SCHOOL TRANSPORT OUTSOURCING AMONG PRIVATE PRIMARY SCHOOLS IN KITENGELA, KAJIADO COUNTY, KENYA

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2014
DECLARATION

CANDIDATE

This research project is my original work and has not been presented in any other institution for the award of any academic certificate.

Sign..............................................  Date..........................................


This research project has been submitted for examination with my approval as the university supervisor.

Signed..............................................  Date.............................................

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The completion of this project would not have been successful without the input of many hands. My sincere appreciation goes to my supervisor Dr. Iraki for taking me through the research process. His guidance, patience and constructive criticism and suggestions played a very critical role in the completion of this project.

I thank Mr. Kongere whose suggestions and criticism made whole the project. I wish to extend my gratitude to the MBA class of 2014 for their support and encouragement. I may not be able to mention all your names but I really appreciate you all for your input.

I wish to thank my Almighty God for the strength; health and sound mind during this period know that it is through Him that I managed to complete this programme in good time. Receive all thanks and honour my Almighty God.
DEDICATION

To my parents, Simeon and Felisters

Who instilled into me the positive attitude toward education, for their support and prayers.

My dear Husband, Eddie

For your financial and emotional support. You are my pillar. Thank you for believing in me.

My Children, Keith, Timothy and Naliaka

You are the best thing that happened in my life. You give me the reason to hang on even when things seem not to work. God bless you.
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Abstract
The study sought to explore school transport outsourcing practice among private primary schools in Kitengela. The study surveyed the models of school transport used in order to establish the extent of school transport outsourcing by collecting primary data through self-administered questionnaires and observations. Data was analysed using descriptive statistics. Although the study found in-house school transport more common, it was evident that outsourcing improves performance. Almost all the schools that were surveyed outsourced the service on need basis. The survey established some of the factors that influence the attitude toward school transport outsourcing as: loss of control, more cost, complexity of management, security concern, inconsistency, loss of the school’s positioning and lack of contractor’s keenness to the school administration’s interests of the school. The objectives of the study were to establish the extent of school transport outsourcing among private primary schools in Kitengela, determine factors influencing attitudes towards school transport outsourcing, establish the relationship between outsourcing and operational performance and establish the models of school transport that schools can use. This study recommends that school administration assess their operational environments in order to determine a transport model most suitable for them while ensuring that the function operates at peak. It further recommends that school administration must change their mind-sets about outsourcing and discover innovative ways for successful transport outsourcing which can improve their operational performance in the aspects of: focus, flexibility, cost reduction and customer satisfaction.
CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

Globally, many firms have switched to outsourcing their noncore functions that were traditionally done in-house. Disowns, whose core business is making vacuum cleaners, has outsourced some of its operations to Asian and North American countries where the labour charges are relatively lower compared to the United States. (Marete, 2011).

As business environment changes rapidly and competition becomes high, firms focus on their core competency and outsource non-core functions from third party companies. Monczka et al (2005) indicates that outsourcing is a complex and important topic facing businesses today. Because of the relationship between outsourcing/insourcing and competitiveness, organizations consider many variables, when making sourcing decision, for example competency of costs, quality, delivery, technology, responsiveness and continuous improvement. Porter (2002) gives strategy for competitiveness as focusing on cost leadership, differentiation or competitive edge.

1.1.1. Concept of Outsourcing

Every firm regularly needs to decide whether it should perform a business activity in-house or contract this activity to an external provider i.e. make- or-buy decision. If it chooses to contract to the external provider, it is outsourcing. Thus, outsourcing can be defined as a management strategy where noncore functions are transferred to specialist, efficient external suppliers (Christopher, 2004). Outsourcing could also
refer to the rearrangement of the entire business functions to some other service provider who could either be self-owned or third party (Lankford and Parsa, 1999). Outsourcing can be either tactical or strategic; strategic outsourcing focuses on business improvement and competitive advantage rather than cost cutting. Tactical outsourcing has a short-term focus on minimizing operational costs or maximizing daily operations strategy. It is a business strategy that is gaining more ground with the increased globalization and emergence of third party providers who are highly specialized. Outsourcing as a long-term strategic decision, is influenced by a number of factors such as: globalization of business, improved productivity, and cost reduction, improved customer service, downsizing mergers and acquisitions and availability of third party logistics suppliers (Stock and Lambart, 2001).

Outsourcing can free up assets and reduce costs in the immediate financial period. Organizations outsourcing some of their functions have reported significant cost savings on operational and capital costs. (Rammer, 1991; Hendry, 1995). Outsourcing of services enables a company’s resources and capabilities to be improved by achieving better quality services and performance (Thomas, 2004).

1.1.2. School Transport

Waters (2006) defines transport as physical movement goods/material through the Supply Chain. Transport is needed throughout the whole Supply Chain, being the link between supply chain members. The quality of transport service affects the competitive advantage in the ever turbid business environment. The highly competitive environment and the customer’s need for tailored products and services has influenced companies to continuously evaluate, improve and re-engineer their logistics operations (GotZamani et.al ,2010).
School transport is the logistics of transporting children and teenagers to and from schools and school events (Sheryl & Gerard, 2000). In recent years, there has been an increasing trend of pupils riding on school buses to and from school (Dabney, 2004). School buses are used for: ferrying pupils/Students to and from school, field trips, ferrying school materials from the source e.g. Books, uniforms and others school supplies. School transport is a complex business in routing, vehicle maintenance, school bell time management, capital investment and operator training (Jacobson, 1997).

A verbatim report from various school heads indicate that school transport budgets are increasing at a steady fast pace as demand for transport services continue to rise. Managing challenges of walk distances, bus stop placement, bell times, to ensure smooth school start time and satisfied students and parents are of greater importance. A good solution would be to partner with experts in transport. (Bails 1979; McGuire and Van Cott, 1984) concluded that private contractors were more efficient since the experts have practiced repetitively and so have high experience to perform better.

1.1.3. Private Primary Schools in Kitengela

Schools are learning and educational institutions where children go to develop all-round intellectual, social, emotional, physical and spiritual attributes through a variety of educational experiences (Ashok, 2004). In Kenya, they are divided into: public, Private and Community schools. Public schools are built, financed and managed by the government, while private schools are funded by private entrepreneurs, companies, churches, trusts and other recognized bodies. The proprietors finance and manage the schools mainly through school fees and contributions from sponsors.
Private and public schools are registered by the Ministry of Science and Technology (MoEST) and are expected to comply with certain minimum conditions as teacher qualifications, norms and standards, length of school day, health standards, inspection, and physical infrastructure standards. School enrolment is mainly within official age of 6-13 years for primary and 14-17 years for secondary schools. Community schools are built, financed and managed by the communities themselves with or without government’s assistance (Elda et al, 2004).

Kitengela Division is located in Kajiado County, 30KmsSoutheast of Nairobi City along Nairobi -Namanga highway. It comprises of approximately 390 Kilometres Square and it supports a large and long distance wildlife migratory community. The population growth and urbanization have occurred in parallel with land tenure changes leading to more settlements. Among the industries and factories located near the study area are: the Bamburi Cement, the East African Portland Cement, Mombasa Cement, Athi Mining, Kenya Meat Commission and Galvanized Iron Sheet Rolling Mills (Nkedianye, 2009). The total number of private primary schools in Kitengela is Thirty Six (36) (Kajiado County Education Office Schools Register, 2014).

1.2. Statement of the Problem

In Kenya, researches on outsourcing include: Kinyua (2000), who concluded that companies need to conduct careful analysis before engaging in outsourcing to minimize risks. Kirui (2001) noted that Universities in Kenya that outsourced their noncore functions had achieved greatly in terms of: time and cost savings, improved security, cleanliness and garbage collection. Marete (2011) agrees that there is a positive correlation between outsourcing and lead-time. Kariko (2010) conducted a survey on competitive advantage through outsourcing of noncore logistics in British
American Tobacco. The study established that outsourcing gives a firm the competitive edge.

Sheryl and Gerard (2000) carried out a study on the impact of school transport outsourcing on school’s efficiency in Minnesota. The finding was that school transport outsourcing was not more efficient than insourcing. It however, recommended the need for additional research using data from other states and years to gather additional evidence about whether pupil transportation services are provided more cost effectively in-house.

Aging bus fleet and the lack of funds to replace it calls for an innovative solution to be found, since continuing to use the old fleet could mean more costs. The unavailable economies of scale make operating transport services not a cost-effective. Many buses are often empty and make many trips that proving costly. This is due to the dispersed student population; the ever fluctuating costs of operation including maintenance and fuel prices could drive school administrations to outsourcing the service; Administrative headache (dealing with parents, employee absenteeism which require administration’s time and attention. These factors could act as pointers towards the need to adopt outsourcing of school transport. This study seeks to assess the extent of school transport outsourcing in private primary schools in Kitengela Division, establish factors that influence attitudes towards school transport outsourcing and how schools can outsource transport service.

1.3. Research Questions

This study was guided by the following research questions:

- What is the extent of school transport outsourcing?
- What factors influence the attitude towards school transport outsourcing?
• What is the impact of school transport outsourcing on operational performance?
• What models of school transport are used?

1.4 Objectives of this Study

• Establish the extent of school transport outsourcing in Kitengela Division.
• To determine the factors that influence attitudes towards school transport outsourcing.
• To establish the impact of school transport outsourcing and operational performance.
• Establish the models of school transport that can be used.

1.5. Value of the Study

This study will be of importance to various stakeholders:

The school administration will benefit from this study as the findings would be used as an eye opener to cut costs and optimize on resource use in order to serve customers better.

Academically, it will contribute to the existing literature in the field of outsourcing in general and its impact on operations management. The academics and researchers will use these study findings as a basis for further research in determining the sustainability of outsourcing school transport as an approach to school management. This study provides exploratory findings and presents opportunities for further research. To the entrepreneur, this study is an eye-opener for business investors to see and look for opportunities in partnering with schools and offer quality, safe transport to pupils/students.
CHAPTER TWO: LITERATURE REVIEW

2.1. Introduction

In order to provide theoretical context to the research, an attempt to review the pertinent works was made. The review was done on the following aspects: concept of outsourcing, motivations of outsourcing, risks and concerns of outsourcing, measures of successful outsourcing, theoretical foundations of outsourcing, empirical researches and existing knowledge gap.

2.2. Theories of Outsourcing

Various scholars have key ideas and criticism on the concept of outsourcing. Outsourcing is a management strategy where noncore functions are transferred to specialist, efficient external suppliers (Clot, 2004). The availability of third party service providers is a clear driver of outsourcing in that, various outsourcing firms can be linked to a consortium of consumers of third party service providers hence gains the benefits at a reduced cost of developing or owning similar techniques. Such firms can gain the economies of scale (Bradley, 1995).

2.2.1. Benefits of Outsourcing

Greaver (1999) reveals that outsourcing can improve the flexibility and image by associating with superior providers, which makes them more adaptive to the dynamic business environment. Hayes and Abernathy (1978), notes that, due to the fear of getting locked into specific technologies, strategists counter this through outsourcing.

Outsourcing can free up assets and reduce costs in the immediate financial period. Organizations outsourcing some of their functions have reported significant cost savings on operational and capital costs (Rimmer, 1991; Hendry, 1995).
According to Tampoe (1994), an organization should evaluate the core skills and critical capabilities it possesses to be developed to gain unique competitive edge. Jonathan (1992) argues that an organization cannot be an expert in everything; there is need to outsource those functions deemed noncore or those requiring expertise. Burton (2000) concurs that for a firm to be efficient in customer value delivery, it has to have a cushion capacity. This would prove uneconomical; hence the need to outsource. Maclnnnon (1999) notes that, to exploit full potential of efficient operations management from third party firms, firms need to establish long-term supplier partnership. The need to develop sustainable competitive advantage, the growing emphasis on providing customer service effectively and efficiently and the strategic value of focusing on core functions has resulted in the evolution of contract logistics (Sheff, 2000).

2.2.2. Risks and Concerns of outsourcing

Marloney, (1992) notes that although there are some benefits in outsourcing, there are equally risks. The best way to go is to use an approach within a strategic framework using outsourcing options available and analyse strategic issues developed. This can achieve improved returns, lowered risks, greater flexibility and better responsiveness to customer needs at lower costs.

Lonsdale (1999) agrees with Marloney (1992), that outsourcing does not always result to positive outcomes. Focusing on achieving short-term benefits, lack of formal outsourcing decision-making processes, including medium and long-term cost benefit analysis, increased complexity in the total supply network are some of the concerns. The most significant risk is the need to develop new management competencies, capabilities and decision making processes.
Joel et al (2008) indicates that outsourcing can be troublesome when companies give up control of core processes. For example, in 2004, Morgan terminated its seven-year contract for provision of technology services with IBM because the services were strategically too important to be left to an outsider. However, he advises that for good results, it is important for firm’s improvement on buyer-supplier relationship which helps achieve high quality, prices and service demand by customers. Lonsdale (1999) alludes that mistakes in separating core from non-core activities can lead to organizations outsourcing their core competencies, which once lost, are difficult to rebuild.

2.3. Empirical Research

This research is founded on two Theories: TCE- Transaction Cost Economics (Williamson 1979) and RBV (Resource-Based View). TCE assumes that firms are profit making and that profit maximization involves cost minimization. The Total Cost is made up of production and transaction costs. Transaction Cost increases when the level of perfection in a transaction decreases. It provides a framework beyond production cost. That firms should consider level of transaction specific investment in economic exchange to determine whether it should be managed internally.

RBV views the firm as a bundle of resources and assets that, if employed in distinctive ways can create competitive edge. This need for superior performance compared to competitors explains why such activities are internalized within the organization. RBV presumes that firms in source when cost of using the market are higher than internal cost. TCE presumes that firms in-source when resource is strategic so as to maintain competitive edge (Sheshadi, V. et al, 2008).
Sheshadi et al (2008), carried out a case study on Make-or-Buy decision making in an Indian Automobile Company and presented a strategic framework of MoB decision making process which included making decisions for new components and re-evaluating the decisions for the presently in-sourced or outsourced components. The study findings were that: outsourcing decision-making for any firm is a complicated and dynamic process, where, after the stipulated period, firms need to reevaluate their decisions. It also identified a strategic option to avoid supplier opportunism and suggested the exact decision point where risk evaluation is necessary during MoB decision making process.

Ravi et al (2011) did a case study on factors influencing outsourcing decisions in the Banking Sector in India. The study, based on existing literature, developed an Attitudinal Model to identify key factors of benefits, risks, roadblocks and criticality of outsourcing. The impact of perceived benefits, perceived roadblocks and perceived criticality on the attitudes towards outsourcing were found to be strong and statistically significant. The impact of perceived risks was weak and statistically insignificant. It was found that clients in the banking sector in India value in outsourcing quality factors such as: process improvement, services improvement and cost transparency more than cost savings.

Hayden et al (2013) did a survey on offshore production outsourcing in the New Zealand Printing, Publishing and packaging Industries. The study was qualitative, obtaining data through semi-structured interviews from a sample of 22 New Zealand SMEs in Printing, Publishing and packaging industries actively involved in outsourcing production tasks. The findings were that, to mitigate offshore outsourcing
costs, SMEs should use the internet to locate suppliers and use short term reliable contracts managed remotely or by intermediaries. That customer involvement is very important. The gap in the study is that it was limited to a single country and had limited applicability to research in other industries.

Robert (2010) did a descriptive research on the impact of outsourcing on Lead time and Customer Service in Supermarkets in Nairobi. Primary data was collected through semi-structured questionnaires from 50 respondents in Nairobi supermarkets. The findings were that outsourcing positively impacted on Lead Time. There is a correlation between outsourcing and Lead Time. Another finding was that Supermarkets make mistakes while outsourcing. A further research on the effect of outsourcing on profitability was suggested.

Philip (2013) carried out a research on the factors influencing outsourcing at Kenya Union of Savings and Credit Cooperatives. Primary data was collected from random stratified sample through questionnaires and analysed by use of Descriptive Statistics. The study, which surveyed 42 respondents in KUSCCO, found that the strategic plan greatly influenced the need to outsource; the Union outsourced even its core activities because of over reliance on strategic plan. It also found that quality of services decreased while outsourcing and that production cost had a negative effect on outsourcing indicating that with the compromise on quality, the overall cost went up. The study suggested further research since the findings were narrowed into three factors (cost of production, quality improvement and the Strategic Plan). Among the factors listed for further research by the study were: Conserve capital investment for other arrears, need to grow revenue of an organization, increase innovation, improve
quality, improve skills, focus on core competence, create variable cost structure and need to reduce operating cost.

2.4. Summary of the Literature Review

This chapter has presented theories which educate on outsourcing. The TCE theory gives useful knowledge into matters concerning make-or-buy decisions. It indicates that firms should consider level of transaction specific investment in economic exchange to determine whether it should be managed internally.

The RBV theory gives insight into why activities are internalized within the organization, explaining that such activities, if employed in distinctive ways create competitive edge.

This chapter also reviewed the concept of outsourcing and its importance in operations management in organizations. The factors that lead to outsourcing decision making are: cost, flexibility, focus, efficiency, timeliness, management convenience and cost shifting.

Several studies have been reviewed which studied the concept of outsourcing in various sectors such as (Kinyua, 2000; Kirui; Ravi, 2011; Sheshadi, 2008). There is review on school transport outsourcing, Sheryl and Gerard (2000) did a study in Minnesota, US. However, the study findings were not conclusive given the limitation of its cross-sectional nature and the existing school transport operational environment. The data was collected at a point in time and did not address how industry has
changed over time, thus suggesting further research in other countries with different structural settings and operational environment.

This study sought to establish school transport outsourcing among private primary schools in Kitengela Division in Kenya. These schools’ operational environment is of perfect competition market consisting of many buyers and sellers. Thus, this study sought to address the gap in Sheryl’s Study which was limited a political operational environment where school transportation was financed by the government.

2.5. Conceptual Framework

The conceptual framework presented in Figure 2.1 presupposes the relationship between school transport outsourcing and operational performance. The operational performance includes: focus on core educational functions, flexibility, customer satisfaction and cost effectiveness. The primary intent of the study was to examine the statement that outsourcing strategy as an independent variable has an influence on performance variables depicted as: flexibility, focus, customer satisfaction, cost effectiveness and focus on core function (Author, 2014)

Figure 2.1: Conceptual Framework

<table>
<thead>
<tr>
<th>INDEPENDENT VARIABLE</th>
<th>DEPENDENT VARIABLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>School transport outsourcing</td>
<td>School operational performance</td>
</tr>
<tr>
<td>-Benefits</td>
<td>-Cost effectiveness</td>
</tr>
<tr>
<td>-Risks</td>
<td>-Flexibility</td>
</tr>
<tr>
<td></td>
<td>-Customer satisfaction</td>
</tr>
<tr>
<td></td>
<td>-Focus on core function</td>
</tr>
</tbody>
</table>

Source: (Author, 2014)
Operational Performance: The concept of performance can be defined as the ability or capacity to achieve desired results (Serem, 2002).

Cost Effectiveness: Outsourcing decisions may affect a firm’s cost structures. The scarcity of resources and market competitiveness have forced firms to re-evaluate the methods of producing goods and services and make changes in their processes in order to maximize returns (Kariko, 2012).

Flexibility: The ability to offer variety of what the customers want and need.

Customer Satisfaction: This is measured in terms of number of complaints/ and or customer repurchase or retention.

Focus on Core Function: The quality of organization’s human and material resources devoted to the portion of the production process that is retained in-house. This considered very critical to performance.
CHAPTER THREE: RESEARCH METHODOLOGY

3.1. Introduction

This chapter includes research design, location of the study, the study population, sampling procedure, sample size, instruments of data collection, validity and reliability of research instruments, data collection procedure and data analysis.

3.2 Research Design

This study adopted the descriptive survey research design on assessing school transport outsourcing among private primary schools. This was considered appropriate as this study was concerned with the attitudes or views. It deals with many numbers of a population where it is not possible to study them all, hence the need to come up with generalizations and inferences about the whole population. Similar studies that used this design are: Marete (2011) and Ombati (2007). A descriptive survey design enabled the researcher to collect a lot of data within a very short time.

The study was non-experimental, and was majorly concerned with explanations, descriptions, and explorations of opinions, attitudes, feelings and perceptions of school Directors, Administrators or Head teachers of all the private primary schools within Kitengela Division. Data for this study was collected through census from all the Thirty Six (36) private primary Schools in Kitengela Division as registered in the Kajiado County Schools Register. Primary schools were considered since most of them are day schools hence have a higher frequency of using school transport as compared to secondary schools.
3.3. Data Collection

Questionnaires and observation were the instruments that were used for data and information collection in line with the objectives and research questions of the study. Questionnaires were preferred because both factual information and opinions of the respondents that could not be directly observed were required. Such information is best collected through questionnaires (Touliatos & Compton, 1988). Secondly, it was most ideal tool, given the time and monetary constraints. Besides, the target population in this study was largely literate and therefore unlikely to have difficulties responding to the questionnaire items. The open-ended items enabled respondents to give their opinions and reasons for their responses and where greater depth of their responses was required. The close-ended items enabled respondents fill out the questionnaire easily within little time. Piloting of the questionnaire was done to assist the researcher identify any ambiguous and unclear questions. One questionnaire was issued to either the school directors, heads, Administrators of all schools depending on who was voted as being more informed about the transport function of that particular school.

The researcher made observations of the existing school transport system and recorded accordingly.

3.4. Data Analysis

The data collected was tabulated, analysed and interpreted as per the objectives of the study. After collecting the data and testing for reliability, the questionnaires were coded and analysed with the aid of SPSS. The information was interpreted qualitatively and quantitatively by use of descriptive statistics. Qualitative data was analysed by coding and organizing it into themes and concepts.
Graphical Techniques were used to present the analysed data. The techniques used included: Frequency Distribution Tables, % Frequencies, figures, Pie Charts, Bar Graphs.
CHAPTER FOUR: DATA ANALYSIS, DISCUSSIONS AND FINDINGS

4.1 Introduction

This chapter presents the analysis, interpretation and findings of the study as set out in the research methodology. The analysis is both quantitative and qualitative. The chapter is structured according to the questionnaire and provides discussions of findings and their implications. Additional information from observations has been incorporated into discussion. The results are presented on the extent of school transport outsourcing, factors on the attitudes towards school transport outsourcing, the impact of school transport outsourcing and schools’ operational performance and the models of school transport that can be used.

The data was gathered using questionnaires and observation as the research instruments. The study was of census in nature, surveying all the thirty six (36) private primary schools. Out of the targeted 36 respondents in the thirty six schools twenty two (22) responded by completing the questionnaire, thus achieving the response rate of 61.1 %. According to Nassiuma(2002), only a response rate above 35% is enough for sensible statistical analysis. Thus the response rate was statistically sufficient for further analysis.
4.2 Demographic Data

4.2.1 Response Rate

Thirty six questionnaires were prepared and issued to the respondents. Twenty two (22) were filled and returned accounting for 61% while 14, accounting for 39% of the target population did not respond. This response rate was adequate for analysis. According to Nassiuma (2002), only a response rate of 35% is reliable for statistical analysis.

4.2.2 Responsibility in the School

The study sought to establish the responsibility of respondents who took part in this study. From the findings, a significant number of respondents were heads with 54% while the directors and administrators each had 23%. These were the school personnel considered to provide adequate and reliable information for the study since they were responsible for the daily operations of the schools.

4.2.3 Working Experience

Majority of the respondents accounting for 45% had over 5 years’ experience in their positions, 32% had work experience ranging between 2 and 5 years while 23% had an experience of below 2 years. This shows that the Majority of the respondents was experienced in their positions and hence could provide reliable information for the study.

Of the schools surveyed, 45% had been in existence for a period between 6 to 10 years, while those with above 10 years and those with 2 to 5 years of existence each had 23%. Only 9% of the institutions had existed for a period of less than 2 years. This indicated that at most of the schools had been in operation for quite some time. This shows that the respondent’s schools had reliable information since they had
experienced transport management issues and therefore could provide reliable information for the study.

4.2.4 Nature of School

Figure 4.1 Nature of School

Source: Researcher (2014)

Majority of the institutions involved in the study were day schools as shown in Figure 4.1 with 68%. The remaining 32% were both day and boarding schools. None of the schools involved in the study was purely boarding. This indicated that the frequency of using operating transport was high, hence suitable for adequate data collection for this study. The nature of schools in the study indicated that they were more likely to provide pupil transport to and from school.
4.2.5 Pupil Population’s Homes Dispersion

Figure 4.2 Pupil Population’s Homes Dispersion

Source: Researcher (2014)

From the study, as shown in Figure 4.2, 91% of the school’s respondents indicated that their pupils reside within a radius of 5 kilometers from the location of the school. The other 9% indicated that their pupils reside within a radius of 6 to 10 kilometers from their school. The schools in the study needed to provide pupil transport to and from school since the pupil population was dispersed far from the school location. The wide radius from school meant that the school’s transportation costs may be affected by the size of the transport network.
4.2.6 Schools Transport

Figure 4.3 Schools Transport

Source: Researcher (2014)

From the study, as shown in Figure 4.3, 91% of the schools provide transport services to their pupils while the remaining 9% did not. This indicated that most of the schools in the study provided pupil transport given that their pupil population homes were dispersed away from schools, making them the suitable study population for the study.
4.3 Extent of School Transport Outsourcing

4.3.1 Transport Operations Management

Figure 4.4 Transport Operations Management

Source: Researcher (2014)

From Figure 4.4, 65% of the schools managed their transport services internally while 30% shared management task with companies the service is being outsourced to. However 5% of the schools indicated that their transport services were fully managed by service providers. These findings indicated that the school transport outsourcing was practiced on a minimal scale among the schools in the study.
4.4 In-house School Transport and Operational Performance

4.4.1 Percentage of Pupil Population Riding on the School Buses Daily

Figure 4.5 Percentage of Pupil Population Riding on School Buses Daily

Source: Researcher (2014)

From the Figure 4.5, 59% of the schools indicated that at least 75% of their pupils use transport services daily, 23% indicated that half of their pupils use the services daily while 9% indicated that at least a quarter of the pupil population use the Service daily. However 9% of the schools never offered the service to any of their pupils. These points out the fact that a school’s transportation costs may be affected by the number of pupils that the school is required to transport.
4.4. Capital Expenses for Bus Replacement

Table 4.1 Capital Expenses for Replacement

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>14</td>
<td>74</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>26</td>
</tr>
<tr>
<td>Total</td>
<td>19</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Researcher (2014)

From Table 4.1, 74% of the respondents acknowledged that their schools lacked capital expenses to replace their aging buses while the remaining 26% did not agree to that. This shows that most schools were locked in old technology of operating old buses which would prove expensive since they would need frequent servicing and higher consumption of fuel for lack of capital to replace them. These findings support the findings of Hayes and Abernathy (1978) that due to the fear of getting locked into specific technologies, strategists counter this through outsourcing.
4.4.3 Maintenance Costs

Figure 4.6 Maintenance Costs

Source: Researcher (2014)

From the study as shown in Figure 4.6, majority of the respondents with 89% acknowledged that maintenance costs of transport services are ever rising while 11% disagreed. Most of the respondents pointed out the poor condition of roads as one of the factors contributing to the risen cost. Another reason cited was that the aging buses needed frequent servicing.
4.4.4 Fuel Costs

Source: Researcher (2014)

From the study as shown in Figure 4.7, all the respondents indicated that fuel costs are ever rising. They also pointed out that this was beyond their control and that it proved hard for them to plan for the expenditure while ensuring they remained within their budget. Given that schools in the study were profit making and did not receive government funding, the ever rising costs of fuel could be a driver for them to outsource for them to minimize costs and maximize profits. Rimmer (1991) notes that that firms that outsource some of their functions report significant cost saving on operational and capital costs.
4.4.5 Transport Related Complaints

Table 4.2 Transport Related Complaints

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>11</td>
<td>58</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
<td>42</td>
</tr>
<tr>
<td>Total</td>
<td>19</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Researcher (2014)

From the study as shown in Table 4.2, majority of the respondents with 58% acknowledged receiving many transport related complains while the remaining 42% disagreed. Most complaints mentioned were about buses being often late in picking up the pupils and bus pick and drop off points. This shows that most schools were diverting their attention from their core function, education towards the transport operation which could be done by experts. Jonathan (1992) argues that an organization cannot be expert in everything. There is need to outsource those functions deemed noncore, in this case, school transport.

4.4.6 Route Management

Table 4.3 Route management

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>12</td>
<td>63</td>
</tr>
<tr>
<td>No</td>
<td>7</td>
<td>37</td>
</tr>
<tr>
<td>Total</td>
<td>19</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Researcher (2014)

From the study as shown in Table 4.3, majority of the respondents with 63% acknowledged buses taking long routes while the remaining 37% disagreed. The
respondents indicated that they had challenges in route management, school start and finish times and designing picking and dropping time. This indicated that the transport operation was not running efficiently, the long routes meant more fuel consumption. Burton (2000) concurs that for a firm to be efficient in customer value delivery, it has to have a cushion capacity which would prove uneconomical hence need to outsource.

4.4.6 Bus Capacity Utilization

Table 4.4 Bus Capacity Utilization

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>4</td>
<td>21</td>
</tr>
<tr>
<td>No</td>
<td>15</td>
<td>79</td>
</tr>
<tr>
<td>Total</td>
<td>19</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Researcher (2014)

From the study as shown in Table 4.4, majority of the respondents with 79% denied buses not being full while the remaining 21% acknowledged that. This shows that bus capacity utilization was not optimal meaning schools would not operate buses at full capacity given the dispersed nature of the student population. This was supported by the observation made by the researcher. This meant that the school buses were not running at optimum capacity utilization

4.5 School Transport Outsourcing and Operational Performance

4.5.1 Transport Outsourcing and Cost Reduction
From the study as shown in Figure 4.8, 42% of the respondents indicated there was a moderate reduction on the general expenditure. 29% indicated there was a very high reduction in general expenditure while the remaining 29% indicated the reduction was high. These findings concur with the findings of (Rimmer, 1991) that outsourcing can free up assets and reduce cost significantly.

4.5.2 Transport Outsourcing and Flexibility

Figure 4.9 Extent of Flexibility
Source: Researcher (2014)

From the study as shown in Figure 4.9, majority of the respondents with 43% indicated that transport services offered by the service providers were moderately flexible. 29% indicated the service were very flexible, 14% indicated they were less flexible while the other remaining 14% indicated the services offered were not flexible at all. These findings were consistent with Greaver (1999) that outsourcing can improve flexibility.

4.5.3 Transport Outsourcing and Customer Satisfaction

4.5.3.1 Frequency of Complaints
Table 4.5 Frequency of complaints

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>More often</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Often</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Less often</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Not at all</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Researcher (2014)

From the study as shown in Table 4.5, all the respondents who acknowledged having received complaints indicated that they received them less often. This shows that outsourcing transport enabled the schools deliver customer value resulting in a relatively satisfied customer.

4.5.3.1 Complaints Handling

Table 4.6 Complaints Handling

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very fast</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>Fast</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>Slow</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Very slow</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Researcher (2014)

From the study as shown in Table 4.6, majority of the respondents with 60% indicated that complains received were addressed very fast while the remaining 40% indicated that they were addressed relatively fast. This indicates that outsourcing transport could promote customer satisfaction since customer concerns could be addressed
promptly by the contractor since that is their primary business of providing efficient transport while ensuring that their customers are satisfied for sustainable business.

4.5.4 Transport Outsourcing and Focus

4.5.4.1 Outsourcing and Focus on Core Functions

Table 4.7 Outsourcing and Focus

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>7</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Researcher (2014)

From the study as shown in Table 4.7, all the respondents who outsourced transport services acknowledged it had helped the school focus more resources on its core functions. This concurs with the findings of Tompoe (1994) that a firm should focus on its core processes and outsource the rest it considers noncore. This will enable it to perform at its best.
4.5.4.2 Extent of Resource Redirection to Institution's Core Functions

Figure 4.10 Extent of Resource Redirection to Institution's Core Functions

Source: Researcher (2014)

From the study as shown in Figure 4.10, majority of the respondents with 42% indicated there was a high extent of resource redirection to institution’s core functions while the remaining 58% was equally shared by those who indicated the extent to be very high and moderate. This indicates that outsourcing of school transport has a positive impact on the schools management’s focus on its core business, education.
4.5.5 Mode of Outsourcing

Figure 4.11 Mode of Outsourcing

Source: Researcher (2014)

From the study as shown in Figure 4.11, of the institutions which outsourced transport services partially, 49% of them outsourced buses while those which outsourced drivers, co-ordination services and maintenance services had 17% each.

4.7 Discussions

4.7.1 Extent of School Transport Outsourcing

The findings indicated that 91% of the schools provide transport services to their pupils. In terms of management, 65% of the schools managed their transport services internally while 30% shared management task with companies the service was outsourced to, while the remaining 5% of the schools indicated that their transport
services were fully managed by service providers. This showed that the practice of school transport outsourcing was practiced on a minimal scale. Majority of the schools indicated that at least 75% of their pupils use transport services provided by the school daily.

4.7.2 Factors Influencing the Attitude toward School Transport Outsourcing

The respondents were asked to indicate their perception on outsourcing and most respondents whose schools owned buses indicated that they would not outsource due to factors like security concerns, fear of losing direct communication with the parents, fear of contractors not delivering quality services, it would be more expensive among others. However, some indicated that they only outsourced transport services when their fleet had mechanical problems. Some respondents indicated that outsourcing is cost effective since it will reduce on transport complains. Some indicated that it could compromise their positioning in the market since buses will not be branded in their school colors. From the findings, 74% of the respondents acknowledged that their schools lacked capital expenses to replace their aging buses, 89% acknowledged that maintenance costs of transport services were ever rising, all the respondents indicated that fuel costs were ever rising. The findings also indicated that, 58% of the respondents acknowledged receiving many transport related complains, 63% acknowledged buses taking long routes while 79% denied buses not being full when transporting pupils.

4.7.3 The Impact of Transport Outsourcing on Operational Performance

Of the respondents who outsourced transport services, all of them acknowledged that outsourcing has reduced on the general cost of operation at the institution with the majority stating that the reduction was moderate. The study also indicated that 86% of them acknowledged the outsourced transport services were flexible, with the majority
indicating the level of flexibility was a bit moderate. 71% of the respondents acknowledged to have received complaints regarding outsourced transport services though less often, however 60% of them indicated that the rate at which the complains were addressed was very fast. The study also indicated that all the respondents who outsourced transport services acknowledged it has helped the school focus more resources on its core functions with the majority indicating that there was a very high extent of resource redirection to institution’s core functions. These findings show that there is a positive impact of outsourcing transport on schools’ operational performance.

4.7.4 Modes of Transport Outsourcing

From the findings of the study, of those respondents who outsourced transport services, 86% of them did it partially while the remaining 14% did it fully. The findings also indicated that, of the institutions which outsourced transport services partially, 49% of them outsourced buses while those which outsourced drivers, coordination services and maintenance services had 17% each.
5.0 CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings from chapter four, and gives discussions, conclusions and recommendations of the study based on the study objectives. The objectives of this study were: to establish the extent of school transport outsourcing, the impact of school transport outsourcing on operational performance, the attitudes toward school transport outsourcing and the models of transport that schools can use.

5.2 Summary

The study adopted a survey design method in determining the practice of school transport outsourcing among private primary schools in Kitengela through a census. It sought to answer four main questions: What is the extent of school transport outsourcing among private primary schools in Kitengela? What are the attitudes toward school transport outsourcing? What is the impact of school transport outsourcing on operational performance? What models of transport can schools use?

After evaluating several schools, it was determined that though the culture of outsourcing is gaining popularity, schools are reluctant in practicing school transport outsourcing. Respondents in this study indicated that they only outsourced the service whenever there was a fleet breakdown or they needed a bigger bus. This was attributed to the negative attitudes as they perceived outsourcing as risky and that it would raise their operational costs, deter direct communication between the administration and parents, inconsistent and those they would lose control.
The findings also revealed that the schools faced challenges while providing the service in-house. These included: lack of capital investment to replace aging buses and that maintenance and the ever rising fuel costs, route and school bell time management and balancing between focus on core function and school transport operations. In spite of this, provision of school transport in-house was more attractive than outsourcing.

The study sought to establish the extent of school transport outsourcing among private primary schools in Kitengela. Respondents were asked to indicate the models of school transport used in their respective schools. 65% indicated that they provided pupil transport in-house and that they outsourced only when need arose like fleet breakdown or whenever they needed a bigger bus to take pupils on trips. 1% used service providers while 6% sourced and outsourced at the same time. Those who did not provide school transport were new with small pupil population. These either outsourced school transport or pupils used their own means. A further analysis indicated that these schools’ population was distributed between 0-2 kms from schools.

Schools which provided school transport had their population distributed as far as 15kms. Pupil population who used school transport was established to be 75% of the total school population.

The study sought to establish the main reasons influencing school transport outsourcing and establish their thoughts and perceptions on outsourcing pupil transport. Most of the respondents indicated the loss of control, direct communication loss, management complexity and the increases operational cost as the main concerns of outsourcing. The need to maintain consistency, flexibility and pupil security were the major reasons why schools opted to operate their own school transport. This
supports the findings of (Stock and Lambert 2001) who asserted that outsourcing has risks and concerns. The need for to replace aging buses, specialised transport for special group of pupils and ever rising costs were indicated as positive toward outsourcing school transport.

The study sought to establish the impact of school transport outsourcing on school’s operational performance. The aspects of operational performance were: Flexibility, focus, reduced costs and customer satisfaction, which were dependent variables as school transport was the independent variable.

The results from the schools which were outsourcing at the time of this study show that there was a relationship between operational performance and outsourcing. The respondents agreed that outsourcing of school transport allowed them to focus on their core business, reduced operational costs. Was flexible and increased customer satisfaction.

5.3 Conclusion

This study established that school transport among private primary schools in Kitengela is a very important support service for schools. This service is attached to the school’s overall operations. It enables schools to reach more pupil population which is mostly sparsely distributed, meaning more customers and thus more revenue.

School transport outsourcing is practiced on a very small scale among private primary schools in Kitengela. The schools that were surveyed clearly indicated that they provide in-house pupil transport and outsourced only in time of crisis. Most schools indicated their main concern about transport outsourcing as the fear of losing control, flexibility, inconsistency, and a tendency of contractors delivering low quality services. They also indicated the loss of identity and positioning.
The study established that school transport outsourcing could save school administrators on costs of replacing the aging fleet. It was further established that outsourcing would not be favourable in spite of the challenges experienced. Schools still shy away from outsourcing due to the negative perceptions toward the practice. School transport outsourcing is practiced on a small scale among private primary schools in Kitengela. School transport has become a very important augmented service schools can’t do without if they want to reach many customers and remain competitive in the market.

The research reveals that the schools prefer in-sourcing the service due to the perceptions attached on outsourcing. Loss of control, management complexity, loss of position and pupil security concerns are their major concerns. From the study, it can be deducted that schools shy away from outsourcing school transport in spite of the many benefits.

The study revealed that outsourcing school transport has a great impact on the four operational performance parameters of: focus, flexibility, cost reduction and customer satisfaction.

From the study findings, it can be concluded that the most prevalent model of pupil transport is in-sourcing. Outsourcing modes though on a small scale, included: full and partial models. The partial models practiced by the few schools which outsourced the service included outsourcing of: drivers, buses, coordination, maintenance or the management only.

5.4 Recommendations

As much as in-house pupil transport may seem more attractive, schools need to ensure that the transport department runs at peak efficiency. School managements need to rethink outsourcing with the knowledge that outsourcing does not mean bringing a
provider that relieves a firm of the responsibility. A mindset turnaround is essential for school administration to view transport outsourcing as a management tool that could help boost their operational performance.

There is need to invest more on research and development of stronger and long-term ties of third party transport providers. With several private primary schools active in the pupil transportation market, there may be a need for the development of contract provisions that better protects the pupil and school interests.

Good communication between school administration and outside providers will ensure that the provider’s strategy and goals are aligned with the schools leading to a successful outsourced transport service.

The following models of outsourcing school transport are recommended:

Full service is the model for the school that wants to turn everything over to the service provider including responsibility of: purchasing and maintaining the buses, hiring and training the drivers, routing and handling parent’s complaints. However, the schools need to ensure that the contract retains as much oversight and authority as they want.

Management only is suitable for a school which wants to retain its fleet and drivers but eliminate the day-to-day operations. It is suitable for school whose main concern is to free the administrators’ time to concentrate on the core mission which is education.

Retention of bus ownership would work best for those schools whose main fear is being grounded in an unsuccessful outsourcing after facing out its fleet. It is also suitable for those schools concerned of the loss of their position since the outsourced buses may not be printed in their colours. In this model, the school could opt to
continue purchasing new buses on its replacement schedule, or contractor replaces the school buses with new contract-owned buses on a schedule determined by the school. The contract in this model should be specific about responsibilities for maintenance and repair, fuelling, insurance.

Employment of drivers model, is suitable for those schools concerned about the transport human resource and the loss of direct communication between parents and the school administration thus fear of loss of touch. For this model to work successfully, the contract should be clear on authority and responsibility for hiring, training and dismissals.

Gradual approach model addresses concerns of those schools not ready to go into outsourcing at a thrust. A school can either: outsource transport for a single, or contracts transport for either pick from school or home. This will allow it to go into outsourcing with minimal disruption of the existing system.

For outsourcing to succeed, a school needs to assess its transport needs and communicate the clearly to the contractor.

5.5 Limitations of the Study

The major problem encountered during this study was the unwillingness of some respondents to give clear information. The research was also limited in time as it had to be conducted only during school term times when and only on working days. The scope of the study was limited to private primary schools in Kitengela.

5.6 Suggestions for Further Studies

This study has a number of issues that can be addressed in future research. First, the data used in this research limits generalisation to public schools (both primary and secondary) and other private primary schools outside Kitengela. A further study of
other types of schools under different operational environment and locality is suggested for greater generalisation of school transport outsourcing in Kenya.

The small number of respondent’s schools that outsourced transport do not offer adequate ground for generalization. There is need to study more schools which outsource school transport in order to make a conclusive comparison and come up with concrete results on the impact of outsourcing school transport on school’s operational performance.
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QUESTIONNAIRE

Introduction

Outsourcing is the process that involves the use of third parties to perform functions (mostly the noncore ones) that have traditionally been performed internally. The third parties are given the responsibilities of managing the functions on behalf of the firm.

This questionnaire is designed to gain information about school transport outsourcing in private primary schools in Kitengela. Kindly respond to each question regarding your experiences. All your responses will be treated with confidentiality. The findings from the study will be entirely used for academic purposes. Thank you.

PART A: GENERAL INFORMATION

1. Indicate your position in this school.
   1) Administrator
   2) Director
   3) Head

2. Years of experience in the current position
   1) Below 2 years
   2) 2-5 years
   3) Above 5 years

3. How long has the school been in operation
   1) Below 2 years
   2) 2-5 years
   3) 6-10 years
   4) Above 10 years

4. State the nature of your school
   1) Day
   2) Day and boarding
   3) Boarding

5. Does your institution outsource transport services
   1) Yes
   2) No
PART B: COST EFFECTIVENESS

6. Do you think outsourcing of transport services has reduced on the general cost of operation in your institution
   1) Yes
   2) No
7. To what extent has outsourcing reduced on the general expenditure
   1) Very high
   2) high
   3) moderate
   4) low
   5) very low
   6) not at all
8. In your opinion what inputs could be added to reduce the cost even further
   …………………………………………………………………………………………………
   …………………………………………………………………………………………………
   …………………………………………………………………………………………………
9. In your opinion, comparing outsourcing of transport to offering it internally, which one would be more cost effective
   1) Outsourcing
   2) Providing it internally

PART C: FLEXIBILITY

10. Are the outsourced transport services offered flexible
    1) Yes
    2) No
11. To what extent are they flexible
    1) Very flexible
    2) Moderately flexible
    3) Less flexible
    4) Not flexible at all
12. Briefly explain the nature of flexibility offered by the outsourced services
    …………………………………………………………………………………………………
    …………………………………………………………………………………………………
    …………………………………………………………………………………………………
13. In your own perspective, do you believe that the services would have been more flexible if you offered them internally than outsourcing
    1) Yes
    2) No
14. Give reasons for your answer

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

PART D: CUSTOMER SATISFACTION

15. Do you receive complaints regarding outsourced services
   1) Yes
   2) No

16. How often do you receive complaints regarding outsourced transport services
   1) More often
   2) Often
   3) Less often
   4) Not at all

17. How fast are these complaints addressed after being raised
   1) Very fast
   2) Fast
   3) Slow
   4) Very slow

18. To what extent are you satisfied with the transport services offered by the external organization
   1) Very satisfied
   2) Satisfied
   3) Less satisfied
   4) Not satisfied at all

19. What advice would you give to the organization the transport services have been outsourced to on how to improve on their level of customer satisfaction
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
PART E: FOCUS ON CORE FUNCTIONS

20. Has outsourcing of transport services helped the institution focus more resources on its core functions
   1) Yes
   2) No

21. To what extent have the resources which would have been used to offering transport internally have been redirected to other core functions of the institution
   1) Very high
   2) High
   3) Moderate
   4) Less
   5) Not at all

22. Which core functions of the institution have benefitted from the resources that would have otherwise been used in offering transport services if the institution would have offered transport internally and how have they benefitted

............................................................................................................................................................................................................................................
............................................................................................................................................................................................................................................
............................................................................................................................................................................................................................................
### APPENDIX IV: SCHOOL TRANSPORT OBSERVATION SCHEDULE

<table>
<thead>
<tr>
<th>Observation Item</th>
<th>Observer’s observation/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil population concentration of same school along same route</td>
<td></td>
</tr>
<tr>
<td>School buses capacity utilization</td>
<td></td>
</tr>
<tr>
<td>School buses carrying same school pupils</td>
<td></td>
</tr>
<tr>
<td>School buses carrying different school pupils on board.</td>
<td></td>
</tr>
<tr>
<td>Schools of different schools plying same routes.</td>
<td></td>
</tr>
<tr>
<td>Pupils from same neighbourhood, different schools.</td>
<td></td>
</tr>
<tr>
<td>Pupils from same neighbourhood, picked by different school buses.</td>
<td></td>
</tr>
<tr>
<td>Similar pick and drop times for different school buses.</td>
<td></td>
</tr>
<tr>
<td>Number of Similar school buses (Fleet per school)</td>
<td></td>
</tr>
<tr>
<td>Size of school buses</td>
<td></td>
</tr>
<tr>
<td>Age of the buses</td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX V: LIST OF PRIVATE PRIMARY SCHOOLS IN KITENGELA

1. Efa Academy.
2. Ideal Academy
3. Kitengela International Schools
4. St. Lilyanna Academy
5. Milkan Centre
6. Orchard School
7. Sunnyside Academy
8. Kindercare
9. Kitengela Ebeneza Academy
10. Acaccia Crest Academy
11. Our Lady Queen of Mercy Academy
12. Thorngrove Academy
13. Kauti Academy
14. St. Louis Academy
15. Stepping Stone Academy
16. Kennedy Academy
17. Doxa Academy
18. Milimani Academy
19. Milimani Academy
20. Kitengela Joyland Academy
21. St. Monica Academy
22. Pceakitengela Township
23. St. Phillips Academy
24. Lynkers Academy
25. Success Academy
26. Jobek Education Centre
27. Treewa Academy
28. Wamuhoya Academy
29. Jewama Academy
30. Rising Sun Academy
31. Kitengela East Adventist
32. Torch of Charity School
33. Brightlight Preparatory
34. De Springfids
35. St. Mark Academy