PROCUREMENT TRAINING IN HIGHER INSTITUTIONS OF LEARNING AND WORKPLACE PERFORMANCE:

A case study of Makerere University Business School (MUBS)

FAUSTA NANKYA

2011/U/HD/286/MVP

A DISERTATION SUBMITTED TO GRADUATE SCHOOL IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF MASTERS IN VOCATIONAL PEDAGOGY OF

KYAMBOGO UNIVERSITY

FEBRAURY 2014

Declaration

This thesis is my original work and has never been submitted for any other award to any University or Institution of higher learning.

Sign: _____

Date: 11/02/14

Nankya Fausta

Approval

This student has been under supervision by the undersigned supervisors and the report is ready for examination.

Signature: ..... Date: 11/02/2014

Dr. Obanda Wanyama Peter

Signature: ..... Date: 11 February 2014

Mr. Mugisha John

Dedication

My Son Frank and my dear brother Frank- thank you for the joy and motivation!

Acknowledgement

I thank God for the gift of life he has blessed me with throughout my journey as a student of Masters Degree of Vocational Pedagogy (MVP) as well as HIS abundant luck and wisdom unto me.

I wish to express my appreciation to NORAD's Masters Program (NOMA), the sponsors of this research and of the Masters in Vocational Pedagogy program, for the opportunity given to me and the various persons, to further our studies especially in the area of vocational pedagogy. I am greatly indebted to you and proud of what I have accomplished.

My wholehearted appreciation goes to my supervisors; Dr. Obanda .W. Peter and Mr. Mugisha John whose knowledge, guidance and wise counsel have shaped this piece of work. I cannot forget my Mentors; Mr. Chris Serwaniko, Mr. Ali Kyakulumbye, Mr. Okello Benson, Dr. Constance Nsibambi, Dr. JohnBosco Matovu, Ms. Mary Kulabako, Ms. Dinavence Arinaitwe and Mr. Joseph Kikomeko for your continued support and guidance during this study. A heartfelt thank you to you for encouraging and supporting me in my intellectual journey. To my friends and colleagues, the sixteen of you have been very wonderful people throughout the two year period we have been together. What a pleasure having you as part of my journey.

My thanks also go to MUBS and all the respondents from different companies/Organisations for accepting me to carry out my study. It was such a great opportunity getting to learn more through your experiences.

I cannot forget my friends and family that have been there through thick and thin to see me through life's hardships and joys and most importantly in my academic journey, your support overwhelms me and may God reward you handsomely.

Table of contents

Declaration ..... **ii**
Approval ..... **iii**
Dedication ..... **iv**
Acknowledgement ..... **v**
Table of contents ..... **vi**
List of tables ..... **ix**
List of figures ..... **x**
List of acronyms and Abbreviations ..... **xi**
Abstract ..... **xii**
CHAPTER ONE **1**
Introduction **1**
1.1 Overview 1
1.2.0 Background to the Study 1
1.2.1 Personal Background 4
1.2.2 Motivation 5
1.3 Problem Statement 5
1.4 Purpose of the Study 5
1.5 Objectives of the Study 6
1.6 Research Questions 6
1.7 Conceptual Framework 6
1.8 Scope of the Study 8
1.8.1 Geographical Scope 8
1.8.2 Content Scope 8
1.9 Justification 8
1.10 Significance of the Study 9
1.11 Key/Operational Terms 10
2.0 CHAPTER TWO **11**
Related Literature **11**
2.1 Introduction 11

2.2 Theory Underpinning the Study 11
2.3 Training 13
2.3.1 Training Tools and Materials 13
2.3.2 Trainer 15
2.3.3 Training Methods 17
2.3.4 Curriculum 24
2.4 Influence of Training on Workplace Performance 26
2.5 Training Aligned with Workplace Performance 30
3.0 CHAPTER THREE 34
Research Methodology 34
3.1 Introduction 34
3.2 Research Design 34
3.3 Population of Study 34
3.4 Sample Size 35
3.5 Sampling Techniques 36
3.6 Data Collection Techniques and Methods 38
3.6.1 Primary Sources 38
3.6.2 Secondary Sources 39
3.7 Data Collection Procedure 39
3.7.1 Interviews 39
3.7.2 Focus Group Discussions 40
3.8 Data Analysis Procedure 41
3.9 Reliability and Validity of Data and Collection Tools 41
3.11 Ethical Considerations 42
3.12 Study Limitations 43
4.0 CHAPTER FOUR 44
Presentation and Analysis of Findings 44
4.1 Introduction 44
4.2 Procurement Training in MUBS 44
4.2.1 Tools and Materials Used in Procurement Training 44
4.2.2 Procurement Lecturers 46

4.2.3 Methods of Procurement Training 50
4.2.4 Procurement Curriculum 56
4.2.5 Analysis 61
4.3 Influence of Procurement Training on Workplace Performance 70
4.3.4 Analysis 75
4. 4 Aligning Procurement Training to Workplace Performance 78
4.4.1 Analysis 82
5.0 CHAPTER FIVE 86
Summary, Conclusion(s) and Recommendations 86
5.1 Introduction 86
5.2 Summary 86
5.2.1 Summary of findings on Procurement Training 86
5.2.2 Summary of Findings on Influence of Procurement Training on Workplace Performance 87
5.2.3 Summary of Findings on Aligning Procurement Training to Workplace Performance 87
5.3 Conclusion(s) 88
5.4 Recommendations 89
5.4.1 Procurement Training 89
5.4.2 Influence of Procurement Training on Workplace Performance 90
5.4.3 Aligning Procurement Training to Workplace Performance 91
References 92
Appendices 97
Appendix I 97
Appendix II 98
Appendix III 99
Appendix IV 100
Appendix V 101
Appendix VI 102
Appendix VII 103

List of tables

Table 1: *Number of MUBS Procurement Students* 35

Table 2. *Summary of Category, Sample Size, Sampling and Data Collection Method* 37

List of figures

Figure 1: *The interplay between Procurement Training and Workplace Performance* 7

List of acronyms and Abbreviations

MUBS	Makerere University Business School
MUK	Makerere University, Kampala
NCBS	Nakawa College of Business Studies
PDU	Procurement and Disposal Unit
PSCM	Procurement and Supply Chain Management
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNEVOC	UNESCO's International Centre for Technical and Vocational Education Training
VET	Vocational Education and Training
WCRWC	Women's Commission for Refugee Women and Children

Abstract

The purpose of this research was to examine how Procurement Training is conducted in Higher Institutions of Learning and its influence on Workplace Performance, taking a case of Makerere University Business School (MUBS). Three specific objectives directed its course; 1) to examine how Procurement Training is undertaken in MUBS, 2) assess the influence of Procurement Training in MUBS on Workplace Performance and 3) determine how Procurement Training in MUBS can be aligned to Workplace Performance. The research was descriptive in nature with a qualitative approach based on a sample of 101 respondents encompassing Lecturers, Library staff, Students (second and third year of study plus masters Students), Graduates already working as well as their respective Managers/Supervisors. These were selected using purposive and snowball sampling techniques with an exception of the students who were selected using random sampling. Data were collected using interviews, focus group discussions and documentary analysis. The main findings revealed that most of the training is done theoretically with limited practical aid. The Graduates were unable to perform the different Procurement tasks unless put under on job-training by their employers. This was mainly because the training they were subjected to in MUBS was theoretical in nature. On the part of the influence training has over performance, many Graduates confessed that all the theoretical principles of study were vital in their work life but lacked a practical experience on how to apply them. The University has a number of measures in place to align Procurement training to the needs of the workplaces such as field attachments, vocationalisation of course content as well as recruitment of experienced teaching staff. The outcomes of the research may have practical implications for MUBS and Ministry of Education and Sports (MoES) or educational policy makers to ensure that Procurement Graduates are equipped with workplace skills that enable performance. The research concludes that practical training is an essential part of knowledge provision and should therefore be embraced by management of MUBS. The research recommends that MUBS Vocationalises Procurement Training because it is a vocation in itself. With that, pedagogical principles of teaching will be applied in teaching which will then produce competent Procurement Graduates.

CHAPTER ONE

Introduction

1.1 Overview

This report examined how Procurement Training is conducted in Higher Institutions of Learning and its influence on Workplace Performance. The Institutions are represented by Makerere University Business School (MUBS) chosen for purposes of Training. The Workplaces are represented by a number of Companies/Organisations some of whom requested for anonymity. Those that did not mind exposure included Uganda Management Institute (UMI), MUBS Procurement and Disposal Unit (PDU) and Uganda Energy Credit Capitalization Company (UECCC). The arguments herein are therefore a result of the findings from the above respondents together with the works of other authors and my individual past experiences.

1.2.0 Background to the Study

Before independence in Uganda, Procurement was taken on by Crown Agents (Procurement agents for British Overseas colonies) because these were familiar with the requirements of both the colonial and incoming government which the local suppliers could not meet due to their inadequacy (Agaba & Shipman, 2006). With independence, Public Procurement was centralized into two Ministries: Ministry of Works and Ministry of Public services. In these years, the tasks were undemanding due to the fact that the country was still undersized with few districts and competing suppliers. But in 1973, Procurement demands in districts, hospitals and other government sectors tremendously augmented due to the eviction of Indians that caused wild shortages in supplies (Kabateraine, 2012). The above situation led to the establishment of The

Central Tender Board (CTB) under the Public Finance Act of 1977 to conduct Procurement on behalf of government entities (Gashirabake, 2012).

In 1997, it came to government's notice that the Procurement function was not only for acquisition of goods, services and works but also a strategic tool in: promoting transparency and accountability, assisting in the management of scarce budget resources and ensuring efficiency, to mention but a few (Kabateraine, 2012). To the above cause, a committee was set up to review the Procurement function as a whole, leading to the closure of all existing public Procurement boards, replacing them with one independent regulator in 2003, the PPDA (Public Procurement and Disposal of Public Assets Authority) (Gashirabake, 2012). The review exercise was to decentralize the Procurement processes to the respective Procurement and disposal entities (PDEs): ministries, districts, etc which were to be staffed with professionally trained personnel from Universities and Training Institutions to manage Procurement processes (Kabateraine, 2012).

According to PPDA (2012), the PPDA's capacity building department was responsible for ensuring efficiency in the PDEs. Following this, the department developed training modules that were to be conducted either directly or through different Universities and training institutions (Agaba & Shipman, 2006). In 2003, Kyambogo University (KYU) was the pioneer Institution to implement the above modules[1] and it was from this that other Universities and training institutions like Makerere University Business school (MUBS) and Uganda Management Institute (UMI) pursued the training.

[1]Part of the Proceedings of a supervision session with Dr. Peter.W. Obanda in December 2012 while discussing the Evolution of Procurement in the education system of Uganda. He is a specialist in Procurement and he was one of the very first Individuals to acquire a PHD in Procurement.

With the above Government reforms, Makerere University Business School (MUBS) like other Universities embraced strengthening the Procurement function in Uganda and included Procurement as a course of study at both undergraduate and post graduate levels of study. MUBS was once known as Nakawa College of Business Studies (NCBS) offering business and management diplomas and professional training in business. NCBS became bigger following its merger with Faculty of Commerce of Makerere University (MUK) in 1998 hence, MUBS making it a component college of Makerere University. This was reversed in 2001 when the laws of Uganda changed making MUBS a public tertiary University, an affiliate to Makerere University. However, in 2012, MUBS sought for complete autonomy which was granted by the Ministry of Education and Sports (MoES).

Today, MUBS is one of the leading Providers of Business and Management Education offering a number of courses some of which are Procurement and Supply Chain Management courses at certificate, diploma, undergraduate and post graduate levels with a department of Procurement and Logistics. The School prides itself in facilitation of professional development, promotion of entrepreneurship and provision of talent and strength in the different courses offered including those pertaining Procurement.

Wittig (2010) asserts that the Procurement function accounts for 13% or more of Gross Domestic Product (GDP) in many African economies. In the case of Uganda, the function accounts for 15-20% or more of the economy's GDP (Onen, 2012). In my opinion, this makes it a vital function of our economy to call for emphasis on professionalism by those that implement or run it. However, according to Basheka (2012), there are a number of skills gaps in Procurement educational programmes. These tend to produce limited skilled laborers with unethical behavior,

causing a lot of delays in the Procurement processes (Onen, 2012). To complement this, as a Procurement student in MUBS, theoretical training (lectures and tutorials) was the order of the day in that the practical world of Procurement was not emphasised. This contributed to the difficulty I faced in bonding with the world of work as a Procurement officer immediately after my graduation.

We need to realise that Procurement is a strategic function, it advances with global changes and therefore requires regular monitoring and adjustments including constant upgrade of capacity building for Procurement professionals especially if the reforms made by PPDA have to be met (Kabateraine, 2012). The providers of education and training for Procurement professionals need to therefore recognise that the procurement profession is unique and creats avenues for intergration of practical and thoeretical learning that will equip learners with the competences/skills required for workplace performance (Kling, 2011;Weil, Koski, and Mjelde, 2009).

Basing on the above arguments, I was compelled to undertake a study to examine how Procurement training can best be undertaken to positively influence workplace performance.

1.2.1 Personal Background

I have a Bachelors Degree and experience in Procurement and Supply Chain Management (PSCM) attained from MUBS. I also have experience in sales, marketing and customer care.

Currently, I am a full time student in the Masters of Vocational Pedagogy (MVP) programme in the faculty of Vocational Studies of Kyambogo University.

1.2.2 Motivation

I have been a victim of an education process that did not enable me become a job maker but rather a job seeker. During my training days in MUBS, I never got the chance to practically see and learn about what I was being taught in class, I was simply "told about PSCM and that is why my first job was a challenge because I was only equipped with theoretical knowledge. This is my deepest motivation to carry out this study, to see if a change can be brought to the way learning or training is done such that as one graduates from any institution, they can either be job makers or perform to their employers' expectations.

1.3 Problem Statement

Wittig (2010) opines that many developing countries have a major problem of untrained or poorly trained Procurement workforces that weaken the Procurement function. Uganda being a developing country, it is therefore not excluded from the many above. On a closer view, Businge (2011) observed that each year in Uganda, there are about 30,000 Graduates, amongst who are procurement graduates that enter the world of work with inadequate practical skills to perform as expected. From my own experience, as a fresh Graduate, performing as a Procurement Officer was intricate to the extent that I was subjected to procedural/practical orientation. I could probably pin this to the inadequate training received at University that did little to prepare me for the world of work. This therefore induced me to examine how Procurement Training in Higher Institutions of Learning can be aligned to Workplace Performance.

1.4 Purpose of the Study

The purpose of this study was to examine how Procurement Training is conducted in Higher Institutions of Learning and its influence on Workplace Performance.

1.5 Objectives of the Study

1. To examine how Procurement Training is undertaken in MUBS.
2. To assess the influence of Procurement Training in MUBS on Workplace Performance.
3. To establish how Procurement Training in MUBS can be aligned to Workplace Performance.

1.6 Research Questions

1. How is Procurement Training undertaken in MUBS?
2. How does Procurement Training in MUBS influence Workplace Performance?
3. How can Procurement Training in MUBS be aligned to Workplace Performance?

1.7 Conceptual Framework

The study variables; Training and Performance work hand in hand (interplay). This is illustrated below.

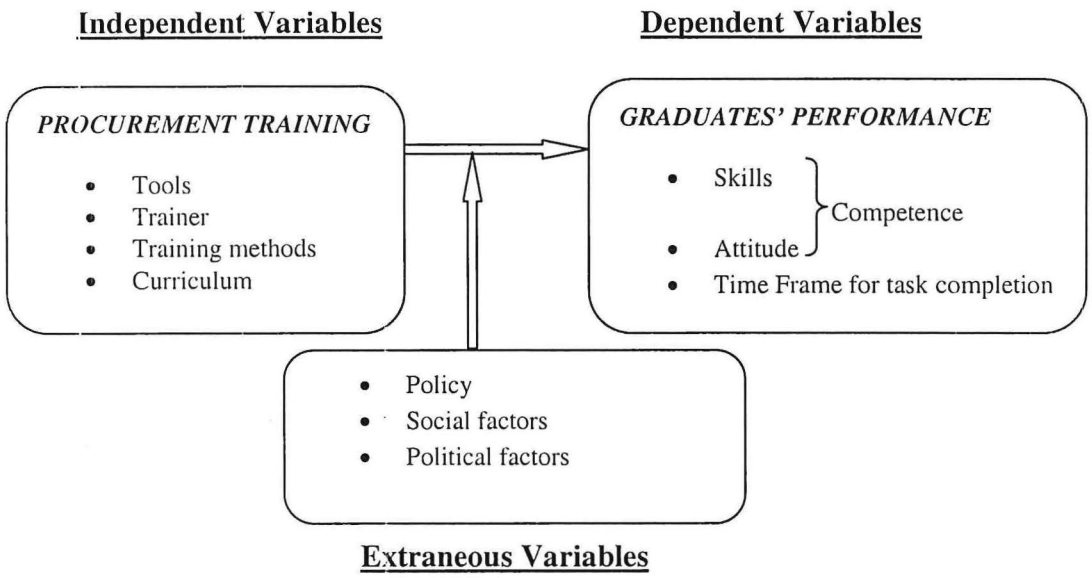


Figure 1: *The interplay between Procurement Training and Workplace Performance*

Source: Author, 2012 (adopted from Jorgonsen, 2008)

The conceptual framework illustrated in **Figure 1** above explains the different variables presumed at the outset of the study and how they might influence one another. Training directly influences the way one performs at workplace (Kangethe, 2009). However, training can also be affected by different variables such as availability of tools and materials, Trainer s' competence, methods of training as well as the set up of the curriculum (Nilsson, 2008).

On the other hand, performance may be measured by one's competence (attitude and skills exhibited to produce quality work) and time taken to accomplish a task (African Union, AU, 2007). It is important to note that both training and performance are affected by external factors that are sometimes uncontrollable such as policies in place and the different environmental, social and political factors (Agaba & Shipman, 2006).

1.8 Scope of the Study

1.8.1 Geographical Scope

The scope of this study was carried out Makerere MUBS as well as a few selected public and private organisations in Kampala District for purposes of proximity and financial control. MUBS is located 3km from Kampala at 118 Portbell Road off Jinja Road in Nakawa.

1.8.2 Content Scope

The research was limited to the variables dealt with in the objectives of the study mentioned above. I examined Procurement Training in higher institutions of learning and the influence it has on workplace performance. In this case, I looked at the different factors that are for and against effective training and workplace performance as mentioned in the conceptual framework above. I also took a look at how Procurement Training can be aligned to workplace performance.

1.9 Justification

During my undergraduate studies, as a procurement student, many lecturers did not emphasize demonstration/practical orientation which in turn created a non competent procurement officer. This is because I barely knew how to procure; some materials (documents) were new to me at the place of work simply because I was never showed how but told about how they operate. It is for this very reason therefore that I carried out this study because it is of importance in developing competence of Procurement Personnel/Officers. What one is exposed to during training is what they will portray at the workplaces. This is why it is of importance that those in the training position apply training methods that enable those in the learning position gain competence that they will later display at work.

1.10 Significance of the Study

4. The findings may be useful to MUBS management in that it may act as a resource from which steps to improve the training of Procurement may be taken.
5. The findings and recommendations may also act as a resource for policy makers and implementers towards the improvement of Procurement training in Uganda.
6. The results of this study may add on the literature in the Procurement profession and may be used by other scholars for further research.

1.11 Key/Operational Terms

The main concepts used in this study have been used to mean and refer to different things. I would like to operationalize them here for the purpose of making them unambiguous, contextual and adaptable in this study. These are given based on my own understanding and the context in which I have used them.

7. **Procurement**- The acquisition by purchase, rental, lease, hire purchase, license, tenancy, franchise, or any other contractual means, of any type of works, services or supplies or any combination.
8. **Training-** A systematic way of equipping learners/Students with the necessary knowledge to be used in the real world of work
9. **Vocational Pedagogy** - Vocational pedagogy is a field of knowledge oriented towards trades, occupations and professions with interplay between working life and the education system.
10. **Higher institutions of learning –** Educational places where Procurement personnel are trained
11. **Performance** - How well one can act on a given task after undergoing training and produce positive results.
12. **Workplace** - Places where the trained learners/Students get to apply what has been taught in the Higher Institutions of learning.
13. **Tools and Materials-** Items that can be used for illustration in class, facilities as well as reading materials. These include Documents, classrooms and reading areas, computers and text books or any other reading materials.

2.0 CHAPTER TWO

Related Literature

2.1 Introduction

This chapter studies works of different individuals considering their views on;

1. Training
2. The influence training has on workplace performance
3. How the training can best be aligned to workplace performance.

2.2 Theory Underpinning the Study

This study is supported by theories that emphasize practical training for skill development to emphasize high levels of performance in the consequent workplaces. These are explained below

The constructivist theories of learning

According to Wenger (2008), these focus on the processes by which learners build their own mental structures through interaction with the environment through task oriented and hands-on learning. Editors (2004) add that constructivism is basically a theory based on observation and scientific study - about how people learn. The theory explains that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. John Dewey believes in theoretical and practical unity during learning and individuals learn best by confronting problematic situations because he believed that human beings are blessed with raw materials of the ability to communicate, construct, inquire and express other than empty slated minds (docile and ductile) only on the receiving end of knowledge (Westbrook, 1999).

Editors (2004) further asserts that in the classroom, the constructivist view of learning can point towards a number of different teaching practices such as Modeling, Collaborative Learning, Problem-Based Learning and Anchored instruction. In the most general sense, it usually means encouraging students to use active techniques (experiments, real-world problem solving) to create more knowledge and then to reflect on and talk about what they are doing and how their understanding is changing. This forms the strength of this theory as it promotes active knowledge construction by students/learners, making them more liable to apply this knowledge to practical situations. According to Muijs & Reynolds (2011), Kolb's learning styles put much emphasis on the experiences of learners which provide a basis for observations and reflections. It is those very observations and reflections that are assimilated into abstract concepts which later produce new implications for action that can be tested. In summary, this kind of learning encompases feeling, watching, thinking and doing in the learning process which in turn rewards the mind where both Kolb and John Dewey are in agreement (Biesta, 2007).

According to Westbrook (1999), learning is active, involving reaching out of the mind and assimilation starting from within. The teacher therefore has to make sure he/she understands the students' pre-existing conceptions, and guides the activity to address them and then build on them. He adds that Dewey saw teachers as facilitators and mentors, giving chance to learners to discover knowledge on their own. However, Editors (2004) asserts that since constructivism promotes individual learner interpretations and interests, instructional problems can arise. There could also potentially be problems in adequately evaluating learning. In a situation where conformity is essential divergent thinking and action may cause problems.

Therefore, basing on the above arguments, the constructivist theories of learning encourage skill development among learners given that the training is practical driven, employing methods that introduce learners to the real world of work. This implies that such training encourages positive attributes of performance.

2.3 Training

Training as defined by Hornby (2005), is the process of learning the skills needed by one to carryout a job. From my perception, it is preparation for the world of work which does not so much differ from Hornby's description. According to Mjelde (2006b) and Nilsson (2008), training encompases the elements of who (Trainer), what (content), where (infrastructure) as well as how (method of training) and which (tools and materials). These are discussed more below;

2.3.1 Training Tools and Materials

According to Grosjean (2006), the availability and provision of tools and materials in the teaching and learning process is essential for horizontal learning and application of knowledge. To effectively impart proffessional competencies, human, material, financial and logistic resources must be made available for training groups (Vachon & Gagnon, 2002; Wenger, 2008). In my view, this is deemed true because to put something to action, there is got to be facilities to aid the process. Further, these tools need to logically be current, adequate and relevant. It is therefore essential for learners to be exposed to the different necessary resources such that they learn what they need to make informed decisions that will later prove their knowledgeability (Wenger, 2008).

From Gamble's (2009) point of view, Students need to get acquainted with different work tools and materials; after all, what counts is the connection between the employee and the tools and

materials while at work. When put in the perspective of the Procurement Training, it would be good to show the Procurement Students the different documentation involved in the Procurement process and actually taken through with physical contact.

However, Okello (2009) asserts that the nature of Ugandan education system is generally theoretical with little or no practical experience provided to learners through use of relevant tools and materials for experimentation and illustration. He adds that to experience is to know and this cannot happen in the absence of tools and materials. He cited the Chinese philosopher who once said;

> If you tell me, I will listen.
>
> If you show me, I will see
>
> But if you let me experience, I will learn (Okello, 2009, p.26).

In its report on African Education systems, the AU (2007) laments that it is mostly the absence of practicability in the different training centers that is leading to incompetent youths (graduates) who find it hard to adjust to the labour market conditions and therefore making them useless for their different economies. My experience as a student somewhat confirms the above statements because throughout my education, especially at University level as a Procurement Student, it was on rare occasions that I go to practically witness the theoretical principles of Procurement, hence the intricate life as a fresh Procurement Officer.

2.3.2 Trainer

According to Inglar (2002), a Trainer can be a mentor that simply guides Students, say Procurement Students, on what to do; thereby allowing them take control of their learning process other than spoon feeding them. Aarkrog (2006) adds that a Trainer is supposed to be competent enough to conduct training, as it is supposed to be in any educational field such as Procurement especially where tacit knowledge is involved. He adds that in such situations, experienced personnel are supposed to guide Students in their Zone of proximal development.

Basing on the facts concerning the importance of Procurement to our economy as stated by Agaba & Shipman (2006), I do believe that those in the Trainer's seat should possess the right qualifications to produce competent individuals that can perform as required at places of work. Therefore, a Trainer should allow sharing of experiences as well as oversee the entire process and give feedback to further aid the learning process (Kangethe, 2009)

Jorgensen (2008) complements the above argument and asserts that it is a necessary practice for a teacher to put into consideration the prior experiences of learners in question, who could be Procurement Students. Under normal circumstances, these help the teacher in identifying what is known and where to start from in helping Students acquire the necessary skills. Aarkrog (2006) adds that this encourages joint analysis of the study content (Students and teacher).

From my Masters' in Vocational Pedagogy (MVP) learning experiences, I agree with Aarkrog's (2006) view above because joint analysis of the content of study helps a learner thoroughly understand what the topic of study is all about and in so doing, the retention rate of such content is higher.

Aarkrog (2006) opines that a teacher should recognize and reward Students in class for their efforts in the teaching and learning process. Nilsson (2008) adds that in learning, rewards are most effective in verbal form as well as certificate and it's a way of appreciating the efforts of a learner which in turn boosts their mental life. He adds that in many instances, teachers wait for the final results of a student's learning outcome to reward their efforts which according to him is a wrong approach because this alone is fundamental for the mental dimension of a learner in the initial stages of their learning. Therefore, it is crucial that a Trainer uses positive comments and appreciation remarks to motivate and encourage more learning.

According to Jorgensen (2008), Trainers should be facilitators as well as mentors and participate in social interaction with Students. From my experience as a MVP Student, this reduces the tension between the teacher and the learners thereby creating a free environment that encourages sharing and reduces possibilities/instances of spoon feeding learners. To further compliment this, Nilsson (2008) claims that as regards to Vocational didactic, the human and the tasks are important factors in the learning process. He adds that there needs to be good communication between teachers and learners which he calls a work related dialogue that gradually improves learning. Therefore, he argues that learners need to be adapted to a friendly and helpful mentality for a better and constructive future.

Jorgensen (2008) asserts that Trainers need to be instrumental as well as verbal when passing on knowledge to Students but Aarkrog (2008) argues that the problem is that teachers don't seem to embrace the fact that general knowledge is meant to solve practical tasks and problems, so many look at equipping their Students for academic purposes (passing exams mainly). Aarkrog (2008) therefore urges that teachers should instead embrace experience based learning and take the

trouble of finding out about the trends in the market such that theory is complemented and connected to the real world of work for their Students.

2.3.3 Training Methods

According to Aarkrog (2006), apprenticeship is a pedagogical way of training especially in fostering employability skills which Lave & Wenger (2007) strongly support. They state that where high skill impartation is required, apprenticeships are a good method of training nomatter the difference in tradition of professions. As a young girl, I learnt so much from simply observing my mother's work. This included cooking, looking after babies and all the household chores. Today, I can proudly perform all the above. This therefore implies that apprenticeships can take any form but which ever form they do, they are effective in making one learn and be able to apply such knowledge in future, which could be the consequent places of employment.

To add to the above sentiments, Barabasch (2006) articulates that transition from school to work in East German is tricky in that one has to have certain qualifications or competences approved at National Level in order to get a sound job. To prepare for that, the Germans have master-apprenticeship learning such that it is very easy for one to adjust to their workplaces directly from school. Therefore, learners attend school, and work in different companies as well as having extended learning. This is what Bhyat (2006) advocates for as workshop learning.

However, Aarkrog (2008) asserts that apprenticeships are a form of exploitation as many employers look at apprentices as cheap labour instead of helping them acquire professional experiences. Mjelde (2006b) adds that the Scandinavian labour movement discovered that many apprentices were exploited and used as cheap labour which led to rethinking the whole strategy

of master-apprenticeship learning. My experience as an intern could also confirm the above arguments because while on Procurement study practice, I could say I was exploited as I performed totally different tasks such as photocopying, arranging files and not at once did I ever get introduced to Procurement tasks. This disqualifies in so many ways this pedagogical model of training.

Kangethe (2009) puts across an interesting aspect in training that is Modular training. Kangethe asserts that this is where a particular need is identified and handled spot on for a solution. According to PPDA (2012), this was the original capacity building method by the PPDA's capacity building department but today, many Procurement Training bodies/Institutions follow semester based training with an aspect of continuality and interdependency of course units that cannot allow one practice as they study. This draws back to Aarkrog's (2006) work based learning which would be best implemented if a learner studied as they worked, and this is what a Modular Training promotes.

Kangethe (2009) supports the use of lectures as a means of training, say Procurement. Kangethe elaborates that a lecture is an uninterrupted talk of facts for about 30 minutes after which questions from Students are allowed and it's normally effective with training aids. However, to my experience as an undergraduate, the entire lesson time of about 2 hours was administered using a lecture, without illustrations of at least the Procurement documents (like bid documents or PP forms). My experience could be the reason why Bhyat (2006) criticises school-based methods of training as they create a division between knowing and doing. I am together with Bhyat (2006) on this particular aspect because Procurement is a vocation and this kind of teaching limits skills development as it is mainly based on explanatory and text book review.

Nilsson (2008) adds that it is crucial that a learner's curiosity is fulfilled, by letting them discover on their own than dictating what to learn. In my opinion, this implies that with school-based methods of teaching, a leaner is tied up in a classroom without the freedom to satisfy what they think and feel.

Wenger (2008) asserts that lectures are traditional ways of teaching especially where it is believed that the brain is the storage of knowledge. In this case, Students are put in a class room, isolated from the rest of the world to avoid distraction with a teacher in front of them. However, he adds that there are instances where such a method does not apply especially where learning involves participation. Then, Students have to be introduced to different practices that introduce them to their consequent communities/Workplaces by involving them in discussions and reflections

Tippelt & Amorós (2003) talk about project training which is encouraged by the principle of coherence. They urge that it introduces a learner to practical situations which are likely e be in the consequent Workplaces. Gamble (2009) adds that the project centered method of training brings Students to discover the hidden reality and exposes them to the real production processes. This is further advantaged by the presence of a master as a facilitator who guides the learners to perfection.

To Jorgensen (2008), learning is not all about the mental work but also bodily interaction, social and emotional aspects. Nilsson (2008) also agrees with the above argument and asserts that no human being exists without his/her surroundings as well as other aspects of his body. According to Nilsson, learning therefore takes place holistically, that is biologically, mentally and socially.

Biologically, a learner needs to have health care to be able to study effectively and a learner also needs rest in the study periods because human beings do not function as machines. Mentally, a learner needs to satisfy his/her curiosity and needs to feel a sense of success and appreciation to boost his/her learning potentials. Lastly, a learner needs to belong and feel wanted in a social group from which he studies. From my experience as a MVP Student, I will confirm this as true because with the setting of the MVP programme, we (Student) were grouped up in teams of seven (7) and each of us depended on each other, making everybody feel wanted. When it came to the success of the group, we all shared marks for a particular project or assessment because it was usually completed in a group and where a colleague could not attend, they were rest assured of passing as they were aware of the other group member. This kept the entire class going.

According to Jorgensen (2008), learners should be made part of the learning environment to help transform it which most definitely comes as a result of their participation. Through this, they own the learning process which is advocated for in pedagogical learning as it gives them more experience and autonomy. He adds that in instances where teaching and learning are controlled by the teachers and administration, the process is less productive as Students become receivers and teachers the solemn givers of knowledge. I will still give an example of my MVP experience where our internal trainers were referred to as Mentors and the external were facilitators who many times never allowed they to be the givers of knowledge but engaged us in discussions and role plays; this helped us learn a great deal.

Group work is a learning arena for Students because it encourages co-operation in task management. I will cite an example of the MVP Students' groups I just described above. We normally shared task handling both within and outside/across these groups (these were three

groups, made up of seven members, making a total of Twenty one (21) Students supposed to be on the programme). This is because with cooperation, 2+2=5 especially where the conditions surrounding it are favorable otherwise, the score can be reduced to 2+2=3 (Aarkrog, 2008). This proves the common saying of 'two heads are better than one'.

Basing on his work, Jorgensen (2008) disqualifies the notion of transfer of knowledge from school to workplace (mainly the transfer of theory into workplace practice). He asserts that what counts is not learning theoretically and then later applying such knowledge at work but interaction with the real world of work and getting an experience of the content of study at school for perfection, it is then that a connection between school and workplace can be created. It is about getting familiar with the traditions, elements and social aspects of the world of work.

In my view, this implies that it is not about transforming theory into practice but a concurrent handling of the two. Jorgensen (2008) adds that it is therefore paramount to find out the needs of the workplace before training can take place. Borrowing a leaf from Makerere University Agricultural Research Institute Kabanyolo (MUARIK)[2], the agricultural Students get a real touch of a workplace scenario because of the work based training employed, it is basically hands-on and everyone has to touch to learn. Otherwise, it is of low quality to execute practical learning in form of theory making it pertinent that visualization is included in training so that the Students can see and touch (Gamble, 2009).

In regard to Vocational Education and Training (VET), learning is preferred to teaching as opposed to academic/general Education. This is mainly due to the fact that the former is an

[2] MUARIK is a Practical based institution for students of Agriculture from MUK. Students of MVP, cohort III carried out a Research Excursion in their first year of study, 2011/2012 pertaining Vocational Didactics.

attribute of workshop learning/experiential learning which emphasizes practicability; this can only be achieved through participation of learners and hands-on tasks (Aarkrog, 2008; Mjelde 2006a). Bhyat (2006) adds that workshop learning puts to practice the scientific knowledge or principles, what is seen as unpractical can then be put to reality. I am in mutual agreement with the above authors because once learning is put to the forefront, those in the training positions find it hard to impose their superiority and in turn, learners will be involved in their learning process because their skill development and competence would be the ultimate purpose of the training in question.

To supplement on the above argument, general knowledge in many instances is taken to be exclusive with immunity to practicability compared to other kinds of knowledge (Jorgensen, 2008). However, he further asserts that it has no exception and therefore should be fixed in real life situations which can facilitate its practicability and not for only passing examinations. Logically, I do believe this would do away with theoretical delivery of knowledge.

It is a fact that people learn much more in communities of practice and the process of legitimate peripheral participation where different people of totall varrying capabilities belong; everybody belongs to a community of practice and sometimes, we belong to many without knowing (Lave & Wenger, 2007); Wenger, 2008). They add that through such training, one is introduced to the real life and specifically that of his/her profession. They assert that new comers learn from old timers by observation than simply sitting in a four walled room and learn theoretical concepts without development of skills and professional persons.

Aarkrog (2008) asserts that it is better to start from practice to theory than vice versa. Grosjean (2006) adds that theory doesn't have to precede practical training, it can be done the other way round because practical learning shapes one's professional identity as well as helping a student understand better the theoretical concepts/principles. From my experience as an apprentice (with my mother the master) in learning household chores, the practical orientation helped equip me with the hands on knowledge which I later complimented with the theoretical knowledge given at school (primary level). My point is that I am in agreement with the above arguments because either way, I got to learn what I needed to know, even with theory coming later in life, as a compliment of my practical knowledge. Grosjean (2006) contends that with practice, one can become a professional because it is one way of grasping theory but not the other way round, where theory is used to learn practice. Aarkrog (2008) adds that as much as theoretical knowledge is important for backing up practice with general principles, sometimes it is not necessary because it doesn't amount to performance especially where it stands alone.

Bhyat (2006) suggests that where necessary training Students in local languages to drive the point home is a good way of teaching because it helps them learn some hard principles or theoretical knowledge. This can be a replacement of illustration especially in situations where explanation cannot easily be understood. In turn, the Students can use their prior experiences to relate to the content matter but in a simpler way (Bhyat, 2006).

Weil et al. (2009) assert that it's not all about having the skills, a number of other aspect greatly matter and are worth knowing in training or education. These include but not limited to; time management, social values as well as morals. It is these that affect one's performance at work in due course.

2.3.4 Curriculum

The curriculum can in many ways affect training of learners, say Procurement Students depending on how it was designed (Mckimm, 2007). McKimm adds that this should stipulate both practical and theoretical training as an emphasis for skill development as well as emphasizing decentralization to cater for the local needs. However, our curriculum is outdated, theoretical and colonial based, promoting the interests of our colonial masters (Okello, 2009). He adds that many Graduates today have a lot of the theory on their finger tips but when it comes to applying the very principles/knowledge, they have little or no experience and the same is pushed to their consequent workplaces. To add to this, UNESCO-UNEVOC (2007) asserts that VET in Sub-Saharan countries is faced with irrelevance with the curricula outdated in relation to the needs of the economy and the labour market at large.

In contrast, Jorgensen (2008) argues that many instances, the labour market is vibrant and flexible especially when it comes to division of labour but the distressing element is the fact that subjects or training aspects do not change and this will continue to make the connection of learning to the world of work difficult.

UNESCO-UNEVOC (2007) asserts that in many nations, especially in Sub-Saharan Africa, a bias is held against Vocational Education and Training, it is therefore attended by those with poor test results or the ones that fail to get entry into the academic or formal schools. This is probably because of the setting of the curriculum, they are designed differently, and that of general education has its learning content (academic in nature) and that of VET manual. This alone makes the connection to world of work very hard because theory is put at the front of practical learning. What saddens is that many employers prefer academic papers than

competence. To Okello (2009), this is a contradiction in training asserting that it is actually the sharp academic Students that need to enroll in vocational institutions since they require a lot of creativity and brain work.

Gamble (2009) argues that a curriculum for VET is different from that of general education because the former emphasizes practicability and not knowledge alone which the latter focuses on. This therefore lays more concrete to how practice or apprenticeships are crucial in passing on tacit knowledge if the demands of the labour market are to be met. Gamble (2009) recommended a competence-based modular training curriculum if the above is to come to reality because it brings out the hall mark of VET that is the combination of theory and practice. He adds that it doesn't make any sense to teach say a craft subject theoretically.

According to Mjelde (2006b), a profession is linked to academic training; it is therefore a vocation upon specialized training. A professional is supposed to carry out his tasks in a specialized manner, making use of special knowledge which can only be obtained through Vocational Education and Training (VET). This requires a combination of academic and general knowledge for skill and competence development. In this way, society distinguishes them from the rest of the workforce because they know what they are doing. In my opinion, Procurement is a profession and the above heavily applies to it as well, implying that the training content for Procurement needs to be designed in such a way that combines theory with practical learning without robbing the other of meaning or independence (Gamble, 2009).

According to Jorgensen (2008), there should be a certain degree of connection between the content of the work and the teaching to connect the learning in the two learning environments,

learning in school and learning at workplace. To him, this is however not easy because the content of the learning, or 'curriculum' at the workplace is determined by the functional needs of the production in the specific firm, while the curriculum in public schools of vocational and further training is decided by broader labour market needs and educational policy guidelines. He further contends that the increased specialization of production makes it difficult for public education and training programmes to offer relevant teaching content.

Nevertheless, to avoid a disconnection between training and workplace demands, Jorgensen (2008) further argues that the content of the education and training programmes must be constructed, not only in relation to the current needs of the enterprises, but also in relation to the participants' personal needs and the long-term needs of the labour market and the society

Different communities of practice have different attributes therefore; curriculums should be designed tailored for the different local needs an aspect to encourage development. Okello (2009) adds that our curriculum however, is still promoting the interests of our colonial masters, leaving aside what our great nation needs especially with the ever changing economic and technological forces.

2.4 Influence of Training on Workplace Performance

Hornby (2005, p. 1080) defines performance as how well or badly one does a task and this, according to Jones et al. (2004) can be determined by a number of measures; one's productivity (competence), Judgement, attitude, to mention but a few. In my perception, performance is how well one can act on a given task and produce positive results. According to Kling (2011), training or education has a lot to do with improvement of Procurement skills.

It is basing on the above argument that UNESCO-UNEVOC (2007) asserts that if a given form of training does not equip learners with the ability to apply the learned content at the consequent places of work and enable them sustain their livelihoods, then it is no training at all. In my view, with such training would render education void and an unnecessary expenditure with no fruits to be earned at its closing stages. One would therefore wonder why indulge in training without assurnce of sustainance of one's life style?

Basing on the above arguments, Tippelt & Amorós (2003) assert that the project method of teaching and learning creates a connection between training and Workplace task as it puts focus on the complexity of the reality of life. In my view, this is because the project method is based on specific learning objectives (cognitive, affective and psycho motive) thereby instilling a mixture of competencies (technical and interdisciplinary competencies).

Bhyat (2006) laments that theoretical learning creates a division between knowing and doing thereby limiting skills development as it is mainly based on explanatory and text book review. This is hghly critised by Tippelt & Amorós (2003) with their Project training. I concur with these great arthors because this kind of training creates a distance between the trainees and the world of work.

The more one gets acquainted to the community of his profession together with its beliefs, traditions and behaviors, transfer of knowledge from school to work becomes easier, hence development of a professional persona and good performance at the consequent workplace (Grosjean, 2006). This brings Lave and Wenger's theory of communities of practice to a

paramount position and puts a big question mark on individual learning, pinning it as a limitation to acquiring interdisciplinary knowledge.

Having passion for a profession is also a condition for competence development because with this, one can have the zeal to study and work hard for a better future in that particular profession (Grosjean, 2006; Mjelde, 2006b). In my view, attitude is one of those skills that one could get from effective training but mostly acquired from practical training. Yes, some principles held long before can be readout to this effect but it is not the same as practically ironing out one's attitude depending on the situation at hand.

Koski (2009) asserts that when one is not trained to love their work, the consequent workplace is the one to suffer the repercussions because development and growth of such organisations will be stepped on following limited performance. Koski (2009) adds that this comes as a result of such employees always being on sick leaves even when they are not because they don't have passion; this also coincides with the above argument about attitude. Therefore, there should be a connection between education and the labour market regarding morals to which one is to apply at workplace. I do believe that families can do a better job at this but it is better when included in the curriculum as well.

Koski (2009) adds that workers tend to become lazy and more interested in leisure and early retierement than prosperity of their workplaces. Koski (2009) pins this to the poor training that is employed by their Trainers which doesn't equip them with work/performance skills. In my view, this reflects that training greatly inflences one's bahaviour (attitude) at work and such individuals are the ones that are normally found concentrating on other issues than performing allocated tasks.

However, Koski (2009) believes that the labour market should be the pivotal player in the impartation of moral education for Learners, say Procurement Students, simply because it's from there that a lot emerges. From what I have witnessed and experienced both as a Procurement Officer and a citizen, some of the Procurement scandals in the world today are due to moral decay. Koski (2009) adds that pedagogically, morality is knowing who you are and what your destiny is in life; it's with such orientation that one can practice obedience, punctuality, creativity, productivity, sociability, stress tolerance, commitment to organizational goals and the likes. Shore (2009) calls these employability skills including teamwork, problem solving and communication skills which in turn help one perform as expected. Shore (2009) adds that without positive personal attributes, one's performance at work is deemed to be limited, even with the conceptual training.

According to Shore (2009), assessment is also crucial in training to ensure effective skill development. However, Shore argues that many training methods eliminate this aspect especially when it comes to assessment of personal attributes (moods and temparment). In my view, these are some of the characteristics employers look for as they shape one's attitude towards work, hence increased performance.

According to Grosjean (2006), one has to have a sense of judgment to perform accordingly but that does not only rest on classroom knowledge but also reasoning and practical wisdom which cannot be got unless one is introduced to the real world. Grosjean (2009) adds that with proper training, one can be good at a certain job and do what others can not attempt to. It's the reason why I believe it is advisable to train Procurement Students to become professionals,

distinguished from others given the fact that the profession in which they work is vibrant and crucial to our economy.

Grosjean (2009) cites Carr saying, "To practice...it is only by submitting to its authority that practitioners can begin to acquire the practical knowledge and standards of excellence by means of which their own practical competence can be judged" (p.84). This implies therefore that to perform, one should have a combination of enabling dynamics including school knowledge and practical experience to handle the changing environment of his profession.

In conclusion, Training one leads to acquiring skills depending on how it is done. However, this doesn't imply that because someone has been trained, they will perform as expected at workplace. Therefore, one may have trained well but due to factors such as poor attitude, lack of personal and interpersonal skills, and other intervening factors that are sometimes uncontrollable such as policy, environmental, political and social aspects, results may not be realized.

2.5 Training Aligned with Workplace Performance

According to UNESCO-UNEVOC (2007), inadequate marketable skills retard economic and social development for a nation, making its individuals unable to sustain their own livelihoods through earning a living. It further asserts that to overcome this, there is need for holistic learning especially in VET which takes into account the social, human and economic dimensions of training. However, Gerhards (as cited in UNESCO-UNEVOC, 2007) asserts that VET for skills development is hardly directed to labour market demands. It is true that training does not always indicate good performance but with proper assessment and evaluation, the link can be established such that job performance is realized (The Family Planning Manager, 1996). These assert that for one's competence or skills development, these below are equally imperative:

- Needs assessment to recognize the knowledge, skills and attitudes (KAS)
- Baseline evaluation for establishment of Students' level of KAS before training
- Input evaluation to review the basics related to training such as training costs, tools and materials as well as selection of Trainer s.
- Process evaluation to assess the training process each step of the way such that adjustments are considered.
- Outcome evaluation to facilitate measurement of KAS after training
- Impact evaluation to find out the effect of the training on overall performance.

I concur with The Family Planning Manager above because such a detailed evaluation and assessment process ensures that training is directed to workplace performance other than taking training for examination purposes.

Loenardo (2005) urges that there is need to adopt modular training if skills development is to be realized because this targets a particular skill or a group of skills and is designed from those very expected skills and not from the knowledge one is needed to have after the training period. He adds that each module is made up of identified objectives as well as specific content designed to tackle a targeted public thereby allowing each module have internal coherence.

Jorgensen (2008) asserts that since school or a training school is an environment where teaching takes place and workplaces are settings of application of knowledge, there should be additional effort to connect the two and that is why workplace learning is the best to consider. He calls this boundary crossing. I disagree with Jorgensen's (2008) argument above because I do not believe training places are only avenues of knowledge but can also be practical avenues.

When effectively applied in teaching, Pedagogical principles produce individuals with internal competence, which is cognitive, affective and psycho motive abilities, those that can perform to the expectations of the society as well as themselves (Gamble, 2009). State of Victoria (2004) adds that learning is best when the environment puts into account Students' interests, background and perspectives, as it encourages deep thinking and application as well as promoting independence, interdependence and self motivation. In actual sense, this is what pedagogy of teaching and learning is all about based on my MVP student experience.

Those in the teaching positions of a specific trade, say Procurement have to know the different traditions and make them known to the Students through practice since according to Carr (cited in Grosjean, 2006), professionals act within a framework of a tradition, which of course has its different expectations from which, if fulfilled, ones competence is determined. Therefore, I believe by introducing such practices to the Students, they are secured later especially when their competencies are put to test.

According to Grosjean (2006), there is need to adopt Work-based learning because of its focus on work demands than academic content and purposes; knowledge provision is in practice other than for practice. He further contends that this comes with the merit that Students can ably reuse such knowledge in places of work as opposed to possessing only theoretical principles. Basing on Grosjean's (2006) argument, this also goes against the transfer of knowledge theory where Students are meant to study about (theoretically) and transfer the principle knowledge to workplaces, putting companies in more expenses of retraining such employees.

According to Mjelde (2006b), authorities in Norway look at VET as remedy for those that cannot go ahead in the academic world. This, according to Okello (2009) is the case in Uganda where many that turn to the vocational institutions are seen as failures, in that even when results for 'A' level return, authorities vividly announce that those below a certain number of points are to join tertiary/vocational schools. Okello (2009) calls this a contradiction in VET because instead of viewing it as an avenue for skill development for a manual labour force that can be innovative, creative and the like, it is taken to be inferior. In actual sense, it is my belief that the academically sharp Students should be the ones to join these institutions because they require high levels of brain work which the failures cannot work with. So, I think that as much as we advocate for Vocationalisation of training, say of Procurement, it still has an inferiority ranking to general education.

Furthermore, it is common in many African countries that VET lacks adequate governmental funding and many times it is put in the hands of the private sector which is tasked with effective delivery (UNESCO-UNEVOC, 2007). To be elaborate on this, Nakawa Vocational Training Institute (NVTI) is a private initiative with good machines for Learners' practice[3]. This is so different with government run institutions which constantly lack finances to purchase the necessary equipment for application of knowledge.

[3]NVTI is located in Nakawa along Jinja Road, next to Management Training and Advisory Centre (MTAC). The Expedition was carried out by MVP students, Cohort III, on 7th September, 2011.

3.0 CHAPTER THREE

Research Methodology

3.1 Introduction

In this chapter, an analysis of the study design, the study population, the sample population, and sample selection are presented as well as data collection procedure, data processing and analysis.

3.2 Research Design

I used a Qualitative approach because I wanted to capture perspectives, feelings and thoughts of participants about the area of study (Given, 2008). In turn, this gave me a greater understanding of how and why Procurement Training and Workplace Performance are the way they are (Amin, 2005). The study was a descriptive case study because I was aiming at describing in detail the characteristics of Procurement Training and Workplace Performance, to answer who, what, when, how and where of the study (Amin, 2005). Rowley (2002) asserts that a case study helps to answer the how and why of variables. According to Kincheloe (2003), a descriptive research is fore grounded in peoples' experience as it is lived, felt and undergone which implies that the social world can only be understood from the standpoint of the individuals perceiving it.

3.3 Population of Study

The study population was MUBS as well as private and public organisations. From MUBS, I used Procurement Students, Procurement Lecturers, Library staff and top management. From organisations, I used Procurement Graduates and their respective Procurement Managers/Supervisors. The Procurement Students were both of undergraduate and graduate levels.

3.4 Sample Size

Basing on the nature of the study, that is in-depth and qualitative, the sample size was determined using expert Judgment of my supervisors due to the experience and expertise they have in conducting similar research (Hora, 2011; Faria & Miranda, 2010). The undergraduate Students were from both day and evening sessions because they had been exposed to field experiences while on field attachment, one could therefore give a view on training and performance. From the Graduate section, all Students had experience in the respective field of study as they were working while studying.

Table 1: ***Number of MUBS Procurement Students***

Student/Total	Population	Sample	Method of data collection
Undergraduate *(Second and Third year of study)*	950	29	FGD
Graduate *(first and second year of study)*	75	6	Interviews
Total	1025	35	

Source: Author, 2013

The Procurement Lecturers were eight (8) in number. Since they taught the Students, they had information on the nature of teaching and could easily tell constraints they met during the teaching. The Lecturers interviewed had a Bachelor's Degree in Procurement and Supply chain management with a related Masters Degree in Logistics and Transport or International Transport

as well as Chattered Institute of Purchasing and Supply (CIPS). These had worked for at least three years in MUBS and were all full time Lecturers.

The Library staffs were three (3). These highlighted on the availability of the reading material for the Procurement Students since they are the custodians. The Library staff had worked in MUBS for at least four years.

Top management personnel of MUBS were five (5). These gave an insight of the Procurement course, its curriculum and explained the policy surrounding training. For the top management; all of them had at least 10 years of service to MUBS and were all PHD holders.

Procurement Graduates were thirty five (28). These were Procurement Graduates from MUBS who are already working as Procurement personnel. The most important of these was that they had been in the field (workplace), experienced its reality and therefore had a better picture of what they went through.

The Procurement Managers/Supervisors of the Procurement Graduates above were twenty two (22). These were Degree holders as well as Masters in Procurement except one who had a degree in International Business and ended up in the Procurement world but had a master in Procurement and was pursuing CIPS at the time of the interview. These had experience of at least four years in the Procurement.

3.5 Sampling Techniques

In this study, I chose to use random, purposive and snowball sampling.

Random sampling was used because the students were quite many and all could not be used for the focus group discussions (Given, 2008).

Purposive sampling technique was used because I needed specific individuals that could provide the data to bring to reality the study objectives (Amin, 2005).

Snowball technique was used because the respondents (Graduates) were scattered in different companies and organisations, so one led me to the other (Johnston & Sabin, 2010).

Table 2. *Summary of Category, Sample Size, Sampling and Data Collection Method*

Category	Population	Sample size	Sampling method	Method of data collection
Procurement Students	1025	35	Random	FGD/ Interviews
Procurement Lecturers	30	8	Purposive	Interviews
Library staff	20+	3	Purposive	Interviews
Top management	50+	5	Purposive	Interviews
Procurement Graduates	900+	28	Snowball	Interviews
Procurement Managers/Supervisors	30	22	Purposive	Interviews
Total Respondents		**101**		

Source: Author, 2013

In the qualitative data collection, FGDs and interviews were used amongst the respondents. This was to enable the attainment of reliable and generalisable study findings.

3.6 Data Collection Techniques and Methods

Data was acquired from both primary and secondary sources. Primary data was obtained directly from the population of study, while secondary data was sourced from documents gathered from the University and the different companies and organisations in which respondents worked. This was done using the following methods:

3.6.1 Primary Sources

3.6.1.1 Interviews

These were conducted using Interview guides which had open ended question because they are the best in collecting qualitative data (Amin, 2005). The questions were therefore easily modified and adapted to the situation for clarity to the respondents. This evoked perceptions and experiences of the respondents which could be hard to acquire while using another method (Given, 2008, p. 62). Interviews with the respondents dealt with training in MUBS as well as performance in the different companies/organisations.

3.6.1.2 Focus Group Discussions (FGD)

Focus Group Discussion is a small set of individuals, purposively selected to discuss key issues identified by a researcher (Kane, 1995). These were held with undergraduate Students to discuss about Procurement Training, giving them an opportunity to express their views and opinions in their own words (Chronic poverty Research Centre (CPRC), 2005-2012).

3.6.2 Secondary Sources

3.6.2.1 Documentary Analysis

I used a documentary checklist with a number of items. These included the time table, evaluation forms, University brochure, Curriculum/programme document, MUBS Journals and course outlines. I got the chance to look at the employee rating scale documents as well of some companies. These greatly helped me identify the limitations of the physical sources of data (Mogalakwe, 2006).

3.7 Data Collection Procedure

The introductory letter from Post Graduate office at Kyambogo University granted me formal introductions to the different respondents in **Table 1** above thereby allowing the commencement of Data collection process this process entailed;

3.7.1 Interviews

With the permission letter, the Human Resource Manager (HR) of MUBS instructed me to write a request letter to carry out the data collection process in the University which was endorsed granting me access to the respective sections of interest that is, Top management, Procurement and Logistics Department, the Library and PDU. The HR also attached different Telephone numbers of contact persons in the above sections who would be of help (purposive sampling).

The Head of Department of Procurement and Logistics Management (HOD) gave me a contact Graduate student who introduced me to a number of Masters Procurement Students. These did not have time to sit as a group so I had to administer interview guide. These offered me their telephone contacts from which I was to access them.

On presenting the permission letter in 3.7. above, the different organisations/Companies granted me access the Procurement Graduates and their respective Procurement Managers/Supervisors. The Graduates in turn gave in the Telephone numbers of their former classmates or any other whose whereabouts were known, thereby leading me to many of them (snowball sampling).

Appointments were secured prior to the interviews through phone calls to the respective respondents. It was from the conversation that an appropriate date, time and conducive venue were agreed upon for the interview. I conducted face to face interactions with respondents which gave me an opportunity to study their incidental comments from facial and bodily expression, tone of voice, gestures, feelings and attitudes (Amin, 2005, p. 178). The rapport created during the phone calls with the respondents helped create a maximum co-operation and friendliness before the date of meeting (Mugenda & Mugenda, 1999). During the interview sessions, I recorded the voices of the respondents, with their permision and took notes of important information.

3.7.2 Focus Group Discussions

With the endorsed letter from the MUBS HR, the HOD directed me to the classroom block for both second and third year Procurement Students (Undergraduate) from which I got the telephone numbers of the respective class coordinators (for day and evening sessions). These later contacted their classmates from whom I chose a few. We made an agreement on the day; time and conducive place of meet which were appropriate for all. On the day before the meet, I called each member to confirm their presence in the discussion as agreed. Each group comprised at least six (6) Students with the maximum twelve (12). I employed Focus Group Discussion guides with open ended questions which were continuously rephrased for clarity to the Students.

During the discussion sessions, I took field notes and used recorders to capture and store information for easy retrieval (Amin, 2005).

3.8 Data Analysis Procedure

According to Kane (1995) analysis of qualitative data involves getting the information, reducing it, organizing it in various ways to help see patterns and relationships, drawing conclusions, and satisfying yourself . Therefore I sorted and integrated related data into themes, put what is similar together and noted the differences (Bazeley, 2009).

The data was then transcribed; processed in the Microsoft Word, grammar was corrected and organized in order to scrutinize unnecessary irregularities. Data was then arranged according to the research objectives by copying and pasting. It was read and re-read to identify similar themes and the possible sub-themes. This helped me get the different viewpoints of the respondent about the topic of study. These very view points were very helpful in developing a coherent discussion based on each objective of the study. In some instances, the respondents' views were reported verbatim.

Once this was done, I presented, interpreted and discussed the data qualitatively following each objective in light of the current literature and discourse on the subject. Here the aim was to determine the adequacy of the information, its credibility, usefulness and consistency such that I could present it with confidence.

3.9 Reliability and Validity of Data and Collection Tools

I piloted (pre-tested) my instruments with different individuals that is; year two and three Entrepreneurship Students of MUBS as well as my Supervisor/Mentor, colleagues and friends in place of Procurement Lecturers, Top Management, Library staff, Procurement Graduates and

Procurement Managers/Supervisors because they had the capacity to answer as the target Respondents. At the end of the exercise, the data collected answered my research questions.

To achieve reliability of data, triangulation of data collection techniques; Interviews, Focus Group Discussions and Documentary Analysis were used. This was done by analyzing the same data with the three different data collection methods. In the end, this helped to prove the correctness of the data and in some instances, there was data I had to disregard because of its inconsistence. Rowley (2002); Golafshani (2003) support this strategy because they assert that it ensures coherence and confirmation or further qualification of data.

In some cases some of the respondents were interviewed more than once. I had to reschedule meetings with some Lecturers as well as students. This was done for purposes of validating, confirming and elaborating the information they had given earlier.

According to Amin (2005) replays can help with validating data therefore, I used voice recorders (with permission of participants) which helped me play over and over again to ensure reliability.

3.11 Ethical Considerations

I guaranteed ethical conduct by;

- Acknowledging other people's work in line with the area of the research by ensuring in-text citation and referencing the respective sources at the end of the report. This was done to avoid plagiary.
- I honestly presented the letter of permission given by Kyambogo University to all the places in which I collected my data. In so doing, I ethically obtained the data for this

study. In addition, for each respondent, I asked for permission to obtain information as well as permission to record our conversation.

- I have also endeavored to respect the request for anonymity of my respondents in my report.

3.12 Study Limitations

The study had a major limitation of poor response rates to appointments for interviews by respondents. Many kept postponing the scheduled meetings because of their busy schedule but with good probing, I was able to get the information I needed for the research.

A Large number of students declined invitations to attend focus group discussions or participate in the interviews. However, this was mitigated by the selection of a large number of respondents in the study. The findings were hence reliable despite the decline.

4.0 CHAPTER FOUR

Presentation and Analysis of Findings

4.1 Introduction

In this chapter, I present and analyze findings. These findings answer the questions to the study;

- How is Procurement Training undertaken in MUBS?
- How does Procurement Training in MUBS influence Workplace Performance?
- How can Procurement Training in MUBS be aligned to Workplace Performance?

4.2 Procurement Training in MUBS

This element of the study sought to examine how Procurement Training is undertaken in MUBS. The findings were obtained using interviews with Lecturers, top management and Library staff of MUBS; Focus Group Discussions (FGD) Students and documentary analysis. These are presented and analysed below.

4.2.1 Tools and Materials Used in Procurement Training

Findings indicate that the University provides a number of tools to aid the training process of Procurement Students such as Projectors, generators, white board markers, Internet (wireless connection) for Lecturers and Students, microphones and Library material. According to the University Librarian the Library material includes text books, reference books and e-journals. Interviews with Library staff indicated that the different books used by Procurement Students are replenished every academic year. One respondent (Library staff) noted that the process is quite long because it runs right from the Faculty, involving its Lecturers and finally an order is made to the PDU of MUBS.

When asked to respond to the prolonged process above, the University Librarian said:

> I cannot really pin down one person/department in particular because it is sometimes not clear where the process gets stuck, sometimes it's a certain signature in a certain office who also cannot sign because of certain issues from another department...there are instances where it extends to the government especially where the amount exceeds a certain value, certain signatures are needed and these are not easy to get

However, findings also prove that the tools and materials are insufficient. One of the Lecturers noted that:

> In case of a big class, it's hard to get hold of the microphone and the projector to make every Student understand the content of the Lecture. The problem is that it may be under demand by many Lecturers at the same time and this is because these are few to the extent that the chances of having it are narrow even with advance booking

The Students further affirmed the shortage of the tools and materials asserting that they are inadequate. One student had this to say about the study material in the Library said,

> The books are not enough in the Library for the different course units in that some units of study have no books attached to them in the Library. It is rather sad because there are instances where Lecturers do not teach and simply refer us to the Library but the books are normally lacking or out of stock and you wonder how we are supposed to get notes because at the end of the day, what the Lecturer said we should read about is set in the exams.

The respondents from the Library proved the above true asserting that the books are not enough to cover the number of Procurement Students. In response to this, the University Librarian said,

> There can never be enough, especially for all the Students, considering their numbers. Yes, the books are insufficient and we are aware that it affects their learning but there are some on the shelves.... Sometimes these Students create a shortage for/and by themselves, they tie the few books within their own groups in that if one Student returns the book, they make sure they come with a colleague who immediately takes it, so you find that the same book simply rotates within a few people.

In addition, the Library staff noted with concern that the one challenge with buying and having Procurement books in the Library shelves is the fact that they are expensive with one book amounting to 300,000. Therefore, for purposes of including other programmes in budget, only few are purchased.

Lectures stated that they always make additional efforts to aid practical learning with other learning material for the Students by consulting colleagues in the working environment for assistance. These include the different Procurement documents such as Bid documents, e-tables, business law reports. A Lecturer said,

> I honestly feel bad talking to these Students about some Procurement documents with word of mouth. So, sometimes I contact my colleagues working as Procurement Officers or any that can help and I bring such documents to class...There are instances where National-News papers publish such documents, I take that as an opportunity to take a copy to class.

However, with the shortage of reading materials, the University Librarian added that there are about two hundred (200) computers in the old digital Library and plans are on the way to purchase more 200 computers for the main Library. From my observation, the Library is quite big and conducive for study purposes indicating that it can accommodate as many Students as possible, however, a number of facilities are missing such as chairs and tables that could be used by the Students while reading.

4.2.2 Procurement Lecturers

Findings show that Lecturers are Degree holders in Procurement and many have pursued their masters in the same field. All the Lecturers were Procurement and Supply Chain Management Graduates with first and second class upper Degrees that helped them get jobs as teaching

assistants at the University (MUBS). Four of them had a Master's of science in international Transport and Logistics and one held a Foundation Diploma in Purchasing and Supplies Management (CIPS). Three of the Lecturers were still pursuing their Masters' Degrees in Procurement related courses. The Head of Department of Procurement and Logistics Management (HOD) was proud of the above qualifications held by the Lecturers and noted:

> We dwell so much on how someone has practiced Procurement and how far his experience in the field of teaching goes to avoid extending theory to learners...This mainly goes for the Lecturers intended for Masters' and Third year Procurement Students because these need the practical experience, so if a person has not been practicing, they cannot have that element of practicability of the theory, so we don't bother taking them on.

However, findings also show that not all Lecturers have experience in what they teach. Out of the eight respondents (Lecturers), six had no experience prior to their appointments as they had been recruited a few months after their graduation. These said that they were able to get jobs later after gaining grounds in MUBS, after a considerable work time as Lecturers. For instance, one of the respondents (Lecturer) got a job as a Procurement Auditor in a consultant firm after some months of teaching because then he would part time. When asked why this is done, the HOD said,

> For undergraduate, it is mainly knowledge based, anyone can teach them, which is why we prefer hiring the fresh Graduates who still have the knowledge they acquired in the course of their studies here. Besides, in cases where the University decides to sponsor a Lecturer for further studies, it is easier to pick on such Lecturers because they are normally flexible with fewer responsibilities to tie them down and stop them from travelling to any country or place.

Findings however have it that this makes one's teaching life intricate. A Lecturer who was hired immediately after graduation confessed:

> It was always hard to train these Students without knowing what exactly the actual world is. The challenging part was that some of these Students were practitioners who always asked me practical questions and sometimes I had no answer, even with the thorough preparation I always made before going for the Lecturers.

Another respondent (Lecturer), with the same challenge as that above had a positive attitude and informed,

> With this internet, in our well furnished resource centre or call it staff room, I prepare thoroughly for the lectures, download the necessary documentation pertaining the subject matter but still this is not the same as practically knowing. I remember one particular topic of 'Shipping Practice', Students asked me how the shipping documents looked like and how they applied in the real work scenarios but I could not give a vivid explanation. However, with my Masters' lecturing became a little easier because of the mandatory three months practical learning experience.

The above findings could be the reason why many Students expressed concerns on the way Lecturers articulate themselves in class. They (Students) say that many Lecturers assume all Students know about the contents of study. A student said:

> Many Lecturers come to class and talk a lot about the subject under discussion throughout the two hours as timetabled and at the end of the lecture; the same Lecturer leaves behind a handout with the same material that has been talked about. However, there are a few Lecturers who bring some materials for demonstration.

Most of the masters' Students commented,

> Senior Lecturers sometimes assume that we all know, so they only give brief talks about a topic, leaving the rest up to the Students...too much is left untouched yet the Library is lacking and the internet cannot be relied on fully.

Another student said,

> There is a lecturer whose sessions I would not want to attend again because she seems not to know what she is talking about. Many times when she comes to class, she does not behave like a facilitator but a dictator because she keeps on talking about the topic without asking if it is understood. There is a handout she gave on a certain topic, on examination, more than half of the class failed yet it was the same information that was reproduced on the answer booklet. Something was a mismatch!

On the other hand, a Lecturer who was a System logistics assistant in Rakai District before being appointed as a teaching assistant explains her job (as a Lecturer) as simple and less complicated. This was because lecturing was her part time job up till she went back for her master and became a permanent non practicing Lecturer. Therefore, teaching was simply transferring what was at work to the students. She added that she would like to practice but as others (Lecturers), the policy doesn't allow part timing especially when you have just been recruited as a full time Lecturer. Another Lecturer with the same experience noted:

> Before becoming a Lecturer, I was lucky enough to get a job as a Procurement Officer and with that experience, teaching for the first time was much easier because I had the real knowledge and experience in what it meant to procure. Therefore, telling the Students exactly what is done was not a problem ...it is different with having to teach what you simply crammed and inquired from colleagues in the different companies.

It was such Lecturers that Students appreciated as they all agreed that some of them teach both ways, that is, theoretically and practically. A student noted:

> Some Lecturers, like our marketing Lecturer always brings examples of documents. One time I remember he brought for us e-tables to see how they actually looked like and explained in detail how they apply in the field.

The Students also appreciate the fact that they present in class, have groups of discussion which sometimes handle questions given by the Lecturers.

4.2.3 Methods of Procurement Training

Findings indicate that Procurement Students have compulsory field attachments. These Students are expected to report to various companies of their choice for four months and these are served in two phases that is; two months after their first year of study and the other two after their second year. According to MUBS management, field attachments are a measure designed to help Students blend theory with practice. One Lecturer noted:

> The field attachments are meant to supplement their theory with the actual world, because when they go to these organisations or wherever they choose, they get a practical touch of what they are taught in class, they meet the people responsible thereby helping them understand the classroom theory.

Asked to comment on the field attachment, one student said:

> There is simply too much to learn from the field, so, the four months are not enough because different companies do things differently...some companies hide information from us and certain stages of the Procurement process are not introduced to the Students. This is because some employers think that certain information is confidential and is not for anybody, more so Students. In the end, we end up coming back to school with little knowledge of how to practice.

However, findings show that Students are fond of the field study because according to them (Students), it helps in discovery of new things as well as application of classroom theory. On a scale of 1-10, the Students alleged that practical training takes up 3 out of 10 and the rest occupied by abstract learning. This is against what they would love to see happen in the learning process, which is practical training to equip them with workmanship skills that make them readily available for work in the different companies.

They also added that a merger of practice and theory would be essential at school alleging that not all content is covered in the different companies and organisations. One student said:

> It is not good to entirely rely on the field attachments for practical orientation because not all companies holistically follow Procurement practices and those that do, sometimes do it differently. Sometimes we don't get to participate in certain processes therefore they stay theoretical. So, I think there should be a merger whereby practical learning is also done at the University such that what we didn't get the chance to witness in the field study, we can see here, practice is equally important at school.

One lecture who happened to have his undergraduate training in MUBS commented on the internship policy at their time of study:

> Today, Students are lucky to have compulsory field attachments but in our time, it was out of one's concern to apply for such practice. Many companies blocked my placement because I had no proper documentation. The one company that granted me the opportunity sort of used me as I arranged files and photocopied different office documents of various offices. In the end, I never got the chance to Procurement practical experiences.

From respondents (Lecturers) explanations, many times case studies and real life situations are used when teaching Procurement Students to prompt them into creative thinking for solutions. One Lecturer noted:

> The programme is theoretical but I try as much as I can to teach using relevant and actual examples. If there are tenders in the news papers that day, I always tell my Students to look out for them and where possible I bring a copy in class but they are many so I insist on their personal viewing for more understanding

Interviews with Lecturers indicate that many are not in agreement with some methods of delivery asserting that they do not promote skill development needed for the world of work. One of the Lecturers said,

> Giving handouts is not a good teaching strategy because Students deliberately choose not to attend class; after all, there will be a handout. The University is trying to put an end to it but it is not yet official. In my view, giving highlights on the topic of study can encourage Students do personal reading which is a better teaching strategy. I actually don't spoon-feed my Students,

> no way; they need to read because what you have read by your self can not be easily forgotten.

However, some Lecturers were of the view that blame should not be inflicted on them pertaining the methods of training the students in question asserting that it is the way the programme is designed to run. One Lecturer said:

> The resources and time (as per the time table) are not enough to facilitate ample practical learning in form of illustrations and experiments in the classroom setting, so I teach with the mindset that these Students will get the practical touch from their field attachments.

The HOD seemed to put a stump to the above argument when he said:

> I don't believe that a student can come out of a University, without intervention and prepare a bid document. A University is to generate knowledge, to equip a learner with knowledge; that is what defines a University, unless it's turning it into a technical school because there, learners are workers. Once a University channels to skilling, then that is Vocationalisation. With the intervention, either at work or at school through internship, the trained Student comes out as one who knows. I would like to produce a Procurement Student who knows about a bid document, what it is all about but not a technician so that knowledge is not frustrated. What killed skilling Ugandans was that many technical schools were turned into Universities, Nakawa (the now MUBS) had the best accountant, Kyambogo University had the best teachers but this is not the case today, this is because these are now knowledge based institutions.

General findings clarified that assessment and evaluation of Students is mainly through examinations (at the end of each semester with) as well as individual and group assignments. Some Lecturers give side tests especially if they see them fit for a particular topic. All these assessment modes have a certain percentage of performance which all amount to 100% at the end of each semester and it's from these results that the Students' performance is measured. One respondent (Lecturer) said:

> Case study questions are set for Students especially in cases where they are required to use their experience from the field attachments to solve predicament. When it comes to assessment of practical aspects, I ask practical questions for example, what is the content of a bid document? Illustrate how a Bid Document looks like? To ascertain whether a Student has gained competence, it entirely depends on what is written on paper. In addition, the supervisors' comments from the field attachment facilitate in helping to recognize how far the student is applying their theory into action."

In response to the above, a discontented student had this to say about the practical assessment in place:

> The Lecturers and management think by asking questions to be answered basing on Students' experience is practical assessment but I think it is not. Supervisors are very rare at the companies of attachment, a supervisor can come once in the four months of practice and does not even spend an hour there, and before you know it he is gone. With that kind of supervision, a student can write what she/he did not learn as having been learnt just to pass that part of the course.

Asked to comment on the assessment mode used, one Lecturer noted:

> It is a University policy to use exams as an assessing tool but it is very difficult to ascertain whether Students have grasped the content matter because most of the assessment modes encourage cram work of content matter on examination answer sheets, many Students read those handouts to pass exams.

The students also agreed with the above Lecturer concerning the impact of the mode of assessment on skill development asserting that it is not the most effective way to ensure competence. One Student commented:

> Some Students read to pass, when the time table is pinned, they start the reading process but if you asked such a student to practically do what they have read, or if they remember anything after exams, it is very hard for them. But at some point, it is purely on a personal basis, if one takes their time to actually do the work, then they learn but of course those that don't do the work for themselves and wait for copying from others at the last minute don't learn, so there it is typically passing exams.

Findings from interviews with Top Management and Lecturers show that guest Lecturers are a resourceful training measure for the University especially for the Master's Students. According to the HOD:

> Different individuals with experience or practical knowledge in Procurement are invited to train the Students in the practicability of the principles. This is common with the Masters Students. For the undergraduates, this is not common unless their Lecturers arrange for such persons because that is also allowed.

Students also agreed that guest Lecturers are a good training measure which many have read about as part of their programme in the different programme books but have never had the chance to entertain any in their classrooms. They did however mention that seminars are organised at least every academic year where different practitioners and specialists are invited to give practical experiences. One student said:

> I have attended these seminars and in most cases, Procurement specialists and those practicing Procurement in different companies are invited. The last one I attended dealt with Ethics and the different presenters talked about the dos and don'ts of Procurement Officers, I even have the certificate.

However, one student noted that there are always few Students that attend these seminars simply because communication is sometimes not effective. Some Students get to know about them and others don't.

In training, Lecturers alleged that they face a number of problems to effectively impart skills. One Lecturer noted with concern the big numbers of Students:

> The Students are sometimes so many. They don't fit in the room and sometimes there is need to use a microphone to make everybody hear, which is not easy to access. There are like 300 Students or more in one session or

> class and sometimes ensuring that all these Students get a piece of the information you have prepared is hard unless one puts in more effort, like moving around to cover everybody which is sometimes not possible because of time. I have only two hours to deliver whatever I have prepared to teach

Although the numbers are many, findings also indicate that absenteeism is common amongst Students. These mostly show up if there is a communicated test to avoid missing out on the marks. According to the Lecturers, this sets back the entire teaching process because such Students simply get handouts from fellow classmates and read for purposes of passing exams.

Students agreed that attendance is a common problem. One of the students' coordinator attached this to the abundant freedom Students have at the University:

> There is too much freedom at the University which also increases the probability of attendance. It is a personal decision to go to class or dodge. The University should come up with a setting that puts pressure on Students to learn, though not like High school, otherwise, everyone here would get a 4.5 CGPA.

Students also attached the above to the diminutive courage from the unemployed Graduates after years of completion; making them (Students) lose moral in attending class with a purpose as they see it as a discouragement.

Discussing on the reasons as to why these Students may not attend class, one Lecturer also added:

> Sometimes the way a Lecturer teaches can chase away Students, when someone is boring, no one would want to listen to you. But if a Lecturer is active, creative and engages Students, this alone can be encouraging them to attend class because they expect something new. For instance, a lecturer can decide to invite a colleague, who is a practitioner to lecture the Students.

Basing on findings, it is also important to note that it is a University policy for Lecturers to take attendance of Students such that without 70% attendance, a Student is prohibited from sitting exams.

Findings from Students show that many factors hinder their training one of which is female Students dealing with male Lecturers. They allege that some Lecturers advance sexual interests and when such requests are denied; they are made to fail with retakes. One student said, "... it happened to me with the field work where my academic supervisor made me repeat the field study by giving me a retake..."

4.2.4 Procurement Curriculum

Basing on the findings, the Curriculum is the work of the University Management, right from the departmental level, to faculty and the overall Top Management is responsible for passing the verdict. According to the HOD,

> It all starts with institutional strategy or need, where the University sees it fit to create a new course or course unit. Stake holders' analysis is then carried out in form of workshops and seminars with Procurement specialists and Practitioners. These include different companies and organisations, parents... This is one of the requirements by National Council for Higher Education for any University while developing a curriculum because they would like to see the stake holders' input and avoid creating a mismatch between training and the real working life. The content is first approved internally especially by Senate and thereafter accredited by National Council for Higher Education.

Respondents (Lecturers and Top Management) from MUBS were fond of the consultations the University conducts from the field or with those on ground because they know what is happening and what the Students should be equipped in. Findings from students further show that the

comments from the field attachment supervisors also complement on the real life situations since they get in contact with the company owners.

MUBS Top Management adds that what is to be taught (course outline) is developed by the department in conjunction with its Lecturers who contribute profoundly to the content and the objectives of study. This outline is then approved by the Faculty and the University management, through organised curriculum or course review retreats (annual basis). According to the HOD, there are certain aspects of learning that National Council for Higher Education (NCHE) expects a University to have in both its Curriculum and Syllabus to facilitate their approval. In addition, one respondent (Lecturer) said:

> Personnel of some standing from other Universities like UMI, as well as from Kenya and Tanzania in the same department are invited to review the drawn up course outlines with purposes of putting them up to standard, to check whether what has been drawn up is of standard with other Universities.

According to the HOD, the curriculum is reviewed after three years to avoid confusion from the side of the Students. A given curriculum therefore goes for three years of study up to when those that started with it end it. As much as updating a curriculum is crucial, it wouldn't be wise to destruct and disorganize the continuing Students, therefore its better a new curriculum starts with a new intake. From the findings, the course outlines are updated where need be; if something new comes up in the market and needs to be incorporated in the teaching and the same goes for outdated material that no longer counts in the market or with no positive impact on Students, then it is simply scrapped off.

From the views of the Lecturers, any member of the teaching staff is at liberty to recommend a course unit as a consequence of social networking and interaction with other Universities, especially if they can defend the addition of that course unit. However, this has to go through the same approval procedure above. One Lecturer said:

> While on my Masters Programme in Mombasa, I experienced a lot and I remember I was told to give my recommendations concerning a course unit. My point is that we are normally asked to give in what we think is from other countries and can be incorporated in the University's syllabus.

Asked to speak about Students' involvement in curriculum design and course outlines, the respondents (lectures and top management) asserted that they are not party. The HOD said:

> Why should we involve them especially in curriculum design, because the curriculum is meant for new Students so who shall we ask? As a Student, and a Lecturer, I have respectively never participated and seen in curriculum design or course reviews. Yes, it would be a good idea for the Students to participate in the course reviews but I for one, I have never been talked to about that, it's just theoretical but has never been implemented here in MUBS. For a new curriculum, the University looks at those that have completed their Bachelors and Masters' studies, who are probably practitioners but even then, I have not seen that happen. Student involvement is only with implementation of guidelines such as change in methodology of delivering a course unit or time of study for a particular unit. They are notified and are supposed to implement the changes.

One Lecturer added:

> Unless a student comes up and requests to know about a certain topic, especially basing on their field experience. But that largely depends on how Students interact with you or how approachable a Lecturer is. I remember there was a second year Student who requested to know about Clearing and Forwarding Calculations after having come across it while on field attachment tasks. I presented this and it was incorporated the following semester.

The Students affirmed the above findings and asserted that they are not party. One student in particular commented on the curriculum design:

> The heads or Lecturers sit alone and do what has to be done, we just buy the course outlines at specific photocopiers and follow them, but we would actually like to be consulted on what to study and how to study it.

On the other hand, a student seconded not being consulted when it comes to course content and argued;

> We don't know anything about Procurement; we are just in the middle. The reason as to why we came here is to learn, I mean we didn't know anything so how can we be asked on something we don't know.

However, the HOD says that to some extent, Students lend a hand in enriching the curriculum because in the evaluation forms they are always asked to comment on method of delivery and content

When asked to comment about the content of study, Students alleged that some of it is irrelevant to Procurement practice. One student said:

> Somehow, the course units seem duplicated because there are some that are like topics in some other course units. What I mean to say is that you can easily use the knowledge from a certain topic and understand the entire course unit. I think it's about making more money for the University. There are course units that are somewhat irrelevant for Procurement, say Quantitative Methods (QM), Intermediate Accounting, at least principles of Accounting, that introduces us to the basics of accounting but not intermediate? Besides, some things need not be taught in class, like counting money!

To add to the above, a practicing student said:

> There is still a big difference between what is taught and what is in the field. Things are sometimes not the way they are taught, completely different! It's

> mainly because University does things to the book but things keep changing. I will give you an example of the Threshold, it keeps changing yet that is not taken into account while training us.

However, another student said:

> The course Units are repeated because management sees it fit for one to repeatedly study them. And in any case, life is funny; you never know where you will go so I don't think getting equipped in many fields is bad.

From the Graduates' point of view on content of study, they do agree that having multi dimensional knowledge is pertinent but some content of study was quite irrelevant. However, one Graduate does not disregard the units of study that are not directly linked to Procurement but also had a complaint:

> This world is funny, you may end up in another world, and so, if you are equipped with a variety of knowledge and skills, it is easy to survive. However, there were some Units of study that were extreme, like Quantitative Methods, Intermediate Accounting. Sincerely, for Procurement practice, one needs Procurement knowledge and some few basics of the rest but not too exaggerated!

Documentary analysis revealed that MUBS works hand in hand with some University around the world such as Xavier institute of Management and Research, Southern University of Louisiana USA and University of Edinburg. These are some of the partners that help standardize the curriculum of the University. However, from analysis of different documentary, I found out that the University Curriculum is to a bigger extent theoretical in nature as it indicates very few practical fundamentals of study. These are mainly embedded in the methods of delivery which many time are not implemented on ground.

4.2.5 Analysis

The analysis is done following the subthemes created in 4.2. above.

Tools and Materials

It is paramount that Lecturers and Students have different training tools and materials to help smoothen and affect the teaching and learning process. It is therefore impressive how the University makes effort to provide for these tools and materials which Grosjean (2006) recommends for a smooth learning and application of knowledge. However, their inadequacy (such as books in the Library) is lamentable because they are essential in the learning process. This could sometimes be as a result of the long process of replenishment and a number of other factors (extraneous factors) such as protocol at the University especially when there are signatories involved or political factors, the University being a Government institution

According to Wenger (2008), it is essential for learners to be exposed to what they are likely to find in the field/workplaces. Therefore, it is good that Lecturers try showing these Procurement Students the documents they are yet to meet in the field of work/practice. This is mainly because in the actual world, what counts is the connection between the employee and the tools and materials while at work (Gamble, 2009).

Procurement Lecturers

Gamble (2009) advocates that so many times, what counts in an effective teaching and learning process is the expertise of a Trainer or master in the respective field of practice. It is therefore admirable how the University recognizes the importance of this by emphasizing expertise and experience when employing teaching staff. This is because the Lecturers are educated and trained personnel in Procurement. However, some of these Lecturers do not have the practical

element of Procurement since they do not practice and never got the chance to since they were hired as assistant Lecturers straight from graduation. This implies that Lecturers do don't have the skill to teach in the initial stages of their appointment as teaching assistants because from graduation, one barely gets to put to practice any theory, so how does such a person competently teach what they don't know in reality? Mjelde (2006a) contends that building the practical competence of learners pedagogically requires that those in the teaching positions be recruited from the manual labour market.

From my point of view, it is interesting and admirable that lectures hired as fresh Graduates are sponsored by the University to further their careers but not anyone can deliver knowledge to Students simply because they passed with good grades. One could possess the good grades but when they cannot express themselves in front of Students or drive the point home. Another possibility to put into perspective is the fact that some Students that pass highly do a lot of cram work just for the sake of passing examinations. So, bringing on board such a student as a Lecturer would imply that they will deliver to the Students what they crammed with out the practical aspect in mind.

According to Aarkrog (2008), Trainers need to embrace experiential learning when delivering theoretical knowledge because it is meant to solve practical puzzles. This implies that there is no way that can occur if the Lecturer is delivering crammed material and has no idea of the practical world even with the lesson plan in place. It is no wonder that some Lecturers have difficulty in teaching practical elements once faced with such puzzles making Students degrade them as not understanding of the study content.

Methods of Procurement Training

Findings show that Students are unhappy with the summarized way some Lecturers, especially senior Lecturers teach. I do think that it is good for a Lecturer to discuss as much as possible about a subject matter but it is equally essential for these Students to read on their own as they get to learn a little more, besides, what is learnt on a personal basis has a higher retention rate (Nilsson, 2009).

Nilsson (2008) upholds the above argument asserting that a learner, as a holistic body has mental needs especially that of the desire to satisfy his/her curiosity which can be acquired through exploration. However, in MUBS, handouts are the order of the day. Management is on the road to stopping them but it seems to take forever yet it is a disease that promotes laziness amongst Students and it does not facilitate Students owning their learning. Jorgensen (2008) supports this asserting that letting learners own their learning process through participation is a pedagogical approach which gives them more experience and autonomy than when controlled by teachers as it makes them receivers thereby making the entire process unproductive.

Pedagogically, Trainers are meant to be facilitators and mentors, not the ultimate providers of knowledge (spoon feeders) (Jorgensen, 2008). According to Gamble (2009), a teacher should be able to move around and demonstrate about the content of study, not to simply stand and talk. However, findings show that Lecturers do a lot of talking but if they embraced Gamble's idea, in a way they would accomplish illustrations of the different practical elements in Procurement Training.

Having a small class is good for both the teacher and the Students themselves because they get to understand each other and share prior experiences on the subject of study (Lrizar, Irizar, & Chiappy, 2006). However, as expressed by Lecturers, Procurement Students are many making this impossible because lectures are timetabled for about two hour giving no gap for sharing and certainly experiential learning. It is also important to remember that these Lecturers, with the use of internet and colleagues prepare for the lessons/lectures, indicating that they recognize and embrace practical learning but sometimes the reasons for doing otherwise is beyond their control.

It is no wonder that all the respondents (Lecturers) have never shared experiences with Students in class, they simply start lecturing not knowing what the Students already know about the content of study at the time. Why then doesn't the University admit reasonable numbers that can first of all fit in the classroom available as well as those that can be handled effectively by a Lecturer to ensure skill development?

The field attachments above could be related to the apprenticeships Aarkrog (2006) explains in details which he concludes as being effective at imparting practical skills. This is because such practices aim at familiarizing the learner with the traditions, elements and social aspects of the world of work (Jorgensen, 2008). This implies therefore that it is not about transforming theory into practice but a concurrent handling of the two. This pedagogical approach is greatly supported by Lave & Wenger (2007) who assert that it fosters employability skills.

This could be the reason why Lecturers rely on this particular method of passing on practical skills. However, as per the findings, these field attachments seem to be for a short period of time (four months) compared to the three year theoretical coverage. It is no wonder that some aspects

are not covered and as of the findings from Students, some stages in the Procurement process are not exposed to these Students under the claims of confidentiality. Women Commissions for Refugee Women and Children (WCRWC) (2008) argues that this is so because there are no lucid boundaries and standards for apprenticeships to make the experience valuable to both the Students and companies/organisations of attachment. WCRWC (2008) adds that the time given for such relations is as well too limited to benefit both parties. This undermines the connection between training and workplace productivity, hence a mismatch. The unfortunate part is that there is little attention given to this connectivity especially in sub-Saharan Africa (UNESCO-UNEVOC, 2007).

Following the fact that companies/organisations of attachment carry out Procurement in different ways, Jorgensen (2008) argues that this sometimes limits the learning potential because different companies foster so much on production capacities as well as output. This means that while the sole aim of field studies is practical training for the Students,. these companies/organisations don't consider this serious but the need to produce more for a bigger market share. It is for this reason that Duke (2010) suggests that there is need to draw a boundary between performance and outcomes if one needs to learn and actually do what they have been taught at ease. With this, more attention can be fostered on skill attainment than output potentials.

The HOD seems to under look the argument that theory is inseparable from practice, none is independent of the other (Mjelde, 2006a; Bhyat, 2006). This is as a result of his (HOD) comment regarding theory and practice asserting that one has to be done at a time, if done concurrently, one gets suffocated. The HOD seems to imply that the University only imparts abstract or

theoretical knowledge and that the practical knowledge is received after guidance from a third party, say an organization. This seems to be a puzzle, why can't a University provide skills and save the employers the expense of retraining these very Students? It should not be forgotten that however academic a course or content of study is, it does not earn the right to immunity from practicability (Jorgensen, 2008).

Bhyat (2006); Jorgensen (2008) add that teaching Students theoretically without introducing them to its practicability is wrong in all essence, what counts is creating a connection between school and workplace but not theoretical principles only. Why should a Lecturer simply talk without demonstrating or giving a practical example where need be?

In Aarkrog's (2006) study of apprenticeships, Students prefer the practical experiences to classroom theory remarking that practice helps them put to use the basic knowledge that school has to offer. This is no different from the Procurement Students of MUBS who wish that it would be the other way round, that is practical training first and theory covered later to compliment and make clear certain principles. Grosjean (2006) supports this asserting that theory doesn't have to precede practical training, it can be done the other way round because practical learning shapes one's professional identity as well as helping a student understand better the theoretical concepts/principles.

Grosjean (2006) adds that with practice, one can become a professional. This was evident from the findings which revealed a Procurement manager of MUBS PDU as having graduated with a Bachelor in International Business but with her first job being Procurement, she got experienced and could actually do better than one with Procurement knowledge. Therefore, sometimes,

traditional methods of training create a division between knowing and doing yet the two are inseparable (Bhyat, 2006). However, Wenger (2008) reminds that instances where it is deemed necessary, especially where beliefs are held that the brain is the storage of knowledge, classroom training should be given an opportunity because then, Students need no distraction from the outside world.

As much as the idea of prompting these Students' attendance is appealing, the continuous use of abrupt test as a way to get them to class would be little off truck because then they would take tests as a punishment and assessing them in that manner would lose meaning. However, the positive benefits resulting from the above cannot be under looked such as reading or revising all the time to prepare in advance but it may make these Students lose morale for tests.

Procurement Curriculum

The University curriculum is a locally designed which is advocated for by Mckimm (2007). Implying that the University promotes the needs of the nation other than outside countries which aim at promoting their individual interests (Okello, 2009). Okello adds that Uganda's curriculum follows the roots of its colonial masters whose main aim was to promote the needs of their home countries. In addition, the curriculum design process seeks engages the labour market which Jorgensen (2008) asserts as being paramount before training Students. UNESCO-UNEVOC (2007) also adds that it is pertinent to discover what the economy has to offer such that there is a connection between training and the labour market.

By virtue of the different collaborations, the University also seeks the views of other Universities for standardization. I have to say this is a good move because this puts MUBS to an international

level as well as national wise and also creates teamwork since it also engages its competitors in the market like UMI.

From the findings, both the curriculum and course outlines are upgraded/updated and reviewed. In so doing, irrelevant content is scraped off and replaced with what the labour market is running. This does away with Jorgensen's (2008) argument of inflexibility and rigidity of the study content yet the labour market is constantly changing. Therefore, if the University responds to the needs of employers through interaction with the labour market, chances are that the Students will be up to date. However, it is still questionable why the Graduates can not apply some of the content taught and why Students and the same Graduates complain of irrelevant content of study? One could say that the Graduates say it is irrelevant content because they are practicing Procurement in its fullest but others that are making use of the noncore Procurement units could also support the presence of such units of training.

Findings hold it that assessment and evaluation of Students is mainly through examinations (at the end of each semester with) as well as individual and group assignments. These however seem to promote no practicality as they encourage regurgitation of information for purposes of passing examinations. It is therefore hard to find a student especially after examinations to practically show you what is done better yet remember the content of study.

The few assessment modes that encourage practicability are said to be the case study questions requiring Students to answer basing on field study experiences. The other practical assessment approach is through use of practical words such as 'describe', 'illustrate' in examination questions. These are disregard by Students saying that they are ultimately theoretical. I see eye to

eye with these Students because even if the student describes, say a bid document that does not imply that such a student can thereafter recognize the same document in the field and act on it respectively. This is because when taught practically about how the document looks like and probably shown, a student may cram exactly how it is and produce it on the examination answer booklet but when they cannot actually fill it in or know what the different particulars stand for.

Another practical assessment mode is the field study however; supervisors are rare in the field to oversee the works of the Students as they appear once or occasionally and sometimes the main supervision is not done, only signing to show his/her presence is all that matters. This is dangerous to the learning process of Students especially if competence is to be realized because as some Students said, they forge elements of study on the practical study just to pass and yet this could be used as a major practical training approach.

Guest Lecturers are important in introducing Students to the world of work because they introduce the Students to the actual Procurement world. Therefore it is wrong to exclude them from the undergraduate Students because they too need practical exposure. Given the fact that practical training is an important aspect in imparting competence skill, these are the people in practice and they understand what Procurement is all about (Mjelde, 2006a).

As regards to the challenges, Wenger (2008) asserts that they are brought about due to conflict of interest, power struggles and human wickedness. These can further be referred to as extraneous factors which cannot be under looked or dodged in all paths of life, for the teaching and learning process, they aggravate learning and skill development. Take an example where a student is always in lack of money say for tuition fees, they will be forced to work harder at passing and

create a bright future. However, Jorgensen (2008) asserts that these should not be too many as they impair learning and when too few, they become unchallenging. Therefore, they should be at a moderate level.

4.3 Influence of Procurement Training on Workplace Performance

This objective was set to assess the influence of Procurement Training on workplace performance and the key respondents were Procurement Graduates (from MUBS) as well as their respective Managers/Supervisors. Some Lecturers (former Students of MUBS) had an idea of performance. Data was obtained through interviews.

Findings show that there is a relationship between the training at the University and what is actually practiced in the different work environments. One respondent (Procurement Graduate) said:

> Most of what we studied at school is used and applied while working. For instance, the Procurement methods, Guidelines and the process itself are applicable here. In other words, the theory I had are the practical things we do in PDU.

However, Graduates unanimously agreed that even if whatever is learnt is found at work, knowing how to actually do it is not taught. A Procurement Graduate said:

> What I do in practice is not the exact material that was taught in class. At University, I was introduced to Procurement and I got to know about it but how to do it practically is what I was never shown or taught. For example, in school, they tell you that the first stage in the Procurement process is Needs Identification but they don't tell you how it is done, how a PP form is filled. So in the field, you learn more according to the threshold. At school they teach us that we make specifications but they don't show and teach you how to do them and this is a major challenge depending on what you are procuring.

Another respondent (Procurement Graduate) added:

> What is taught is more of theory than practical; things are different on ground but the Lecturers teach by the book, yet situations on ground keep changing especially in terms of prices and thresholds keep changing. The training brings out the practicability but in form of theory.

The Masters' Graduates asserted that they were at a better footing regarding practicability of knowledge as a lot was learnt from a Masters class than in Undergraduate. This was because these studied as they worked so learning was hands on and also the methods of delivery varied from those used at the undergraduate level as they encouraged practicability of knowledge. A respondent (Procurement Graduate) noted:

> My Masters Training helped me learn how to prepare Procurement documents, plans, negotiations, know about consultancy and how to cost them and how the various contracts look like. However, my undergraduate studies simply introduced me to the Procurement world, especially theoretically yet in the real world it is not applicable

All the Graduates alleged that the initial period of their career as Procurement Officers was intricate. Many asserted that they needed more training and assistance to perform the different tasks on employment. From the Lecturers that were trained from MUBS, I found out that it was hard for them to perform the different Procurement tasks at their employment places because of the lack of internships or practical orientations that the current student body has as compulsory. One Procurement Graduate noted:

> From training, I needed a guide to apply the theory because immediately after graduation, it was difficult for me to put my theory to use. After the guidance, I could then do it properly. I did not know the different documents because I was not introduced to them. But at least the Students of today have a chance of knowing too much before they get recruited in the field unlike us.

Almost half of the respondents (Procurement Graduates) agreed that there are skills that are generally got from training. One respondent noted that general skills are partly from training and of course one's personality such as integrity. Some of them added that there are skills that do not have to be taught in class but through living in the very community (of the University), one gets shaped by the norms and activities carried out, bearing in mind the time factor. One Procurement Manager noted:

> We work as a team here, if am not on my desk, anyone else can do what a client would require of me, either a provider or anyone else that walks into the office, unless of course my signature on some crucial documents, but that is different.

One Lecturer noted that his first job as an Assistant Procurement Officer was by luck because he was never sure of how to actually practice Procurement:

> I just never knew what Procurement was all about in the real world even after graduating with a degree. So when subjected to the interviews, I never thought I would succeed, maybe they took me on just as a fresh Graduate and because I had a good CGPA

According to the findings, sometimes practice coupled with passion for a trade makes a professional. Three of the Procurement Graduates were not Procurement Degree holders; they simply upgraded their practice by pursuing a Masters Degree in a Procurement related field. Two of them were driven by the passion they had for the Trade. It was therefore their practice in Procurement that exposed them to knowing how it operated. One of them noted:

> Actually, I never pursued Procurement at my undergraduate; with government sponsorship I instead graduated with Honors in Bachelors of International Business but I always had a dream of having a career in Procurement. Because of the passion, the first job I applied after graduation was that of a Procurement Officer. After getting experience, I needed some more knowledge so I went back for my masters and now am doing CIPS. But I can

> assure you I was better off compared to that employee with a degree in Procurement because for them they only have theoretical knowledge.

From the comments of the Procurement Managers/Supervisors, many of these Graduates have the attitude to work, which could be a factor that comes directly from University, the fact that it is common with them. But of course it goes back to one's personality. One supervisor commented on a Procurement Graduate's performance:

> When she came in, she had good papers and the zeal to work. However, her hands on was greatly lacking, she simply had a clue on how things are done. What was good about her was the flexibility and readiness to learn. She would ask anything that failed her because I told her to be free and she took on any task in the office. Now, she knows most of the things but she still consults of course just like in any work environment.

Besides training, many Procurement Graduates noted that there are supporting factors to their working environment. Many asserted that the different Acts and Guidelines greatly help in shaping the different decisions taken at work to aid their performance. One respondent (Procurement Graduate) said:

> Colleagues help me a great deal in doing my job, especially those I met at my Masters level and those from social networks. This office also helps me concentrate, as you can see, it is conducive enough. On the other side, also the pressure from the government and the parliament who always want answers as to why things are the way they are. Fellow staff is also very helpful; they provide information in time. I also thank my former bosses that trained me to what I am today, to become the head of a Procurement point.

Findings show that while in practice, Procurement Graduates face a myriad of challenges that affect their judgment as well as performance in the long run. The user department is one of the main challenges expressed by all the respondents (Procurement Graduates). With great concern, these informed me that these departments are reluctant to follow the Procurement process especially with giving details of what they request for making it hard for the Procurement

department to process such request forms. This greatly wastes time because the Procurement personnel has to return the forms for proper details yet the Procurement process also has its time bounds. One Procurement Graduate said:

> The User Departments think that the Procurement department is supposed to buy for them what they want and when they want it forgetting that there is a process. For instance, if there is any purchase, Quotations have to be got within 5 working days, Bid notices have to be given also 5 working days and all these have to be respected and followed as per the PPDA Act to avoid problems with the PPDA. Sometimes User Departments complain about the policy yet it is them that don't plan to allow the law work properly. If you want something, request prior to avoid delays.

Further probing about the Policy issues in Procurement, approximately half of Procurement Graduates agreed that it is a matter of getting used to the Acts and the different guidelines for good Procurement practice. One Procurement Graduate noted:

> Once you become a Procurement officer, you must appreciate the Acts and PPDA policy and simply follow them. So I for one, policy is not a problem, it's just lack of planning because it is well stipulated and if one is into it, they can just learn to play alongside it, especially with a work plan

Asked to comment on the above, one Procurement Graduate was of the view that the blame should not entirely be put on the user departments asserting that the different policies and conducts are not popular with such departments, therefore it does not make much logic imparting on citizens what has not been sensitized.

> People don't know about Procurement and its process. The problem is that resources to sensitize them are limited; however, PPDA is trying to put aside some funds to sensitize the public to get them to be fond of the entire process. In addition, internal policies sometimes are so strict and rigid like for some small contracts, they should not be taken to the contracts committee, we can always just proceed with the process.

With the same concerns, another Procurement Graduate added:

> The user departments are not well conversant with the Procurement process, they are still used to the idea of simply getting money and buying in the shortest time possible, they have not yet appreciated the process which seems long for them, they are biased.

Respondents also complained of too much workload with few numbers of Procurement personnel making them inefficient. One respondent said that they are only two known personnel in the department yet there is too much work. Others asserted that delayed Payment to suppliers makes them abscond working with their organisations/companies. This sometimes affects their judgment on important aspects of the Procurement process which in turn affects their performance. One respondent noted:

> There are quite too many documents that we deal with, sometimes one finds you carrying too many documents and they wonder. I wish there was a way that they would be reduced because it would also reduce on the time taken while reading through each document.

4.3.4 Analysis

The fact that the Graduates see a relationship between their training and what they are actually doing signifies that the training and the workplace are at per. On another note, being that the theory is what is practiced, it is more proof that theory is needed for one to effectively perform at work because one respondent added that she sometimes refers to her note book in situations that seem theoretical in nature, saying that it's the background of practice without which, one can't remain the same. This brings to light Aarkrog's (2006) argument that theory is important more so in situations that require decision making at workplace.

However, these Graduates did not get the 'how' aspect, meaning, they did not get to be trained on how to actually apply the different theoretical principles. Some of these respondents (Procurement Graduates) were part of MUBS year when the compulsory Field attachments were

not yet in place implying that getting to experience practicability was hard. This is the reason why for most of them, it was difficult to start work at their initial positions as Procurement Officers to an extent of not being sure of themselves on interview panels. Therefore, as much as the relationship is there, the mismatch between training and the actual world cannot be over looked because the concepts are the same but the ground operations differ. This implies that there is need to establish exactly what goes on in the Procurement world before training can commence (Jorgensen, 2009).

I could call it luck for the Post Graduate Students who at least had a touch of practical training enabling them connect easily to the world of work. This could be due to the extra mile put in by MUBS Management on guest Lecturer presentations which are not implemented for the undergraduate.

There are skills that are attained through participation in a given community, in this case, MUBS. I concur with the Procurement Graduates because Wenger (2008) asserts that communities of practice are a great avenue of learning and belonging. However, such skills are also partly attained through direct training, say doing various group course works that are designed by Lecturers as well as programme documents with an intention to inculcate team spirit; getting acquainted to working with and helping others. This explains why many Managers/Supervisors commented that these offices embrace teamwork.

From the findings, one can simply practice and still get what to do in Procurement and from the above comment, experience/hands-on is better than classroom learning. This is strongly supported by Kling (2011) who asserts that many Procurement Professionals in Australia did not

undergo Procurement Training but practice made them what they are today. A Procurement Manager gave an example of a Masters student who had pursued a Bachelors degree in Procurement but could not sufficiently prepare a bid document yet one who simply had practical orientation would.

According to Mjelde (2006a), having a good attitude to one's profession is a contributing factor to good performance because it acts as a motivator during task handling. To Koski (2009), this is an attribute of training which when emphasised can lead to competence. Therefore, this is an important aspect to look at while training. From the findings, many supervisors commented that the Procurement Graduates had a great attitude that facilitate their work based learning especially the fact that they entered the labour market with little or no practical knowledge.

Many times when one is trained, it does not necessarily imply that they will retain such information or knowledge. This is because there are a number of surrounding factors that constantly come between a person's ability to perform and the actual job/task at hand. This implies therefore that however big the proportion training takes up, it is not the only facilitator of performance; there are a number of other factors (extraneous factors) which cannot be under looked such as society and environment.

In a way, the observations above can also be looked at as challenges but I do believe that challenges are designed to make humans stronger; after all, 'what does not kill you makes you stronger'. However, discussion on policy, perhaps many users don't appreciate it and that is why they complain and blame everything that goes wrong to the Procurement Department including embezzlement. However, it is also not wise imparting some procedure on people that they are

not familiar with, therefore the move to sensitize the public about the Procurement process seems applicable because through following the process, many Procurement upheavals can be combated. The above challenges are extraneous factors that affect the performance of Procurement Officer in spite of their training and knowledgeability.

It is true sometimes paper work gets to one's throat and the only way out is use of technology. One respondent (Procurement Graduate) out of concern also recommended that technology be used especially for activation of electronic service delivery. According to Wittig (2010), e-Procurement enables effective communication throughout the Procurement Process as well as monitoring and tracking contracts. In a way, this reduces on paper work thereby making the Procurement process easier and faster (Slack, Chambers and Johnstone, 2001).

4. 4 Aligning Procurement Training to Workplace Performance

This section of the study sought to determine how Procurement Training in MUBS can be aligned to Workplace Performance. Data was obtained from interviews with Lecturers, top management and Graduates as well as FGD with Students.

From the interviews with all the respondents, findings show that the combination of theory and practical training are paramount in equipping Procurement professionals with the competence desired by the labour market. As a measure to improve the provision of practical learning in MUBS, the HOD informed:

> One of the strategies in place is Vocationalisation with the intended pioneer group being the Diploma level. We recognize that before, one would simply pursue a Diploma and not stay wanting in a certain field but today, once one completes a Diploma, they further pursue a Degree to upgrade that particular field of study which was not the case before. That is why we want to take it

> back to the old times, where one graduated with the capacity to perform as an accountant.

A respondent (Procurement Supervisor) who had an idea of the training complimented the above strategy asserting that Procurement should be taught as a vocation however, he noted that the overwhelming numbers of the Students today could make this difficult because at the end of the day, as much as it is wanted and crucial, all of them cannot be accommodated for practice both in the University and in the different companies.

From their point of view, the Procurement Graduates recommended that practical learning be emphasized with an extra effort and in all ways that bring out a ready to work Procurement Officer. This was in support of the HOD's stated strategy of Vocationalisation since it allows theoretical and practical training for skill development. One Procurement Graduate said:

> Practicability needs to come out during training, especially when it comes to Public Procurement. The University could introduce practical lessons where Students are taken through the Procurement Process for them to know how things stand in actual sense, not just talking about it. The other thing maybe is to come up with a course unit for practical training besides the field attachment. In these, a Lecturer can make the Students draw the Procurement plan and make presentations such that when they go to office, they can actually do it.

Another Procurement Graduate suggested use of Trainers with practical experience (practitioners) mainly because a Lecturer with practical capability knows what they are teaching in reality, how the different documents look like and how to actually prepare them with the different situation in the field as opposed to one without. The latter only possess crammed information that they pass on to the students. According to MUBS Management, practicability is ensured through recruitment of experienced teaching staff (merit based) in both teaching and

practice. But this remains questionable since findings show that some Lecturers are hired right after graduation with little or no practical skills to transfer to the Students. The same Graduate suggested invitation of Practitioners to classroom sessions to equip Procurement Students with the necessary competence needed for workplace performance. From the discussions with Students, it is only the Master's Students that enjoy the presence of guest Lecturers or practitioner for practical orientations in class. It is basing on this that a Graduate of both undergraduate and master's degrees recommends a change and apply the training methodologies for master's class to the undergraduate Students as well:

> At masters' level, there is that kind of practical training where practitioners come to class and show the real world to you. Bring in updated info and makes you feel ready to face any field Procurement challenges. Through this, I learnt how to relate with the environment that I was already working in.

However, the HOD asserts that for undergraduate, it is knowledge based and therefore does not have to be so detailed. Therefore, such an observation may go unattended to and since Students are not so engaged in the decision making of their learning, it is thought that their comments are not considered.

Findings also show that theory is equally important in the skill development process and according to one respondent (Procurement Graduate), there is absolutely nothing wrong with classroom learning but:

> There is need to incorporate practical sessions in the course units or bring in a practitioner to share practice with the Students. The alternative would be making use of the practicing Student, giving them room to share with classmates so that they get an insight. This would be an avenue for Students to acquire experience because it is not taught anywhere yet employers are interested in experienced individuals.

Regarding the curriculum, all Procurement Graduates had a common concern of outdated and irrelevant content of study asserting that it wastes a lot of time. One respondent (Procurement Graduate) noted:

> I will give an example of Micro Economics which I have not applied anywhere in my Procurement practice. However, I appreciate Supply Chain Management, Negotiation, Principles of Procurement and Communication Skills as I use them in my everyday tasks. Actually, I got the skill of applying them more at my masters level because then I was in practice.

Another Procurement Graduate added:

> The three years of studying Procurement should be reduced to two such that one year is entirely for theoretical orientations and the other remains for practice. Too much time is wasted in covering course units that are not core to Procurement. For instance, for second year especially, I suggest teaching of Procurement core units with a little of the noncore Units such that only the basics are covered for the latter.

The University is against the issuing of handouts because it retards skill development as it promotes spoon feeding. According to top management, this is not yet official but soon; they will be history but it seems the way to get rid of them is still lacking. Lecturers consent that they are not a good teaching strategy because they encourage copying and pasting especially when it comes to tests and examinations. Respondents (Lecturers and top management) assert that it is better to give highlights in class and encourage Students take initiative in finding out more on the subject of learning. One Lecturer noted that:

> I suggest that giving handouts is stopped and abrupt tests communicated such that these Students come to class every day. Today, we use what is called team teaching which is meant to do away with monotony of Lecturers which we realized leads to boredom on the side of Students. Here, two to three Lecturers teach one course unit which wasn't the case before where one Lecturer taught one course unit.

The University understands that reading materials are an essential part of learning for Students therefore; they are making considerable efforts to provide what Students need to the level of being sufficient. Some of these efforts include use of internet sources, that is to say, the University wants to start using eBooks for Students, such that where hard copies are not available, the internet is used. However this comes with challenges given that many Students do not have personal computers and the University does not also have enough computers to accommodate all the Students. According to the Librarian, proposals are being made to increase on the Library fee paid by these Students as part of their tuition fees such that different facilities like computers are provided (on top of the 200 computers available).

Interviews with Students indicate that supervisors do not actually supervise field attachments and for that, they would like to have them appear more often in the field to see what is going on. One student said:

> Since we pay handsomely for this course, I would recommend that additional resources are injected in assessing Students while on field attachments. Other than a Lecturer coming for just 20 minutes, they would at least spend an hour in a day for about three days a week. So, if the cause of limited supervision is inadequate facilitation for the supervisors, then the University should make efforts to pay them.

4.4.1 Analysis

In my opinion, Vocationalisation of Procurement is a strategic approach for equipping these Students with the required competences desired in workplaces. This is supported by Kling (2011) who asserts that it leads to development of competence based qualifications and this is adopted in Australia by incorporating Vocational Competencies in the different course offerings. To make my argument more concrete, the AU's Plan of Action for the Second Decade of Education

(2006–2015) clearly asserts that for the African Continent to achieve its development aspirations, young people need to have access to an education that will enable them gain competitive skills that will be in high demand in the labour market and this type of education is VET (AU, 2007). AU further suggests an integration of VET into the general education system for a comprehensive training; however, it also recognises that this remains a challenge in most African countries. Therefore, the principles underlying VET have to be greatly considered and implemented, that is, the combination of General Education (Theory) and Practical learning (Nilsson, 2008).

However, basing on the comments of the HOD concerning skilling Procurement Students, it remains a puzzle how the above will be implemented and ultimately achieved. This is because the HOD asserted that the University cannot be for both basic knowledge and skilling (theory and practice) alleging that it is a knowledge giving institution. As discussed before, this is against competence building for any learner because theory and practice are dependent of each other (Aarkrog, 2006; Jorgensen, 2008; Mjelde, 2006b). It should also not be forgotten that VET improves the employability skills as needed in the workplaces which is all about skills development (UNESCO-UNEVOC, 2007; UNESCO-UNEVOC, 2013). It would therefore not be a bad idea for MUBS to adopt this kind of training for Procurement given its percentage proportion (20%) of the country's GDP (Agaba & Shipman, 2006).

However, findings also show that there were concerns of failure of the practical training (field attachments) if Procurement is to be trained as a Vocation. Respondents (Procurement Managers/Supervisor and Procurement Graduates) assert that the few companies in place are not willing to take on Students for practical guidance and orientation. However, I have reservations

on the above sentiment because there are a number of companies as well as organisations that can consume all these Students if only they accepted them. The government also needs to make strong laws on such educational issues such that Students are enrolled for practical training without difficulty. This in turn will help in development of the economy as the youths, who are the majority would be competent to carry on the tasks in the economy (UNESCO-UNEVOC, 20013).

It is of an advantage that the government of Uganda, in the National Action Plan on Youth focuses on VET with emphasis on apprenticeship on top of the formal education offered (Ministry of Gender, Labour and Social Development cited in UNESCO-UNEVOC (2007)). This should be seen as leverage by the concerned arms of government to foster practical learning sessions of Students in the different organisations or companies that Students choose for field study such that selfishness is done away with for these Students to learn all they need.

It is commendable how MUBS PDU handles interns. They are directed accordingly, every step/stage of the Procurement process, it is as if they were permanent employees in the department. I actually got a chance to meet one in office who was effective with serving the suppliers and a few clients, as if she was already graduated. The same applies to UMI Procurement department where interns are accepted with comfort and treated as fellow staff part of the team. This according to the findings discussed above is not common practice in organisations/companies.

As much as Students and Graduates had a common concern of irrelevant study content, they all agreed that the non Procurement related units of study help in different walks of life especially

where one does not consequently practice Procurement. Therefore, they all agreed that it is not wise scrapping them off the course outline. I concur with them on this because no knowledge is useless; it is just proper placement on the time table. By this I mean the content complained about could be timed in shorter sessions such that the core content to Procurement takes up most of the study years, in a way, this would reduce on the disappointment.

From my own experience, handouts are a disease that penetrates through learners promoting laziness and less concern for one's education. This is because they are a sign of spoon feeding where student don't read and discover on their own. These also lead to regurgitation of knowledge when it comes to examinations (AU, 2007). Therefore, the University's move to erase them is a good strategy that will promote valuing the power of autonomy advocated for by Jorgensen (2008) in the learning process which leads to productivity of Students (competence). Therefore, the University better comes up with a speedy strategy to erase these from the face of the earth.

It is also very vital that Supervisors attend to their duties of actual supervision if competence is to be instilled in the Procurement Students. This is because practice is an essential part of learning as it helps relate and apply the theoretical principles explained in classrooms (Mjelde, 2006a).

The efforts of the University in provision of training tools and materials is commendable because these are equally important in the teaching and learning process as they help in driving the theoretical aspects of learning to the actual world of practice (Bhyat, 2006).

5.0 CHAPTER FIVE

Summary, Conclusion(s) and Recommendations

5.1 Introduction

This chapter gives a general summary of the findings, conclusion(s) and some recommendations for improvement based on the findings.

5.2 Summary

This study had a main question to answer as; is the Procurement Training in MUBS capable of equipping Students with the necessary skills needed for performance in the consequent workplaces? To solve the above, the study therefore looks at how Procurement Training is conducted, how that training influences performance at workplaces and how best the training can be aligned to meet performance requirements. The summary of each of the above is given below.

5.2.1 Summary of findings on Procurement Training

Procurement Training in MUBS is both theoretical and practical. From the findings however, on a scale of one to ten (1-10) practical training holds two out of ten (2/10) and the remainder goes to theoretical learning. This implies therefore that classroom or Lecture method of training is preferably used by the University Lecturers. This could be pinned to the nature of the curriculum that is theoretical in nature and also the fact that such individuals (Lecturers) are products of the same learning system since most of them are products of MUBS. Furthermore, findings also show that some of the content of study is repeated and from the Graduates' point of view, the compulsory field attachments (most preferred by Students) that would compliment skill development and introduce Students to the processes of the actual world goes on for a short period of time (four months) which is not sufficient enough to cover the practical elements of the

theory learned in class. The few Lecturers that try to practically train Procurement Students are limited by the inadequate tools and elsewhere, the books and other reading material for Procurement Students are also inadequate. The good thing about all this is that the Lecturers are educated especially in the field of Procurement but findings show that their practical knowledge is limited. Therefore they possess theoretical knowledge and that is what they pass on to Students. Assessment is mainly by tests and examinations where many Students simply regurgitate what is in the hand outs and reproduce on their test/examination answer booklets. This implies therefore that it is quite impossible for these Students to remember what they have answered in examinations for the practical world because the most important is passing and getting good marks.

5.2.2 Summary of Findings on Influence of Procurement Training on Workplace Performance

Findings show that there is a relationship between training and performance, what is taught is applied in the field. This implies that training influences how one performs and that the theoretical concepts are in one way or another useful in the actual Procurement world but the question remains, how were you trained? To this effect, findings indicated that a lot of the practical work was simply known about, how to use it was not elaborated at the University. Many Procurement Graduates therefore had difficulty in conducting their tasks in the initial stages of their employment; it was after guidance and further training that task completion became possible.

5.2.3 Summary of Findings on Aligning Procurement Training to Workplace Performance

From the findings, there are a number of ways to align training to the workplace requirements. Vocationalisation is one of the key strategies MUBS is taking on to teach Procurement as a

vocation though this is still at Diploma level. This implies that theory; practical and general knowledge is done at the same time which is still unclear basing on the statement of the HOD who asserted that combination of the above suffocates the other. In addition, this (Vocationalisation) can be hindered by the large numbers of Students who may lack companies to take them on for practical orientations. Findings also have it that a course unit to handle practical learning be introduced where experimental training is done with different practitioners getting involved as well as Students with practical knowledge sharing with their colleagues. From documentary analysis, findings showed that Guest Lecturers are one means the University uses to impart practical knowledge but it is only for post Graduate Students. Top management alleges that it is so because the undergraduate level is seen as knowledge based.

5.3 Conclusion(s)

According to Mjelde (2006a), theory and practice are not to be done differently when training because neither is independent of the other. Therefore the idea of suffocating the other when conducted at the same time becomes null. This however can be effective where those in the teaching position are practitioners or have practical knowledge of the theoretical concepts at hand. In addition, reading materials have to be present to compliment Students' learning and skill development. It is admirable that the curriculum/course outlines is/are MUBS tailored/customized and reviewed regularly. However, not all skills are got through direct teaching, some, like team work , attitude, come as a result of getting to leave in a community, say the Procurement class, where a number of things are done together (course works and class discussions) and later, such are passed on to the consequent workplaces. With such training, Companies/Organisations that employ these Students are saved of the expenditure and time of having to retrain an individual for practical competence. With different initiatives coming up on

skills development such as the soon opening top French Business Institute that got interest in Uganda's education system[4] as well as the commissioned plan for Skilling Uganda, many hope that the training of Procurement Students will take a turn and connect with the skills needed at the workplaces.

Findings show that there are some content that are not core to Procurement and its practice as well as some that is irrelevant. Such content is not useless but time tabling needs to be done in a manner that doesn't indicate wastage. With this I mean, core training units should be given ample time of study and the non-core study units given accordingly such that only basic knowledge is taught to facilitate a Student's survival in the labour market incase Procurement doesn't turn out to be the field of employment. This in turn will reduce the time spent at University, which would be actually used for making money.

5.4 Recommendations

Below are the recommendations as of the findings of the study. These have been presented according to the specific objectives in section 1.4 above.

5.4.1 Procurement Training

The University needs to do away with giving handouts to Students. A more engaging method should be used such as giving Student to discover content on individual basis. This will in turn improve on Students' attendance on a daily basis.

[4] On a News cast, a news anchor on NTV Weekend Edition of 18th May, 2013 reported that a French Business School was to open soon in Uganda to tap on the benefits of the emerging economy. Nation TV (NTV) is a national television in Uganda reaching a number of districts

There is urgent need for MUBS to have all the teaching staffs (Lecturers) trained professionally in teaching skills. There should be organized on-job training in teaching skills. In this case a professional course like vocational Pedagogy would do good as it would help lecturers embrace vocational education/skill development for the Procurement Students.

Lecturers should vary their teaching methods by giving examples from real life situations. They should help learners to see the relevance of the theory that is being taught to the practice in real life situations. Methods that involve the Students in active participation and not as passive participants should be used. Such methods as group discussion and project work would go a long way to help the learner understand their world.

5.4.2 Influence of Procurement Training on Workplace Performance

It would be a practical approach for the University to constantly seek for guidance from the Procurement practitioners especially through keeping in touch with MUBS alumina such that a constant upgrade in content is done say in Procurement technology (e-Procurement).

MUBS should make effort in incorporating practicability in the Lectures such that practice and theory go together. This would also act as a compliment to the field experience gained by the students since not all Companies/Organisations expose all the Procurement activities to their interns.

Field attachments for the Procurement Students should be awarded ample time for a good connection of the theory to workplace activities. More months should be created in the third year of study; two months at the end of semester one and the same for semester two.

5.4.3 Aligning Procurement Training to Workplace Performance

The University should emphasize practicability in the assessment and evaluation modes used. The assessment pertaining field studies should be given more weight such that one does not only give experiences but also describes them.

MUBS as a whole needs to establish strong working relationships with companies/organisations for direct job placement of the Students. This is mainly for purposes of placement and supervision of Students.

The government can also help in the establishment of the strong internship relations between MUBS and companies/organisations by awarding benefits to such companies/organisations such as tax reductions/exemptions or offering financial assistance for the students taken on for practical orientations.

There is need for the University to organize more time for practitioners to introduce the Students to the actual world in which they will consequently be employed. This calls therefore for practical sessions in which these can be fixed.

References

Aarkrog, V. (2006). Apprentices' Transfer Of Knowledge From School To Work Place In The VET Dual System: A Study Of A VET-Programme For Rescue Officers. In L. Mjelde, & R. Daly, *Working Knowledge In A Globalising World* (pp. 25-37). Bern: Peter Lang.

African Union. (2007). Strategy to Revitalize Technical and Vocational Education and Training (TVET) in Africa. *Meeting of the Bureau of the Conference of Ministers Of Education of the African Union*, 1-54.

Agaba, E., & Shipman, N. (2006). Public Procurement Reform in Developing countries: The Uganda Experience. *Advancing Public Procurement: Practices, Innovation and Knowledge sharing*, 373-391.

Amin, M. E. (2005). *Social Science Research: Conception, Methodology and Analysis.* Kampala: Makerere University Printery.

Barabasch, A. (2006). School-to-Work Transition in East German: Are East German Youths Prepared for The Challenges of The Risk Society? In L. Mjelde, & R. Daly, *Working Knowledge in a Globalising World* (pp. 143-165). Bern: Peter Lang.

Basheka, B. C. (2012). *Is there a case to take the Procurement Profession to the next level ?* Kampala: Institute for Procurement Professionals (IPPU) .

Bazeley, P. (2009). Analysing Qualitative Data: More Than "Identifying Themes". *Malaysian Journal of Qualitative Research*, 6-22.

Bhyat, F. (2006). From The Particularities Of Practice To The Geeralisation Of Theory. In L. Mjelde, & R. Daly, *Working Knowledge In A Globalising World* (pp. 39-59). Bern: Peter Lang.

Biesta, G. (2007). *Pragmatism and Education.* England: University of Exeter.

Businge, C. (2011, March 26). Is a Degree Stil Worth It? *Sunday Vision.*

Chronic poverty Research Centre (CPRC). (2005-2012). *Toolbox: CPRC Methods Toolbox.* Retrieved from Chronic poverty Research Centre: http://www.chronicpoverty.org/page/toolbox

Duke, J. I. (2010). Practical Challnges of the Expectancy Theory of Motivation in Organisatioal Settings. *Makerere Busiess Journal*, 100-113.

Editors. (2004). *Educational Broadcasting Corporation.* Retrieved October 15, 2010, from Concept to Classroom: http://www.thirteen.org/edonline/concept2class/constructivism/index_sub1.html

Faria, P., & Miranda, E. (2010). Expert Judgment in Software Estimation during the Bid Phase of a Project. 1-6.

Gamble, J. (2009). Knowledge and identity in the mobile workplace. In M. Weil, L. Koski, & L. Mjelde, *Knowing Work- the social relations of working and knowing* (pp. 51-75). Bern: Peter Lang.

Gashirabake, C. (2012). *Management Of Government Contracts, legal proceedings against the govenrment and allied institutions.* Kamapala: Legal Advisory Services.

Given, L. M. (2008). Tha SAGE Encyclopedia of Qualitative Research Methods. *SAGE*, 1-1014.

Golafshani, N. (2003). Understanding Reliability and Validity in Qualitative Research. *The Qualitative report*, 597-607.

Grosjean, G. (2006). Cooperative Education: Learning To Work - Working To Learn, and Trying To Make Sense Of It All. In L. Mjelde, & R. Daly, *Working Knowledge In A Globalising World* (pp. 83-104). Bern: Peter Lang.

Hora, S. C. (2011). Probability Modeling and Expert Judgement. *CREATE Research Archives* , 1-8.

Hornby, A. S. (2005). *Oxford Advanced Learner's Dictionary.* New York: Oxford University Press.

Inglar, T. (2002). Strategies of Counselling. In *Learning & Counselling* (pp. 19-41).

Inglar, T., Bjerknes, E., Lappen, R., & Tobiassen, T. (2002). *Learning and Counselling* (Second edition ed.). (T. Inglar, Ed.) Lithuania and Norway: Vytautas Magnus University and Akershus University College.

Johnston, L. G., & Sabin, K. (2010). Sampling hard-to- reach population with respondent driven sampling. *Methodological Innovations online*, 3848.

Jorgensen, C. H. (2008). School and Workplace as Learning Environments in Vocational Education and Training. In V. Aarkrog, & C. H. Jorgensen, *Divergence and Convergence in Education and Work* (pp. 171-195). Bern: Peter Lang.

Jorgensen, C. H. (2009). Three Conceptions of the Changing Relations. In M. Weil, L. Koski, & L. Mjelde, *Knowing Work- the social relations of working and knowing* (pp. 187-207). Bern: Peter Lang.

Kabateraine, D. (2012). *Historical Perspective Of Procurement Reforms In Uganda.* Kampala: PPDA.

Kane, E. (1995). *Seeing for Yourself: Reserch Handbook for Girls Education in Africa.* Washington DC, USA: The World Bank.

Kangethe, A. K. (2009). Trainers' Handbook: Local Government Procurement. *Republic of Somaliland-Ministry of Interior*, 1-134.

Kincheloe, J. L. (2003). *Teachers as Researchers: Qualitative Inquiry as a Path to Empowerment* (2nd Edition ed.). London & New York: Routledge Falmer.

Kling, R. (2011). Observation of Procurement Training: The Future Link Between Formal and Informal Education. *Ipsera Conference Proceedings* (pp. 973-977). San Francisco: Jossey Bass Publishers.

Koski, L. (2009). Vocational Curriculum- Morality for the Working Class. In M. Weil, L. Koski, & L. Mjelde, *Knowing Work- the soial relations of working and knowing* (pp. 27-49). Bern: Peter Lang.

Kunzmann, M., & Ernst, L. U. (1998). *Qualifications and Training Methods Manual-Development of standards in Vocational Education and Training.* Luxembourg-Italy: European Communitties.

Lave, J., & Wenger, E. (2007). *Sitauted Learning-Legitimate Peripheral Participation.* New York: Cambridge University Press.

Loenardo Da Vinci. (2005). Modular Education and Training in France: Non Academic VET . *Description of Modular Education and Vocational Training* , 1-6.

London.

Lrizar, Irizar, T., & Chiappy, A. (2006). Concepts of 'working knowledge and 'Zone of Proximal Development". In L. Mjelde, & R. Daly, *Working Knowledge in Globalising World* (pp. 105-116). Bern: Peter Lang.

Mckimm, J. (2007). Curriculum design and development.
Para 8.

Mjelde, L. (2006a). *The Margical Properties of Workshop Learning.* Bern: Peter Lang.

Mjelde, L. (2006b). Workshop Pedagogy in Vocational Education:Working Knowledge and the Zone of Poximal Develpment. In L. Mjelde, & R. Daly, *Working Knowledge in a Globalising World* (pp. 117-139). Bern: Peter Lang.

Mjelde, L., & Daly, R. (2006). *Working Knowledge in a Globalising World.* Bern: Peter Lang.

Mogalakwe, M. (2006). The use of Documentary research methods in social research. *African Sociological Review*, 221-230.

Mugenda, O. M., & Mugenda, A. G. (1999). *Research Methods.* Nairobi, Kenya: Acts Press.

Muijs, D., & Reynolds, D. (2011). *Effective Teaching: Evidence and Practice.* London: SAGE Publications Ltd.

OECD. (2009). *Higher Education and Adult Learning.* Retrieved November 12, 2012, from OECD: www.oecd.org/edu/highereducationandadultlearning/35750159.pdf

Okello, B. (2009). complexity and contradictions for vocational education in uganda. Kampala.

Onen, J. B. (2012). *Harmonisation of Public Procurement Policies to Promote Regional Integration.* Kampala: Ministry of Trade, Industry and Cooperatives.

Palys, T. (n.d). Purposive Sampling. *Simon Fraser University*, 1-3.

Rauner, F. (2007). Practical Knowledge and Occupational Competence. *European Journal of Vocational Training*, 52-66.

Rowley, J. (2002). Using Casestudies in research. *Mnagement Research News*, 16-27.

Shore, S. (2009). Literacy Surveys as Racial Projects. In M. Weil, L. Koski, & L. Mjelde, *Knowing Work-the social relations of working and knowing* (pp. 77-95). Bern: Peter Lang.

Slack, N., Chambers s. and Johnstone R (2001). *Operating Management*: Prentice Hall,

State of Victoria. (2004). Principles of Learning and Teaching P-12. *Effective Pedagogy*, 8-37.

The Family Planning Manager. (1996). Assessing the Impact ofTraining on Staff Performance. *Management Strategies for improving Family Planning Service Delivery*, 1-26.

Tippelt, R., & Amorós, A. (2003). The project method in vocational training. *Beiträge aus der Praxis der beruflichen Bildung*, 1-21.

Tobiassen, T. (2002). The Didactical Model of Counselling. In T. Inglar, E. Bjerknes, R. Lappen, & T. Tobiassen, *Learning & Counselling* (pp. 42-54). Lithuania & Norway: Vytautas Magnus University & Akershus University College. .

UNESCO-UNEVOC. (2007). *Education for Livelihoods and Civic Participation in Post-Conflict Countries: Conceptualising a Holistic Approach to TVET Planning and Programming in Sub-Saharan Africa.* Bonn - Germany: UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training.

UNESCO-UNEVOC. (2013). UNESCO-UNEVOC in Brief: *Promoting Learning for the World of Work.* Bonn - Germany: UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training.

Vachon, J. C., & Gagnon, R. (2002). Teacher Training in Vocational Education. *ANew Direction For Success*, 1-207.

Weil, M., Koski, L., & Mjelde, L. (2009). *Knowing Work-The social Relations of Working and Knowing* (Vol. 8). Bern: Peter Lang.

Weil, M., Koski, L., Mjelde, L., & Daly, R. (2009). Introduction. In M. Weil, L. Koski, & L. Mjelde, *Knowing Work* (pp. 7-24). Bern: Peter Lang.

Wenger, E. (2008). *Communties of Practice-Learning, Meaning and Identity.* New York: Cambridge University Press.

Westbrook, R. B. (1999). The quartery Review of Comparative Education. *UNESCO: International Bureau of Education*, 1-12.

Wittig, W. A. (2010). Public Procurement and The Development Agenda. *International Trade Centre*, 1-12.

Women Commissions for Refugee Women and Children . (2008). *Youth and Sustainable Livelihood: Linking Vocational Training Programs to Market Opportunities in Northern Uganda.* New York: Columbia University.

Appendices

Appendix I

Interview Guide for Procurement Lecturers.

Dear Sir/Madam,

I am a master's student of Vocational Pedagogy and I am carrying out research on the Training vis-à-vis workplace performance. I would like to request you to give me some of your precious time and answer a few questions I have prepared. The information you are going to give I will treat it with utmost confidentiality and used specifically for this study.

Thank you for accepting.

1. What is your qualification?
2. How long have you worked in MUBS?
3. What kind of curriculum/syllabus do you follow here in MUBS when training Procurement?
4. How are you involved in its design?
14. Are you consulted?
15. Do you ever take the trouble 2 find out what the trade wants or expects of your Students?
5. As a Procurement Lecturer, what do you think should be the content of training to a Procurement student?
6. What methods do you use to conduct Procurement Training here in MUBS?
7. How do you take the notion that Theoretical or general knowledge is meant to solve practical tasks than simply passing exams?
8. What tools and materials do you use while training Procurement Students?
9. How do you carryout assessment and evaluation of your Procurement Students?
    - How does it ensure skill development?
    - Why that kind of assessment and evaluation?
10. According to your experience in training Procurement Students, what other factors affect this training?
11. How do you deal with / manipulate the above factors?

Thank you once again for your time.

Appendix II

Interview Guide for MUBS Top Management

Dear Sir/Madam,

I am a master's student of Vocational Pedagogy and I am carrying out research on the Training vis-à-vis workplace performance in workplaces. The data is intended to contribute to the improvement of the training of Procurement Students in MUBS. I would like to request you to give me some of your precious time and answer a few questions I have prepared. The information you are going to give will be treated with utmost confidentiality and used specifically for this study.

Thank you for accepting.

1. What is your position in MUBS?
2. How long have you worked in MUBS?
3. How is the curriculum/syllabus for Procurement developed and designed?
4. Who is involved?
5. What policies are in place regarding;
    - Practical training (Tools and materials)?
    - Methodology of training Procurement?
    - Procurement Lecturers 'competence?
6. What measures are taken to ensure that training Procurement Students is in line with what is expected of them in the consequent workplaces?
7. According to your experience, what more can be done to align Procurement Training to the world of work?
8. What other factors affect training of Procurement Students here in MUBS?
9. What measures are in place to control the above effects?

Thank you once again for your time.

Appendix III

Focus Group Discussion Guide for Procurement Students

Dear Sir/Madam,

I am a master's student of Vocational Pedagogy and I am carrying out research on the Training vis-à-vis workplace performance. The data is intended to contribute to the improvement of the training of Procurement Students. I would like to request you to give me some of your precious time and answer a few questions I have prepared. The information you are going to give will be treated with utmost confidentiality and used specifically for this study.

Thank you for accepting.

1. For how long have you been Procurement Students?
2. Do you have access to your learning content? If yes, how do you feel about it in relation to equipping you with Procurement skills?
3. Do you get involved in curriculum/syllabus development and design or programme reviews? If Yes, how? If no, why do you think you are not involved?
4. How do you think you can get involved?
5. What methods are used by Lecturers while training you?
6. According to your experience, how can you gauge the expertise of your Lecturers?
    - Are you satisfied with the way your Lecturers train you? If Yes, how? If no, give your reasons
7. What tools and materials do you use in the course of training?
8. Do you think the training you are getting is enough to equip you with relevant Procurement skills? If yes, why? If no, why?
9. Do you think you will get a job after this training?
10. What measures can be put in place to develop the Procurement skills needed?
11. How are you assessed and evaluated?
12. How do you feel about the feedback from the assessment and evaluation done by your Lecturers?
13. What factors affect your training or learning process?
14. How do you deal with the above factors?

Thank you once again for your time.

Appendix IV

Interview Guide for Library Staff of MUBS

Dear Sir/Madam,

I am a master's student of Vocational Pedagogy and I am carrying out research on the Training vis-à-vis workplace performance. The data is intended to contribute to the improvement of the training of Procurement Students. I would like to request you to give me some of your precious time and answer a few questions I have prepared. The information you are going to give will be treated with utmost confidentiality and used specifically for this study.

Thank you for accepting.

1. What is your position in the Library?
2. What materials are available to aid training of Procurement here in MUBS?
3. Depending on the number of Students, are the above materials sufficient? explain
4. How often do you replenish these materials for the Students?
5. Which stakeholders are involved in replenishing the above materials?
6. How can you get involved in the replenishment to ensure relevance of such materials to the study content?
7. From your experience, what factors affect the availability of these materials?
8. What measures are in place to control the above effects?

Thank you once again for your time.

Appendix V

Interview Guide for Procurement Managers/Supervisors

Dear Sir/Madam,

I am a master's student of Vocational Pedagogy and I am carrying out research on the Training vis-à-vis workplace performance. The data is intended to contribute to the improvement of the training of Procurement Students. I would like to request you to give me some of your precious time and answer a few questions I have prepared. The information you are going to give will be treated with utmost confidentiality and used specifically for this study.

Thank you for accepting.

1. What is your qualification?
2. When did you start working? As a Procurement Officer?
3. From your experience with the Procurement Graduates, how do you gauge their performance?
4. What factors affect the performance of Procurement Graduates?
5. How do you control the effects above in your company?

Thank you once again for your time.

Appendix VI

Interview Guide for Procurement Graduates

Dear Sir/Madam,

I am a master's student of Vocational Pedagogy and I am carrying out research on the Training vis-à-vis workplace Performance. The data is intended to contribute to the improvement of the training of Procurement Students. I would like to request you to give me some of your precious time and answer a few questions I have prepared. The information you are going to give will be treated with utmost confidentiality and used specifically for this study.

Thank you for accepting.

1. When did u join and leave University?
2. While carrying out your work related tasks, what skills do you exhibit that are a result of your Procurement Training?
3. What is the relationship between your Procurement Training from the higher institution of learning and your workplace tasks/job?
4. Basing on your field experience, how should Procurement Training be improved to enhance your performance at work?
5. Besides your training, what other factors influence your performance as a Procurement Officer?

Thank you once again for your time.

Appendix VII

Documentary Study Check List

1. Curriculum/programme document
2. Course outlines
3. Evaluation forms
4. Time Table
5. Other MUBS documentaries (Like Journals)