

**SUPPLIER DIVERSITY AND PROCUREMENT DECISION MAKING PROCESSES  
IN AN ORGANIZATION: A CASE STUDY AT UGANDAN CHRISTIAN  
UNIVERSITY MUKONO**

**DAISY AYEBARE**

**M22B12/039**

**A DISSERTATION SUBMITTED TO THE SCHOOL OF BUSINESS IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF BACHELOR OF  
PROCUREMENT AND LOGISTICS MANAGEMENT OF UGANDA CHRISTIAN UNIVERSITY**

**June, 2025**



**UGANDA CHRISTIAN  
UNIVERSITY**

*A Centre of Excellence in the Heart of Africa*

## Declaration

I, Ayebare Daisy, declare that this Dissertation is entirely my own work expect where acknowledged and that this work has never been submitted before to any University or Institution of higher learning for the award of a Degree or Certificate for other academic purposes.



\_\_\_\_\_  
Ayebare Daisy

Date: 6th June 2025

## Approval

The dissertation entitled "Supplier Diversity and Procurement Decision Making Processes at Uganda Christian University, Mukono" has been submitted for examination with my approval as the University Supervisor.



Mukisa Simon Peter

Date: 07/06/25

## Dedication

With great respect and heartfelt gratitude, I dedicate this research dissertation to my cherished, humble, role model parent, Miss Byamukama Patience. Her love, care, invaluable advice, fervent prayers, and unending support have been my foundation since day one. May her life be richly blessed and all her prayers come to pass.

Furthermore, I extend my great thanks to my university friends that helped guide me on this journey as well as my lecturers, whose support, courage, and constant motivation have been a driving force throughout my academic journey at Uganda Christian University.

Also, I dedicate this report to my research supervisor, Mr. Mukisa Simon Peter. His guidance, invaluable advice, and unwavering attention have been instrumental in helping me reach this great milestone.

## Acknowledgement

I want to acknowledge my sincere thanks to various people whose help and assistance were useful in making this study a reality.

Firstly, I would like to thank my supervisor, whose encouragement, help, and guidance were useful during the course of this study. His expertise and support were really indispensable.

I am equally indebted to my esteemed lecturers for the knowledge they imparted during my time at Uganda Christian University. Their teachings have greatly contributed to my understanding, and I feel significantly more informed than when I first joined.

I would also like to express my great appreciation to my friends, the good library staff, and my colleagues at the University. Your unending support, both in terms of moral encouragement and material assistance, has been nothing short of remarkable. May this spirit of camaraderie continue to flourish, and may you all be blessed abundantly.

Once again, my sincere thanks go out to all who played a part in this journey. Your contributions have left an indelible mark on this study, and I am deeply grateful for your involvement.

## Abstract

This study examined the role of supplier diversity in procurement decision making processes in Uganda Christian University, Mukono. With the increasing global emphasis on inclusive procurement practices, this research explored how supplier inclusion and representation, supplier performance evaluation, and risk and opportunity management influence procurement decision making processes. A quantitative cross sectional survey design was employed, targeting 50 staff across key departments including procurement, accounts, administration and facilities.

Data were collected through structured questionnaires and analysed using descriptive statistics known as the SPSS, Pearson correlation, and linear regression. The findings revealed that weak positive but statistically insignificant correlations existed between each independent variable and procurement decision making processes. Supplier inclusion has  $r = 0.108$ ,  $p = 0.456$ , supplier performance evaluation has  $r = 0.030$ ,  $p = 0.835$  and risk and opportunity management has  $r = 0.191$  and  $p = 0.188$  all showed weak positive correlations with decision making processes, but none had significant predictive effects. Regression analysis showed an  $R^2$  value of 0.043 meaning that 4.3% of procurement decision making change was accounted for by the combined impacted of these three variables. The p-values for all of the independent variables were above 0.05, leading to the rejection of the provided hypotheses. The study concludes that although recognizes the strategic value of supplier diversity, there is a gap between policy and practice. It recommends the development of formal inclusive of procurement frameworks, capacity building for procurement staff, and stronger performance and risk assessment tools to support diversity driven procurement. These findings contribute to the growing discourse on inclusive supply chain management within higher education institutions in developing context

## Table of Contents

Declaration .....	i
Approval .....	ii
Dedication.....	iii
Abstract.....	v
Chapter One.....	1
1.0 Introduction.....	1
1.1 Background of the Study.....	1
1.2. Statement of the Problem.....	3
1.3 Purpose of the study.....	4
1.4. Objectives of the study.....	4
1.5 Research Questions.....	4
1.6 Scope of the study.....	4
1.6.1 Geographical scope.....	4
1.6.2 Time scope.....	4
1.6.3 Content/Subject scope.....	5
1.7 Justification of the study.....	5
1.8 Significance of the study.....	5
Chapter two.....	8
2.0. Introduction.....	8
2.2 Supplier Inclusion and Representation and procurement decision making processes.....	9
2.3.Supplier Performance Evaluation and procurement Decision Making processes.....	10
3.1 Research Design.....	13
3.2 Study Population.....	13
Table 3.2: Full-time Staff in various Departments, Uganda Christian University, Mukono.....	13
3.5 Data Collection Methods.....	15
3.6 Data Collection Instruments.....	15
3.7 Reliability.....	15
3.9 Data Management and Analysis.....	15
Chapter Four.....	17
Data Presentation, Analysis and Interpretation.....	17
4.0 Introduction.....	17
4.1 Response Rate.....	17
4.2 Background of the Respondents.....	17
Table 4.2: Background Information on the Respondents.....	18
4.3 Description of the Dependent Variable: Procurement Decision Making Processes.....	19

Table 4.3: Statistics for Respondents’ Self-Rating on the procurement decision making processes.....	19
4.4 Supplier Inclusion and Representation and Procurement decision making processes in Uganda Christian University. ....	20
Table 4.4: Descriptive Results for Supplier inclusion and representation factors. ....	20
4.4.1 Correlation Analysis between Supplier Inclusion and Representation and Procurement Decision Making Processes.....	21
Table 4.4.2. Correlation analysis between supplier inclusion and representation and procurement decision making processes. ....	21
4.5 Supplier Performance Evaluation and Procurement Decision making processes in Uganda Christian University. ....	22
Table 4.5.1: Descriptive Results for Supplier performance evaluation.....	22
4.5.2 Correlation Analysis between Supplier Performance Evaluation and Procurement Decision Making Processes.....	23
Table 4.5.3. Correlation analysis between supplier performance evaluation and procurement decision making processes.....	23
4.6 Risk and Opportunity assessment and procurement decision making processes in Uganda Christian University. ....	23
Table 4.6: Descriptive Results for Risk and Opportunity Assessment. ....	24
4.6.1 Correlation Analysis between Risk and Opportunity Management and Procurement Decision Making Processes.....	25
Table 4.7.1: Linear Regression Analysis Results. ....	26
4.8 Testing of hypotheses .....	27
Discussion, Conclusion and Recommendations .....	28
5.0 Introduction.....	28
5.1 Discussions .....	28
5.2 Supplier Inclusion and Representation and Procurement Decision Making Processes. ....	28
5.3 Supplier Performance Evaluation and Procurement Decision making .....	29
5.4 Risk and Opportunity Management and Procurement Decision Making Processes. ....	29
5.5 Conclusion .....	30
5.6 Recommendations for Policy and Practices .....	30
5.7 Recommendations for Further Research.....	31
REFERENCES. ....	32
APPENDIX 1: QUESTIONNAIRE .....	35
<b>Section A: GENERAL INFORMATION</b> .....	35
APPENDIX II: DATA COLLECTION LETTER.....	40

## Chapter One.

### Introduction

#### 1.0 Introduction.

This chapter will include the background of the study, statement of the problem, Purpose of the Study, Objectives of the Study, Scop of the Study, Significance of the Study, Limitations and Delimitations and Conceptual Framework.

#### 1.1 Background of the Study

Supplier diversity has emerged as a crucial element in the global business environment, with organizations increasingly recognizing the value of integrating diverse suppliers into their supply chains (Carter et al., 2015). As part of CSR, organizations implement supplier diversity policies to foster social equity, economic development, and innovation (Carroll & Shabana, 2010). By integrating diverse suppliers, businesses can enhance their competitiveness and creativity, offering unique perspectives and solutions that otherwise may not be explored (Jones et al., 2019).

On a global scale, businesses are increasingly aligning their procurement strategies with diversity goals. According to the Global Reporting Initiative (GRI) (2020), over 60% of large corporations report having supplier diversity programs, indicating a growing acknowledgment of its potential benefits. Companies in developed markets like the United States and Europe have long prioritized supplier diversity, with numerous studies showing its positive impact on performance (Locke & Singh, 2021). However, the concept of supplier diversity remains relatively nascent in many developing countries, particularly within Africa.

In Africa, supplier diversity is gradually emerging as part of broader CSR strategies, but its adoption is often limited by institutional challenges such as regulatory barriers, lack of financial support, and inadequate infrastructure (Mogale, 2018). For example, while South Africa has pioneered supplier diversity through policies like Broad-Based Black Economic Empowerment (B-BBEE), other African nations, including Uganda, are still in the early stages of implementing comprehensive diversity programs in procurement (Ogunyemi, 2020). Despite these challenges, some African organizations are realizing that supplier diversity can enhance local economic development, foster innovation, and improve their global competitiveness (Ibrahim & Melaku, 2021).

In Uganda, the integration of supplier diversity into procurement decision-making is still developing. The government has made significant strides in promoting inclusive procurement practices, particularly for small and medium enterprises (SMEs) and women-owned businesses (National Planning Authority, 2021). However, the adoption of supplier diversity in procurement practices remains inconsistent, especially in the higher education sector. While national policies encourage the participation of diverse suppliers, institutional inertia, limited awareness, and capacity gaps still present challenges for effective implementation (Makubuya & Ssemwogerere, 2020). Moreover, many organizations, including universities, still face difficulties in measuring the tangible benefits of supplier diversity in terms of improved performance and organizational outcomes (Kasozi, 2021).

Uganda Christian University (UCU), as a case study, provides an insightful example of how educational institutions are navigating the challenges and opportunities of supplier diversity in their procurement processes. While UCU has made commendable progress in incorporating CSR into its operations, the explicit integration of supplier diversity within its procurement strategy remains underexplored (Nakayiza et al., 2020). UCU's procurement processes are influenced by several factors, including cost-efficiency, quality of goods and services, and delivery timelines. However, the university has yet to adopt a formal policy that prioritizes diverse suppliers in a consistent manner (Kaggwa & Ssewanyana, 2022).

Decision-making within UCU's procurement department is often driven by the perceived reliability and cost-effectiveness of suppliers, with limited emphasis placed on their diversity (Kasozi, 2021). This practice reflects a broader trend observed across Ugandan higher education institutions, where procurement decisions tend to focus on traditional performance metrics (Makubuya & Ssemwogerere, 2020). Despite the increasing awareness of the potential benefits of supplier diversity, such as community engagement and long-term sustainability, many educational institutions like UCU struggle to integrate these goals into their procurement strategies due to a lack of capacity and established policies (Nakayiza et al., 2020).

Nevertheless, supplier diversity is beginning to gain traction within the university's CSR initiatives, with efforts to encourage the inclusion of local SMEs and businesses owned by women and marginalized groups. UCU's leadership is increasingly recognizing that diversifying suppliers could contribute to its broader goals of supporting local communities and promoting inclusive economic growth (Kaggwa & Ssewanyana, 2022). As such, there is a growing interest in understanding how UCU's procurement decisions can be influenced by supplier diversity and how such practices can be

aligned with the university's overall strategic goals. This study will explore how supplier diversity is integrated into UCU's decision-making processes, the challenges faced in implementing diversity-focused procurement practices, and the potential impact on the university's CSR and sustainability goals. By focusing on UCU as a case study, this research aims to contribute to the broader conversation about how educational institutions in Uganda can leverage supplier diversity to drive both social and economic value.

## 1.2. Statement of the Problem

In an ideal procurement system, organizations should make decisions based on a fair, transparent, and inclusive process that reflects diversity in the suppliers they engage with (Cox & Blake, 1991). Supplier diversity plays a vital role in creating competitive and innovative environments by ensuring that procurement practices engage a wide variety of suppliers, particularly those from underrepresented groups (Linton et al., 2007). At Uganda Christian University (UCU), Mukono, the procurement process should ideally embrace supplier diversity to promote equal opportunities and foster a sustainable supply chain. However, the integration of diverse suppliers into procurement practices at UCU appears to be insufficient. This lack of diversity in supplier selection limits access to a broader supplier pool and can contribute to inequitable business practices. Despite growing awareness of the importance of supplier diversity, UCU has not fully incorporated these principles into its procurement decision-making process (Cox & Blake, 1991). It is well-documented that organizations embracing supplier diversity enjoy benefits such as enhanced reputation, market expansion, and improved long-term sustainability (Linton et al., 2007). However, there is limited evidence that UCU's procurement process fully utilizes supplier diversity as part of its decision-making framework. Existing procurement policies may not adequately address or enforce supplier diversity principles (Carter et al., 2003). Although UCU's procurement practices have been reviewed, it remains unclear how much the decision-making process is influenced by supplier diversity considerations. There is also limited understanding of potential biases or structural barriers that prevent the inclusion of diverse suppliers in the procurement process (Linton et al., 2007). To address this gap, further research is needed to assess the integration of supplier diversity in UCU's decision-making processes. A comprehensive review of procurement policies, practices, and decision-making structures is essential to determine the extent to which diverse suppliers are considered and how diversity impacts procurement outcomes (Carter et al., 2003). Developing an inclusive procurement framework will improve the efficiency, fairness, and effectiveness of the decision-making process at UCU, Mukono.

### 1.3 Purpose of the study.

The purpose of the study will be to examine the role of Supplier Diversity in Procurement decision making processes in Uganda Christian University.

### 1.4. Objectives of the study.

The objectives of the study will be to;

- i. Examine the role of Supplier Inclusion and Representation in procurement decision making processes in an organization?
- ii. Investigate how the performance of diverse suppliers is evaluated and incorporated into the organization's procurement decision making processes?
- iii. Examine how risks and opportunities associated with diverse suppliers are assessed and managed within the procurement decision making processes of the organization?

### 1.5 Research Questions.

- i. How does the supplier inclusion and representation influence the procurement decision-making processes within the organization?
- ii. How the performance of diverse suppliers is evaluated and incorporated into the organization's procurement decision making processes?
- iii. How risks and opportunities associated with diverse suppliers are assessed and managed within the procurement decision making processes of the organization?

### 1.6 Scope of the study.

#### 1.6.1 Geographical scope

This study will be carried at Uganda Christian University, Mukono.

#### 1.6.2 Time scope

The study will be carried out in a period of three months from March to May 2025.

### 1.6.3 Content/Subject scope

The subject scope of this study will be narrowly defined to understand the impact supplier diversity has on decision making processes in an organisation particularly Uganda Christian University as a case study.

### 1.7 Justification of the study.

This study explores the relationship between supplier diversity and procurement decision-making processes within organizations, emphasizing its growing importance in procurement and supply chain management. As businesses increasingly focus on inclusivity and operational efficiency, integrating diverse suppliers such as women-owned, minority-owned, and small businesses has become a strategic priority. Supplier diversity can lead to benefits such as innovation, enhanced corporate social responsibility, and improved stakeholder relations. However, many organizations face challenges in effectively incorporating diverse suppliers due to unclear decision-making frameworks and resistance to change. This research aims to provide insights into how procurement decision-makers evaluate and incorporate diverse suppliers, offering recommendations to improve decision-making processes that align with both organizational goals and diversity objectives, ultimately contributing to greater competitiveness and social responsibility.

### 1.8 Significance of the study.

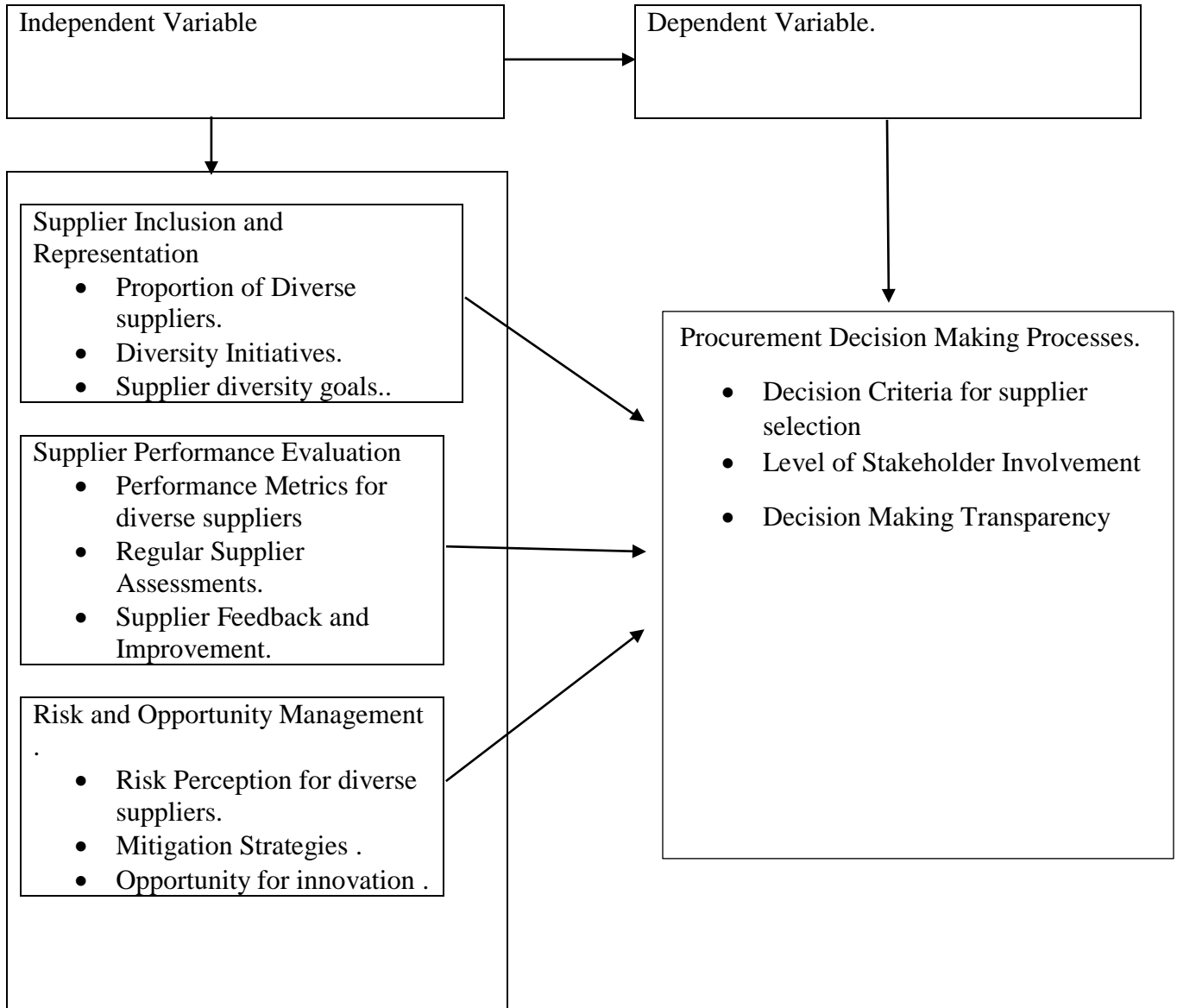
It is hoped that the findings of this study will be of significant help for policymakers such as the Public Procurement and Disposal of Assets, the Government as it highlights the importance of promoting supplier diversity within national and international procurement policies. By understanding how supplier diversity impacts decision-making processes, policymakers will be able to develop more effective regulations and frameworks that encourage businesses to include diverse suppliers, fostering inclusivity and economic growth. The findings can inform the creation of policies that incentivize diversity in procurement practices, leading to more equitable opportunities for underrepresented groups and supporting the broader goals of social responsibility and sustainable development.

It is hoped that the findings of this study will be significant help for practitioners such as the procurement officers, supply chain managers, this study provides valuable insights into the practical challenges and benefits of integrating supplier diversity into decision-making processes. It will help procurement managers and decision-makers better understand how to evaluate and incorporate diverse suppliers effectively, leading to enhanced innovation, improved supplier relationships, and competitive advantages. The research will offer actionable recommendations that will be able to help organizations

refine their procurement strategies, optimize their supply chains, and align their practices with diversity and inclusion goals, ultimately driving business success.

It is hoped that the findings of this study will be of significant help to the academic body of knowledge by expanding the understanding of supplier diversity and its impact on organizational decision-making. For example university students, researchers and other students. It will provide a foundation for future research on the intersection of diversity, procurement, and decision-making processes, offering new theoretical and practical perspectives. Fellow scholars will be able to build upon the findings to explore related topics, develop new models, and refine existing theories, advancing the academic discourse in procurement, logistics, and diversity management. The study will also offer a framework for researchers to examine supplier diversity from different cultural, geographical, and organizational contexts.

### 1.9. Conceptual Framework.



## Chapter two.

### Literature Review

#### 2.0. Introduction.

This chapter presents related literature on Supplier diversity and decision making criteria objective by objective.

#### 2.1 Procurement Decision making processes.

Decision-making is a global phenomenon in procurement and supply chain management, where allocation of resources and supplier selection are regulated (Monczka, Handfield, Giunipero, & Patterson, 2015). Quality decision-making anywhere globally relies on set procedures, utilizing information, as well as maintaining strategies (Monczka, Handfield, Giunipero, & Patterson, 2015). Decisions in successful economies are becoming more reliant on IT tools, statistics, as well as strict review processes (Trent & Monczka, 2003). Strategic decision-making combines qualitative and quantitative inputs like supplier performance measures, risk assessment, and total cost of ownership (Zsidisin & Ellram, 2003). Cross-functional teams and stakeholder involvement are leveraged by organizations to influence the quality and transparency of decisions (Krajewski, Ritzman, & Malhotra, 2013). Further, governance systems and procurement policies guide and govern decision-making processes between departments (Cousins, Lawson, Petersen, & Handfield, 2011).

In developing countries, the procurement decision-making process is typically subverted by capacity limitations, limited usage of data, and weak institution frameworks (Ambe & Badenhorst-Weiss, 2012). Organizations primarily utilize intuition, personal judgment, or hierarchical approval rather than formal models of decision (Gonzalez, 2015). This results in inefficiencies, inconsistency, and susceptibility to procurement risks. In Uganda, procurement decision-making has been shaped by regulatory reforms through the Public Procurement and Disposal of Public Assets Authority (PPDA). Policies are biased towards transparency and competitiveness but remain inconsistent upon implementation, especially in non-government institutions (PPDA, 2020). Studies revealed that price and urgency guide decisions with little attention to performance, risk, or strategy alignment (Tumwesigye, 2021).

Individual institutions, including universities, tend to have inadequate procurement systems. Procurement committees do exist, yet decisions are scarcely made based on careful consideration or documented procedures (Nabukeera, 2019). Moreover, minimal training of the procurement staff, and hence the decisions are typically subjective or ad hoc.

At Uganda Christian University (UCU), procurement decisions are normally guided by internal policies and financial constraints. However, experience has shown that systematic decision-making

strategies are underutilized or used haphazardly (Mugambe, 2020). Reactive decisions are instead made, with minimal reference to supplier performance, risk, or opportunity information. Long-term value, and strategic sourcing, are often compromised for short-term requirements.

## 2.2 Supplier Inclusion and Representation and procurement decision making processes.

Supplier inclusivity has gained importance on procurement policies as one of the building blocks for equitable socioeconomic opportunities. Worthington defines it as the deliberate step to use suppliers from either underrepresented or marginalized communities within an organization's procurement processes (2009). Inclusion has been studied in advanced economies, noting its strategic value and its relation to innovation, risk mitigation, and ethical procurement (Krause, Handfield & Scannell, 1998). Firms in these regions tend to apply inclusivity in relation to diversity within the decision making paradigms—corporate social responsibility, business sustainability frameworks, and philanthropy (Carter, Auskalnis, & Ketchum, 1999). Legally supported inclusive procurement practices in the US and European countries for instance originate from organizational policies that give preference to minority and women owned small businesses (Ramirez, 2021). Such policies do promote equity but also affect decision making from a supplier selection and evaluation standpoint through the addition of diversity elements to the criteria (Sarter, 2019). Top management as well as strategic management has been shown to be very important in the routinization of inclusiveness into operational procurement decision processes (Brammer & Walker, 2011). There is evidence across the African continent which suggests that public procurement that is characterized by inclusivity is almost non-existent. In South Africa, for instance, public sector reforms encourage inclusivity, but due to institutional inertia and limited capacity, frameworks tend to implement selectively (Ambe & Badenhorst-Weiss, 2012). Gonzalez (2015) observed similar difficulties in Kenya where procurement processes are greatly predisposed to already established suppliers and do little, if anything, to engage marginalised suppliers. In Uganda, it is stated that the PPDA Act encourages contracting authorities to make use of local suppliers, thereby making it possible for inclusive procurement systems to be established in practice (PPDA, 2020). However, the actual processes of decision-making concerning the incorporation of suppliers' participation is still quite low. These make decisions still focus on cost compliance instead of adherence to diversity (Mugambe, 2020). This leads to a procurement environment where we do not appreciate inclusion, or inclusion has not been appreciated as a criterion (evaluation) (Tumwesigye, 2021). Even though some public institutions have implemented policies aimed at promoting supplier diversity, these cases are largely isolated and not supported by comprehensive institutional frameworks (Nabukeera, 2019). At Uganda Christian University (UCU),

procurement decisions are guided primarily by institutional needs and budgetary considerations. While there is anecdotal evidence of engagement with local suppliers, formal mechanisms for ensuring supplier inclusion are lacking. Decision-making processes do not explicitly incorporate diversity metrics or inclusive evaluation frameworks (Mugambe, 2020).

### 2.3. Supplier Performance Evaluation and procurement Decision Making processes.

Supplier performance evaluation (SPE) is a critical procurement and supply chain management activity to ensure efficiency, quality, and cost reduction in supplier relations. Globally, performance evaluations inform contract renewal decisions, supplier development, and risk mitigation (Krause, Handfield, & Scannell, 1998). Effective SPE helps companies remain competitive with alignment of suppliers' strengths with strategic objectives (Monczka, Handfield, Giunipero, & Patterson, 2015). Formal SPE systems are largely used in industrialized economies. They typically make use of quantitative and qualitative measurement, like cost, quality, delivery reliability, innovation, and sustainability (Cousins et al., 2011). Decision-making, in turn, is largely dependent on data supported by online tools and scorecards from the supplier (Trent & Monczka, 2003). In addition, top management is accountable for establishing performance metrics and enforcing compliance, thus linking assessment to strategic procurement outcomes (Zsidisin & Ellram, 2003).

On the other hand, it is challenging for developing countries to institutionalize the assessment of supplier performance. Sub-Saharan African research indicates that while companies recognize the necessity for assessment, its implementation is often ad hoc and in an informal form (Ambe & Badenhorst-Weiss, 2012). Poor training, poor record-keeping, and inadequate technological infrastructure undermine effective decision-making (Gonzalez, 2015). Therefore, procurement officers make decisions based on personal contacts or gut feelings rather than objective performance measures.

In Uganda, SPE practices are gaining recognition, particularly in public procurement systems. The Public Procurement and Disposal of Public Assets Authority (PPDA) has developed guidelines aimed at promoting fairness and performance-based assessment (PPDA, 2020). However, the majority of them still struggle to apply these frameworks due to ineffective monitoring systems and a lack of technical capacity (Mugambe, 2020). In many cases, procurement is made without proper evaluation, and therefore the probability of supplier failure or service disruption is high (Tumwesigye, 2021). In private organizations, like universities, it is even more constricted. Performance appraisal is typically reactive and not strategic in nature, whereas procurement decisions are price-oriented instead of value-oriented (Nabukeera, 2019). Formalized performance evaluation instruments like scorecards or performance appraisal are seldom used, and it affects the effectiveness of supplier-related decisions. It is left with Uganda Christian University (UCU) the importance of procurement to effectiveness in operation, yet

lacks authentic and documented evidence regarding the assessment of supplier's performance in informing decision-making for the institution. Despite as much as policies are formulated directing the suppliers, there is uncertainty regarding structured performance measures on ongoing evaluations that utilize them for purposes of ongoing reviews (Mugambe, 2020). On most occasions, it is proved to be quite dominated by decision-making from prices and readiness availability.

#### 2.4. Risk and Opportunity Management and Procurement Decision Making processes.

Risk and opportunity management (ROM) is a key component of strategic procurement and logistics decision-making. Organizations worldwide have adopted formal risk management frameworks in an effort to minimize disruption, ensure compliance, and build resilience (Tummala & Schoenherr, 2011). Opportunity management, meanwhile, focuses on the detection of potential benefits, such as innovation and market development, originating from procurement activities (Ritchie & Brindley, 2007). Together, these processes enable organizations to make value-based, informed choices.

In developed economies, procurement decision-making is increasingly data-driven and supported by enterprise risk management systems. These systems allow organizations to assess supplier risks, geopolitical risks, financial exposure, and supply continuity (Harland, Brenchley, & Walker, 2003). Risk identification and mitigation are embedded in procurement policy, usually drawing on tools such as risk matrices, scenario planning, and early warning systems (Ho, Zheng, Yildiz, & Talluri, 2015).

Opportunity management is given equal attention. Strategic sourcing is being used by progressive firms to take advantage of opportunities in emerging markets, sustainable sourcing, and supplier innovation (Christopher & Peck, 2004). Decision-making in such settings is proactive, dynamic, and cross-functional team-driven. In developing countries, however, the application of ROM in making procurement decisions is less sophisticated. Organizations are far more focused on risk aversion than on pursuing opportunities (Gonzalez, 2015). Research among African settings reveals that risk management is reactive in nature and limited use of analytical tools, while there is significant dependence on intuition (Ambe & Badenhorst-Weiss, 2012). Procurement decisions are relatively short-term in nature, premised on day-to-day operating needs rather than strategic long-term planning.

In Uganda, public and private institutions still face challenges in managing procurement risks. Even though the Public Procurement and Disposal of Public Assets Authority (PPDA) provides guidelines on risk assessment, there is variability in implementation (PPDA, 2020). Institutions do not have the capacity to identify, evaluate, and mitigate risks effectively (Tumwesigye, 2021). Opportunity management is also barely integrated into procurement processes, resulting in missed opportunities for cost savings, innovation, or supplier development (Mugambe, 2020).

The same applies in Uganda's universities. Risk and opportunity factors are typically overlooked during procurement planning (Nabukeera, 2019). There are hardly any formal ROM policies in most universities, where decision-making is more inclined towards cost or availability. Little evidence exists on how risks are evaluated and controlled, and even less on how opportunities are evaluated.

In Uganda Christian University (UCU), procurement decisions are made with reference to financial constraints and prevailing organizational needs. Although there may be unofficial attitudes towards risks, systematic risk or opportunity analysis is seldom observed informing procurement decisions (Mugambe, 2020). Linear decision-making is prevalent with emphasis on cost, but minimal strategic vision or scenario planning.

## 2.5. Literature Gap

Despite more international attention on procurement best practices, little research has been conducted on how the practices are applied in Uganda's private universities, specifically at Uganda Christian University (UCU). First, while globally, structured and data-driven decision models are well researched, it is not clear how the models are applied at UCU or if they are in conformity with procurement best practices. Second, although risk and opportunity management (ROM) is essential to strategic procurement, there is limited research evidence showing how private universities in Uganda, like UCU, determine procurement-related risks and opportunities to consider in decision-making. Third, although supplier performance evaluation (SPE) is widely established as the foundation on which to make sound procurement decisions, there is limited evidence of how UCU evaluates suppliers' performance or integrates it in decision-making. Lastly, although supplier inclusion is currently a priority area in global procurement policy, there is little understanding of how UCU practices inclusive procurement or considers diversity in its supplier selection and decision-making procedures.

This study aims to fill these gaps by studying the decision-making procedures of UCU on four key factors: supplier inclusion, supplier performance evaluation, risk and opportunity management, and how each of them impacts procurement-related choices. By the use of document review, interviews, and questionnaires, the research will provide a better insight into what informs procurement decision-making at UCU, whether best practices are being applied, and how it can be better improved to respond to strategic and inclusive procurement principles.

## Chapter three

### Methodology

#### 3.0 Introduction

This chapter presents the research design, study population, sample size, sampling techniques, data collection methods, data collection instruments, validity and reliability, data collection procedures, data management and analysis.

#### 3.1 Research Design

This study used quantitative, predictive, cross-sectional survey design. Cross-sectional survey involves collection of data across large samples at a given point in time (Kesmodel, 2018; Kothari, 2009). Thus, the use of cross-sectional survey was purposed to obtain data from multiple sources at one point in time.

#### 3.2 Study Population

The target population for the study are all full-time staff in the departmental units in Uganda Christian University, Mukono at the departments such as Procurement, Facilities, and Accounts Administration respectively. Thus, the study targeted 58 full time staff as reflected in the table below.

Table 3.2: Full-time Staff in various Departments, Uganda Christian University, Mukono.

SN	Departments	No.	Total
1	Procurement department	10	10
2	Facilities department	5	5
3	Accounts department	24	24
4	Administration department	19	19
Total	Total	58	58

#### 3.1 Sample Size

The study selected up to 50 respondents based on Yamane (1967)'s formula of sample size determination:  $n = N \sqrt{1+(e)^2}$ . Where  $n =$  sample population,  $N =$  study population,  $1=$  as scientifically given and  $e =$  the margin of error. Therefore, taking Yamane (1967)'s formula, and

a confidence interval (CI) of 95%:

$$n = \frac{58}{1 + 58(0.05)^2}$$

$$= \frac{58}{1 + 58(0.0025)}$$

$\frac{58}{1.145} = 50$  respondents.

0.15

Table 3.3: Population Category and Sample Size

Population Category	Study Population (N)	Sample Size Determination	Sample Size(n)	Sampling Technique
Procurement	10	10/58*50	9	Purposive
Facilities	5	5/58*50	4	Purposive
Accounts	24	24/58*50	21	Simple Random
Administration	19	19/58*50	16	Simple Random
Total	50		50	

As table 3.3 indicates, a sample of 50 staff was considered out of a study population of 58, based on Yamane (1967)'s formula of sample size determination.

### 3.4 Sampling Techniques

This study used Purposive and simple random sampling techniques. The Procurement, Facilities, Accounts and Administration formed the strata into which the study population was divided. Samples were selected proportionately from the strata through simple random sampling to ensure equal proportionate representation. In using simple random sampling, the lottery approach was used where names in each category were written on tags and one picked at a time until the required number was obtained.

### 3.5 Data Collection Methods

The study used a questionnaire survey to collect data. Questionnaire survey is less expensive and enables collection of data from large, multiple sources at one point in time (Kothari, 2009), hence, justification for its use in this study.

### 3.6 Data Collection Instruments

The study used a closed-ended questionnaire divided into sections of background information, institutional factors, relational factors, output factors and framework factors. A five-point Likert scale was used to get quantifiable data from individual respondents on a scale of 5- Strongly Agree; 4- Agree; 3- Neutral; 2- Disagree; 1- Strongly Disagree.

### 3.7 Reliability

The study instrument was pretested for its reliability on a sample of 10 respondents from Procurement to examine individual questions as well as the whole questionnaire very carefully. Cronbach's alpha coefficient was computed to establish the reliability of the questionnaire using Statistical Package for Social Sciences (SPSS). Only items scoring above 0.50 (Peterson, 1994; Tavakol & Dennick, 2011) were considered as reflected in the table below.

Variable	Total No. of Item	Cronbach's alpha
Supplier inclusion and representation.	7	0.153
Performance of diverse suppliers.	7	0.439
Diverse supplier risk and opportunity assessment.	8	-0.184
Procurement Decision making processes.	5	0.127

Source: Primary data 2025

### 3.8 Data Collection Procedure

The researcher obtained an introductory letter (Appendix II) from the School of Business Faculty to go the field. Respondents were contacted through physical appointments while others through online tool that had been transformed into google sheet. Some respondents answered the tool immediately while others offered to contact the researcher to pick the filled questionnaire.

### 3.9 Data Management and Analysis

The data collected were prepared, processed and later analyzed. Data preparation involved sorting while data processing involved data coding and entry into the computer. Frequency tables were generated especially for the background variables. Data were then edited of some errors made

during coding and entry. The data were analyzed using descriptive and inferential analysis. Descriptive data analysis involved computing frequencies, percentages, and measures of central tendency. Strongly agree and agree were combined to indicate agree while strongly disagree and disagree were combined to indicate disagree. This involved computation of relative frequencies and descriptive statistics such as means and medians on the numerical variables. At this stage analyses were univariate; that is analyzing one variable at a time. Predictive data analysis using Simple Linear regression analysis (using ANOVA statistics of adjusted  $R^2$  values, beta, t values and significance values) was used to establish the determinants of success of Supplier Diversity in the departmental units in Uganda Christian University, Mukono to determine the magnitude of the influence of the independent variables on the dependent variable (Kothari, 2009).

### 3.9.1 Ethical Considerations

Participants were enlightened about the purpose and nature of the study, its benefits and alternatives, and respondents were given an opportunity to ask questions regarding the research process. Information provided by respondents was treated with utmost confidentiality. Sources consulted and quotations used were recognized and acknowledged throughout the work by proper citation.

## Chapter Four

### Data Presentation, Analysis and Interpretation

#### 4.0 Introduction

This chapter presents, analyses and interprets the study findings. It specifically presents the response rate, background of the respondents, description of variables and findings of the study objective by objective.

#### 4.1 Response Rate

A total of 50 questionnaires were issued and 50 were returned as shown in table 4.1 below.

Table 4.1: Response Rate

Category	Questionnaires issued	Questionnaires returned	Response rate (%)
Procurement	9	9	100
Facilities	4	4	100
Accounts	21	21	100
Administration	16	16	100
Overall response rate			100

Source: Primary data

Table 4.1 above shows an overall response rate of 100% which was high and suggesting that the survey results were representative. Fincham, (2008) contends that a response rate of 50% is representative enough and acceptable for a survey.

#### 4.2 Background of the Respondents

This section reflects the distribution of respondents by Gender, age, Years of experience, Level of Education and department of the respondent as shown in Table 4.2.

Table 4.2: Background Information on the Respondents

Item	Details	Frequency	Percentage (%)
Gender	Male	28	56.0
	Female	22	44.0
	Total	50	100.0
Age.	18-20	16	32.0
	21-25	6	12.0
	26-30	6	12.0
	31 and above.	22	44.0
	Total	50	100.0
Years of experience.	1-3	18	36.0
	4-5	19	38.0
	6 and above.	13	26.0
	Total.	50	100.0
Level of Education.	Certificate	0	0.0
	Diploma	2	4.0
	Degree	27	54.0
	Masters	14	28.0
	PHD	7	14.0
	Others, specify	0	0.0
	Total	50	100.0
Department.	Procurement.	10	20.0
	Facilities.	5	10.0
	Accounts.	20	40.0
	Administration.	15	30.0
	Total	50	100.0

Source: Primary Data 2025

According to Table 4.2, males contributed more to the sample with 56.0% of the respondents compared to the females who contributed 44.0% of the respondents. This suggests that majority of the staff within the various departments are male.

Table 4.2 also shows that the category of 31 and above years dominated the sample by contributing 44.0% of the respondents. This was followed by the category of 18-20 that contributed 32.0% of the respondents. This was further followed by the categories between 21-25 and 26-30 whose contribution to the study tied at 12.0% each. This suggests that majority of the staff within the departments of Uganda Christian University, Mukono were aged between 31 and above years.

According to Table 4.2, Years of Experience of 4-5 years dominated the sample by contributing 38.0% of the respondents. This was followed by the 1-3 years contributing 36.0%.

Followed by contributing 26.0%. This suggests that among the departments of Uganda Christian University, majority have a 4-5 year experience followed by the 1-3 year experience and lastly the 6 and above respondents.

#### 4.3 Description of the Dependent Variable: Procurement Decision Making Processes

The dependent variable, Procurement Decision Making Processes, was conceptualized as level of collaboration. It comprised 5 quantitative items. These were measured using a five-point Likert scale ranging from 1 – 5. Where (1) = strongly disagree, (2) = disagree, (3) = neutral (4) = agree and (5) = strongly agree as shown in Table 4.3.

Table 4.3: Statistics for Respondents’ Self-Rating on the procurement decision making processes

Procurement Decision making processes.	Agree F (%)		Disagree F (%)		Mean	SDV
	SA	A	DA	SDA		
1. Diverse supplier perspectives are considered in procurement decisions.	24 (48.0)	25 (50.0)	1 (2.0)	0 (0.0)	4.44	0.611
2. Decision-making involves cross-functional and diverse teams.	27 (54.0)	23 (46.0)	0 (0.0)	0 (0.0)	4.54	0.503
3. Supplier diversity considerations do not slow down procurement processes.	16 (32.0)	18 (36.0)	10 (20.0)	0 (0.0)	3.80	1.107
4. Inclusion of diverse suppliers improves the quality of procurement decisions.	15 (30.0)	27 (54.0)	1 (2.0)	0 (0.0)	4.12	0.718
5. Decisions made are well-informed and sustainable over the long term.	20 (40.0)	30 (60.0)	0 (0.0)	0 (0.0)	4.40	0.495

Source: Primary Data 2025

Table 4.3 reveals that, decision making involves cross functional and diverse teams (Mean = 4.54; STD = 0.503), and diverse supplier perspectives are considered in procurement decisions (Mean =

4.44; STD = 0.611). Table 4.3 also reveals that inclusion of diverse suppliers improves the quality of procurement decisions (Mean = 4.12; STD = 0.718), and that there are a number of decisions made are well informed and sustainable over the long term (Mean = 4.40; STD = 0.495). These emerged as the key indicators of the Procurement decision making process variable in UCU. These scored the highest means and relatively low standard deviation.

#### 4.4 Supplier Inclusion and Representation and Procurement decision making processes in Uganda Christian University.

The first objective of the study was to examine the role of supplier inclusion and representation in decision making processes in Uganda Christian University. Supplier inclusion and representation factors construct was measured using 7 items scored on a five-point Likert scale ranging from 5= Strongly Agreed, 4= Agree, 3= Neutral, 2= Disagree, 1= Strongly Disagree and the findings are presented in Table 4.4.

Table 4.4: Descriptive Results for Supplier inclusion and representation factors.

Supplier inclusion and representation.	Agree F (%)		Disagree F (%)		Mean	SDV
	SA	A	DA	SDA		
1. The organization considers diversity when selecting suppliers.	20 (40.0)	23 (46.0)	0 (0.0)	0 (0.0)	4.26	0.694
2. Supplier inclusion is a formal part of our procurement policy.	18 (36.0)	12 (24.0)	5 (10.0)	2 (4.0)	3.78	1.166
3. Small and minority-owned suppliers are given fair opportunities to participate in procurement processes.	18 (36.0)	22 (44.0)	1 (2.0)	0 (0.0)	4.14	0.783
4. Supplier inclusion helps improve transparency in decision-making.	12 (24.0)	22 (44.0)	1 (2.0)	3 (6.0)	3.78	1.036
5. Representation of different supplier groups influences procurement decisions.	14 (28.0)	19 (38.0)	6 (12.0)	4 (8.0)	3.66	1.239
6. Diverse suppliers are consulted during procurement planning stages.	8 (16.0)	10 (20.0)	13 (26.0)	10 (20.0)	2.86	1.385
7. The organization has set targets for including underrepresented suppliers.	10 (20.0)	11 (22.0)	11 (22.0)	4 (8.0)	3.24	1.238

Source: Primary Data 2025

Table 4.4 above reveals that the organization considers diversity when selecting suppliers (Mean = 4.26; STD = 0.694), and that there is a small and minority owned suppliers that are given fair opportunities to participate in procurement process (Mean = 4.14; STD = 0.783). Table 4.4 also reveals that supplier inclusion is a formal part of our procurement policy (Mean = 3.78; STD =

1.166), and that there is supplier inclusion that helps improve transparency in decision making (Mean = 3.78; STD = 1.036). These emerged as the key institutional factors determining procurement decision making processes in Uganda Christian University. These scored the highest means and relatively low standard deviation.

#### 4.4.1 Correlation Analysis between Supplier Inclusion and Representation and Procurement Decision Making Processes.

A Pearson’s correlation coefficient was utilized to assess the strength and direction of the relationship between supplier inclusion and representation and procurement decision making processes and the findings are presented in Table 4.4.2.

Table 4.4.2. Correlation analysis between supplier inclusion and representation and procurement decision making processes.

		DM _ Processes	SI _Representation
DM _Processes	Pearson correlation	1	.108
	Sig (2-tailed)		.456
	N	50	50
SI _Representation	Pearson Correlation	.108	1
	Sig (2-tailed)	.456	
	N	50	50

Correlation is significant at the 0.01 level (2-tailed).

The Pearson Correlation Coefficient being  $r = 0.108$ , shows a very weak positive correlation between Supplier Inclusion and Representation and Procurement decision making processes. Since the correlation values ranges from -1 to +1 and a value near 0 for example 0.108 means there’s almost no linear relationship. According to the Significance level (Sig 2(tailed)) = 0.456 and this value informs us if the correlation is statistically significant. Therefore since 0.456 is greater than 0.05, the relationship is not statistically significant meaning that the researcher cannot conclude that supplier inclusion and representation significantly influence procurement decision making processes at Uganda Christian University.

#### 4.5 Supplier Performance Evaluation and Procurement Decision making processes in Uganda Christian University.

The second objective of the study was to investigate how performance of diverse suppliers is evaluated and incorporated into the organization’s decision making processes. Performance evaluation was measured using 7 items scored on a five-point Likert scale ranging from 5= Strongly Agree, 4= Agree, 3= Neutral, 2= Disagree, 1= Strongly Disagree and the findings are presented in Table 4.5.1.

Table 4.5.1: Descriptive Results for Supplier performance evaluation.

Performance of diverse suppliers.	Agree F (%)		Disagree F (%)		Mean	SDV
	SA	A	DA	SDA		
1. The organization has clear criteria for evaluating the performance of diverse suppliers.	21 (42.0)	29 (58.0)	0 (0.0)	0 (0.0)	4.42	0.499
2. Past performance of diverse suppliers is considered in procurement decisions.	21 (42.0)	22 (44.0)	4 (8.0)	0 (0.0)	4.20	0.881
3. Quality of goods and services from diverse suppliers is regularly assessed.	20 (40.0)	23 (46.0)	2 (4.0)	0 (0.0)	4.22	0.790
4. The organization evaluates the financial stability of diverse suppliers.	19 (38.0)	25 (50.0)	0 (0.0)	0 (0.0)	4.26	0.664
5. Performance evaluation outcomes are transparently included in future procurement decisions.	20 (40.0)	25 (50.0)	0 (0.0)	0 (0.0)	4.30	0.647
6. The organization provides performance improvement feedback to diverse suppliers.	17 (34.0)	22 (44.0)	2 (4.0)	1 (2.0)	4.04	0.925
7. Feedback from end-users is used to assess diverse supplier performance.	18 (36.0)	27 (54.0)	1 (2.0)	1 (2.0)	4.20	0.808

Source: Primary Data 2025

Table 4.5.1 above reveals that the organization has clear criteria for evaluating the performance of diverse suppliers (Mean = 4.42; STD = 0.499), and the performance evaluation outcomes are transparently included in future procurement decisions (Mean = 4.30; STD = 0.647), as well as the organization evaluates the financial stability of diverse suppliers (Mean = 4.26; STD = 0.664). Table 4.6 further reveals that the quality of goods and services from diverse suppliers is regularly assessed (Mean = 4.22; STD = 0.790), and that past performance of diverse suppliers is considered in procurement decisions (Mean =

4.20; STD = 0.881), whereas feedback from end users is used to assess diverse supplier performance (Mean = 4.20; STD = 0.808. Since these scored the highest means and relatively low standard deviation, they emerged as the key supplier performance evaluation factors in the departments of Uganda Christian University.

#### 4.5.2 Correlation Analysis between Supplier Performance Evaluation and Procurement Decision Making Processes.

A Pearson’s correlation coefficient was utilized to assess the strength and direction of the relationship between supplier performance evaluation and procurement decision making processes and the findings are presented in Table 4.5.3.

Table 4.5.3. Correlation analysis between supplier performance evaluation and procurement decision making processes.

		DM _ Processes	SP _Evaluation
DM _Processes	Pearson correlation	1	.030
	Sig (2-tailed)		.835
	N	50	50
SP _Evaluation	Pearson Correlation	.030	1
	Sig (2-tailed)	.835	
	N	50	50

Correlation is significant at the 0.01 level (2-tailed).

The Pearson Correlation Coefficient being  $r = 0.030$ , shows a very weak positive correlation between Supplier Performance Evaluation and Procurement decision making processes. Since the correlation values ranges from -1 to +1 and a value near 0 for example 0.030 means there’s almost no linear relationship. According to the Significance level (Sig 2(tailed)) = 0.835 and this value informs us if the correlation is statistically significant. Therefore since 0.835 is greater than 0.05, the relationship is not statistically significant meaning that the researcher cannot conclude that supplier performance evaluation significantly influence procurement decision making processes at Uganda Christian University.

#### 4.6 Risk and Opportunity assessment and procurement decision making processes in Uganda Christian University.

The third objective of the study was to examine how risks and opportunities associated with diverse suppliers are assessed and managed within the decision making processes in Uganda Christian University. Risk and Opportunity management construct was measured using 8 items scored on a

five-point Likert scale ranging from 5= Strongly Agree, 4= Agree, 3= Neutral, 2= Disagree, 1= Strongly Disagree and the findings are presented in Table 4.6

Table 4.6: Descriptive Results for Risk and Opportunity Assessment.

Diverse supplier risk and opportunity assessment.	Agree F (%)		Disagree F (%)		Mean	SDV
	SA	A	DA	SDA		
1. The organization assesses risks associated with engaging diverse suppliers.	20 (40.0)	24 (48.0)	2 (4.0)	1 (2.0)	4.20	0.881
2. Risk assessments are conducted before awarding contracts to diverse suppliers.	19 (38.0)	18 (36.0)	4 (8.0)	3 (6.0)	3.92	1.175
3. The organization has a formal framework for managing supplier-related risks.	17 (34.0)	28 (56.0)	3 (6.0)	1 (2.0)	4.14	0.881
4. Opportunities for innovation from diverse suppliers are actively considered.	16 (32.0)	29 (58.0)	1 (2.0)	0 (0.0)	4.20	0.670
5. Procurement decisions include an evaluation of both risks and benefits of supplier diversity.	21 (42.9)	23 (46.9)	0 (0.0)	0 (0.0)	4.33	0.658
6. Risk and opportunity assessments directly influence supplier selection decisions.	20 (40.0)	28 (56.0)	0 (0.0)	0 (0.0)	4.36	0.563
7. Risk mitigation strategies are applied specifically to high-risk diverse suppliers.	15 (30.0)	25 (50.0)	7 (14.0)	0 (0.0)	3.96	0.968
8. The organization provides capacity-building support to reduce risks linked to new diverse suppliers.	12 (24.0)	26 (52.0)	4 (8.0)	0 (0.0)	3.92	0.853

Source: Primary Data 2025

Table 4.6 above shows that researchers ensure that; the risk and opportunity assessments directly influence supplier decisions (Mean = 4.36; STD = 0.563), the procurement decisions include an evaluation of both risks and benefits of supplier diversity (Mean = 4.33; SDV = 0.658), and that the organization assesses risks associated with engaging diverse suppliers (Mean = 4.20; STD = 0.881). and also that the opportunities for innovation from diverse suppliers are actively considered (Mean = 4.20; STD = 0.670). Finally, that the organization has formal framework for managing supplier related risks. (Mean = 4.14; STD = 0.881. Since these score the highest means and relatively low standard deviation, they emerged as the key risk and opportunity assessments determining the Procurement and decision making processes in Uganda Christian University.

#### 4.6.1 Correlation Analysis between Risk and Opportunity Management and Procurement Decision Making Processes.

A Pearson’s correlation coefficient was utilized to assess the strength and direction of the relationship between risk and opportunity assessment and procurement decision making processes and the findings are presented in Table 4.6.1.

Table 4.6.1. Correlation analysis between risk and opportunity management and procurement decision making processes

	DM _Processes	RO _Assessment
DM _Processes	Pearson correlation	1
	Sig (2-tailed)	.188
	N	49
RO _Assessment	Pearson Correlation	.191
	Sig (2-tailed)	.188
	N	49

Correlation is significant at the 0.01 level (2-tailed).

The Pearson Correlation Coefficient being  $r = 0.191$ , shows a very weak positive correlation between Risk and opportunity assessment and Procurement decision making processes. Since the correlation values ranges from -1 to +1 and a value near 0 for example 0.191 means there’s almost no linear relationship. According to the Significance level (Sig 2(tailed)) = 0.188 and this value informs us if the correlation is statistically significant. Therefore since 0.188 is greater than 0.05, the relationship is not statistically significant meaning that the researcher cannot conclude that risk and opportunity significantly influence procurement decision making processes at Uganda Christian University.

#### 4.7 Linear Regression Results and Hypotheses Testing

Multiple regression analysis was carried out to establish the overall causal effect of Supplier Inclusion and representation, Supplier performance Evaluation and Risk and Opportunity Management on Procurement Decision Making Processes in the University using adjusted  $R^2$  Model formula. The linear regression analysis was conducted to establish which among the dimensions of the independent variable was the most significant in determining the compilation on Procurement Decision Making Processes in various departments in Uganda Christian University, Mukono. The linear regression results were also used to make a decision on the study hypotheses and are presented in Table 4.7.1.

Table 4.7.1: Linear Regression Analysis Results.

Model Summary						
Model		R	R Square	Adjusted R Square	Std. Error of the Estimate	
1		.207 <sup>a</sup>	.043	-.021	.3460	
ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig
1	Regression	.242	3	.081	.674	<.572b
	Residual	5.389	45	.120		
	Total	5.631	48			
Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig
		B	Std. Error	Beta		
1	(Constant)	3.264	.861		3.790	<.001
	SI_Representation	.059	.114	.078	.517	.607
	SP_Evaluation	-.037	.143	-.040	-.261	.795
	RO Assessment	.229	.190	.186	1.206	.234
<p>a. Dependent Variable. Procurement Decision making processes.</p> <p>b. Predictors: (Constant) SI_Representation, SP_Evaluation, RO_Management.</p>						

$P \leq 0.05$

Source: Primary data

Table 4.7.1 shows a coefficient of determination (R-square) of 0.043 at a significance level of 0.572 suggesting that Procurement Decision Making Processes was 43% at a standardized error of estimate of 0.3460. The correlation coefficient (R= 0.207 or 21%) indicated the strength of the association between Supplier Inclusion and Representation, Supplier Performance Evaluation and Risk and Opportunity Assessment taking into considerations all interactions among the study variables. The adjusted  $R^2$  of -0.021 or -21% was the variance in the making of procurement decisions explained by Supplier Inclusion and Representation, Supplier Performance Evaluation and Risk and Opportunity Assessment putting into consideration all the variables and the sample size of the study. The remaining variance of 79% is explained by other factors other than Supplier Inclusion and Representation, Supplier Performance Evaluation and Risk and Opportunity Assessment.

Table 4.7.1 also presents the analysis of variance (ANOVA). The findings reveal that on average, the mean score on the procurement decision making processes tended to differ significantly. With the computed F-statistic (F=0.674) large enough as its accompanying P-value

though all the variables are in-significant since the values are higher than the P-value. The findings reveal that the constant variables largely retard Procurement decision making processes in Uganda Christian University.

#### 4.8 Testing of hypotheses

The first study hypothesis was “Supplier Inclusion and Representation and Procurement Decision Making Processes” According to Table 4.7.1, Supplier Inclusion and Representation yielded a  $\beta$  value of 0.078, t value of 0.517 with a significance of 0.607 suggesting that Supplier Inclusion and Representation were insignificant in determining Procurement Decision Making Processes. The study does not uphold the hypothesis that Supplier Inclusion and representation significantly determines the Procurement Decision making processes in Uganda Christian University.

The second study hypothesis was “Supplier Performance Evaluation and Procurement decision making processes. According to Table 4.7.1, Supplier Performance Evaluation yielded a  $\beta$  value of -0.040 and t value of -0.261 with a significance of  $p = 0.795$  suggesting that supplier performance evaluation are in-significant in determining Procurement decision making processes. The study therefore does not uphold the hypothesis that Supplier performance evaluation assessments significantly determine the procurement decision making processes in Uganda Christian University.

The third study hypothesis was “Risk and Opportunity Assessment determines Procurement decision making processes” According to table 4.7.1, Risk and Opportunity Assessments yielded a  $\beta$  value of 0.186 and t value of 1.206 with a significance of  $p = 0.234$  suggesting that Risk and opportunity assessments were insignificant in determining Procurement decision making processes. The study therefore fails to uphold the hypothesis that Risk and opportunity assessments significantly determine the Procurement Decision making processes.

## Chapter Five

### Discussion, Conclusion and Recommendations

#### 5.0 Introduction

This chapter presents the discussion of findings, conclusions and recommendations.

#### 5.1 Discussions

#### 5.2 Supplier Inclusion and Representation and Procurement Decision Making Processes.

The first hypothesis of the study was: “supplier inclusion and representation and procurement decision making processes”. Study findings revealed that although supplier inclusion is recognized as an essential for equitable and strategic procurement, it helps in making procurement decisions in an organization. Although the analysis yielded a positive outcome, it was however statistically insignificant. This finding corroborates earlier studies that found that there is inconsistency due to institutional resistance and capacity limitations (Weiss, 2012) and similar challenges by Gonzalez (2015) found that decision making processes in procurement often favor established suppliers, limiting the participation for marginalized businesses. On the other hand, the finding contradicts earlier studies (like (PPDA, 2020)) that found supplier inclusion and representation favorable in making procurement decisions. In general, they found the quality and the utility of a collaboration to be strongly dependent on the compliance and inclusivity of suppliers into their frameworks in the organization.

However, Uganda Christian University, Mukono’s internal positioning to evidently incorporate diversity metrics or inclusive evaluation frameworks by scholars including (Mugambe, 2020). Mugambe, J found out that procurement decision making processes do not explicitly incorporate diversity metrics or inclusive evaluation frameworks. Such scenario points to gaps in the supplier inclusion and representation that may negatively affect the procurement decision making processes in the university.

### 5.3 Supplier Performance Evaluation and Procurement Decision making

The second hypothesis of the study was: “supplier performance evaluation affects and determines the procurement decision making processes in Uganda Christian University.” Study findings reveal that better supplier performance evaluations lead to higher chances of making procurement decisions. This finding supports the discoveries of several studies (for example, Krause, Handfield, & Scannell, 1998, Monczka, Handfield, Giunipero, & Patterson, 2015, Ambe & Badenhorst-Weiss, 2012, Nabukeera, 2019 and other several studies.)

Monczka, Handfield, Giunipero, & Patterson, 2015 observed that supplier performance evaluation helps organizations maintain competitive advantage by aligning supplier capabilities with strategic objectives. However other findings have prior establishments by earlier scholars (e.g., Ambe & Badenhorst-Weiss, 2012, Gonzalez, 2015) who established that the performance evaluation is often informal and inconsistent and that lack of training, poor record keeping and limited technological infrastructure hinder effective decision making. Therefore, this calls for carefully thought-out strategies to ensure that supplier performance evaluation does not hinder the procurement decision making processes.

### 5.4 Risk and Opportunity Management and Procurement Decision Making Processes.

The third hypothesis of the study stated that: “risk and opportunity management and procurement decision making processes in Uganda Christian University.” Study findings reveal that better risk and opportunity assessment leads to higher and effective procurement decision making processes although at an insignificant level. This finding is in conformity with earlier body of knowledge (Tummala & Schoenherr, 2011, Ritchie & Brindley, 2007, Harland, Brenchley, & Walker, 2003, Ho, Zheng, Yildiz, & Talluri, 2015) who contend that although this risk and opportunity management may involve an entire procedure, it will help in ensuring the organization is well informed and value- driven decisions are made since there are stationed risk management systems that help assess supplier risks, financial exposure, geopolitical risks and supply continuity. On the contrary, this finding contradicts earlier studies (e.g., Gonzalez, 2015, Ambe & Badenhorst-Weiss, 2012 ) who believed that many organizations focus more on

avoiding risks than exploring opportunities and reveals that risk management is often reactive with limited use of analytical tools and a reliance on intuition. Additionally that procurement decisions are frequently short term driven by immediate operational needs rather than long term strategic thinking hence hindering the making of the procurement decisions.

## 5.5 Conclusion

Based on the study findings, the following conclusions are drawn:

Supplier Inclusion and representation is not very important determinants for procurement decision making processes. Although there is little known on how the university has managed to perceive, prioritize or implement inclusive procurement in their internal processes. Hence, the need for recognizing that supplier inclusion and representation is essential for equitable and strategic procurement in the university or any regardless.

Supplier Performance Evaluation is very important for determining procurement decision making processes in Uganda Christian University. Thus, strengthening and applying the required tools, criteria, and processes used, it will be easier to assess and evaluate supplier performance and guide procurement decisions.

Risk and Opportunity Management positively determine the procurement decision making processes, although statistically insignificant. That is, effective knowledge and /or technology transfer is more likely to be regarded a determinant of making procurement decision processes in the university, though not to a significant level. Thus, there is need for research on the practices that are implemented in various universities and can help provide substantial and empirical evidence on how risks and opportunities are managed.

## 5.6 Recommendations for Policy and Practices

In this section, recommendations are given according to the respective conclusions on what to do in the quest to enhance Procurement Decision Making Processes in Uganda Christian University, Mukono.

The University management should streamline and strategically position itself internally to allow and integrate supplier diversity policy that promotes inclusion of various suppliers. This policy will serve as a foundation for inclusive procurement practices in the university.

The University should engage in strategic partnerships with diverse supplier networks so as to collaborate with local business associations and diversity advocacy organizations to identify

potential suppliers and promote inclusive sourcing strategies.

There is need for the University to examine the risk factors associated with engaging diverse suppliers in the procurement process. This will provide all the risks like financial, operational, reputational that may arise and how they influence the procurement decisions. Therefore providing solutions to these risks in case they are to happen after the decision has been made.

The University should assess the impact of supplier performance evaluation criteria on procurement efficiency. This will examine how university defines and applies performance measures such as delivery time, quality consistence, cost effectiveness and innovation in decision making.

### 5.7 Recommendations for Further Research

This study was carried out among departments in Uganda Christian University such as Procurement, Facilities, Accounts, and Administration. Hence, the study could be replicated using other departments in the university and students if possible. Since the results of this study relate only to the decision making processes in UCU, another interesting future research idea would be to undertake a comparative study on a bigger sample of all the various Uganda Christian University branches around Uganda and other universities as well. The study could even be replicated in other universities, both public and private, other than Uganda Christian University.

## REFERENCES.

- Ambe, I. M., & Badenhorst-Weiss, J. A. (2012). Procurement challenges in the South African public sector. *Journal of Transport and Supply Chain Management*, 6(1), 242–261. <https://doi.org/10.4102/jtscm.v6i1.63>.
- Carroll, A. B., & Shabana, K. M. (2010). The business case for corporate social responsibility: A review of concepts, research, and practice. *International Journal of Management Reviews*, 12(1), 85-105. <https://doi.org/10.1111/j.1468-2370.2009.00275.x> ,
- Carter, J. R., Kaufman, M. E., & Puffer, S. M. (2003). *Supplier diversity in procurement: A framework for research*. *Journal of Business Ethics*, 43(1), 1-18. Cox, T. H., & Blake, S. (1991). *Managing cultural diversity: Implications for organizational competitiveness*.
- Cousins, P. D., Lawson, B., Petersen, K. J., & Handfield, R. B. (2011). Breakthrough sourcing performance: Driving value through supplier relationships. *California Management Review*, 53(2), 74–89.
- Evaluation of procurement decision-making processes in Uganda’s private sector. *Uganda Management Review*, 4(2), 55–70. Public Procurement and Disposal of Public Assets Authority (PPDA). (2020). Annual performance report. Kampala, Uganda.
- Gonzalez, R. (2015). Institutional challenges in procurement decision-making in East Africa. *African Journal of Procurement & Logistics*, 7(2), 55–69. Krajewski, L. J., Ritzman, L. P., & Malhotra, M. K. (2013).
- Ibrahim, M. A., & Melaku, H. (2021). CSR and supplier diversity in Africa: A review of trends and challenges. *African Journal of Business and Management Studies*, 12(3), 134-146. <https://doi.org/10.5897/AJBMS2021.0381>.
- Institutional inertia and procurement in Uganda’s higher education institutions. *Journal of Higher Education Policy*, 36(1), 87-101. <https://doi.org/10.1108/JHEP-06-2019-0054>.
- Jones, D., Rizzi, M., & van der Meer, A. (2019). Enhancing supplier diversity through CSR: A comparative study of global practices. *Journal of Supply Chain Management*, 55(2), 44-59. <https://doi.org/10.1111/jscm.12190>.
- Kaggwa, J., & Ssewanyana, A. (2022). Examining supplier diversity initiatives in Uganda’s manufacturing sector. *Ugandan Journal of Business Studies*, 34(1), 67-81. <https://doi.org/10.1016/ubus.2022.0034>.

- Kasozi, G. (2021). CSR practices in higher education: A case study of universities in Uganda. *International Journal of Educational Development*, 79, 102267. <https://doi.org/10.1016/j.ijedudev.2021.102267>.
- Kosozi, M. (2021). Procurement practices in Uganda's universities: A case study of Uganda Christian University. *Ugandan Journal of Higher Education*, 10(2), 45-59. <https://doi.org/10.1016/ujhe.2021.0045>.
- Locke, R. M., & Singh, R. (2021). Corporate social responsibility and supplier diversity: The global challenge of balancing efficiency and equity. *Business Ethics Quarterly*, 31(3), 452-478. <https://doi.org/10.1017/beq.2020.27>.
- Makubuya, B., & Ssemwogerere, J. (2020). Enhancing procurement practices through supplier diversity in Uganda: Challenges and opportunities. *Uganda Business Journal*, 9(4), 54-70. <https://doi.org/10.1016/ubus.2020.0045>.
- Mogale, T. (2018). Broad-Based Black Economic Empowerment and supplier diversity in South Africa: A case study. *Journal of African Business*, 19(2), 227-242. <https://doi.org/10.1080/15228916.2018.1424356>
- Mugambe, J. (2020). An assessment of inclusive procurement practices in Ugandan Private universities . *Makerere Business Journal*, 115-132.
- National Planning Authority. (2021). *National Development Plan III: Towards Inclusive Growth*. National Planning Authority. Nakayiza, P., Kasule, P., & Kasirye, M. (2020).
- Operations management: Processes and supply chains (10th ed.). Pearson. Monczka, R. M., Handfield, R. B., Giunipero, L. C., & Patterson, J. L. (2015).
- Ogunyemi, O. (2020). Challenges in implementing supplier diversity in African SMEs. *African Journal of Procurement and Supply Management*, 12(1), 110-123. <https://doi.org/10.1016/ajpsm.2020.01.008>.
- PPDA. (2020). Kampala: Public Procurement and Disposal of Public Assets Authority.
- Purchasing and supply chain management (6th ed.). Cengage Learning. Mugambe, J. (2020). Procurement practices and decision-making in Uganda's private universities. *Makerere Business Journal*, 5(2), 110–125. Nabukeera, M. (2019).
- The Executive, 5(3), 45-56. Linton, J. D., Klassen, R. D., & Jayaraman, V. (2007). *Sustainable supply chains: An introduction*. *Journal of Operations Management*, 25(6), 1071-1078.

The Executive, 5(3), 45-56. Linton, J. D., Klassen, R. D., & Jayaraman, V. (2007). *Sustainable supply chains: An introduction*. Journal of Operations Management, 25(6), 1071-1078.

Trent, R. J., & Monczka, R. M. (2003). Understanding integrated global sourcing. International Journal of Physical Distribution & Logistics Management, 33(7), 607–629.

Tumwesigye, C. (2021). Procurement performance and decision-making in Uganda. Uganda Public Policy Journal, 8(1), 22–36. Zsidisin, G. A., & Ellram, L. M. (2003). An agency theory investigation of supply risk management. Journal of Supply Chain Management, 39(3), 15–27.

Weiss, A. &. (2012).

## APPENDICES

### APPENDIX 1: QUESTIONNAIRE

**Dear respondent,**

I am **Ayebare Daisy**, Registration Number M22B12/039 a student of Uganda Christian University Pursuing a Degree in Bachelor of Procurement and Logistics Management. I am currently conducting a study entitled “Supplier Diversity and Procurement Decision Making Processes.” The study is purely for educational purposes and the information disclosed will be treated with utmost confidentiality. I therefore humbly ask you to spare some time and answer the following questions. Thank you for your time and cooperation.

#### **Instructions**

1. Your name is not necessary
2. Tick the right or most appropriate answer below.

#### **Section A: GENERAL INFORMATION**

##### 1. Gender

Male	
Female	

##### 2. Age

18-20 years	
21-25 years	
26-30 ears	
31 and above	

3. Years of experience

1-3	
4-5	
6 and above	

4. Level of education

Certificate	
Diploma	
Degree	
Masters	
Phd	
Others, specify.	

5. Department.

Procurement	
Facilities	
Accounts	
Administration.	

**SECTION B:** Procurement Decision Making Processes.. A case study of Uganda Christian University, Mukono.

On the scale of 1-5, tick the appropriate box on how you strongly agree or disagree with the statements given.

Scale	1	2	3	4	5			
	Strongly disagree	disagree	Neutral/ unsure	Agree	Strongly agree			
	Statement			1	2	3	4	5
5.	Diverse supplier perspectives are considered in procurement decisions.							

6	Decision making involves cross functional and diverse teams.					
7.	Supplier diversity considerations do not slow down procurement processes.					
8.	Inclusion of diverse suppliers improves the quality of procurement decisions.					
9.	Decisions made a well informed and sustainable over the long term.					

**SECTION C: Supplier Inclusion and Representation and Procurement decision making processes. A case study of Uganda Christian University, Mukono.**

On the scale of 1-5, tick the appropriate box on how you strongly agree or disagree with the statements given.

Scale	1	2	3	4	5
	Strongly disagree	disagree	Neutral/ unsure	Agree	Strongly agree

10	The organization considers diversity when selecting suppliers.					
11	Supplier inclusion is a formal part of our procurement policy.					
12	Small and minority owned suppliers are given fair opportunities to participate in procurement processes..					
13	Supplier inclusion helps improve transparency in decision making.					
14	Representation of different supplier groups influences procurement decisions.					
15	Diverse suppliers are consulted during procurement planning stages.					

16	The organization has set targets for including underrepresented suppliers.					
----	--	--	--	--	--	--

**SECTION D:** The evaluation of diverse supplier performance and its role in decision making processes of the study context, Uganda Christian University.

On the scale of 1-5, tick the appropriate box on how you strongly agree or disagree with the statements given.

Scale	1	2	3	4	5
	Strongly disagree	disagree	Neutral/ unsure	Agree	Strongly agree

	Statement	1	2	3	4	5
17	The organization has clear criteria for evaluating the performance of diverse suppliers.					
18	Past performance of diverse suppliers is considered in procurement decisions.					
19	Quality of goods and services from diverse suppliers is regularly assessed.					
20.	The organization evaluates the financial stability of diverse suppliers.					
21	Performance evaluation outcomes are transparently included in future procurement decisions.					
22	The organization provides performance improvement feedback to diverse suppliers.					
23	Feedback from end-users is used to assess diverse supplier performance.					

**SECTION E: Risk and Opportunity Management for diverse suppliers in Procurement, a case study of Uganda Christian University, Mukono.**

On the scale of 1-5, tick the appropriate box on how you strongly agree or disagree with the statements given.

Scale	1	2	3	4	5
	Strongly disagree	disagree	Neutral/ unsure	Agree	Strongly agree

24	The organization assesses risks associated with engaging diverse suppliers.					
25	Risk assessments are conducted before awarding contracts to diverse suppliers.					
26	The organization has a formal framework for managing supplier-related risks.					
27	Opportunities for innovation from diverse suppliers are actively considered.					
28	Procurement decisions include an evaluation of both risks and benefits of supplier diversity.					
29	Risk and opportunity assessments directly influence supplier selection decisions.					
30	Risk mitigation strategies are applied specifically to high-risk diverse suppliers.					
31	The organization provides capacity-building support to reduce risks linked to new diverse suppliers.					

## APPENDIX II: DATA COLLECTION LETTER.

 **UGANDA CHRISTIAN UNIVERSITY**  
A Centre of Excellence in the Heart of Africa

Uganda Christian University  
P.o.Box 4, Kampala  
Main Campus Mukono

06/May /2025

The Senior Procurement Manager

Dear Sir/Madam

**RE: Introduction of Ms. AYEBARE DAISY, M22B12/039 for Data Collection Permission**

I am writing to introduce Ms Ayebare Daisy, a Bachelor of Procurement and Logistics Management student at Uganda Christian University. Ms. Ayebare is currently in the advanced stage of her academic journey and is conducting a dissertation on "Supplier Diversity and Procurement Decision Making."

I assure you that Ms. Ayebare will adhere to all ethical guidelines and treat any data collected with the utmost confidentiality. She is a responsible student dedicated to conducting a thorough and rigorous study.

We kindly request your support in granting Ms. Ayebare access to relevant data and personnel within the procurement department and as well as any personnel with objective knowledge regarding his topic. Your valuable insights will significantly contribute to the success and quality of her research.

Thank you for considering her request. Should you require any additional information, please do not hesitate to contact me on the address provided here below.

Sincerely,  
  
.....  
Mukisa Simon Peter  
Lecturer and undergraduate  
Research coordinator UCU School of Business  
Email [smukisa@ucu.ac.ug](mailto:smukisa@ucu.ac.ug) Mob. 0752938600



A Centre of Excellence in the Heart of Africa

P.O. Box 4, Mukono, Uganda (East Africa), Plot 67-173, Bishop Tucker Road, Mukono Hill, Tel: +256 (0) 31 235 0800, [www.ucu.ac.ug](http://www.ucu.ac.ug)  
Ugandachristianuniversity @UCUniversity, Founded by the Pronvice of Church of Uganda, Chartered by the Government of Uganda.