine (1966:2) submit that procurement is a business activity
directed to obtain materials, supplies and equipment required for the continued operation of an institution.

2.3.1 Reasons for Public Procurement

According to Reddy, Sing and Moodley (2003:197) the need for public procurement arises out of the apartheid legacy that deprived blacks of variable business opportunities. These are discussed below:

- There was no entrepreneurial education for young black people, which meant that they were not encouraged to enter business and acquire a culture of entrepreneurship. In fact, in terms of the affirmative procurement plan (1997:3), Bantu education restricted the opportunities for the acquisition of technical and professional skills. For example, prior to 1979 blacks were legally prevented from acquiring artisan training.

- Blacks, other than those who worked and resided in the urban areas, were confined to homeland areas, which lacked a dynamic business environment and were poor in terms of living standards and business opportunities. Acts like the Influx Control Act denied them the right to move freely. The Group Areas Act in turn uprooted millions, not only from their places of residence, but also from their places of business in white areas. This led to large capital losses which, in turn, destroyed the fabric of small black enterprises. These forced removals were largely due to complaints by white people that black people were undermining their businesses. As a result, the Group Areas Act disqualified black people from carrying on businesses; except in their designated Group Areas.

- Even outside the homeland areas, it was impossible for black entrepreneurs to participate in business apprenticeship and partnership with established enterprises. Furthermore, not only did the Government control the allocation of business rights, but it also designated the type of business that black people were allowed to operate in their townships. The affirmative Procurement Plan(1997:3-4), states that in 1963 black entrepreneurs were limited to the ownership of a single business and were specifically prohibited from establishing black-controlled financial institutions, manufacturing plants and operations, construction and building businesses, and wholesale outlets.
- The drastic curtailment of property ownership rights of blacks through the Land Acts, 1913 and 1936 made it impossible for them to acquire immovable property.

- In terms of the Affirmative Procurement Plan (1997:3-5), efficient infrastructure, defined especially in terms of power, water and transport, has historically been denied to black businessmen. It is obvious must that these restrictions have created many of the problems that today’s government has to deal with - the most significant being poverty and inequality. Despite the fact that these restrictions have now been removed they have undermined the potential for black people to enter business as equals with other racial groups. It is therefore clear that political enfranchisement alone will not redress the problems identified above within a reasonable time-frame. Instead, what is required are specific active policies and interventions which allow black business to develop and gain a firm footing in the formal economy, to which they were previously denied access.

Public procurement can be used as a tool by government to achieve economic ideals and, at the same time, an efficient and effective procurement system will permit the government to deliver the quality and quantity of services in accordance with the RDP. In terms of the public sector procurement reform in South Africa,( 1997:7), a fundamental requirement for any new procurement policy is that it should be in line with the national economic growth strategy, with the acceptance that the country is operating in a changed environment, both locally and internationally.

According to the former minister of finance, Trevor Manuel, 14 April 1997; “…..the government, as the largest buyer in the country, has the responsibility to ensure that its procurement policy supports its overall economic objectives, and serves as an instrument for attaining those objectives. One of the key elements in Government’s strategy for employment creation and income generation is the promotion of small, medium and micro enterprise (SMMEs). In the past the tendering system favoured larger established companies and it was very difficult, if not impossible, for newly established businesses to enter the public tendering system. Government, therefore, embarked upon a reform process to make the tendering system more easily accessible to small, medium and micro enterprises”.
According to the then Minister of Public Works, Jeff Radebe, in the Green paper (14 April 1997:9), public sector procurement can make a critical contribution to the transformation and democratization of South African society. In striving for the above, Government must also ensure that such a procurement policy subscribes to the best international practice and reinforces the principles of good governance. In terms of the Government Gazette no.17928 on public sector procurement reform in South Africa, the presentation of new concepts such as affirmative procurement policy, life cycle costing, value for money and appropriate risk management strategies indicate government’s commitment to the development of a procurement system that responds to the needs of South African society of the SMME sector. It will use the procurement system as an instrument to achieve certain socio-economic objectives, without forfeiting the principles of good financial management.

2.3.2 CONSTITUTIONAL AND LEGAL FRAMEWORK FOR PUBLIC PROCUREMENT IN SOUTH AFRICA

Public procurement must comply with the provisions of the 1996 Constitution, support macro-economic policies, be an instrument of the transformation process, promote tax morality and improve labour standards. The Constitutional provisions pertaining to procurement are detailed in section 217 of the 1996 Constitution which reads as follows:

1) When an organ of the state in national, provincial or local sphere of the government, or any other institution identified in national legislation, contracts for goods and services, it must do so in accordance with a system which is fair, equitable, transparent, competitive and cost-effective.

2) Subsection (1) does not prevent the organs of the state or institutions referred to in that subsection from implementing a procurement policy providing for:
   (a) Categories of preference in the allocation of contracts; and
   (b) The protection or advancement of persons, or categories of persons, disadvantaged by unfair discrimination.

3) National legislation must prescribe a framework within which the policy referred to in subsection (2) may be implemented.

Since public procurement has an overall impact on the economy of the country, the constitution provides a basis for a uniform public procurement system that will ensure fairness, equity, transparency, competitiveness and cost-effectiveness.
2.3.3 PREFERENTIAL PROCUREMENT POLICY FRAMEWORK ACT, 2000 (ACT 5 OF 2000)

This act gives effect to Section 217 (3) of the Constitution by providing a framework for the implementation of the procurement policy contemplated in section 217 (2) of the 1996 Constitution.

1) An organ of the State must determine its preferential procurement policy and implement it within the following framework:
   (a) a preference point system must be followed;
   (b) for contracts where the Rand value is equal to or below a prescribed amount a maximum of 20 points may be allocated for specific goals as contemplated in paragraph (d) provided that the lowest acceptable tender scores 80 points for price;
   (c) any other acceptable tenders which are higher in price must score fewer points, on a pro rata basis, calculated on their tender prices in relation to the lowest acceptable tender, in accordance with a prescribed formula;
   (d) the specific
      (i) contracting or categories of persons, disadvantaged by unfair discrimination on the basis of race, gender or disability;
      (ii) implement the programmes of the Reconstruction and Development Programme.
   (e) Any contract awarded on account of false information furnished by the tenderer in order to secure preference in terms of this Act, may be cancelled at the sole discretion of the organ of the state without prejudice to any other remedies the organ of the state may have.

2) Any goals contemplated in subsection (1) (e) must be measurable, quantifiable and monitored for compliance.

2.3.4 PUBLIC PROCUREMENT REFORM IN SOUTH AFRICA

In terms of the 10 Point Plan (1999:9) public sector procurement has been used in developed countries to achieve certain social policy objectives, such as the job creation, the promotion of fair labour conditions, the use of local labour, the prevention of discrimination against certain groups, the improvement of environmental quality, the encouragement of equal opportunities between men and women and the increased use of disabled people. The Ministries of Finance and Public Works embarked upon an initiative to reform public sector
procurement in South Africa in 1995. A task team was established comprising relevant role-players with the objective of developing interim strategies that could be adopted and implemented within the existing legislation. The work of the task team has resulted in the 10 Point Plan that has initiated the procurement reform processes.

2.3.5 THE TEN POINT PLAN

The South African Government of National Unity adopted a point plan pertaining to procurement in November 1995. This plan encompasses the following strategies:

1) Improving access to tendering information.
2) The development of tender advice centres.
3) Broadening the participation base for contracts of less than R7500.
4) The waving of security or sureties on construction contracts which have a value of less than R100 000.
5) The unbundling of large projects into-smaller contracts.
6) The promotion of early payment cycles by the government.
7) The developing of a preferencing system for SMMEs owned by historically disadvantaged individuals.
8) The simplification of tender submission requirements.
9) The appointment of the procurement ombudsman.
10) The re-classification of building and engineering contracts.

2.3.6 THE GREEN PAPER ON PUBLIC PROCUREMENT REFORM

In terms of the Green Paper on public sector procurement reform, the aims of public procurement should be two-fold. One is to achieve good governance in procurement and the other to achieve socio-economic goals through the procurement process. The good governance notion was expected to ensure that the procurement process was executed efficiently, effectively and economically. The strategy of public procurement reform should be to achieve continuing improvement in the value for money, based on whole life cost and quality and to enhance the competitiveness of suppliers through the development of world class professional procurement systems and practices. According to the Green Paper on public sector procurement reform, organs of the state should seek to embrace efficient procurement practices and systems and thus deliver the services that they are mandated to do
in the required quantities and quality in compliance with the relevant constitutional provisions.

Socio-economic reform and public procurement should be structured in a manner that promotes economic reconciliation and competitiveness. The Government should focus beyond administrative and service role provisions in its procurement practices and should take on the role of economic catalyst in the transformation process. Organs of the State should adhere to the preservation of the highest standards of integrity, objectivity fairness, efficiency & professionalism. Success in the economic environment requires the government to play a clear policy co-coordinating role that is likely to have a wider application in the rest of the public sector.

The structuring of contracts should be such that SMME partnership is maximized with regard to time, cost and quality. Value for money should not be based on the least cost alone. It can include well-defined socio-economic criteria, which can be evaluated in a transparent and measurable manner as stipulated in the Paper. Targets should be set and a delivery system designed to facilitate the development of small, medium and micro enterprises; particularly those owned and operated by previously disadvantaged persons. This will increase the volume of work available to the poor and previously marginalized sectors of the society. These include black people, women and rural communities and to empower communities. The affirmative action targets should be readily definable, quantifiable, measurable, auditable and verifiable.

This Green Paper also states that the policy of targeting must not compromise the principle of fairness, competition, cost – efficiency and inclusion, and should be subject to periodic review. The procurement process should be made accessible to the target groups, and structured in a simplified and user-friendly manner (Reddy et.al, 2003:156). As schools fall under the jurisdiction of local government, it is here that public procurement reform is expected to make the greatest and most tangible impact. In terms of targeted procurement, small and medium enterprises can be targeted on either a generic or an area bound basis. Targeted procurement, which targets affirmative business enterprises, may be referred to as “affirmative procurement”, (Reddy et. Al, 2003:156).
Affirmative procurement comprises of programmes aimed at the engagement of small, medium and micro enterprises owned by disadvantaged persons and the increasing of the volume of work of marginalized sectors of society. It has two components. One is a developmental component, which ensures that the targeted group is capable of participation, and the other is the structured participation component, which ensures that the targeted group is engaged in the provision of goods, services and works (Green Paper on public Sector Procurement Reform, 1997:133). Reddy et. al (2003:166) state that affirmative procurement seeks to ensure that public funds are allocated in such a way that all segments of the South African population benefit through job creation and commercial activity.

2.3.7 THE AIMS OF AFFIRMATIVE PROCUREMENT

In terms of the Government Gazette no.17928 affirmative procurement has the following aims:

- To promote developmental objectives focusing on human resource development.
- Provide opportunities for skills transfer and capacity building to acquire experience.
- Encourage commitment to human resource development and social responsibility programmes within organizations to specifically redress historical imbalances.
- Facilitate growth, efficiency and effectiveness of delivery, as well as the numbers and sizes of businesses owned and controlled by previously disadvantaged individuals.
- Ensure that the emerging enterprises contribute to the tax base, encourage workers who are affiliated to labour associations, adhere to safety regulations and reflect norms and standards in their business activities associated with those of developed countries.

2.3.8 OUTCOMES OF AFFIRMATIVE PROCUREMENT

In terms of the public sector procurement reform, affirmative procurement has the following outcomes:

- An effective programme of affirmative action to redress the deliberate marginalization from economic, political, and social power of previously disadvantaged individuals and sectors of society.
• The development of small business, particularly those owned and operated by black entrepreneurs by:
  - Providing jobs in a targeted manner on engineering and construction contracts.
  - Increasing the number of employment opportunities per unit of expenditure.
• Promoting acceptable labour practices and standards.

2.3.9 TARGETED PROCUREMENT

In terms of Policy for Local Economic Development (1999:39) this form of procurement can be used as an instrument of policy. It was developed by the Procurement Task Team to reform public sector procurement. In South Africa it is being used as a means to implement an affirmative procurement policy aimed at eradicating the legacy of apartheid, which left South Africa with an inwardly focused economy distorted by growth inequalities, inefficiencies, and underdeveloped resources and markets. Its secondary use is to address more long term socio-economic issues, viz increasing the volume of work available to the poor, and generating income within the marginalized sectors of society. The Policy for Local Economic Development states that targeted procurement enables socio-economic deliverables to be defined, measured, quantified, verified and audited, and to be achieved without excluding groups or categories of contractors, suppliers, or service providers from participation. In essence, it creates opportunities for participation by targeted groups, without guaranteeing them employment.

2.3.10 THE AIMS OF TARGETED PROCUREMENT

In terms of the policy for Local Economic Development (1999:39) the aims of the targeted procurement is to:-
  - Stimulate the growth and development of SMMEs and local resources.
  - Empower specific population groups/sectors of society.
  - Increase the volume of work available to the poor.
  - Encourage the use of employment-intensive practices and technologies.

According to Schwalbe (2002:338) procurement was used by companies to reduce both fixed and recurrent costs, allow client organizations to focus on their core business and to increase
accountability. He adds that procurement involves determining what to procure, and when, deciding what to outsource, determining the type of contract, and creating a statement of work. He also states that procurement involves soliciting planning, documenting product requirements and, identifying potential sources, obtaining quotations, bids, offers or proposals. It usually involves finalizing procurement documentation, advertising, holding a bidders’ conference and receiving proposals or bids for the work, managing the relationship with the suppliers (Schwalbe 2002:338). He states further that procurement involves monitoring contract performance, making payments, awarding contract modifications, choosing potential suppliers, completion and settlement of the contract, including the resolution of any open items, product verification, formal acceptance and closure, and contract audits.

Procurement is regulated by specific government policies which form the framework within which procurement must be administered. According to the Constitution of the Republic of South Africa, 1996, Section 195 (1) of Chapter 10 states that Public Administration must be governed by certain democratic values and principles which include efficient, economic and effective use of resources. In terms of Section 217 (1) of the Constitution of the Republic of South Africa 1996, when an organ of the state in the national, provincial or local sphere of the government or any other institution identified in national legislation to contracts for goods or services, it must do so in accordance with a system which is fair, equitable, transparent, competitive and cost effective. In terms of Section 217 (3) of the Constitution of the Republic of South Africa 1996, provides a framework for the implementation of the procurement policy. It also requires that an organ of the state must implement this within the legislated framework. This becomes difficult for schools, as they have not been trained in policy making and have extracts which are termed policies for the sake of compliance.

According to Visser and Erasmus (2002:145) provisioning administration and management - known as procurement in the private sector - represents a wide-ranging function, and is important as most expenditure occurs here. They further allude to the fact that Public and Private Sector Procurement are distinguishable by the policy framework within which public procurement must be executed. According to Nieman and Bennett (2002:13) Procurement is concerned with sourcing and receiving goods from suppliers, storing them until required by foundation/operations, and handling and transporting them within the organization.
Burke (2006:17) defines procurement as the buying in of goods and services to manufacture the product and run the company. Procurement might also include outsourcing of work. Van Weele (2005:10) defines procurement as relating to the function of purchasing inputs used in the firm’s value chain. These may include raw materials, supplies, and other consumable items as well as assets such as machinery, laboratory equipment, office equipment and buildings. He states further that the terms procurement, purchasing, supply and logistics management are used interchangeably and therefore they have a function of:

- Determining the specification, in terms of required quality and quantity, of the goods and services that need to be bought.
- Selecting the most suitable supplier and developing procedures and routines to select the best supplier,
- Preparing and conducting negotiations with the supplier in order to establish an agreement and to write up the contract;
- Placing the order with the selected supplier and/or to develop efficient purchase order and handling systems;
- Monitoring and controlling the order to secure supply;
- Following up and evaluating, settling claims, keeping product and supplier files up to date, supplier rating and supplier ranking.

He further alludes to the fact that procurement encompasses the purchasing function, stores, traffic and transport, incoming inspection, and quality control and assurance.

Lysons (2000:1) defines procurement as the acquisition of goods or services in return for a monetary or equivalent payment - an act of obtaining something in any way including force or pillage.

Baily, Farmer, Jessop and Jones (1998:11) state that the procurement function has a part in working towards optimum specification. This implies not only an attractive product for marketing to sell or for production to manufacture, but one which includes services, materials or components which are economic to purchase, and in turn, presupposes that they are attractive for the supplier to produce or provide.
According to Baily, et.al, (1994:5) it has now been recognized that purchasing and supplying activities contribute significantly to the success or failure of an institution. It has been the case with the Department of Education, that they used to purchase without seeking to understand the needs of individual schools, but tended to liken all the schools to have the same needs and now they are trying to move / shift away from that perspective to ensure improved service delivery targets to all schools. They further allude to the fact that purchasing / procurement is done to ensure the continuity of supply by monitoring effective relationships with existing sources. They also develop other sources of supply, either as alternatives to supply the institution with the services that meet its needs. This is done to buy efficiently and wisely, obtaining by ethical means the best value for every pound spent. Procurement is important in any institution because it should measure the achievement of the set institutional objectives.

The procurement committee, whenever doing the process of procuring for effective and efficient procurement, will need to take into account the environment within which the institution is to function, and the objectives and strategies which have been specified for it. In one publication 217 (1998:7) procurement is seen as another strategy of an institution which is taking place in an environment where the institution focuses on fulfilling concepts such as vision, mission and core business. It is, thus, clear that by procuring goods for themselves, schools should focus on what they need, be involved in creating relationships with service providers and be seen as central actors in the procurement process.

2.11.1 FINANCIAL MANAGEMENT DURING THE APARTHEID ERA

During the apartheid era, education was characterized by racial discrimination, inequality and segregation (Christie: 1991:5). There were different education systems for each of the four main race groups, namely Blacks, Indians, Coloureds and Whites (Christie: 1991:71). The financial management and governance was the sole responsibility of the principal. School committees existed, but only to assist and support the principal to ensure the achievement of his goals.

Mathonsi (2001), when addressing teachers in a South African Democratic Teachers Union (SADTU) national education conference said, “given the fact that the notions of leadership and management have been redefined, the principal is no longer expected to carry the burden of managing the school alone”. Mashishi (1994:225) asserts that “……the NEPI governance
report points to some of the differences in parental involvement in school governance in the different departments of education in the South African context. The report indicates that in some departments, parents are represented at a high level and that all departments have parents involved in school governance in some way or another, but that the Department of Education and Training (DET) schools have limited the role of parents to that of being a fundraiser or an advisor”. Therefore the school committees were merely advisors, but had no powers to govern.

2.11.2 FINANCIAL MANAGEMENT IN THE POST - APARTHEID ERA

In 1994 South Africa elected its first democratic government led by the African National Congress (ANC), which came up with education reforms. The formulation and the adoption of the South African Schools Act (Act 84 of 1996) (SASA), which constitutes the overall national legislation for school education in South Africa, resulted in the existence of the democratically elected School Governing Bodies (SGBs) in all South African schools. According to SASA, SGBs are essentially responsible for governing the school. The compulsory functions of the SGBs are stipulated in Section 20 and there are also allocated functions given in Section 21 of the same Act. Among these functions SGBs are required to manage school funds and finances, which the researcher believes are important in transforming our schools into harmonious learning environments.

One of the aims of SASA is to improve the quality of education for all learners. There must be better facilities, better trained teachers, better teaching methods and improved school conditions. Learners must also be better motivated and disciplined to take their education seriously (Potgieter, visser van der bank, Mothata and Squelch, 1997).

Article 37 (1) of the South African Schools Act (1998:4) as amended confirms that it is the responsibility of the SGB to establish and administer school funds while a committee can be formed to deal with the day-to-day administration of the school finances. School financial management is a very sensitive issue since it deals with the money. Mistakes with regard to the transfer of money, incorrect expenditure or the interpretation of financial statements can have serious consequences for the school. Nieman (1999: 374) maintains that financial reports play a very important role in school financial management. They make
financial planning possible and encourage the community to maintain a positive attitude towards the school. They can also secure financial support from the private sector.

According to Heinritz and Farell (1965:12) procurement involves checking requisitions, securing and analyzing quotations, choosing between contract or open – market, purchases, scheduling purchases and deliveries, interviewing salesmen, negotiating contractors, issuing purchase orders, checking legal conditions of contracts, following up on delivery, checking receipts of materials, verifying invoices, corresponding with vendors and making adjustments with vendors. They further allude to the fact that the procurement cycle has several phases which start from requisitioning to obtaining materials/items that are needed by an institution from the suppliers.

The person who needs the items fills in either type of form with the material/item name and delivery date before sending the requisition for authorization to approve the expenditure. They also allude to the fact that the procurement cycle obviously involves a great deal of paper work and clerical detail. Some schools have been assigned the responsibility of procuring goods / materials for themselves without being given administrative clerks. This places a huge burden on the teachers who have to deal with curriculum matters. Top management has an obligation to see the total organization of school management. It has an obligation to demand, not only that each part functions adequately within its own area of responsibility, but also that it makes the greatest possible contribution towards the total operating and profit objectives. Heinritz,et.al (1965:257) state that this entails defining the areas of the functional responsibilities and authority and correlating them in a larger scheme, so that each will have scope to realize its full potential in the joint effort that constitutes a successful company operation. Purchasing is inescapably a part of that picture.

Therefore the manager must be at least literate to the objectives, opportunities and methods of modern purchasing. Without this understanding of purchasing principles, management lacks the means of even a rudimentary appraisal of purchasing performance. It is not enough to delegate the act of buying and to charge the buyer to procure needed material at the lowest cost (Heinritz et.al 1975: 15). Van Weele (2000:11) states that procurement relates to the function of purchasing inputs used in the firms, value chain, which may include raw materials, supplies, and other consumable items such as procurement activities which may
also be related to supplying products and services for the other functions. Hugo, Van Rooyen and Badenhorst (1997:72) state that procurement planning is the development of plans and programmes to provide for estimated needs in the most efficient way. This includes planning of the supply system, time scheduling of deliveries, planning of transport, and preparing the material budget for the quantities, based on estimates.

According to Van Weele (2000:30-31) the purchasing model has interrelated different activities. He states that purchasing management requires management of supplier relationships within the organizational networks which involves defining a specification. Product specifications are usually determined unilaterally by the institution which means that they are often defined towards a particular approved supplier. Selecting a supplier, the institution must assure that they select adequate suppliers. Selecting a supplier is one of the most important decisions in the purchasing process, particularly if the product delivered requires many years of maintenance and service. Failure to check the supplier’s credit status, can produce very unpleasant surprises in form of unsuspected bankruptcy, inability to meet quality requirements and an unwillingness to keep up to warranty obligations.

It may become clear that the supplier, in order to land the contract, has made promises about delivery times he cannot keep, should enter into a contract agreement to prevent unforeseen circumstances such as problems arising during and after delivery. A solid contract should be drawn and signed. After the contract has been signed the institution should establish the order routine, order handling, filing of invoices and checking payments to the suppliers (Van Weele 2000:31).

2.12 SUMMARY

This chapter stipulates what should be done by the procurement committee and processes that should be followed to ensure that government and public funds are managed properly and accordingly. It also stipulates mechanisms to improve service delivery within the school environment and highlight how procurement can be used as a tool to achieve economic deals and to deliver the quality and quantity of services in accordance with the RDP. The procurement committee should ensure that procurement responds to the needs of the South
African society of SMME’s using the procurement system as an instrument to achieve certain socio-economic objectives, without forfeiting the principles of good financial management.

This system was also introduced to schools amongst other things to improve the value for money principle, based on whole life cost and quality and to enhance the competitiveness of suppliers through the development of world class professional procurement systems and practices. Procurement committees should ensure that school finances are properly managed and are spent on good causes, “for example” to improve the socio-economic conditions of the surrounding communities and to improve the school conditions without deviating from the legislation governing public procurement in South Africa.
CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION
This chapter presents the research methodology employed in the undertaking of this study. It also provides details about the research design, sampling, the research instruments used, and the methods of data analysis. The research procedures followed in the data collection and sampling are presented in a more detailed manner. Finally, the ethical considerations observed in the study are presented.

3.2 RESEARCH DESIGN

Mouton (1996:07) defines a research design as a set of guidelines and instructions to be followed in addressing the research problem while Kruger and Welmen (2001:46) define the research design as the plan according to which we obtain research participants and collect information from them. McMillan and Schumacher (1993:8-9) state that research methodology refers to the design whereby the researcher selects data collection and analysis procedures to investigate a specific problem.

3.3 RESEARCH METHODOLOGY

In this study, both qualitative and quantitative research approaches were used because the researcher sought to gain an in-depth understanding of the issues under investigation. Sherman and Webb (1998:5-6) indicate that the aim of qualitative research is not the verification of a predetermined idea, but a discovery that leads to new insights. Qualitative research presumes nothing, but focuses on the perspective of those being studied. It was used because it took the subject’s perspective as a point of departure. It also determined the views of the schools’ procurement committees and how this correlated with that of the department’s supply chain management unit. On the other hand, White (2000:24) describes quantitative research design as the type of research where results are given numerical values and the researcher uses a mathematical and statistical treatment to help evaluate the results. Scientists carrying out experiments use this approach. It is very convenient to use and respondents are
able to complete the questionnaire using largely fixed choice question and complete the questionnaire in their own time and have time to give thoughtful answers.

Questionnaires were used in the data collection process. The questionnaires were hand-delivered to the participants and were physically collected by the researcher. The researcher experienced some problems whilst collecting the questionnaires as some of the participants could not return the questionnaires given out to them and some could not meet the deadline set by the researcher. Some of the questionnaires returned were incomplete. These questionnaires were administered in the selected schools and during working hours involving selected individuals. However, the process was conducted so as not to have a detrimental effect on the tuition.

3.4 TARGET POPULATION

Polit and Hungler (1991) describe population as the entire aggregation of cases that need a set of designated criteria. The population of the study consists of the employees of the Department of Education as well as parents serving on the school committees particularly the procurement committee which is the subcommittee of the finance committee, specifically in the Libode District. The employees of the Department of Education include both the teaching staff and non-teaching staff. The teaching staff refers to the Principal, Deputy Principal, the Heads of Department and, in some schools, the Finance officer. The non-teaching staff refers to the District Procurement Officer as well as the administrative clerks who work as finance officers in some schools.

The target population comprised all five members of the school’s procurement committee, namely the Principal, Chairperson of the SGB, Chairperson of the finance committee who is the treasurer of the SGB, the school’s finance officer, the SMT member in each of the selected schools within the Libode district, and member of the district procurement committee. Therefore the target population was consisted of all the members of the procurement committee in the ten selected schools, and a member from the district committee who researcher presumed to be the key rich informant for the study.
3.5 SAMPLING

Sampling refers to the process of selecting a portion to represent the entire population (Polit and Hungler, 1991). O’Leary (2004) argues that appropriate sampling strategies depend to a large extent on the nature of one’s research and the form of data one intends to collect. It is often impossible to study the whole population. The researcher made use of a sample to select research subjects.

3.5.1 SAMPLE AND SAMPLE SIZE

As the study also pursued a qualitative approach, one of the probability sampling methods, simple random sampling, was chosen because the population is very large and to avoid any bias. Bhattacharya (2004:80) sees the simple random sampling technique as the simplest in the sense that it involves the withdrawal of sample size (n) in such a way that each of the (N) members of the population has the same chance of being included in the sample. Berg (2004:35) defines simple random sampling as a procedure intended to produce a representative sample. The process drew subjects from an identified population in such a manner that every unit in that population had precisely the same chance of being included in the sample. Simple random sampling was chosen for this study because it is the simplest of the probability sampling techniques with the following advantages (Berg, 2004:35):

- It is free from classification error and it requires minimum advance knowledge of the population.
- It best suits situations where not much information is available about the population and data collection can be efficiently conducted on randomly distributed items.

The Libode district has 424 schools, including primary, junior secondary and senior secondary schools, of which 184 have Section 20 status and 240 have Section 21 status in the South African Schools Act, (Act 84 of 1996). Within those schools ten were selected using the simple random sampling method, five with Section 20 status and the other five with Section 21 status. Firstly, a list of schools with Section 20 status in Libode district was drawn in alphabetical order and, thereafter, a simple random sampling method was applied to select five schools. Secondly, a list of schools with Section 21 status in Libode district was drawn in alphabetical order and, thereafter, a simple random sampling method was applied to select
five schools. Five members of the school’s procurement committee in each of the ten selected schools were invited to participate in the study and one district procurement committee member. A total of 51 respondents took part in the study.

As the target groups were the members of the procurement committee, purposive sampling was also used, as it is the most suitable method applicable to study a group. McMillan and Schumacher (2006:319) define purposive sampling as selecting information rich cases for in-depth study, where one wants to understand something about those cases without needing or desiring to generalize to all such cases. Judd, Smith and Kidder (1991:136) state that the assumption behind purposive sampling is that, with good judgement and an appropriate strategy, we can handpick the cases to be included and, thus, develop samples that are satisfactory in relation to our needs. They further allude to the fact that a common strategy of purposive sampling is to pick cases that are judged to be typical of the population in which we are interested, assuming that errors of judgement in selection will tend to counter-balance one another. Hence, the researcher has picked the procurement committee members as the population in the study.

3.6 DATA COLLECTION

3.6.1 Methods of Data Collection

The researcher personally distributed the questionnaires and collected data in all the selected schools. He interacted with the participants directly and made his own observations of the acceptance of the study and how it unfolded within the natural setting of the schools whilst the members were taking part in the study.

The researcher used two types of questions in his questionnaire: open-ended questions and structured questions. It is important to make a distinction between the two types of questions used. According to Bless and Higson-Smith (1995:122) closed questions restrict the number of possible answers whilst Nigel (2008: 505) states that closed questions is the survey that can be answered by selecting from a set of previously specified answers. He adds that closed questions have advantages because they can be pre-coded and responses can easily be put in a computer, saving time and money. They also force the respondent to choose between the answers provided. Open-ended questions are those that allow individuals to respond in
any way they wish (Nigel 2008:193). He adds that open-ended questions do have their drawbacks, which are:

- they produce responses that may be ambiguous, wide-ranging and difficult to categorize,
- they can be time-consuming to code, interpret and analyze and, therefore, expensive to deal with when conducting large-scale studies.

These two types of questions can be used to gain the confidence and co-operation of the participants in different ways. The researcher used both types so as to extract as much information as possible and to allow the participants to have their own input and suggestions. This combination of questions allowed the participants to communicate their own experiences and what they understood best about their roles and responsibilities in the procurement committee.

With what is explained above, the researcher developed questionnaires as survey instruments that were later distributed to selected schools. Each questionnaire contained 17 questions and one questionnaire with 11 questions directed to the district official. The questionnaires were structured such that the first few questions were easy and specific. The intention was to encourage meaningful participation at first glance.

### 3.6.2 ADMINISTRATION OF DATA COLLECTION INSTRUMENT

Data was collected through questionnaires designed to meet the objectives of the study. The researcher personally distributed the questionnaires and collected the data from all the schools. He interacted with the participants directly and made his own observations of the acceptance of the study and how it unfolded within the natural setting of the schools whilst the members were taking part in the study. The researcher used two types of questions in the questionnaire, open-ended questions and structured questions. It is important to make a distinction between the two types of questions used. According to Bless and Higson-Smith (1995:122) closed questions restrict the number of possible answers, whilst Nigel (2008:505) states that closed questions is the survey that can be answered by selecting from a set of previously specified answers. He adds that closed questions have advantages because they can be pre-coded and responses can easily be put in a computer, saving time and money. And
they also force the respondent to choose between the answers provided. Open–ended questions are those that allow individuals to respond in any way they wish (Nigel 2008:193). He says that open-ended questions do have their drawbacks. They produce responses that may be ambiguous, wide-ranging and difficult to categorize. They can also be time-consuming to code, interpret and analyze and, therefore expensive to deal with while conducting large scale studies. These two types of questions can be used to gain the confidence and co-operation of participants in different ways.

The researcher used both types so as to extract as much information as possible and to allow the participants to have their own inputs and suggestions. Two sets of questionnaires were used; one was for the members of the school procurement committee and the other for the district procurement committee member. The questionnaires were distributed after permission had been granted by the District Director (see appendix A), the school principals and the SGBs in Libode district (see appendix B). A consent record was sought with participants and submitted to the supervisor by the researcher (see appendix C). The researcher personally distributed the questionnaires to the 51 respondents and guidelines were provided to assist the respondents on how to respond to the questionnaires. The respondents were requested to complete the questionnaires within a period of two weeks as the distribution of questionnaires was done during the examination period. Of the 51 questionnaires distributed only 17 were returned as some participants did not have enough time and some did not provide additional comments in the spaces provided and 34 questionnaires were not returned by the participants.

3.7 DATA ANALYSIS

Data analysis is the process of unlocking information hidden in the raw data and transforming it into something useful and meaningful (Aanstoos: 244-256), whilst Creswell (2003:205) concurs with this statement by stating that data analysis is an ongoing process during research and it involves analyzing participant information, and researchers typically employ the analysis steps found within a specific strategy of inquiry.

The researchers have organized the data categorically and chronologically, reviewed repeatedly and continuously coded by assigning a single digit number next to the response given by the participant, so as to be able to link it to other available knowledge and to
maintain the issue of anonymity. The researcher also made a report about the number of the members who responded and those who did not.

3.8 ETHICAL CONSIDERATIONS

According to Manion and Morrison (2002:71), the researcher should fully explain at the outset, the purpose and the procedures of the research to the subjects, and should be as objective as possible. Every effort was made to inform the participants in a manner that will encourage maximum participation. Melville and Goddard (1996:45) enumerate several ethical aspects to be considered such as:

- Avoiding harm to people
- Having due regard for people’s privacy
- Respecting people as individuals
- Keeping data confidential

These ethical principles were adhered to and applied to all participants at anytime during the research process. Informed consent was sought with the District director, the schools’ principals and the schools’ governing bodies. Anonymity and confidentiality was adhered to in order to protect participants and no names of persons or schools have been divulged. Information given by the subjects was confidential to ensure free and maximum participation.

Ethical considerations were adhered to when the questionnaires were administered. The researcher explained the objectives of the study to the participants and how the study could contribute towards improving the work performance and solve the challenges they encounter and assist them with the identification of training needs. Participants were assured of their right to withdraw their participation at any given time during the process should they feel intimidated and there was no invasion of their privacy.

3.9 CONCLUSION

This chapter dealt with the research methodology. It briefly outlined the research design, the sampling methods, data collection strategies used in the study, the administration of the research questionnaires and data analysis. It highlighted how the data would be analyzed in the next chapter. The next chapter focuses on the presentation and analysis and interpretation of the data gathered.
CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter focuses on the analysis and interpretation of data. According to Mouton (2006:108), data analysis involves the breaking up of data into manageable themes, patterns, trends and relationships. The aim of the analysis is to understand the various constitutive elements of one’s data through an inspection of the relationship between concepts, constructs or variables and see whether there are any patterns or trends that can be identified or isolated or to establish themes on data. Therefore, data analysis requires that the researcher outlines how the participants have expressed their understanding of the roles and responsibilities in the procurement committee and the assistance offered by the district. The researcher then has to synthesize the responses, interpret and come up with his own conclusion on what the responses indicate. Data analysis and interpretation is based on the responses received when the questionnaires in Appendix A1 and A2 were administered.

4.2 Research Paradigm

A research paradigm is a way of thinking about and conducting research, a philosophy that guides how a research is to be conducted (Gliner and Morgans, 2000:17). For a qualitative research, it is best to become immersed in it and to move into the culture or organization being studied and experience what it is like to be part of it (www.nova.edu/sss/RQ/RQ10-4/Krauss.pdf).
4.3 DATA ANALYSIS AND INTERPRETATION

4.3.1 Biological Information

This section of the survey addresses the biological details of the respondents.

4.3.1.1: Questions relating to the age and gender of the respondents on both questionnaires.

Table 1: Gender of respondents

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>11</td>
<td>64.7%</td>
</tr>
<tr>
<td>Male</td>
<td>6</td>
<td>35.3%</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>100%</td>
</tr>
</tbody>
</table>

Figure 1.
Table 1 and figure1 above, indicate that most respondents - 11 out of 17 (64.7 %) - were females and six out of 17(35.3 %) were males. This can be attributed to the fact that there is a relatively low number of men who serve on the school committees.

4.3.1.2 The focus is on the age of the respondents serving in the procurement committee

Table 2: Age of respondents

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-30</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>30-40</td>
<td>7</td>
<td>41.2%</td>
</tr>
<tr>
<td>40-50</td>
<td>8</td>
<td>47%</td>
</tr>
<tr>
<td>50-60</td>
<td>2</td>
<td>11.8%</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>100%</td>
</tr>
</tbody>
</table>

Figure 2.
Table 2 and figure 2 indicate that the committee is dominated by middle-age respondents 48% (8 out of 17) and this can be attributed to the fact that, in rural schools, school meetings are attended mostly by middle age people (between 40-50 years).

4.3.1.3 Procurement committee members ‘questionnaires, focuses on school governing body members serving on the committee and their positions on the SGB.

Table 3: Member of the SGB and Position Held

<table>
<thead>
<tr>
<th>Member</th>
<th>Non-Member</th>
<th>Position</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>87.5</td>
<td>12.5</td>
<td>Secretary</td>
<td>3</td>
<td>18.75</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chairperson</td>
<td>1</td>
<td>6.25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Treasurer</td>
<td>3</td>
<td>18.75</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Add. Member</td>
<td>5</td>
<td>31.25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ex officio</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>others</td>
<td>3</td>
<td>18.75</td>
</tr>
<tr>
<td>12</td>
<td>5</td>
<td></td>
<td>17</td>
<td>100%</td>
</tr>
</tbody>
</table>
Table 3 and figure 3, indicate that people who serve on the procurement committee are mostly people who have been selected to serve on the School Governing Body (SGB). The notion is that through the experience obtained by serving on the SGB and the level of training received as members of the SGB, this will help them carry through their newly introduced challenges of serving on the schools procurement committee. Most people - 31.25% (5 out of 17) who serve on the procurement committee are additional members of the School Governing Bodies.
4.3.1.4 Number of years a respondent has been serving on the committee as the questionnaire wants to establish the experience acquired by serving on the committee.

Table 4: Number of years on the committee

<table>
<thead>
<tr>
<th>Period</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than a year</td>
<td>4</td>
<td>23.5%</td>
</tr>
<tr>
<td>1 year</td>
<td>5</td>
<td>29.4%</td>
</tr>
<tr>
<td>2-3 years</td>
<td>8</td>
<td>47.1%</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>100%</td>
</tr>
</tbody>
</table>

Fig.4  Years on committee

The period in years serving on the committee

- less than a year
- 1 year
- 2-3 years
Table 4 and figure 4 indicate that the respondents serving in the procurement have had a reasonable amount of experience serving on the committee as 47.1% (8 out of 17) have more than 1 year’s service in the procurement committee, 29.4% had one year’s experience and they could familiarize themselves with the work expected of them and lend some helping hand to the 23.5% who have less than a year serving as committee members.

4.3.2 Opinion Based Questionnaires

4.3.2.1 Responses relating to whether the respondents are elected members of the procurement committee and should indicate their positions in the procurement committee in which they serve.

These questions were asked to ascertain whether the researcher was dealing with the appropriate personnel where first hand information pertaining to the roles and responsibilities of the procurement committee could be obtained.

Table 5: Are you the member of the procurement committee? If yes, indicate position.

<table>
<thead>
<tr>
<th>Member position</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>School management team</td>
<td>4</td>
<td>23.5%</td>
</tr>
<tr>
<td>Chairperson</td>
<td>2</td>
<td>11.8%</td>
</tr>
<tr>
<td>Secretary</td>
<td>5</td>
<td>29.4%</td>
</tr>
<tr>
<td>Finance Officer</td>
<td>5</td>
<td>29.4%</td>
</tr>
<tr>
<td>Others</td>
<td>1</td>
<td>5.9%</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>100%</td>
</tr>
</tbody>
</table>
Table 5 and figure 5 indicate that almost all the members who took part in the study are democratically elected members to serve in various positions on the committee in their respective schools. The most dominant positions with five out of 17 (29.4%) are that of the Secretary and Finance officer which have an equal number of people serving on the committee. This suggests that the information they could provide will be taken as fair and reliable, as they are the appropriate personnel to give the much needed information for the study.

4.3.2.2 To establish whether there was any form of induction or orientation conducted, either by the school or the department of education to familiarize the committee with its duties. The results were analyzed using the table and the below.
Table 6: **Orientation/Induction received**

<table>
<thead>
<tr>
<th>Members inducted/ orientated</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inducted</td>
<td>11</td>
<td>64.7%</td>
</tr>
<tr>
<td>Not inducted</td>
<td>6</td>
<td>35.3%</td>
</tr>
<tr>
<td>Others</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Table 6 and figure 6 indicate that in most schools, 64.7% as shown by the table above, there is orientation that is taking place in some schools to familiarize the members of the committee with their functions, whereas in other schools (35.3%) there seems to be a problem, as the committee functions without having a clear job description. They do not know what is to be performed by the committee, how the job has to be done and which procedures are to be followed when performing the procurement duties.
4.3.2.3 To establish whether there is a district’s procurement policy in place to serve as a guide for schools and to establish whether the schools have a procurement policy, which serves as a guideline, on how to manage the school resources.

The following table and chart will show the responses to this question.

Table 7: Schools having procurement policies as a guideline in the procurement policy procedures

<table>
<thead>
<tr>
<th>Having procurement policy</th>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>9</td>
<td></td>
<td>52.9%</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
<td></td>
<td>47.1%</td>
</tr>
<tr>
<td>Unanswered</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Fig.7

[Image of pie chart showing schools having procurement policy with frequencies and percentages]
In responding to this question, nine out of 17 (52.9%) respondents indicated that they had a procurement policy in place upon which they based their procedures on, whereas eight out of 17 (47.1%) responded by saying they did not have a policy in place which guides them in the implementation of the procurement procedures. This suggests that in some schools there are no proper procedures followed when the committees spend the school funds to ensure they address the value for money principle.

4.3.2.4 Does the policy comply with all the national statutes such as the Preferential Procurement Policy Framework Act, and the Public Finance Management Act that governs the management of public funds and resources in all public institutions? This question excludes district procurement committee member. The responses to this question are analyzed in the table and graph shown below.

Table 8: Compliance of the policy with national strategies

<table>
<thead>
<tr>
<th>Compliance</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>7</td>
<td>43.75%</td>
</tr>
<tr>
<td>No</td>
<td>6</td>
<td>37.5%</td>
</tr>
<tr>
<td>Unanswered</td>
<td>3</td>
<td>18.75%</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100%</td>
</tr>
</tbody>
</table>
Table 8 and figure 8 indicate that the respondents who answered yes to the previous question remained loyal to their answers as shown by 43.75% (7 out of 16 of the respondents) who confirmed that the school’s policies were in compliance with national statutes, 37.5% (6 out of 16) who said school policies did not comply and 18.75% (3 out of 16) who decided not to respond to the question. This suggests that procurement in some schools has brought about some problems and is faced with resistance from some members.

4.3.5.5 To what extent do you understand and interpret these statutes in relation to your duties as the procurement committee? Explain fully.

In responding to the question, three out of 17 (17.7%) respondents tried to explain some of the duties stipulated in the procurement policy of their schools and highlighted the following as their understanding of procurement committee duties as outlined in their school policy or national policy:

- Before placing an order, three quotations are to be requested from service providers.
- The committee draws up a budget.
- The committee advertises the jobs.
These were the only responses written by those who responded yes to the question, whilst 4 out of 17 (23.5%) responded by saying “No” and they had the following comments about their understanding of the policy:

- There is no clear interpretation of their duties; they do as elected.
- Not clear because there is no policy in my school.
- Not well and fully knowledgeable.

Lastly, 10 out of 17 (58.8%) respondents chose not to answer the question as they did not write anything. Table 9 and the fig. 9 below indicate the responses provided by the respondents.

Table 9: **Interpretation of the procurement statute in relation to the duties of procurement committees:**

<table>
<thead>
<tr>
<th>Interpretation of statute</th>
<th>Respondents</th>
<th>Percentages (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Responses</strong></td>
<td><strong>Respondents</strong></td>
<td><strong>Percentages</strong></td>
</tr>
<tr>
<td>Yes</td>
<td>3</td>
<td>17.7</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>23.5</td>
</tr>
<tr>
<td>Unanswered</td>
<td>10</td>
<td>58.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Table 9 indicates that very few (17.7%) of the respondents can explain fully their understanding of the statutes or policy, and these few respondents could only outline a minimal knowledge of their understanding as against the responses of the district procurement committee member who responded in Question 7 of the district questionnaire by saying, the procurement committees’ duties are to:

- Adjudicate on all bids/quotations and make recommendations to the accounting officer.
- Ensure that the department receives value for money in all its purchases.
- Ensure confidentiality and confidence in the procurement system.
- Address disputes arising out of its decisions or procurement system.
- Recommend to the Head of Department where a breach of contract has occurred.
- Identify and attend to policy gaps in the procurement policy.
4.3.5.6 When formulating your policy, was there any guide which served as a basis for your procurement policy? Table 10 and fig. 10 show the results obtained.

Table 10: A guide which serves as a basis for the schools procurement policy

<table>
<thead>
<tr>
<th>A Guide</th>
<th></th>
<th>Percentages (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responses</td>
<td>Respondents</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>8</td>
<td>47%</td>
</tr>
<tr>
<td>No</td>
<td>7</td>
<td>41.2%</td>
</tr>
<tr>
<td>Unanswered</td>
<td>2</td>
<td>11.8%</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>100%</td>
</tr>
</tbody>
</table>

Eight out of 17 (47%) respondents to this question, answered yes. They concurred with the responses of the district committee member who responded positively to questions 5 and 6 of the district questionnaire. If asked about the availability of the district policy in schools and
whether it serves as a basis for schools’ establishment of their own policies. Seven out of 17 (41.2%) answered no which reflects that, in some schools, the policy does not exist. Two of the respondents decided not to answer the question and did not supply any explanation.

4.3.5.7 Did you receive any formal training regarding the duties that the procurement committee has to perform?

The illustration of the respondents and their responses to the question are tabulated below and are inclusive of the district committee member.

Table 11: Any formal training received regarding procurement committee duties

<table>
<thead>
<tr>
<th>Formal training received</th>
<th>Responses</th>
<th>Respondents</th>
<th>Percentage</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>2</td>
<td>11.8</td>
<td></td>
<td>Once a year</td>
</tr>
<tr>
<td>No</td>
<td>14</td>
<td>82.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unanswered</td>
<td>1</td>
<td>5.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Fig. 11
Table 11 indicates the contradictions between the district respondents and the schools’ respondents to the question as 14 out of 17 (82.4%) respondents from the schools said they had not received any formal training from the district. The district, on the other hand, agreed to have conducted the training to the chief-users (Principals) of which the chief-users were also included in the study to be the participants. The district member concurs with 5.8% (1) of the respondents who said they did receive a workshop from the school principal. This suggests that there is little training provided to schools by the department of Education.

4.3.5.8 Do you have a clear job description in place as the procurement committee?

The illustration of the respondent’s answers is shown in Table 12 below.

Table 12: The job description of procurement committees:

<table>
<thead>
<tr>
<th>Clear job description</th>
<th>Responses</th>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>2</td>
<td></td>
<td>11.8%</td>
</tr>
<tr>
<td>No</td>
<td>14</td>
<td></td>
<td>82.4%</td>
</tr>
<tr>
<td>Unanswered</td>
<td>0</td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>Others</td>
<td>1</td>
<td></td>
<td>5.8%</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>
Two out of 17 (11.8%) respondents replied by confirming that they had a clear job description that assisted them to perform their functions efficiently. Fourteen out of 17 (82.4%) respondents said they had no clear job description that assisted them to perform their duties as procurement committee members, as outlined by the district procurement committee member in Question 7 of the district questionnaire see (ANNEXURE A2). This clearly indicates that there is no clear job description for the procurement committee in schools.
4.3.5.9: Was the job description provided by the department of education or formulated by the school principal or committee? The responses are illustrated in Table 13 below.

Table 13: Provision of the job description either by Dept, Principal or committee

<table>
<thead>
<tr>
<th>Provision of job description</th>
<th>Responses</th>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>4</td>
<td>23.5%</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>29.4%</td>
<td></td>
</tr>
<tr>
<td>Unanswered</td>
<td>8</td>
<td>47.1%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Fig.13 Provision of job description either by the Principal, Dept. Or Committee
Four out of 17 (23.5%) respondents said the job description was formulated either by the Dept, the Principal or the committee, while five out of 17 (29.4%) said no, though they did not explain who formulated the job description. Eight out of 17 (47.1%) respondents did not answer the question. This result suggests that the members of the procurement committee have been failed either by the Principals of the schools or the Department of Education for not giving them all the information they need.

4.3.5.10: What kind of assistance do you receive from the Department of Education as the procurement committee? Explain.

The data of the respondents to this question is tabulated in table 14 below

Table 14: Assistance received from the department of education as the procurement committee:

<table>
<thead>
<tr>
<th>Assistance received as committee</th>
<th>Responses</th>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
<td>6.25%</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>11</td>
<td>68.75%</td>
<td></td>
</tr>
<tr>
<td>Unanswered</td>
<td>4</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Fig.14 Assistance received from the Dept. Of Education
One out of 16 respondents, (6.25%) indicated that there was a mention of a procurement committee in a workshop though the respondent was not fully clear of the procurement processes whilst 11 out 16 (68.75%) said there was no assistance at all that they received from the Dept of Education. Some of the respondents had the following to say:

- Members of the committee assist each other.
- We get assistance from the principal of the school.
- There has been no assistance yet from the Department of Education; they just give us the policies and we read them.
- Not at the moment; we have been promised.
- I did not have any assistance.
- I did not get any assistance.

Four out of 16 (25%) of the participants did not respond to the question and did not give any explanation as to why they had not responded.

Table 14 and fig. 14, clearly indicate that there is minimal assistance given to schools by the Department of Education as the responses show that 68.75 % responded that there was no assistance provided to schools.

4.3.5.11: What difficulties do you experience as the procurement committee in managing school funds? Explain

Table as well as figure 15 provides an illustration of the collected data and shows that the majority of the respondents have experienced some difficulties in managing school funds.
Table 15: **Difficulties experienced in managing school funds.**

<table>
<thead>
<tr>
<th>Difficulties experienced</th>
<th>Response</th>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>3</td>
<td>18.75%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>9</td>
<td>56.25%</td>
</tr>
<tr>
<td></td>
<td>Unanswered</td>
<td>4</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>16</td>
<td>100%</td>
</tr>
</tbody>
</table>

Fig.15

Nine out of 16 (56.25%) respondents said they had experienced some difficulties in the management of school funds. Some of the difficulties experienced were as follows:

- We have no policy guiding us on how to procure.
- Recording, getting quotations
- Lack of clerks
- To keep records up to date and
- Corrupt activities - service providers being told the price
- Lack of proper financial management workshops
- Regular reporting between the principal and the SGB
- Drawing a budget and shortage of funds
- Quality of service rendered by the suppliers

Three out of 16 (18.75%) respondents answered that they were not experiencing any difficulties regarding the management of school funds; here are some of the reasons provided:
- Clear about financial management
- We get regular workshops from the principal and assistance from other schools.

Four out of 16 (25%) did not respond to the question and did not provide any reasons. They left the question blank. Table 15 and fig.15 indicate that schools are experiencing some difficulties in managing school funds as they have outlined above.

**4.3.5.12: Do you find it easy to formulate or make the bill of quantities in terms of items to be tendered for?**

Table 16 below illustrates the responses of the participants who took part in the study.

Table 16: Formulation of bill of quantities

<table>
<thead>
<tr>
<th>Responses</th>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>7</td>
<td>43.75%</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>18.75%</td>
</tr>
<tr>
<td>Unanswered</td>
<td>6</td>
<td>37.5%</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100%</td>
</tr>
</tbody>
</table>
Seven out of 16 (43.75%) respondents replied by confirming that they did not have a problem of formulating the bill of quantities for tendering processes, whilst three out of 16 (18.75%) said it was not easy for them to formulate the bill of quantities for tendering process. Six out of 16 (37.5%) did not respond to the question and gave no reasons.

Table and fig.16 indicates that most respondents have no problem in the formulation of the bill of quantities for tendering processes and therefore are able to perform the task of procuring goods and services for their schools. However, some did not answer the question, so it is unclear whether they are able to formulate the bill of quantities or not.

4.3.5.13: Which system of managing school funds do you prefer? The traditional one where the principal is solely responsible for managing school funds or the new system where all stakeholders are directly involved? Substantiate your answer.

The data collected for the question will be analyzed in table 17 below to show the precise analysis of the respondents’ responses.
Table 17: The Preferred system of managing school funds illustrated

<table>
<thead>
<tr>
<th>Preferred system</th>
<th>Responses</th>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>New</td>
<td>13</td>
<td>81.25%</td>
<td></td>
</tr>
<tr>
<td>Old</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Unanswered</td>
<td>3</td>
<td>18.75%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Fig.17

Thirteen out of 16 (81.25%) respondents preferred the newly created system where all the stakeholders are involved in the management of school funds. The following are some of the responses supplied to support the notion of the preferred new system:

- The new system is the best only if all schools can be supplied with clerks to reduce the workload of the principals.
- There is transparency in the new system of managing school funds.
- It is everybody’s responsibility to manage funds.

Three out of 16 (18.75%) respondents did not answer the question and no reasons were given. Table and fig. 17 indicates that most respondents preferred the new system as it is democratically implemented and it involves every stakeholder.

**CONCLUSION**

This chapter presented an analysis of the data gathered through a questionnaire which was distributed to 51 respondents in the selected schools in Libode District, but only 17 were returned. The information obtained was textually analyzed and where possible, illustrations were made in order to make the presentation more precise. The purpose of the questionnaires was to gain insight and an in-depth knowledge of the duties of the procurement committee regarding their newly introduced responsibility. This was achieved by asking all the respondents the same questions. Another purpose of this chapter was to interpret the data obtained from the information collected from the respondents. Deductions made from the data obtained will be discussed in the next chapter together with recommendations and a conclusion of the study.
CHAPTER 5

SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter focuses on the findings of the study, conclusion and recommendations of the study.

5.2 SUMMARY

The main objective of the study is to investigate factors affecting the performance of procurement committees in schools. The following secondary objectives were identified:

- To investigate the extent of awareness of the members of the procurement committees about legislation relating to their duties.
- To investigate the training needs of members of procurement committees and identify any challenges facing procurement committees in schools.

In addressing the main objective and the secondary objectives, the following emerged:

Chapter 1 gave the historical background of the South African Schools Act (Act 84 of 1996) which stipulates that the state must fund all the public schools from the public revenue on an equitable basis. Each should elect a School Governing Body (SGB) whose primary function is to manage school finances. The principal of the school, who is also a member of the SGB is the accounting officer. The SGB has to elect the finance committee which should run the school’s finances and, in turn elects the procurement committee - a sub-committee of the finance committee.

In terms of the South African Schools Act, (Act 84 of 1998, as amended) there are two categories of public schools which may be created in South Africa. One category is based on Section 20 of the South Africa Schools Act with stipulated functions applicable to all public schools, while the other category is based on Section 21 of the Act which includes added stipulated functions above those applicable to all public schools. The second category of schools is based on Section 21 of the Act which lists further functions that
may be allocated if the school has demonstrated a capacity to perform certain functions effectively. Those functions include the following:

- Maintain and improve the school’s property, buildings and grounds.
- Be able to determine the extra-mural curriculum of the school and the choice of subject options according to the provincial curriculum.
- Be able to purchase textbooks, educational materials or equipment and
- Be able to pay for the services rendered to the school.

Chapter 2 outlined the theoretical views on the procurement committee functions as per the governmental regulations and the Constitution of the Republic of South Africa. The roles of the procurement committee were also revealed in the Preferential Procurement Policy Framework Act (Act 5 of 2000).

Chapter 3 presented a detailed research methodology. In this chapter the target population, sample size, data collection techniques as well as ethical considerations were thoroughly dealt with.

Chapter 4 addressed the objectives of the study by using questionnaires which were constructed based on two types of questions - the closed and the open-ended questions.

5.3 FINDINGS

The most important findings of the study can be summarized as:

- Most of the members, serving on the procurement committees of schools, are elected members of the SGB who have undergone the relevant training of serving on an SGB.

- Most of the participants who serve on the procurement committee have reasonable years of experience serving as SGBs as they have more than one year being committee members.

- Members serving on the procurement committee are either the secretary of the SGB or the finance officer elected to serve on the procurement committee.
Most members of the procurement committee were inducted by their schools in which they serve as the Department of Education only inducts the principal of the school as the Chief-user or the accounting officers.

In some schools no induction has taken place, as the committees revealed that there was no clear job description for the committee on how to perform their duties. That hinders their performance.

There were conflicting views on whether the Department of Education has a policy to guide the schools’ procurement committees in performing their duties. Forty-seven % do not have a policy as a guide to the procurement committee.

As much as the participants have responded positively in terms of complying with the national statutes, such as the Public Finance Management Act and the Preferential Procurement Policy Framework Act, in the management of school funds and resources, they could not interpret the statutes as to what was expected of them. They did not know what role they should perform as only 17% could perform limited duties as stipulated in the Preferential Procurement Policy Framework Act.

No formal training and assistance had been provided to the procurement committee members by the Department of Education or the schools, the committee only operates through the experience gained by serving on the committee and by assisting one another. The Department of Education only trains the chief-users on financial management who, in turn train the other committee members. Based on the analysis derived from the responses, not all the principals conduct the training of other committee members. Some committee members deny to having received any training from their respective schools. This highlights a sad reality as public finances are a crucial aspect to be entrusted with procurement committees without having been trained whatsoever on how to manage the school finances.

Another revelation was that of procurement committees having some difficulties in handling school finances, as they have no policy guiding them on how to procure goods and services for schools. They also experience some difficulty with getting quotations and with recording. This places a lot of work on them, namely
unavailability of accounting clerks, a lack of financial management workshops, drawing up a budget for their schools and a shortage of funds.

- Though the experience some difficulties but they still prefer the new system as it encourages transparency, accountability and is democratic than the previous system where the principal was the sole person dealing with managing school funds.

5.4 CONCLUSION AND RECOMMENDATIONS

Based on the data collected from the study and the analysis of the results in chapter 4, it can be deduced that some members of the procurement committee were not trained by their schools and the Department of Education and were not really told about their roles and responsibilities as procurement committee members. Most members do not know the duties of the procurement committee as stipulated in the national statutes that regulate public finances, such as the preferential procurement policy. The schools are also not doing enough to enable the members of the procurement committee in terms of their roles and responsibilities. Other members had to rely on the information relayed to them by the principal of the school who was trained alone as to how to manage school funds.

The training of the principals alone does not seem to help the cause. Based on the analysis of results the researcher could clearly spot some information gaps in the respondents’ understanding of statutes governing the handling of public finances. They also struggled to grasp the roles and responsibilities of the procurement committee in managing school funds and resources. It can be concluded that this has also increased the work load of those teaching staff members who have been elected to serve on the procurement committee. It requires and consumes much of their teaching time, as they have to request quotations before they can spend and do all the recordings. The researcher proposes the following recommendations which may help the committee and ensure the value for money principle is maximized in the management of school finances:

The Department of Education should provide training on a quarterly basis to all the members of the procurement committee, not only the principal, as is the case right now. This training may enhance the performance of the members of the procurement committee. An induction of all the members of the procurement should be done not only at school level but also at a
circuit level so as to equip the members of the committee with their job description. A policy development workshop should be organized for all schools to capacitate them with the knowledge of developing their policies and ensuring that the policy exists in all the schools. Some schools have been found not to have a policy on procurement of goods for their schools. Accounting clerks with financial accounting as the core subject must be employed for all the schools to reduce the workload on the side of the teaching staff elected to serve on the committee.
REFERENCE


ANNEXURE A 1

QUESTIONNAIRE TO THE PARTICIPANTS (Procurement Committee Members)

Use a tick √ in the appropriate box with the relevant answer or provide relevant information where necessary

1. Are you a member of the School Governing Body?
   Yes [ ] No [ ]

1.1. If yes, indicate the position
   - [ ] Chairperson
   - [ ] Secretary
   - [ ] Treasurer
   - [ ] Additional member
   - [ ] Ex-officio member

2. How long have you been serving on the SGB Committee?
   [ ] [ ]

3. Are you the member of the Procurement Committee?
   Yes [ ] No [ ]
3.1. If yes, indicate the position

- Chairperson [ ]
- Secretary [ ]
- Finance Officer [ ]
- SMT member [ ]

4. How did you become a member of the Procurement Committee?

- Elected [ ]
- volunteered [ ]
- hand-picked [ ]

5. Was there any induction or orientation conducted, either by the school or the Dept. of Education to familiarize the committee with its duties?

- Yes [ ]
- No [ ]
6. Do you have a School Procurement Policy in hand which serves as a guide on how to manage school resources?

Yes  No

7. Does the Policy comply with all the National statutes such as the Preferential Procurement Policy Framework Act, Public Finance Management Act that govern the management of public funds and resources in all public institutions?

Yes  No

8. To what extent do you understand and interpret these statutes in relation to your duties as the procurement committee? Explain fully

……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………

9. When formulating your policy, was there any guide which served as a basis for your procurement policy?

Yes  No

10. Did you receive any formal training regarding the duties that the Procurement Committee has to perform?

Yes  No
10.1 If yes, please specify:

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

11. How often do you get exposed to this training and these workshops?

<table>
<thead>
<tr>
<th>Always</th>
<th>Sometimes</th>
<th>Hardly</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12. Do you have a clear job description in place as the Procurement Committee?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12.1 If your response in 12 is No please do not answer 13.

13. Was the job description provided by the Dept. of Education or formulated by the SGB, Principal or Committee?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
14. What kind of assistance do you get from the Dept. of Education as the Procurement Committee? Explain.

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…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………
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…………………………………………………………………………………………………
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15. What difficulties do you experience as the Procurement Committee in managing school funds? Explain.

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…………………………………………………………………………………………………

16. Do you find it easy to formulate or make the bill of quantities in terms of items to be tendered for?

Yes          No

…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………
17. Which system of managing school funds do you prefer? The traditional one where the Principal is solely responsible in managing school funds or the new system where all stakeholders are directly involved? Substantiate your answer.
ANNEXURE A 2

QUESTIONNAIRE TO DISTRICT PROCUREMENT COMMITTEE MEMBER

1. Are you the member of the Departmental Procurement Committee?
   
   Yes                                                        No
   
   [ ]                                                        [ ]

2. Do you have a District Procurement Policy in place?
   
   Yes                                                        No
   
   [ ]                                                        [ ]

3. Is the policy known and available to schools for reference purposes?
   
   Yes                                                        No
   
   [ ]                                                        [ ]

4. Does the policy serve as the basis to schools’ establishment of their policies?
   
   Yes                                                        No
   
   [ ]                                                        [ ]

5. What is the job description of the Committee? What is actually done by the Procurement Committee? Explain.

   ……………………………………………………………………………………………………
   ……………………………………………………………………………………………………
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   ……………………………………………………………………………………………………
6. Has the Department provided all the schools with a statute governing the management of public funds which will serve as a guide to a procurement Committee?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Was there any form of training provided by the Department of Education to familiarise the school’s procurement Committee with their job description?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7.1 If yes, specify.

......................................................................................................................................................
......................................................................................................................................................
......................................................................................................................................................
......................................................................................................................................................
......................................................................................................................................................

8. Are there any challenges that you encounter as the District Procurement Committee regarding the school’s procurement?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8.1 Please elaborate,

......................................................................................................................................................
......................................................................................................................................................
......................................................................................................................................................
......................................................................................................................................................
9. How do you assist the schools regarding their challenges or problems? Briefly explain.
......................................................................................................................................................
......................................................................................................................................................
......................................................................................................................................................
......................................................................................................................................................

10. Is there any improvement in terms of how schools spend or manage their funds?

Yes  [ ]  No  [ ]

10.1 If yes, how?
......................................................................................................................................................
......................................................................................................................................................
......................................................................................................................................................
......................................................................................................................................................

10.2 If No, what could be the reason(s)? Explain
......................................................................................................................................................
......................................................................................................................................................
......................................................................................................................................................
REQUEST FOR PERMISSION TO UNDERTAKE RESEARCH

I am currently registered for the degree of Master of Public Administration at Nelson Mandela Metropolitan University. My studies include a treatise with the following research topic.

AN ASSESSMENT OF THE ROLE OF THE PROCUREMENT COMMITTEE IN THE MANAGEMENT OF SCHOOL FUNDS WITH REFERENCE TO THE SELECTED SCHOOLS IN LIBODE DISTRICT.

The main purpose of the study is to assess the role of the procurement committee in the management of school funds with reference to selected schools.

I hereby request permission to undertake this study in selected schools in your district. Participation of the respondents will be voluntary with the option of withdrawing at any given stage of the process and there will be no negative consequences linked to non-participation. An informed consent will be requested before the respondents’ participation in the research process.

Confidentiality will be ensured. Information obtained will be used for the purposes of the study only and I undertake to ensure that the information will be used in such a way that the
respondents cannot be identified. Therefore the final report will not include identifying information.

Questionnaires will be used to collect the data from the selected schools. Respondents will be informed that they are not obliged to answer all questions.

By participating in the study, respondents could contribute towards exploring ways of prioritizing procurement in schools as it is the most critical part; it deals with managing school resources. The research findings will be disseminated to the Department of Education and schools which will participate in the study.

Your co-operation in this regard will be highly appreciated.

Yours faithfully

........................
Mtshakaza E.Lungile
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I am currently registered for the degree of Master of Public Administration at Nelson Mandela Metropolitan University. My studies include a treatise with the following research topic.

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The main purpose of the study is to assess the role of the procurement committee in the management of school funds with reference to selected schools.

I invite you to participate in this study by completing the questionnaire. Your participation is voluntary with the option of withdrawing at any given stage of the process and there will be no negative consequences linked to non-participation.

Confidentiality will be ensured. Information obtained will be used for the purposes of the study only and I undertake to ensure that the information will be used in such a way that the respondents cannot be identified. Therefore the final report will not include identifying information.
You are not obliged to answer all questions, if you feel uncomfortable to answer certain questions they may not answer them.

By participating in this study, you may contribute towards improving public financial management in schools especially the procurement processes.

The research findings will be disseminated to the Department of Education and schools which are participating in the study.

Your co-operation in this regard will be highly appreciated.

Yours faithfully

........................

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I hereby request permission to undertake this study in your school. Participation of the respondents will be voluntary with the option of withdrawing at any given stage of the process and there will be no negative consequences linked to non-participation. An informed consent will be requested before the respondents’ participation in the research process.

Confidentiality will be ensured. Information obtained will be used for the purposes of the study only and I undertake to ensure that the information will be used in such a way that the respondents cannot be identified. Therefore the final report will not include identifying information.
Questionnaires will be used to collect the data from the selected schools. Respondents will be informed that they are not obliged to answer all questions.

By participating in the study, respondents could contribute towards exploring ways of prioritizing procurement in schools as it is the most critical part; it deals with managing school resources.

The research findings will be disseminated to the Department of Education and schools which will participate in the study.

Your co-operation in this regard will be highly appreciated.

Yours faithfully

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Mtshakaza E.Lungile
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The main purpose of the study is to assess the role of the procurement committee in the management of school funds with reference to selected schools.

I hereby request permission to undertake this study to the School Governing Body in which you are the chairperson. Participation of the respondents will be voluntary with the option of withdrawing at any given stage of the process and there will be no negative consequences linked to non-participation. An informed consent will be requested before the respondents’ participation in the research process.

Confidentiality will be ensured. Information obtained will be used for the purposes of the study only and I undertake to ensure that the information will be used in such a way that the
respondents cannot be identified. Therefore the final report will not include identifying information.

Questionnaires will be used to collect the data from the selected schools. Respondents will be informed that they are not obliged to answer all questions.

By participating in the study, respondents could contribute towards exploring ways of prioritizing procurement in schools as it is the most critical part; it deals with managing school resources.

The research findings will be disseminated to the Department of Education and schools which will participate in the study.

Your co-operation in this regard will be highly appreciated.

Yours faithfully

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Mtshakaza E.Lungile