

**IMPLEMENTATION OF PUBLIC PROCUREMENT POLICY AND ITS
INFLUENCE ON INSTITUTIONAL EFFECTIVENESS IN PUBLIC
SECONDARY SCHOOLS IN NYANZA REGION**

BY

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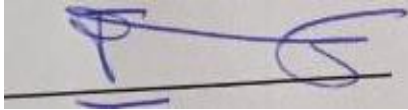
**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
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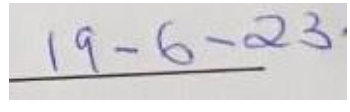
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DEDICATION

This thesis is dedicated to my wife late Doris Moraa Tom for understanding and standing with me throughout this project. To my children: Cynthia, Kelvin, Brian and Junior Tom for encouragement and patience during my studies.

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I wish to give glory and honor to the Almighty God for enabling me conclude this research. His provision of wisdom, source of life and strength is comparable to none. I wish to thank Moi University for the opportunity to pursue my studies and conclude to fruition. I wish to recognize the tireless effort of my supervisors Prof. Zachariah Kosgey and Dr. Joesph Lelan. Thank you for the effort, input, guidance, and patience from the beginning to the end. Appreciation also goes to the lecturers; Dr. Wambua, Prof. Ongeti, Dr. Kanyiri, Prof. Chumba and others in the Department for their support in one way or another. Appreciation also goes to my fellow classmates; Mr Kenei, Dr. Barness Koris and Mr. Wamutoro for sharing and assisting one another during research and assignments and the secretary at the department Lydia who was constantly welcoming and supportive. Words may not express my sincerity of heart but to you all I say thank you.

ABSTRACT

Public secondary schools head-teachers and deputy head-teachers in Nyanza Region have either been sacked, demoted, interdicted or redeployed. Close scrutiny of the reasons for doing this narrows down to procurement related issues. The knowledge level of principals, deputy principals, teachers and non-teaching staff in public schools on procurement policy is low. There is also policy dilemma on procurement policy among public schools in Nyanza region. Procurement logistics is not done as per the required standards because there are procurement challenges faced by the schools. The purpose of this study is to determine implementation of public procurement policy and its influence on institutional effectiveness in public secondary schools in Nyanza Region. The objectives of the study included: to evaluate the influence of knowledge and skills of procurement committee on institutional effectiveness, to analyze the influence of compliance dynamics in the implementation of procurement policy on institutional effectiveness, to determine influence of decisions in the implementation of procurement policy on institutional effectiveness and to examine the influence of ethics in implementation of procurement policy on institutional effectiveness in public secondary schools. The study was anchored on the institutional theory. The study adopted the concurrent mixed methods design where both quantitative and qualitative approaches were used during the various stages of research. Unit of analysis were the principals, procurement committee, teachers and students who were selected through stratified, proportionate, simple random and purposive sampling techniques. The study used purposive sampling method to select sample of the principals, stratified sampling method used to select schools from various categories such as national schools, extra-county schools, county schools and sub-county. Simple random sampling design was used to sample procurement committee members. Collecting of data was done through the use of interviews and questionnaires. The study used structured questionnaire for principals, procurement committee and teachers. The interview guide was used for the chair procurement committee and students. Analysis was done using quantitative and qualitative techniques. Data was analyzed quantitatively using descriptive statistics that entailed frequencies, percentages and means. Inferential statistics entailed multiple regression and correlation analyses that were conducted to measure the association between dependent and independent variables which were knowledge and skills, compliance dynamics, implementation of procurement decisions by procurement committee, and procurement ethics (independent variables) and effectiveness of public secondary schools in Nyanza Region (dependent variable). Qualitative data was analyzed using content analysis procedures and then presented thematically according to the research objectives. The study concluded that; knowledge and skills of procurement committee members in procurement policy has a significant bearing on school effectiveness in public secondary schools and stringent adhering to procurement morals could significantly boost procuring committee performance in public secondary schools. The research recommends that there is need for stiffer punishments to be enacted for violation of codes or procurement morals. There is also need for enhanced inspection of all procuring actions to make sure there is compliance with the moral codes. Detailed selection of all suppliers looking for prequalification and those looking for tenders need to be done to reduce incidences of conflict of interest.

TABLE OF CONTENTS

DECLARATION	II
DEDICATION	III
ACKNOWLEDGEMENT	IV
ABSTRACT.....	V
TABLE OF CONTENTS	VI
LIST TABLES	X
LIST OF FIGURES.....	XII
LIST OF ABBREVIATIONS AND ACRONYMS.....	XIII
CHAPTER ONE	1
INTRODUCTION TO THE STUDY.....	1
1.0 OVERVIEW	1
1.1 BACKGROUND OF THE STUDY	1
1.2 STATEMENT OF THE PROBLEM	5
1.3 PURPOSE OF THE STUDY.....	7
1.4 OBJECTIVES OF THE STUDY	7
1.5 RESEARCH QUESTIONS	7
1.6 RESEARCH HYPOTHESIS.....	8
1.7 JUSTIFICATION OF THE STUDY.....	8
1.8 SIGNIFICANCE OF THE STUDY	9
1.9 SCOPE OF THE STUDY.....	10
1.10 LIMITATIONS OF THE STUDY	11
1.11 ASSUMPTIONS OF THE STUDY	11
1.12 THEORETICAL FRAMEWORK	12
1.12 CONCEPTUAL FRAMEWORK	13
1.13 OPERATIONAL DEFINITION OF TERMS.....	16
CHAPTER TWO	18
LITERATURE REVIEW	18
2.1 OVERVIEW	18

2.2 CONCEPT OF PROCUREMENT POLICY	18
2.3 PROCUREMENT IN PUBLIC SECONDARY SCHOOLS.....	25
2.4 CONCEPT OF SCHOOL EFFECTIVENESS	30
2.5.1 EXTENT OF KNOWLEDGE AND SKILLS ON INSTITUTIONAL EFFECTIVENESS	32
2.5.2 EXTENT OF COMPLIANCE DYNAMIC GOVERNMENT REGULATIONS AND INSTITUTIONAL EFFECTIVENESS	41
2.5.3 IMPLEMENTATION OF PROCUREMENT COMMITTEE DECISIONS AND INSTITUTIONAL EFFECTIVENESS	64
2.5.4 PROCUREMENT ETHICS AND INSTITUTIONAL EFFECTIVENESS.....	67
2.6 CRITIQUES OF EXISTING LITERATURE RELEVANT TO THE STUDY	79
CHAPTER THREE.....	81
RESEARCH DESIGN AND METHODOLOGY	81
3.1 OVERVIEW	81
3.2 STUDY AREA	81
3.3 RESEARCH PHILOSOPHY	81
3.4 RESEARCH DESIGN	83
3.5 TARGET POPULATION	86
3.6 SAMPLE PROCEDURE AND SAMPLE SIZE	88
3.7 DATA COLLECTION INSTRUMENTS.....	91
3.8 VALIDITY AND RELIABILITY OF THE RESEARCH INSTRUMENTS	94
3.9 DATA COLLECTION PROCEDURES	100
3.10 DATA ANALYSIS	100
3.11 ASSUMPTIONS OF MULTIPLE REGRESSION MODEL	103
3.12 ETHICAL CONSIDERATIONS.....	105
3.13 SUMMARY TABLE ON DATA ANALYSIS.....	106
CHAPTER FOUR	107
DATA ANALYSIS, PRESENTATION AND INTERPRETATION	107
4.1 INTRODUCTION	107
4.1.1 RETURN RATE.....	108
4.3 KNOWLEDGE AND SKILLS OF PROCUREMENT COMMITTEE ON INSTITUTIONAL EFFECTIVENESS	111

4.3.1 RESPONSE ON TRAINING ON PROCUREMENT POLICY FOR PROCUREMENT COMMITTEE MEMBERS.....	111
4.4.2 FREQUENCY OF TRAINING.....	116
4.3.3 HIGHEST ACADEMIC QUALIFICATION OF PROCUREMENT COMMITTEE MEMBERS	116
4.3.4 HIGHEST LEVEL IN TERMS TRAINING PROCUREMENT POLICY AND PROCESS.....	117
4.3.5 INFLUENCE OF KNOWLEDGE AND SKILLS ON SCHOOL EFFECTIVENESS.....	125
4.3.7 UNIVARIATE REGRESSION ANALYSIS	127
4.3.8 REGRESSION ANALYSIS FOR KNOWLEDGE AND SKILLS	127
4.4 COMPLIANCE DYNAMICS AND INSTITUTIONAL EFFECTIVENESS.....	131
4.4.1 PROCUREMENT METHODS.....	131
4.5 IMPLEMENTATION OF PROCUREMENT COMMITTEE DECISIONS	140
4.5.1 RESPONDENTS' AGREEMENT ON EFFECT OF IMPLEMENTATION OF DECISION IN THE PROCUREMENT POLICY ON SCHOOL EFFECTIVENESS	142
4.6 PROCUREMENT ETHICS IN IMPLEMENTATION OF PROCUREMENT POLICY	145
4.6.1 FREQUENCY OF COMPLIANCE TO ETHICAL PRACTICES IN PROCUREMENT	145
4.6.2 TRANSPARENCY.....	147
4.6.3 INFLUENCE OF PROCUREMENT ETHICS IN IMPLEMENTATION OF PROCUREMENT POLICY ON INSTITUTIONAL EFFECTIVENESS	160
CHAPTER FIVE	163
SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	163
5.1 INTRODUCTION	163
5.2 SUMMARY OF MAJOR FINDINGS.....	163
5.3 CONCLUSIONS.....	171
5.4 RECOMMENDATIONS.....	171
5.5 SUGGESTION FOR FURTHER STUDY	174
REFERENCES	175
APPENDICES.....	187
APPENDIX I: INTRODUCTORY LETTER.....	187
APPENDIX II: QUESTIONNAIRE FOR PRINCIPALS	188

APPENDIX III: QUESTIONNAIRE FOR PROCUREMENT COMMITTEE

MEMBERS.....	198
APPENDIX IV: QUESTIONNAIRES FOR BOM/PA	207
APPENDIX V: QUESTIONNAIRE FOR STUDENTS.....	211
APPENDIX VI: AUTHORITY PERMIT FROM NACOSTI.....	215

LIST TABLES

Table 3.1: Target Population	87
Table 3.1: Sample Size Sector	91
Table 3.2 Reliability Test Results.....	99
Table 4.1: Questionnaire Returned.....	108
Table 4.2: Demographic Characteristics of the respondents	109
Table 4.3 Staff Training in relation to Implementation of Procurement Policy	114
Table 4.4 Procurement committee response on factors that affect school effectiveness	119
Table 4.5 Knowledge and Skills.....	120
Table 4.6 Knowledge and Skills of Procurement Committee	122
Table 4.7 Influence of knowledge and skills on school effectiveness.....	125
Table 4.8 Influence of Knowledge and Skills on Managing Institutional Effectiveness.....	126
Table 4.9: Model Summary for Knowledge and Skills	127
Table 4.10: ANOVA for Knowledge and Skills.....	128
Table 4.11: Regression Coefficient for Knowledge and Skills	129
Table 4.12: Advertisement of the Supplier pre-Qualification Exercise	132
Table 4.13: Mediums used for Advertising the Supply Contracts.....	134
Table 4.14 Compliance Dynamics in the Implementation of Procurement Policy	136
Table 4.15 Influence of Compliance Dynamics on School Effectiveness.....	137
Table 4.16 Model Summary on Compliance Dynamics.....	139
Table 4.17 ANOVA on Compliance Dynamics	139
Table 4.18 Coefficientsa on Compliance Dynamics	139
Table 4.19 Implementation of Decision in the Procurement Policy.....	142
Table 4.18 Implementation of Procurement Committee Decisions.....	141
Table 4.20 Influence of Procurement Implementation of Decisions on School effectiveness	143
Table 4.21 Model Summary on Implementation of Procurement Committee Decisions.....	144
Table 4.22 ANOVA Model Summary on Implementation of Procurement Committee Decisions.....	144
Table 4.21 Coefficientsa on Model Summary on Implementation of Procurement	

Committee Decisions	144
Table 4.22 Frequency of Compliance to Ethical Practices in Procurement	145
Table 4.23: Ethical Practices	147
Table 4.23 Transparency	147
Table 4.24: Attributes on transparency of the procurement policy	149
Table 4.25: Instances of disruption\ of school programmes due to non-supply of goods and services	156
Table 4.26: Frequency of disruption of school programmes due to non-supply of goods and services	158
Table 4.27: Effects of Professional Ethics Practice on School Effectiveness	159
Table 4.28 Influence of Procurement Ethics in Implementation of Procurement policy on Institutional Effectiveness	160
Table 4.29 Model summary on Procurement Ethics	161
Table 4.30 ANOVA on Procurement Ethics	162
Table 4.31 Coefficientsa on Procurement Ethics	162

LIST OF FIGURES

Figure 1.1 Conceptual Framework showing hypothesized Relationship between extent of the level if implementation of Procurement policy and school effectiveness	14
Figure 4.1 Response on Training on procurement policy for procurement committee members.....	112
Figure 4.2 Frequency of Training	116
Figure 4.3 Highest academic qualification of procurement committee members	117
Figure 4.4 Highest level in Terms Training Procurement policy and Process	118
Figure 4.5 Procurement Methods	131
Figure 4.6 Bidders in Procurement policy	148

LIST OF ABBREVIATIONS AND ACRONYMS

ANOVA	Analysis of Variance
BOM	Board of Management
FLSTAP	Financial and Legal Sector Technical Assistance Project
NACOSTI	National Commission for Science, Technology and Innovation
PA	Parents' Association
SPSS	Statistical Package for Social Sciences
WB	World Bank

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Overview

This section is the introduction to this research report and it describes a number of items. There is the background, problem statement, research purpose, research objectives, research hypotheses, a justification of the research, its significance, its scope, its assumptions, its limits, and the conceptual and theoretical bases. The last part in the introduction presents the description of terms.

1.1 Background of the Study

Public procurement is the buying by the government and other state institutions of services and goods and is directed by the Public Procurement and Asset Disposal Act 2015 (Thiankolu, 2019). Procuring begins with identifying a need and then making plans for acquisition. This is followed by risk assessment, evaluating the possible solutions and identifying qualified suppliers, awarding contracts and paying for services and goods. This procedure assists an organization get the desired quality of products, at the ideal price, in procured quantity, at the time the services and goods are needed, and from the right sources (Muthomi, 2019).

The Public Procurement and Asset Disposal Act (PPADA) 2015 was effected in January 2016. It effected article 227 of the Laws of Kenya on competence and defines the responsibility of regulating institutions (PPADA, 2015). It presents regulatory values for Public Procuring and Asset Disposing for government bodies and units. The values have a basis on standards and values of the constitution. The principles comprise maximizing of value for money and incorporating of homegrown content. The Act addresses

government according to global best practice, for example it creates the Public Procurement and Regulatory Authority (PPRA) to amongst other roles, monitor, evaluate and appraise the public procuring and asset disposing scheme to make sure they obey the national standards and other requirements which include Article 227 of the Constitution on Public Procurement. This essentially changes the Public Procurement Regulatory Authority (PPRA) from an over sighting body to a regulating body as a distinctive regulating body of procurement connected issues in the public segment. It has a principal board with a obligation of overseeing judicious procuring traditions with the Director General of the Authority to assume administrative responsibilities.

The review of PPDA conducted in 2015, is applicable to procurement of all services, goods, and works, in addition to the disposing of properties by government bodies. Public organizations are those that acquire services, goods, and works by the use of public money. These institutions include public academic bodies including schools, colleges, and universities; state corporations; cooperatives; courts; commissions; county governments; and the central government. The Act never seeks, directly, to control private bodies, though it does control its interaction with public bodies.

The Act makes sure that the following issues capitalize on the economy and efficiency, encourage competing and ensuring that those who compete are treated in a fair manner, encourages integrity and fair play of procuring policies, enhancing transparency and being accountable in those processes, enhancing public assurance in the processes, enhancing the promoting of local industries and fiscal development (Odhiambo, 2016). The Act, nevertheless, puts a lot of focus on procuring of public property more than disposing of the same. This brings up a point of weakness in the loss of public resources by the way of unregulated disposing where unprofessional conduct is encountered which

includes fraud, corrupt activities, colluding, conflict of interests and lack of privacy (Odhiambo, 2016).

The body whose duty is to ensure proper managing of disposing of government properties is the Public Procurement Oversight Authority (PPOA). The body has been neglected leading to the possible loss of a lot of public resources due to the use of improper methods of disposing public assets. The new laws on disposing public assets must bring about an end to this and make sure that citizens get good price when government properties and resources are sold off. The Act creates open processes to be adhered to when assets are sold out and makes available for appropriate managing of the disposing procedure (PPDA, 2015).

In European countries, public procurement is directed by the United Kingdom's (UK's) guidelines which implement the European Union's procurement directions. This applies to most procurement with total worth over a specified limit. The UK's regulations do not cover procurement below the limit; but, they are, as yet, subject to EU's Treaty codes. This is explained in depth in the Policy and Standards Outline. Most developed countries, public bodies across the globe use between 0.08% and 0.25% of Gross Domestic Product on services and goods in the United Kingdom, and government procuring costs are estimated at UK £149 billion (Department of Environment, Food, and Rural Affairs, 2018). In Africa, policies on public procuring are performed badly, adversely affecting realizing of better economic growth in the continent. In Nigeria for example, higher levels of corruption and bureaucratic processes in the public sector are part of the main problems hindering development of road infrastructure in the regions to the north of the country (Zafar, Saud & Hou, 2019)

A study by Rambo (2007) showed grave inadequacies in the procuring arrangement, which caused loss of government resources through discriminatory invitation of specific bidders, design of tender application forms in order to favour specific bidders and by increasing the cost of contracts. In a research conducted by Owili (2013) it was established, though, that most public procuring activities are neglected, there was no open competition and no transparency; there were different extents of fraud and various forms of conflict of interest coming from shareholders and persons who handle procuring policies yet assumed to administer such procurement, in a specialized, timely and cost-effective fashion.

Cheboi (2014) says that a critical part of integrity policies is that the regulations are intangible and undeniable. He goes further to say that the foundation of a public procuring scheme working with honesty is the availing of instruments and capability to ensure operative internal audit and control.

The PPDA 2015 is a document coming at the right time and could make sure the public gets and gives superior quality of services, goods, and works to citizenry, at the right price. But, actually, this did not happen since dishonesty, staff incompetence, lack of will to prosecute public officers and companies have corrupted the procurement policy. Kenya Corruption Report (2017) states that Kenyan public procuring is exposed to widespread dishonesty and enticement. Many bodies in the country indicate that it is common for them to be asked to pay something in exchange for irregular payments during the award of public contracts. Leeson and Thompson (2021) found out that a third of companies had faced procurement deception in the previous two years. This was most widespread at the time of selecting of vendors and it was also endemic in public national and county and departments in parastatals.

The Kenyan Ethics and Anti-Corruption Commission ([EACC], 2016) claims that deceit in procuring is widespread at the county government level. Though PPDA (2015) and the Public Procurement Regulatory Authority (PPRA) and the PPDA, 2015 lists procuring guidelines and penalties and sanctions due to bodies breaking the law with regard to procuring goods, services, and works by public bodies, dishonest practices are still common. For instance, in 2016, Kenya Power and Lighting Company was taken to court for awarding an 11-month-old Chinese Company a tender, which was against the Act; it requires that bodies that apply for tenders must present audited reports for the last 18 months (Ndungu, 2016). In addition, the contract awarded was higher by KShs. 1.2 billion higher than the lowest bidder. Further still, many former public officers like finance ministers and senior public officers have been connected to widespread bribery arrangements which involve diverse public contracts with a value of \$700 million paid to fictitious organizations (Ndungu, 2016). Accordingly, several projects were not completed and to date, no persons have been held to account for the widespread loss of public resources and prevalence of public dishonesty.

1.2 Statement of the Problem

Procurement policies improve proper utilization of resources, responsibility, fiscal controls and better institutional competence. But, in many public high schools in Nyanza Region, this has not been the case. Procurement policy in the public Institutions, public secondary schools included, still suffer from deception and misbehavior even after the introducing of the Guidelines of 2015 (PPDA, 2015).

In Kisii County, audit valuation report for 2018 financial year showed that in the county, 35 schools had financially misappropriated funds. For instance, in Gucha South Sub-

county, 8 principals of secondary schools were openly tangled in embezzlement of school money (Miriti & Wangui, 2018).

In spite of the drafting of regulations and laws governing procurement meant to bring proper practices in public procurement, there is, still, corruption, neglect and lack of open competition in procurement issues. There is widespread misuse of public resources, delay in completion of projects, and supply of works and services. The government insists on observance of the relevant Act, but open pilferage of monetary resources of schools exists, there is inefficiency and lack of proper controls in the spending of public resources. Taaliu (2017) support this alluding that, some of the schools especially secondary schools, the tenders of supplying materials are given to cronies or proxies of the principals and chairpersons of the Board of Management of the schools. This is done in complete breach of public procurement tendering procedure which spells out conflict of interests in the tendering process. The result of the disregard of the guidelines is misappropriating and embezzling of public resources. Interestingly, concerned officers have resorted to transferring of school heads and they have suggested that changes be made on procurement committees because of widespread complaints on the disregard of procurement guidelines.

Researchers have not done enough to question the result of implementing of public procuring policies in school effectiveness in improving judicious usage of funds, warrant answerability, internal controls and increase productivity; a condition which was behind the investigator's purpose to find out the effect of public procurement procedure on institutional effectiveness in government high schools in Nyanza Region, Kenya.

1.3 Purpose of the Study

The main purpose of this research is to determine the effect of implementation of procuring policy on institutional effectiveness in selected secondary schools in Nyanza Region.

1.4 Objectives of the Study

The following were the specific objectives of this research.

- i. To evaluate the influence of knowledge and skills in the implementation of public procurement policy on institutional effectiveness in public secondary schools.
- ii. To analyze the influence of compliance dynamics in the implementation of procurement policy on institutional effectiveness in public secondary schools.
- iii. To determine the influence procurement committee decisions in the implementation of procurement policy on institutional effectiveness in public secondary schools in tendering process.
- iv. To examine the influence of procurement ethics in implementation of procurement policy on institutional effectiveness in public secondary schools.

1.5 Research Questions

The following research questions guided this study:

- i. What is the influence of knowledge and skills in the implementation of public procurement policy on institutional effectiveness in public secondary schools?
- ii. What is the influence of compliance dynamics in the implementation of procurement policy on institutional effectiveness in public secondary schools?
- iii. What is the influence procurement committee decisions in the implementation of procurement policy on institutional effectiveness in public secondary schools in tendering process?

- iv. What is the influence of procurement ethics in implementation of procurement policy on institutional effectiveness in public secondary schools?

1.6 Research Hypothesis

The study determined the statistical significance of the following null hypotheses

H0₁: There is no statistically significant influence of knowledge and skills in the implementation of public procurement policy on institutional effectiveness in public secondary schools.

H0₂: There is no statistically significant influence of compliance dynamics in the implementation of procurement policy on institutional effectiveness in public secondary schools.

H0₃: There is no statistically significant influence of procurement committee decisions in the implementation of procurement policy on institutional effectiveness in public secondary schools in tendering process.

H0₄: There is no statistically significant influence of procurement ethics in implementation of procurement policy on institutional effectiveness in public secondary schools.

1.7 Justification of the Study

Public high schools in the Nyanza Region continue to face problems related to procurement, and this has been on for the past years. Adhering to procurement principles by tender committees was doubted since there was increasing court cases in relation to issues of procurement. It was alleged that school principals supplied goods to their schools, ongoing infrastructure projects were halted over award of tenders to unqualified contractors, the major factor in winning a tender was through bribing, and the cost of projects was always more than the actual market value. While tender committee

members were accused of incompetence, principals of schools were accused of vetoing tender committee decisions.

Real implementing of procuring policies plays an important part in improving the sustainability of organizations' processes with little negative effect to issues of the environment. Organizations which manage successfully to implement procurement guidelines such as procuring of green energy including biogas fuel and solar power scarcely experience disruption in operations and this has a positive effect in an organization's production and helps in reducing expenditure on procurement and sustaining operations of an organization. In Kenya, most public high schools have never successfully embraced procurement. This research was meant to plug the gap by researching the effect of implementation of policies of procurement on institutional effectiveness in selected high schools in the Nyanza Region.

1.8 Significance of the Study

Effectiveness of policies of procuring is supreme to good administration of government bodies. Right practice can enhance benefits, secure public funds, and guarantee self-reliance. On the other hand, wrong practices bring wastefulness, misconduct, and fiscal instability, which affects development and operations of public institutions. How best procuring is accomplished will depend on the features of the guidelines and rules which govern the process, established context, capability and uprightness of the members of staff in charge, plus safeguards put in place to make sure honesty, transparency, impartiality and responsibility. In connection to this, effective interventions in order to improve the competence of procurement in school structures which might only be advanced with an appreciation of things that hinder the process of reformation. On this basis therefore, this research would provide a foundation upon which shareholders,

among whom are the Public Procurement Oversight Authority, Boards of Management of schools, Ministry of Education, Ministry of Finance, can assess the success of procurement reorganization. Stakeholders should formulate suitable guidelines on developing capacity to address weak areas which would quicken the process of reform in secondary schools. Furthermore, the findings of this research will enrich the extant literature making it an important resource material for managers of schools, educational administrators and researchers, and those pursuing their education.

1.9 Scope of the Study

Scope of the research is the area that the research considers to be appropriate to its examination. The study focused on the extent of implementing of procuring policies on institutional effectiveness in selected government high schools in Nyanza Region. The research was delimited to government schools that are at least ten years old since it is presumed that such schools are probably going to give complete information on yearly student registration and spending on the procuring of services, works, and goods. The researcher recognized that not all services and goods in public secondary schools are bought via the tender procedure. Some acquisitions are conducted straight without tenders. But, this research put its attention on those purchases involving tenders alone. The study focused on level of knowledge and skills of procurement committee compliance dynamics, implementation of decisions of the committee/leadership and implementation challenges of the implementation of procuring policy in public secondary schools.

The physical range of the research includes all the government secondary schools in Nyanza Region. Furthermore, the research solicited views from students, procurement

committee members and school heads of the selected counties in Nyanza Region. The research was carried out from October to December, 2020.

1.10 Limitations of the Study

Limitation of the research is the regulatory feature that limits or decreases efficiency of the research process. This research had some limiting factors during data collection. The limiting factors of a research are the features of the study method or study design which might affect interpreting of the findings of a study. This research used questionnaires to obtain data. Questionnaires provide self-report data which might not be easily verified. To address this limitation, validity and reliability of tools for collecting data were utilized in determining if what they showed meets the necessary standard. In addition, collecting data using questionnaires depends on the subjects' readiness to respond to the questions. The study adopted was a concurrent mixed method design.

The study was carried out during COVID 19 outbreak and spread that limited visiting learning institutions unless it was urgent. The researcher overcame this limitation by contacting the school management where the objective of the research was described, the investigator took shortest time possible to collect data as well as observing Ministry of Health containment measures. The study was limited to questionnaires and interview guide to collect data. Other data collection tools including observing, recording and focus group discussions were not employed

1.11 Assumptions of the Study

In this research, the following assumptions were made:

- a) That if procurement policy is followed accurately and honestly in acquiring school supplies, the overall cost of education could be reduced.

- b) That the problems in procurement policy in supplies acquisition in government high schools were identical in the Nyanza Region.

1.12 Theoretical Framework

This research was on the basis of the following theories: Socio-economic theory and institutional theory. The latter is the customary method used to study fundamentals of public procuring (Obanda 2010). There is no one and unanimously agreed upon meaning of “institution” or “institutional theory”. Scott (2004) says that organizations are made up of cultural-cognitive and regulative features which, along with related activities and means give importance to life. He, further, described the three supports of organizations as cultural cognitive, controlling, and normative. The regulatory pillar stresses using instructions, sanctions, and regulations, as execution appliances, with convenience as the foundation for complying. The normative support is a reference to standards and morals and social responsibility as it is the base of complying. The cultural-cognitive pillar rests on shared recognition of shared beliefs, codes, common knowledge. Locally, government procuring is directed by the PPDA Act (2007), rules and strategies which are always delivered by the PPDA Authority alone and which have to be complied with to details by all PPOA and providers.

The socio-economic theoretical framework was proposed by Sutinen and Kuperan (1999) by incorporating financial theoretical framework with frameworks from sociology and psychology to explain moral duty and social impact as determining factors of people’s decisions on complying. Jamieson, Foong and Yamashita (2022) says that psychological viewpoints give a foundation for the failure or success of managerial obedience. Wilmshurst and Frost (2000) further indicates that the theory of legitimacy claims that groups are answerable to reveal their practices to shareholders, particularly to the community, and rationalize their being in the society. This theoretical basis, which

concentrates on the association and interaction between a firm and the society at large, offers adequate and greater basis for appreciating public procuring systems (Almagtome, Khaghaany & Önce, 2020). From this theoretical framework, the apparent legality of government procuring guidelines has been recognized as one of the backgrounds of government procuring complying behavior.

1.12 Conceptual Framework

The conceptual basis of a research is a summary in diagrammatic fashion of the variables which a researcher is interested to investigate in a methodical method. Conceptual bases are about association between variables in the research that are used to show constructs that the researcher is investigating. Oso and Onen (2011), say that conceptual basis is an arrangement of ideas which the investigator operationalized so that he achieves the set intentions of the research. This study examined implementation of government procuring policies and the effect they have on institutional effectiveness in government high schools in Nyanza Region. The latter were operationalized in terms of curriculum implementation, syllabus coverage/completion, student enrolment, teachers' turnover and school mean score. The hypothesized association between the dependent variables and the independent variable is presented in Figure 1.1.

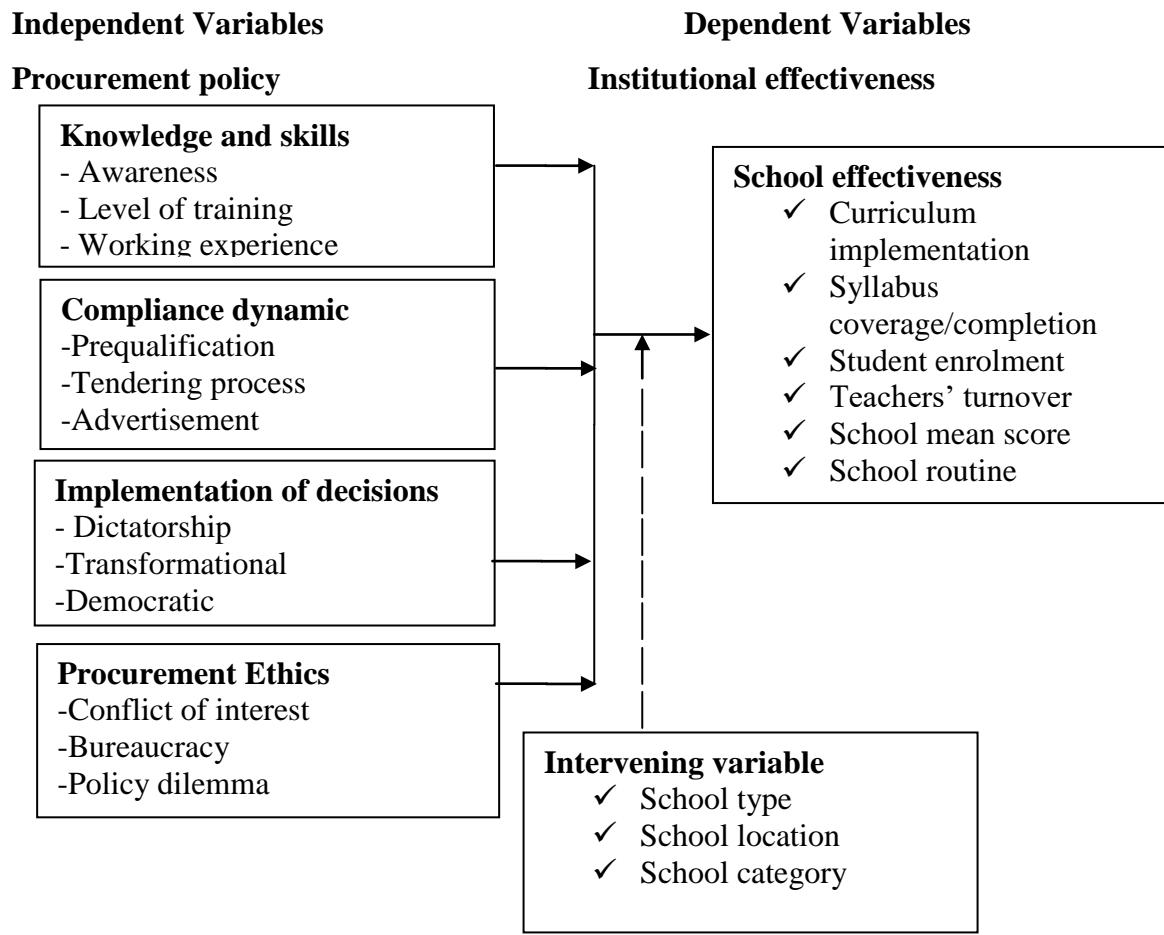


Figure 1.1 Conceptual Framework showing hypothesized Relationship between extent of the level if implementation of Procurement policy and school effectiveness
Source: Researcher (2021)

The level of knowledge and skills of procurement committee member is essential the implementation of procurement policy and the overall effectiveness of public secondary schools. The awareness of members, working experience in the committee and knowledge and skills gained or training and attending workshops contribute to effectiveness of a school that is characterized by ability to implement curriculum fully, high completion/ coverage rate of syllabus in schools, improved student enrolment due to availability of all the learning materials and items/equipment, reduced teachers' turnover because they have essentials needed in discharging their duties, improved school mean

score since the learners and teachers are well equipped and there is assured continuity of school routine since school programmes are not interrupted.

In regards to compliance dynamics, institutions should conform or obey to regulations and legislation by advertising three weeks, adhering to submission dates for tender applications, adhering to prequalification period and observing qualification of tenders. When there is compliance, school effectiveness is achieved through curriculum implementation, syllabus coverage/completion, high/increased student enrolment, low teachers' turnover, improved school mean score and school routine is not interrupted.

The procurement committee is obligated to implement decisions passed in their meeting. The deliberations made by the procurement committee through minutes discussed or passed followed. The committee leadership can apply leadership such as dictatorship, transformational or democratic to implement the decisions. When the decisions are fully implemented, there are likelihood of schools' effectiveness to be achieved through curriculum implementation, syllabus coverage/completion, high/increased student enrolment, low teachers' turnover, improved school mean score and school routine is not interrupted.

In implementing of procuring policies in schools, challenges, hindrances or hitches are encountered. Cases of committee members and principals' having vested interests, bureaucracy followed, policy dilemma and the worth of services and goods levels affect implementation of procurement policy. The challenges can negatively affect school effectiveness through poor curriculum implementation, incomplete syllabus coverage, reduced student enrolment, increased teachers' turnover, poor school mean score and frequent school routine interruptions due to lack of materials, works and services.

It is further hypothesized that the underlying association between four rudiments of procuring policies and institutional effectiveness is probably determined by different close qualities of the government secondary schools which include the number of learners, the kind of school, class of school plus the locale of the school as shown in Figure 1.1. The set intervening variables are involved in the analyses to endorse the determining association between the selected procuring_policy and school effectiveness.

1.13 Operational Definition of Terms

Compliance dynamics: This is conforming to guidelines and regulations, in this study it will be measured by establishing if procurement of advertising three weeks is followed, adhering to submission dates for tender applications, adhering to prequalification period and observing qualification of tenders

Effectiveness: It involves smooth running/operations of schools without disruptions: in this study, it is measured through curriculum implementation, syllabus coverage/completion, student enrolment, teachers' turnover, school mean score and school routine

Extent: This is the level of implementation of procurement policy in learning institutions in counties.

Implementation of decisions: These are the deliberations made by the procurement committee through minutes discussed or passed. It is measured through leadership of the committee which can be dictatorship, transformational or democratic.

Institution: This is the secondary schools in a county. In this study it will be indicated by national schools, extra-county schools, county schools and sub-county schools

Knowledge: This refers to the level of education and individual has attained or training and workshops one has attended to gain an understanding on procurement policy.

Process: This is the set standards or procedures that are to be observed when learning institutions tend to acquiring goods, works and services.

Procurement: This is the procedure of obtaining works, services, goods, in this case school effects such as stationary and food, encompassing both purchases from third parties and in-house providers.

Procurement Ethics: Procurement ethics are ethical values or standards which direct officers in all facets of their duties. Procurement ethics include the ideas of uprightness, honesty, correctness, assiduousness, justice, faith and respect. It includes spending of government resources, and is exposed to open inspection. It needs that government officers need at all times to behave decently, honestly and have to escape conflicts of interest in their commercial activities. Results from this research show that the schools follow the anticipated morals of honesty, decency, and morality.

School effectiveness: In this research, it meant how schools carry out their functions and roles and, in this study, it was measured through curriculum implementation, syllabus coverage/completion, student enrolment, teachers' turnover and school mean score

Skills: These are qualities procurement committee members have acquired through repeatedly discharging their duties or the positions they hold in the committee that have helped them gain understanding on how procurement/tendering is carried out.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

Research reports associated to this research are presented with the goal of establishing the effect of implementing of procuring policies on institutional effectiveness in selected secondary schools in Nyanza Region. This chapter is divided into the following sub-sections; the concepts of procurement policy, procurement in public secondary schools and school effectiveness, influence of knowledge and skills in the implementing of government procurement policies on institutional effectiveness in government secondary schools, influence of compliance dynamics in implementing of procuring policies on institutional effectiveness in public secondary schools, the influence procurement committee decisions in the implementation of procurement policy on institutional efficiency in government high schools in tendering process, to inspect the influence of procuring morals in implementing of procuring policies on institutional effectiveness in government high schools and lastly summary of studied research reports and the gap that exists.

2.2 Concept of Procurement Policy

Muendo (2015) studied the public procuring organization in government high schools in Kenya as overseen by the Public Procurement and Asset Disposal Authority, (PPADA, 2015). There exists a body (Public Procurement and Regulatory Authority) which was put in place under the Act whose mandate was to guarantee that procurement policies are observed, and to check and support implementing and operationalizing of the public procurement structure. Generally, the principal steps are: inviting to a tender, preparing of tendering documents according to the PPADA, (2015), submitting and receiving of

tenders before deadlines, opening of tenders and the evaluating of tenders. Invitation to tenders should be put in advertisement more than twice in a newspaper of countrywide coverage.

The sustainable government procuring plans are a test to different regions globally. This, according to research, is caused by the point that procuring programs need to be lined up and harmonized to the needs and prescriptions of surviving establishments (UNEP, 2012). Majority of nations have the task of making sure that their procuring ideals and practices adhere to worldwide standard practices and expected principles. They often have to work diligently in order to get the results of the values and philosophy which delineate and control fiduciary and views friendly to global standard practices.

Muendo, (2015) concludes that the PPADA (2015) provides a list of instructions of conduct for the complete procuring policy which all procuring bodies have to obey. The goals of the instructions (Suchman, 2015) are; to evade discriminating-for example, based on nationality-by giving a set of intelligible guidelines-for example, on objective stipulations, categories of award processes and time limits-and next, to make sure that there is transparency by necessitating publishing in the open media. Kippra, (2012) established that proper government procurement guidelines and practices are part of the fundamentals of ideal governance. Thai (2015) says that the elementary values of proper procuring practice which include being accountable, where efficient devices must be put in place so as to allow procuring bodies to obey the set guidelines and a guidelines.

Public procuring is, in breadth, buying, hiring, or gaining by any other promised ways of constructing works, services, and goods, by the government sector. An alternative description is the buying of merchandise and contraction of constructions and services if such attainment is effected with budgets from national government, local authorities,

state foundations, local or foreign loans, external aid and income obtained from state economic activities. Public procurement therefore, refers to procuring by a procuring body by the use of public resources.

Almagtome, Khaghaany and Önce (2020) found out that procuring officers are responsible for malpractices and non-complying to procuring guidelines and processes. Research studies in Uganda indicate that complying with government procuring is not adequate (PPDA, 2009; PPDA Baseline survey report, 2010; PPDA Capacity Building Strategy Report, 2011-2014; World Bank Country Procurement Assessment Report, 2001) cited in Tukamuhabwa (2012).

In a number of nations recently, procuring for the public has become a matter of public interest and discourse, and was exposed to reform, rearrangement, rules and guidelines (Migosi, Ombuk, & Evusa 2013). Government procuring means acquiring of works, services, and goods by a procurement body by the use of state financial resources (Graells, 2015). Civic organizations bear the feature of working with big budgets; public procuring accounts for 0.1842 of the global GDP (Mahmood, 2010). Public procuring regulations control buying by government sector organizations and some value sector organizations of agreements for services, works, and goods (Brammer & Walker, 2011). Many nations have government procuring regulations which set out the guidelines and procedures to be adhered to for all types of government procuring (Mutangili, 2019). In most cases these regulations apply in general terms to procuring of PPPs, except when there exists a particular PPP rule or reduction law providing the otherwise. Civic law nations might also have a different procuring approach for delegated management contracts. Morlino (2018) indicates that most global monetary bodies, including World Bank, the European Bank for Reconstruction and Development (EBRD) and the Inter-

American Development Bank (IDB), as a condition want a clear, reasonable bidding processes as a condition for monetary support for key infrastructure projects.

Sulaeman, Waluyo and Ali (2019) say that procuring, in the government sector, does an exclusive part in executing of autonomous governance. Its attention is on support of its inner clients to make sure that they are able to attain efficiently their exclusive undertakings as they serve as overseers of the public whose taxes bring to life the political support of its representative government body. The way in which the work of procuring is done is a one on one replication of the government body that the procuring division supports. Finance and Human Resource divisions could have their performance evaluated which is not the case with the procuring function (Kakwezi & Nyeko, 2010). The inability to create performance of the procuring function has given rise to unequal and prejudiced decisions that bear expensive outcomes to all entities. The wish to have comprehensible approaches of performance of the procuring purpose in public bodies, especially in third world nations, has not been as sound as it is today. Delay might make the case worse the already worsening performance, loss of specialists, and societies might continue experiencing needless costs.

Procuring might be explained as a procedure of acquiring of the preliminary raw materials, completed produce, work under evolution and services and functions in and out of a firm to improve the value chain and to make produce and give services to clients. Procuring is also described as all activities connected with acquiring of goods, from raw stage to end produce including to source and to purchase, order processing, managing inventories, transporting, providing warehouse services, and customer services. Public procuring has its roots in the fiduciary responsibility of governing administration to deliver infrastructure and goods, for instance roads and harbours and

services, e.g. health-care and educating a country's population or a particular geographic area, town, or city (Disdier, Fontagné & Tresa, 2021). Performance is the extent of achieving of definite efforts or undertakings and is related to set goals or purposes forming project limits.

Public procuring concerns itself with the way public sector bodies use public resources on services and goods (Amann, Roehrich, Eßig & Harland, 2014). Worldwide, in first world nations, public bodies spend about 8% and 25% of GDP on services and goods (Organization for Economic Co-operation and Development, 2011). Public service firms have an aim of making optimum use of cost reducing for the public involving customer gratification, public interests, fair play, uprightness, fairness, and impartiality (Wabala, 2022).

In majority of nations, the constructing sector often gets criticism with regard to low quality and client satisfaction, recurrent battles and differences amongst various actors, cost and schedule overruns in constructing projects have features of high complexity, customization and doubt added to long duration. Such features need collaborating and coordinating among various performers. Yet, academics and practitioners hold the position that majority of the difficulties in construction works are related to inadequacies in procurement policies where the emphasis is on temporary individual sub-optimization than on durable project team performance.

Albania passed a Law on Public Procuring in 2006, and the rules passed on the basis on this Law provided that country with an open and clear public procuring system, complying with the European Union and Global Best Practices (Mungiu-Pippidi & Toth, 2022). That law on procurement was established to guide for reference to adhere to implementing of the national Procuring Law and Guidelines and contained Standards,

Procedures, and Guidance on all features of public procurement. Even though complying with the direction in the rule was not obligatory, it was commended to all classes of procuring staff at the national, regional, and local levels. Duraku (2018) says that the new procurement regulations passed in 2006 in Albania were merely to be used as an added tool to the Procurement Law and Regulations already in operation. The new procuring regulation was mainly meant for those who practice public procurement, and it provided them with an appropriate tool to guarantee an effective and constant practice of the public procurement policy. The regulation was also meant to assist in contracting bodies to better and faster grasp of procurement policies in the daily conduct of their activities to improve performance of public bodies.

Ocheni and Nwankwo (2012) state that World Bank Country Procurement Assessment Report of the year 2000 showed that Nigeria was facing a challenge since they lost \$10 billion dollars annually due to dishonesty in public awarding of contracts. The first reply to the difficulties was putting up the Bureau of Monitoring and Price Intelligence Unit (BMPIU). The head of state at the time forwarded the government procurement statute into parliament around 2003/2004. The ultimate signing of the Bill to a law by the next president-Musa Yar' Adua-on 4th June 2007, remains one of the most significant steps in Nigerian public governance reform efforts principally in Public Procuring. The basic goal of Public Procurement Law 2007 is to address previous irregularities in public procurement structures. These include there being no ombudsman regulating institution, the absence of procurement limits and the requirement to effectually drive public procuring policies in order to attain accountability, responsibility, honesty, value for money and no cases of dishonesty. The main problem to implementing of procuring laws is inadequate regulating compliance. Not complying problems affect both third world

and developed countries. Hui *et al.* (2011) found out that procuring personnel are blamed for misconduct and non-compliance to procuring guidelines and processes.

Locally, reviewing of the government procurement structure commenced in 1999 and confirmed that there is no even procuring scheme for the public segment (*Migosi et al.*, 2013). The scheme has gaps since it did not have consequences against people breaching the guidelines in the Manual of Supplies, except internal disciplinary action. As a result, applying the rules is not firm and many of the instructions and regulations are not adhered to. Additionally, the Guide Supplies did not shield procuring of works; the disagreement mediation devices which relate to the award processes as they are captured in the guide are weak and defective in making sure that objectivity and transparency are adhered to (*Kiama*, 2014). In exceptional incidences, records of procuring dealings were found erroneous, incomplete, or not available. This was followed by thoughtful discourses on the features of government procuring in Kenya which afterward led to the enacting of the Public Procuring and Disposal Act 2005. This Act has the Rules meant to efficiently make sure that the procuring rule is reasonable and fair. *Kagendo* (2010) says that the drive of this Act was to create processes for procuring and disposing of unserviceable, outdated, or excess stores and equipment by public bodies to attain the following goals; to exploit economy and effectiveness; encourage competing and ensuring that competitors are treated impartially; encourage the honesty and justice of those processes; increasing openness and responsibility in those processes; increasing public trust in those processes; and facilitating the promoting of local industry and economic growth.

2.3 Procurement in Public Secondary Schools

Procurement in high schools is recorded as one among the six support services that might put up with implementing the Ministry of Education Strategic Plan 2006–2011 and the succeeding delivering of services (MoE Strategic Plan 2006–2011). Public high schools belong to the group of government institutions since their procuring is supported through government monies (Ndubi & Mugambi, 2019). Procuring in these schools is administered by requirements of the PPDA of 2005, Public Procurement Rules of 2006 and the Public Procuring Guide for Schools and Colleges, 2009. The second is a sector-specific document produced by the PPOA to give directions on procurement issues and disposing which relate to the bodies in question. There exist other documents from the PPOA that need to complement the Act in giving directions to the procedures of procuring and disposing.

Shared approaches of procuring in high schools include through tenders in which open tenders are advocated for as the most preferred technique. In some particular circumstances however, restricted open tenders and selective tenders are employed. Kinyanjui (2012) says that framework contracting is a method schools may employ as it is allowed by PPOA. It would suit secondary schools as a method to procure products that are required in large quantities (the same thing) year in year out.

These guidelines became operative in 2007 at the beginning of January after the Public Procuring and Disposing Regulating Act 2005 was gazetted. The objective of this Act was to found processes for procuring and the disposing of unserviceable, outdated or excess equipment and stores by public bodies in order to attain well-organized managing of government resources. It contains eleven parts. The second part of the Act is on establishing of entities involved in regulating of government procuring, i.e, Public

Procurement Administrative Review Board, Public Procurement Oversight Advisory Board, and the Public Procurement Oversight Authority (PPOA).

PPOA's responsibility is to ensure procuring guidelines are followed, The Public Procuring Oversight Board's work is approval of the PPOA's budget estimates, and commending appointing or terminating the services of the CEO, i.e. the General Director. Part Three of the Act is concerned with the inner structure of government bodies with regard to procuring, e.g. the requirement that all public bodies establish tender committees of five or more members with a qualified professional as secretary. Part four states broad requirements for procuring by government bodies. It explains the regulation that every procuring body should utilize open tendering under Part five or another procedure of procuring under the sixth part.

Using other procedures of procuring is qualified: a government body can use only limited tenders with documented endorsement of its tendering committee and with causes for doing so written down. Those qualifying for a tender should possess the necessary credentials, equipment and resources, and the capability to sign lawful contracts. The part, in addition, is concerned with three characteristics of policy, i.e. non-discrimination, conflict of interest and awarding extreme business openings to small and micro businesses. The part, further, criminalizes corruption in procurement, i.e. paying for services and goods which are not delivered; and if delivered, they are low quality, faulty or high-priced; buying excess goods; over-invoicing by contractors; giving and receiving inducements and disclosing of private information.

Part five provides for preparing of tendering documents, advertising, and inviting to tenders themselves, opening of tenders, and tender securities. Further to that, it has responsiveness of tenders, evaluating, and notifying successful applicants, contracting

and extending validity of tenders. Part six is on alternative procurement policies and it provides other approaches of procuring like limiting tendering, appeals for proposals and quotations, procedures for offers and quotations, procedures for low value procuring and concessions. Part seven is on administration review of procuring policies which admit that any persons hurt in a procuring policy have the right to look for managerial appraisal of a tender awarded. Part nine is on barring persons from taking a part in public procurement.

The Director General can, if the Advisory Board approves, prevent an individual from taking part in proceedings of procurement for up to 5 years. The bases for a penalty like this are that the commission of a crime with regard to breach of a contract, providing untrue information about one's qualification and refusing to get into a written agreement. Part ten is on disposing of equipment and stores by government bodies. Part eleven gives various requirements, e.g. that defence and national safety apparatus are supposed to adhere with the legal provision in question. In public high schools, procuring issues are left with the Tendering Committee of the institution whose membership comprises the Deputy Principal (the Chairman), the bursar (deputy-chairperson), six or more Heads of Departments plus the school matron, and procurement who is secretary of the committee.

The main cause for enacting the Act is having a lawful basis which removes inadequacies in the procuring policy, do away with issues of exploitation, and the inability of the public buyer to get suitable worth in return for the spending of government resources. Yet, the goals have not been entirely attained in fact (Wanyama, 2010). Wanyama additionally observes that important requirements of the Act and the Rules are full of literal flaws that are exploited by procurement bodies. The guidelines do

not contemplate present market actualities henceforth the requirement to endlessly review them to be at pace with these advances.

PPOA (2007) says that introducing of the lawful and regulating procuring context; the establishing of the PPOA as a body to oversee; the developing of a context for agreement administration, and the new petitions system were part of those aspects of the procuring structure that has been valued as positively affected by the guidelines. Conversely, the current official development capability in procurement bodies and working of the procuring market were evaluated as being part of the feeblest features of the system. The report notes that though processes which support systematic procurement planning have been put in place, studies show that these processes are not easily obeyed.

It is established, for instance, that there is a low share of procuring conducted by the way of open tenders. This indicated that a bigger number of the procuring was conducted on ad hoc bases, by quoting and direct procuring, and in this way indicating a lack of procurement plan in most of the studied public divisions. Part of the strengths of the Regulations according to PPOA is that procuring policymaking has been completely been given to other offices. The structure of the regulation gives a wholly devolved procuring policy, which leaves the duty of undertaking procurement to tendering committees and the procuring division at the level of the procurement body.

The guidelines were additionally intended to make sure that effective capacity-building had been given to specialists to work in procuring. In addition, it was discovered by PPOA's research that expertise available at procurement divisions did not satisfy the requirement for expert procuring knowledge in spite of existence of steps towards development of specialized procuring staff. The general unavailability of procuring understanding is still a main flaw to the efficacy of procuring processes. Temporary

procuring capacity-building was got to be insufficient, though they observed that the PPOA is presently giving an offer of a sequence of sensitization meetings which targeted both private and public sectors. With regard to lead time, it is established that the regulations and processes do not back well-timed procurement, execution of contracts, and making payment. For instance, there existed no authorized necessities, processes and or rules on the limits of time for appropriating funds, process of invoices and payment.

KPMG International established that there still existed fraud and misconduct in procurement, long after the regulations were put in place (KPMG, 2014). KACC, on the other hand found out government officers change the rules to limit the participating of bodies interested in procuring, or in some cases, they direct the result of others. In a study of government bodies in 2007 by KACC just after the PPDR was applied, they established that procuring has become a little more clear and proper.

Several nations in sub-Saharan Africa have public procuring and disposing of functions face the problem of failure to meet the limits and principles obligatory to them. They often have to look for intercessions with regard to formulating policy to make sure envisaged standards are achieved. Developing of laws nonetheless, inadequacies in the practices and commercial activities have continuously exposed procuring structures to mistreatment from public officials and dishonest business persons (Matebese-Notshulwana, 2021). This is challenging to authorities working hard to ensure adherence to procuring laws under development and at different phases of application in their nations.

In government high schools, the Act (PPDA, 2015) has left procuring issues to the School's Evaluating Committee with members as follows: Principal (Accounting Officer), Deputy Principal (Chairperson), bursar (Vice Chairperson), Storekeeper

(secretary) and not less than 6 chairpersons of departments as members. Responsibilities of the evaluation committee are dealing with financial and technical matters of procurement and negotiating of the process plus evaluating of bids, suggestions for prequalifying, registering lists, expressing of interest, and any other duties allocated by the principal which fall in the authority of the act (PPAD 2015).

Agaba and Shipman, (2012) note that several universities in Uganda do not follow prescriptions and compliance necessities as spelled out in the Ugandan Law and (PPDPA) Act of 2003. There, a new regulation on public procurement was put in place in 2002. Procurement reorganization that started in 1997, ended in the enacting of the Public Procurement and Disposal of Public Assets (PPDA) Act 2003, and rules 2003. Regrettably, several public departments and agencies have never adhered to the set practices (Agaba & Shipman, 2007). The latest procuring regulation was brought on board to bring consistency and regularity in public procuring and to enhance transparency, competence and responsibility and value for money in government procuring. Further to that, it was to eradicate dishonesty and usher reasonable competing (Tukamuhabwa, 2012). The procuring assessment conducted by the PPDA indicates that out of 322 agreements assessed at the end of 2005, only 7 (2%) were audited as complying. Subsequent review shows that adherence to government procuring in the country is insufficient (Tukamuhabwa, 2012).

2.4 Concept of School Effectiveness

There is no single agreed upon definition of school effectiveness according to researchers. According to Scheerens (2013) it is the degree of objective attainment of an educational institution in a general understanding. It is the combination of conditions which contribute to improve efficiency (Scheerens, 2013), for instance, incidental

variables like, teaching, involvement of communities, teacher and student motivation, learning, and administering (Saleem *et al.*, 2012).

Responses to the work by a few experts have provided a reason to research on school efficiency. The specified research came out focusing on quantitative sociological and psychological circumstances, and the variation between them was described through scholastic reasons. One of the cited methods was narrated by as, school efficiency studies have their origins in quantifiable sociological input-output research and economic studies on educational production roles. Similarly, the method with regard to school efficiency studies including “production function approach” has strongly supported the “resource input of school approach” comprising touchable and imperceptible resources (Scheerens, 2013). Amongst scholars, some support tangible inputs (Glewwe *et al.*, 2011; Iqbal, 2012), and others the imperceptible as well as touchable properties (Awan & Saeed, 2014; Khan, 2013).

To give a sturdy theoretical foundation for school effectiveness dimensions, the 3 wave’s method to school efficiency was looked at. The first wave method is referred to as the “internal-effectiveness” with an improved process via an external interposition or inputs (Ayeni & Adelabu, 2011; Day *et al.*, 2010; Hallinger, 2011; Khan, 2013; Leithwood *et al.*, 2010; Saleem *et al.*, 2012). The next method is referred to as the “interface-effectiveness” which has made sure some features of a school like: management, shareholders’ satisfaction, and answerability (Niqab, 2015; Shahnaz & Burki, 2013). The third method was called the “future-effectiveness” whose focus is on the future efficiency of schools (Ali, 2017; Scheerens, 2015). This future efficiency was described in terms of local, global, and individual schooling.

Likewise, various prototypes and concepts stated in Scheerens (2015) were referred to with an aim of setting measurements for school efficiency such as: Quinn and Rohrbaugh model, Schools as high reliability organizations model, Coleman's functional community theory, Parson's social systems' theory, Dynamic model, Carroll model Creamers' comprehensive model, and Micro-economic theory. Each one of these prototypes and concepts got their reputation for the capability in connecting schooling to learner features. Moreover, the three ideas such as amount of instruction, time, and excellence of teaching were looked at as significant.

2.5.1 Extent of Knowledge and Skills on Institutional Effectiveness

Kutieshat and Farmanesh (2022) says that from the point of view of management, to train is connected with bigger institutional production; it can increase worker flexibility and elasticity and their response to innovating. It may be looked at as a way of engaging the commitment of workers to the institution and teaching projects particular to the institution are of huge significance not least since they fix the worker and are not used by competing institutions.

Procurement personnel have to be skilled and made to know all guidelines related to procuring and associated processes. Rossi (2010) says that a moral code is a preventive of improper conduct and enables all workers of the institution to protect the moral legacy of the industry. De Boer and Telgen (2013) on their part attribute lack of complying in government procuring to the absence of procurement skills in the government sector.

De Boer & Telgen (2013) say that one of the moving factors of procuring laws non-conformance is the level of being aware or familiar with the procuring guidelines. They observe that during the initial period of the operationalizing of procuring guidelines in Netherlands, some municipalities got it hard to obey the rules because of unfamiliarity

with them. Gelderman *et al* (2012) confirm this idea when they carried a research on complying with EU procuring instructions. Because procurement as a occupation is still growing in Kenya having come into enforcement in 2005, it is probable that the level of knowledge of procuring guidelines is still low. Further to that, those who are acquainted with the guidelines know it well enough to exploit the loopholes that are in the guidelines for their own advantage.

On his part, Krieger Rivera (2021) observes that majority directors who are no-executive in Africa are, at all times, used as mere objects for conclusions adopted out of the board and their restricted know-how of the procurement guidelines mostly exposes them to being manipulated by managers and key stakeholders and in this way play no important function in making sure that procurement guidelines are complied to. The PPOA Audit findings (2014) showed that insufficient skills on procurement was high among procurement personnel in the country and this might be still attributed to the profession being still a recent pursuit in Kenya. The need to train and equip procurement experts with fresh and competitive skills have, as a result, become urgent (Sauber, 2014).

Raymond (2012) says that to train workers on government procuring is related to the levels of employee qualifications and education plus the professional tactic in the conducting of business activities. If employees are not sufficiently skilled on procuring, severe outcomes comprising, breaking of codes of behavior might occur. The procuring policy in the government sector follows the steps as listed in the PPADA, 2015. Rossi (2013) says that complying with official features indicates of a knowhow of the guidelines. Research by De Boer and Telgen (1998) cited by Geldernan *et al* (2012), indicates that one of the elements behind lack of complying with procuring rules is the extent of acquaintance with procuring rules.

Research in Uganda by Eyaa and Oluka (2011) established that unfamiliarity with procuring procedures leads to low complying levels. Other research has indicated that higher levels of non-adherence to procurement rules are, in part, attributed to insufficient information of the law. Fisher's research (2015) indicates that compliance comes from vibrant and constant training. Further to that, a study by the PPOA (2013) and the Kenya Institute of Supplies Management (KISM, 2014) suggests that procuring personnel in a number of procurement units suffer from a common lack of knowledge on the authorized framework, values, processes and methods of procuring. Other experts have observed that lacking consciousness of the procuring process by internal shareholders might affect complying to procurement guidelines.

Almagtome, Khaghaany and Önce (2020) opined that procuring personnel should be taught and made to know all rules related to procuring and associated processes in government bodies in order to comply with such regulations while doing the procurement activities. Gelderman et al, (2012) support this assertion in their survey of adherence to EU procurement directions. Since procurement as a profession is in its infancy in Kenya, having been incepted in 2005, it is probable that the extent of consciousness of the procuring rules is still small. The need to instruct and equip procuring experts with new and higher skills has, as a result, become a matter of urgency.

Nzambu (2015) explains worker competence as a competence of an employee that is connected to efficient or greater performance. The research shows that worker capability, preparation, and workshops considerably impacts performance in procurement. Additionally, workers need necessary skills and professionalism should be exercised. This is as a result of clearness, responsibility, competence, and efficacy acquired in

procurement policies. There is an argument that capability might significantly make sure that benefits of fresh services and products are offered to the right clients in an organization (Badaso, 2014).

Kiage's study (2013) investigated factors which determine performance of procuring in the Ministry of Energy. The research used descriptive design targeting seventy-two subjects at the Ministry's main office in Nairobi. By using questionnaires, the research found out that worker capability takes 20.1% of differences in procuring performance. However, when procuring staff conduct their work professionally, both procuring units and the entire ministry should meet performance due to reduced waste of resources.

Mungai (2014) explains competency as referring to specified skills, information, outlooks, and behavior that is essential in order to accomplish a task, activity, or career. Establishments might, in some cases, differentiate between capabilities and proficiencies with the latter showing the preferred individual qualities and conduct while the other refers to the information and skills needed to lead to enhanced performance (Telewa, 2014). In the setting of technical capabilities, they are classified into practical, foundational, reflexive, and applied competencies according to Mbae (2014). Practical capability refers to the revealed capability to conduct a set of responsibilities while on the other hand, foundational capabilities indicate the proven capability of what and why tasks are carried out (Njoroge, 2012). Reflexive capability describes the aptitude to assimilate actions with comprehension of action while applied capability displays a confirmed capacity to accomplish a set of responsibilities with comprehension and reflexivity (Kulundu, 2014).

To have the essential abilities for procuring workers and the knowledge to conduct procurement efficiently is a major concern for shareholders in order to implement public

procuring rules (Ondiek, 2013). Employee capabilities impact procuring performance and improved output in procuring processes can be improved via increasing training and capacity building of procuring experts in government organizations in Kenya and improving in procuring operations.

Capabilities of procuring employees have bearing on performance both at departmental and organizational levels as they bear responsibilities in a trained fashion and decreases waste of resources (Latukha, Michailova, Selivanovskikh & Kozachuk, 2022). The problems come up in spite of the framework of law which underlies buying and disposing in the public sector being in position. The utilization of the law as a regulating apparatus might be overvalued; regulations alone do not attain anything and it hinged on how the implementation is done (Arrowsmith, 2013). The research was meant to untie the tests characteristic in the procedure of implementing of the PPDA 2005 with an objective of stating policy suggestions which might alleviate the difficult, and explain the work of the Act more openly, whereas measuring its efficiency in shaping inexpensive procuring and disposal. This may result to a great extent of complying.

The human capital capability affects how public procurement performs among procuring officers in the county government (Mbae, 2014). The human capital capability may be evaluated through the education specialization, experience in a profession, level of education, knowledge of procurement, and possession of practical abilities (Mauki, 2014). The competence of the workers on the public performance is improved by the greater and particular level of educational qualification. In this context, Muange (2013) argues that the probability of the growth in motivation and following performance is in having workers with a higher level of education which is a feature of employee capability. In spite of the fact that procurement practice is shifting globally and there are

new dynamics on a daily basis, the necessity for specialized knowledge is of serious concern to public procuring experts (Mungai, 2014).

Langat (2012) says that expert knowledge is supreme in improving organizational performance and effectiveness because public procurement workers with necessary procuring and supply knowledge are capable in executing their responsibilities in a well-informed, endowed, and motivated fashion in carrying out their responsibilities (Muange, 2013). The practical knowledge is a vital element in getting things right first time towards Total Quality Management which makes sure that competence and effectiveness of the purchasing function. It might be said that buyers getting things right initially for incessant development describe the performance of the procuring function (Atkison, 2013).

The practical capability refers to the revealed capability to conduct a set of responsibilities while on the other hand introductory capabilities reveal the demonstrated capability of what and why carry out responsibilities. Chirchir (2013) says that capability is the specified abilities, information, outlook, and behavior essential to achieving a task, activity, or career. Reflexive capability describes the capability to assimilate activities with knowledge of action while applied capability reveals a demonstrated ability to conduct a set of chores with consideration and reflexivity. Companies may at times differentiate proficiencies from capabilities with the first one standing for the desired individual qualities and conduct while the second refers to the information and skills needed to make possible enhanced performance (Arminas, 2013). In the setting of practical capabilities, they are classified into applied capability, preliminary capability, reflexive capability and applied capability. The likelihood of the growth in motivating

and consequent performance lies with contracting personnel with greater levels of education, a feature of worker capability (Arminas, 2013).

Professional familiarity is supreme in improving the competitiveness and performance of a firm (Barret, 2012). This is for the reason that public procurement officers with the compulsory supply and procurement abilities are incapable of executing their responsibilities in a well-informed, endowed, and inspired to conduct their responsibilities. The practical abilities are a vital feature in getting things right the first time in looking for Total Quality Management which makes sure there is competence and efficiency of the buying function (Basheka & Bisangabasijja, 2010). It may be said that buyers getting things correct first time for unbroken improvement typify the performance of the procuring function.

Ndumbi and Okello (2015) conducted research on the influence of employee preparation on the extent of complying to government procuring infrastructure in parastatals in Kenya. The research revealed a positive important association between employee preparation and the level of complying to PPDA. The conclusion of the research was employee training impacts complying to PPDA. The recommendation made was that employees should be trained more and be incentivized to conduct procuring projects. With regard to the impact of training and developing worker attitude in relation to training and work ability, the research made the conclusion that while worker performance is one of the important features stressed by topmost managers, workers are concerned more with own output and are progressively knowledgeable of the speeded outmodedness of skills and knowledge in their raging setting (Truitt, 2011). The research, additionally, identified that by efficiently training and developing workers, they

might be aligned for career development and that career potential improves individual motivation.

Raymond (2012) says that training in procurement in public organizations is related to the levels of qualification and education of the workers and to the skilled method in conducting commercial activities. If the employees are not sufficiently experienced in procuring issues, severe outcomes which include breaks of principles of behavior happen. Atkinson (2013) observes that about half a million expert procuring persons in the US exist and only about 10% of them have been members of a professional organization and the rest do not know there are ethical and lawful principles in procuring. Raymond, further, associated absence of a high level of competence in government procuring to dishonesty, which eventually hinders compliance. This variable is reinforced by the Resource-Based Theory which specifies the unique resources such as staff training in a firm for its reasonable advantage in compliance.

The procuring rule in the public in Kenya follows steps as listed in the PPADA, 2015. Rossi (2013) states that complying with prescribed essentials is an indicator of knowhow of the guidelines. De Boer & Telgen (1998) as quoted by Geldernan *et al* (2012), says that one of the factors initiating non-complying with procuring rules is the extent of consciousness with procuring guidelines. Oluka (2012) upholds the thinking that public buyers will observe the guidelines if they see them to be clear. Oluka, 2012 adds that the simple fact that managers of a government organization is conversant with the essence of the EU guidelines might function as a company's inducement to comply. Training of public buyers might be an efficient tool for growing the compliance with the instructions. It has been found out, in Uganda (Eyaa, 2014) asserts that lack of understanding of procurement guidelines results into low compliance levels. Other research studies show

that high levels of lack of compliance are partially attributable to lack of sufficient knowledge of the rules.

Fisher (2015) states that compliance comes from vibrant and constant training. A report by the PPOA (2013) and the Kenya Institute of Supplies Management (KISM, 2014) states that the procurement personnel in procuring bodies suffer from a general lack of knowledge about the legal basis, values, and processes of procuring. However there is also possibility that those who know the rules are familiar with them and know ways of exploiting the gaps for their good. It is important to note that the uncertainty in public procuring rule might provide an opportunity for suspicious acts including opaque tender procedures and discriminative choices of suppliers which might evolve into poor compliance levels. Other research studies note that deficient knowledge of the procurement procedures by all the internal stake holders might affect compliance. Hui *et al* (2013) opine that procurement personnel have to be trained and made to know all rules related to procurement and processes in public institutions so that they can obey such instructions in the process of undertaking procurement activities.

The procurement personnel need to be taught and made to know all rules related to procuring and interrelated processes. Rossi, (2010) says that ethical codes deter incorrect behavior and enable members of the firm to defend the moral heritage of the organization. In Uganda, the PPDA Audit Report (2008) reveals that shortage of professionalism occasioned by lack of training is high among government procuring staff. This is additionally supported by Basheka & Mugabira (2008) who observed that the extent of training in procuring in Uganda is low or does not exist. De Boer and Telgen (2013) associated absence of compliance in public procuring to the lack of relevant education and training in the public sector.

De Boer and Telgen (2011) says that many non-executive managers in Africa serve as rubber stamps for choices arrived at outside the board and their restricted understanding of the procurement rules in most cases exposes them to manipulation by managers and major stakeholders and in this way play no significant role in making sure that procurement rules are complied with. The PPOA Audit Report (2014) reveals that insufficient training was high among public procuring personnel in Kenya and this is still ascribed to the reality that the occupation is still new in Kenya. The necessity to equip and educate procurement experts with fresh and high-level skills has, as a result, become urgent.

2.5.2 Extent of Compliance Dynamic Government Regulations and Institutional Effectiveness

The Government of Canada's procurement undertakings are primarily conducted pursuant to a government background comprising of laws and rules which include a challenge process, trade arrangements and rules, orders, processes and plans. The primary legal bases which regulate public procurement are: Financial Administration Act (1985), Department of Public Works and Government Services Act (1996) and the Government Contracts Regulations, Defence Production Act and Federal Accountability Act, 2006. Generally, bids have to be beseeched by the procuring division unless estimates of expenditure do not go beyond \$25,000, or \$100,000, in which the contract is for the acquiring of architectural, engineering, and other services needed with respect to planning, designing, preparing, or supervising of the construction, repairing, renovating or restoring of a work (Public works Canada, 2016).

Overall, Public Procurement in China represents over 20% of China's fast growing economy. The regulating basis that governs this huge and swelling amount of economic

activity is disjointed, unpredictable and disproportionately implemented. In its present status, the regulating basis for public procurement in China is a drag on effectiveness and novelty for the whole Chinese economy. This typifies a lost opportunity which is equal to the size of the South Korean economy for European commerce in China. Added to that, the repercussions of China's government procurement system remains comparatively not known or not understood outside of specialist spheres. Given the significance of government procurement for the Chinese and world economies as a whole, it is vital that public discourse surrounding essential reform occur in an exact, focused set of terms (EU Chambers of Commerce, 2016).

Hui (2011) found out that procurement personnel are to blame for misconduct and non-complying to procurement rules and processes. Gelderman *et al* (2013) specified that complying happens when the targeted perform an action that has been requested, but it is indifferent about it, somewhat than being excited, and puts in merely a negligible/average energy. Nevertheless, as a governmental outcome, complying has by tradition been assumed as conforming or obeying rules and regulations (Snell, 2012) cited in Lisa (2014). Gelderman *et al* (2014) research on complying with EU made the observation that many bodies do not obey the procurement rules because they do not know the relevant legislation on public procuring.

In another further study done by Kipchilat (2015), on the level of compliance in Parastatal Organizations, the main results of the research was that government procurement does not operate proficiently and that the public was losing substantial amounts of resources by way of careless deals due to non-compliance. According to Wanyama, (2012), the major cause for enacting of any procurement Act was having a lawful management that deals with lack of inefficiency in the procurement policies, does

away with arrangements of exploitation, and the public buyer's failing to get sufficient worth in return for spending of government resources. All the same, these intentions had not completely realized in actual fact. Wanyama, (2010) observes, in addition, that core aspects of the Provision in law and the Rules are full of written flaws frequently disregarded by entities which procure. It was found out that rules never envisage modern market facts therefore the necessity to constantly review them to be at par with these developments.

Mrope, Namusonge, Iravo (2017) say that complying is important for achieving intentions of the procurement lawful basis and its attendant rules such as, worth for money, being transparent, competing, and answerability and the effectual utilization of government funds. Organizations are made up of cultural-cognitive and regulating essentials which, along with related means and activities offer meaning to life (Scott, 2004). The three props of institutions as regulating, normative, and cultural-cognitive. The regulating prop puts emphasis on using of regulations, by-laws, and conditions as enforcing mechanisms, with expedience as bases for complying (Zadawa, 2015). Non-complying with the procuring rules by shareholders is associated with the insufficiency of their acquaintance with them, and it is recognized as a main problem to the moves for efficient procuring reorganization in majority of African states even though they have since passed their individual government procuring regulations (Nge'no, 2014). Whereas other shareholders particularly contractors and those who supply look at it as simply an unfashionable procedure to reducing the speed of procurement guidelines and suppliers have incorrect perceptions on the intentions of the entire rules.

The concept of compliance (Raymond, 2012) is established to put sanity to government procuring in public owned bodies where procuring policies were full of dishonesty and

huge bribes and consequent loss of millions of shillings were lost. Raymond (2013) further stated that the procuring schemes in government sector organizations purpose to exploit general worth for money for populations. This needs considering of issues like buyer gratification, the interest of the public, fairness, morality, impartiality and parity. The significance of government management as an ethical and moral concern and be aware that managerial action is saturated by ethical choices and are thus models of not only practical and specialized capabilities but also of decent behaviour. According to Uyarra & Flanagan (2012), the overthrow of services and goods by the government segment which comprises the central and local government is referred to as public procuring and is part of the core commercial activities of governments. Thai (2011), recommended in his study that difference legislations should be enacted to guide public procurement and such legislations must be complied with.

A complying approach seeks out to prevent causing harm instead of punishing evil. Its understanding of implementation is centered on attaining the broad goals of legislating, instead of authorizing its abrogation (Arminas, 2013). Going back to the lawful procedure is uncommon, an issue of last recourse, since a complying approach is concerned with repair and results, and not vengeance. And for complying to be achieved, some positive achievement is always needed, rather than just abstaining from an act. The government procuring personnel have the prospect of getting huge reductions if the procuring procedure is properly managed. The suitable approaches for the government procuring include open tenders, limited tenders, and appeal for developments. The group three classification has the power to disrupt the work that needs to be realized and in this way requires open tenders, limited tenders, direct procuring and appeals for quotes. The group four items need open tenders or prequalification tenders because of the problems in procuring (Barrett, 2012). These might be spare items or highly particular items.

Complying is core to the attaining of the purposes of the procuring regulations and its associated guidelines such as openness, competing, worth for money, answerability and the effectual utilization of government resources (Agbesi, 2009). Alternatively, non-complying contradicts the overriding purposes of the Public Procurement Act and its Guidelines to bring economy and effectiveness in the utilization of government resources, worth for money, value of services, works, and goods, while observing the important values of lack of discriminating and equivalent treatment, due process, accessing of information and openness.

McCrudden (2007) wanted to establish the liking of minority in the initiatives to obtain ten percent of public works in the USA as the Public Works Act 1977 provides that at least ten percent of every grant for local works projects be spent on minority commercial enterprises which is identified in the USA as Set Asides. In Malaysia, to be able to elevate the business capability of Malays (called the Bumiputera), all supply agreements with worth of between RM10, 000-RM100, 000 (ksh 260,000-2,600,000) and work agreements up to RM100, 000 (Ksh 2,600,000) were earmarked for them.

Jaafar, Ramli, and Aziz (2014) studied the degree of complying with public Procuring procedure in public organizations in Malaysia. Even though complying with the Public Procurement Procedure is authorized by rules, cases of lack of complying, indiscretions and deception in public procurement still occur. Requiring complying adhering to procuring principles by the law does not essentially result in fully complying without involving related factors. This investigation puts a focus on deliberateness of complying conduct and issues that disturb complying with Government Procuring Strategies amongst procuring specialists in Malaysia.

A factor connecting to procuring morals is also presented to raise the range and going outside the recommended background from past research. Questionnaires were given to 104 public groups, and 177 replies were got from procuring workers. On the basis of multiple regression analyses, the results show that knowledge of guidelines; administration, expertise and morals bear positively on complying. But, supposed incompetence of the strategies was found to have inconsequentially negative influence on procuring compliance. The findings might be valuable in making sure the achievement of procuring standard practice in Malaysia. Hui *et al* (2011) examined the procuring issues in Malaysia and found out that procuring personnel should take blame for misconduct and non-complying to the procuring guidelines and processes.

Hunja, (2011) stipulates that complying happens when the objective performs an action that has been requested, but is indifferent about it, rather than excited, and puts in just a negligible effort. But, as an organizational consequence, complying has by tradition been known as conforming to rules and regulation (Juma, 2012) cited in Lisa, (2010). Knowledge of procuring guidelines is an important predictor of complying with procuring rules. The repercussion is that the more procuring staff are acquainted with the rules, the more acquiescent they will be. The procuring guidelines obedience which is in Public Procurement and Asset Disposal Act (2015), mostly used to oversee all the government procuring and disposing procedure in the government sector was put in place via an act of parliament to create processes for effective government procuring and for the disposing of unserviceable, outdated or extra stores, assets and equipment by government bodies and to provide for other connected issues.

Referring to the Kenya Gazzette Supplement for the Act (PPADA, 2015), the determination of this act has to be establishing processes for procuring and the disposing

of unserviceable, outdated or extra stores and equipment by government bodies to attain the following aims: to exploit economy and effectiveness; to encourage competing and ensuring competitions are done fairly; to encourage the honesty and justice of those processes; to raise openness and answerability in those processes; to raise public assurance in those processes and to ease the promotion of homegrown industry and commercial growth (Kinyanjui, 2012).

Real enforcing is important to the successfully implementing of social lawmaking, and legislation which is imposed seldom satisfies its social goals (Arminas, 2013). This chapter studies the issue of how the enforcing task may best be done in order to attain policy effects that are effectual (in terms of bringing down incidences of social damage) and effective, while also upholding community confidence use buying leverage, negotiation, and supplier segmentation among others (Barrett, 2012).

Organizations which utilize the government resources in procuring like county governments should embrace complying approaches and other tactics to make sure that government procurement guidelines and ethics are observed (Basheka & Bisangabasiija, 2010). Procuring ethics include, answerability and due process, open and fair opposition, value for money, and fair dealing and not discriminating (Barrett, 2012). To make sure there is value for money, there is need to support a subtle balance between the bidding administration costs and the cost of the items procured. Consequently, the idea of protecting the cost building and the reducing of prices is of essential significance to government procuring. Part of the main strategies used in government procuring include using the Kraljic supplier positioning model which classifies items as dependent on the procuring difficulty and comparative spending (Barrett, 2012).

Not complying with procurement regulations is looked at as a main deterrent to efficiency of the regulations (Gelderman et al, 2006). Due to this, it is sensible to occasionally observe and evaluate the procurement bodies' complying with the lawful and supervisory basis, at all ranks in the public procurement organization. Complying with the regulation is not only significant for the reason of getting good Audit evaluation, but most important in making sure that the value for money procurement is realized by a fair, apparent, and responsible fashion. Complying on the other hand, requires that all persons who are part of the procuring programme are familiar with the guidelines and processes as specified in the guiding rule and guidelines.

Ambe and Badenhorst (2012), in South Africa, carried out research to measure procurement problems within the government sector in South Africa. The study adopted a conceptual analytical approach and claims that the South African Government had brought Supply Chain Management (SCM) in the public as a policy instrument. The research established that SCM was an essential segment of procuring services and goods in the public of South Africa. SCM is used as a tool for handling government procuring practices. Though, despite introducing Supply Chain Management as a tactical tool, procurement in the government in that country is still facing massive problems in implementing of the policy. The problems comprise: absence of proper know how, abilities and capability, lack of complying with SCM policies and rules, insufficient plans and links of demands to budgets responsibility, deception and dishonesty, insufficient monitoring and evaluating of SCM, immoral behavior, a lot of delegation of the procurement structure and lack of effectiveness of the black financial empowerment (BEE) strategy. The research points out that, to completely put in practice SCM, the National finance ministry gave assistance by enabling the developing of suitable teaching

resources to public divisions, municipalities and municipal units (National Treasury, 2005).

Though, the lack of abilities became a recurrent discussion in public discourse. The results of the research concurred with those of which observed that skill and capability scarcity has been recognized as the single biggest obstruction to successful implementing of government procuring rule in South Africa. The research made the conclusion that, in spite of the significance of procurement as a policy instrument, and the determination by government through introducing of rules such as SCM, procurement remains a challenge in the country. The research recommends that, organizations of higher education and other service providers need to equip students and specialists with suitable abilities and information through the developing of syllabi which makes sure there is sustainability of procurement in South Africa.

Kusi, Aggrey and Nyarku (2014) carried out a research study to evaluate Government Procurement Policy Implementation in the Education Division using Takoradi Polytechnic as a case research investigation. The purpose of the investigation was to establish if the polytechnic Takoradi had entirely adhered to the requirements of the procurement rule of Ghana, and if it had, what challenges inhibited the smooth implementing of procuring activities. The research used descriptive survey design and its results indicate that the polytechnic has embraced the Ghana Public Procurement 2003 (Act 663) in its procuring of services, goods, and works from those who supply through the recognized Procurement Unit of the institution. Nevertheless, the research found out that there existed main problems in implementing including too much paperwork, awkward document processing, insufficient storage amenities and others and it was obligatory for the Public Procurement Authority to interfere in order to limit some of the

problems even as the institution executed some in-house interventions to counter such problems in the procuring series.

The research made the conclusion that, the polytechnic has adhered to the conditions of the Public Procuring Act 663 (2003) in conducting of procuring dealings. Nevertheless, the most conspicuous problems discouraging implementing of the procuring act exposed in the research include insufficient resources for some programmes, delay in payment of suppliers, delays in delivering of goods, works and services by some suppliers, lack of use of ICT (E-procurement), bad storing amenities and protracted quarterly meetings of the Procurement Board of management. The research recommends that, Government should assess the Act to restrict the number of stages in the procuring rule in so that the level of paperwork is brought down in the structure and restructure the system in order to encourage fast-response approaches in the implementing of the Act. The research in addition recommends that a system to offer well-timed and constant education and capacity-building for all workers who are connected to the procurement rule implementation procedures needs to be put in place.

Ameyaw, Mensah and Tutu (2012) conducted a research study to find out challenges in implementing problems to the government procuring rule of 2003 in Ghana. The goal of the research was to ascertain different implementing blocks to the country's Public Procurement rule 2003 (Act 663). The research used numerous research methods which included literature review, interviewing and administration of questionnaire. The research results show that the small capacity of procurement specialists, low level of interacting between procuring bodies and Public Procurement Authorities (PPA), intentional control of competition, lack of complying with provisions of the regulations, dividing of contracts, shortage of cash and lack of cooperation of suppliers, were the

main problems which hinder implementing of the Public Procurement rule. The research concludes that, high adoption of less reasonable procuring approaches, low capability of procuring personnel, low interaction between procuring bodies and the PPA, dividing of contracts and lack of cooperation of those who supply implies higher costs of procuring for the country. The research recommends that procuring bodies and the respective procuring personnel need to be trained to make them able to admit the significance of espousing competitive procuring approaches in all procurement to the extent that it is feasible since this would make sure the country saves a lot of resources.

Osei-tutu, Mensah, and Ameyaw (2011) established complying levels with implementing of government procurement rule in Ghana. Deprived adherence to the rules was found to come from insufficient procuring specialists to offer government procurement, meagre resources to buy in bulk or in economical quantities, lack of access to information and procurement plans. Having put attention on complying alone, the research fails to establish other reasons that damage efficiency of government procurement rules. This research looked at other enablers different from complying alone.

Zadawa, Hussin, and Osmadi, (2015) studied what determines complying with government procurement rules in the construction industry which through its procuring activities contributes greatly to the economic growth of the state. The research used descriptive survey study approach. The country as a third world country is working hard to strengthen government procuring sectors via which government infrastructure amenities are established. Government Procuring Rules are the bureaucratic handbook which guides government procuring strategies. The rules are described by the public procurement Act PPA 2007, from that time complying with the rules has faced many problems. The results showed what determines compliance with the procuring rules to

include being familiar with the procuring rules, fraud, and manipulating projects awards. The research focuses on the constructing sector in Nigeria and the present research focuses on government secondary schools in Kenya.

Eyaa (2014) discovered that lack of understanding of procurement laws results into deprived compliance levels in Uganda. Other research from other territories also show that high levels of not complying are partially attributable to insufficient information of the regulations.

Kakwezi and Nyeko (2010) studied Procurement laws and Performance: Competence and Efficiency of the Procurement Function in Uganda. The research adopted the descriptive design. The findings indicated a positive association between procuring rules implementation and performance. The research also showed that, it is vital to make sure that procuring rules are implemented and to measure what they were supposed to measure. The study found out that, implementation of procurement rules is not as easy as it may look; it needs preparedness, organization, cooperation, continuous communication and response. To make sure entities maximize purchasing efficacy and efficiency, loss of professional turnover has to be brought down.

This can be done by establishment of unambiguous rules and processes in the procuring policies. To make sure there is value for resources, there should be incessant improving in the efficiency of in-house procedures and systems and public bodies need to maintain structures that do away with needless expenditure. Further research by Agaba and Shipman, (2012) established that several government universities in Uganda were not adhering with the agreed practices and compliance needs as laid down by Uganda's Law and Act (PPDPA) Act of 2003. The concept of complying with the procurement act by public bodies has always been an issue in Kenya. Gelderman (2015) insists that

complying in government procuring is still a main matter in the developing nations and in the European Union.

Wanyonyi and Muturi (2015) conducted a research to find out issues that influence performance of procuring functions within government technical training organizations in Kisumu County of Kenya. The focus of the research was on the particular aims of analyzing three main approaches of government procuring, which are: establishing the influence of procurement policies' implementation on how the procuring function in government technical training organizations perform, influence of information technologies on performance of procuring function in government technical training organizations and to find out the degree to which capability of staff impact performance of procuring function. The research used a descriptive survey design.

The study showed a positive and important association between procurement rule implementation, information technologies, morals, employee capability and performing of the Procurement function. The research showed additionally that, the major areas which were seen to be the core contributors to employee capability comprised the training of new employees in the procuring divisions, improving cooperation of procurement personnel, knowledge of the procurement act of 2009 by the procuring teams and hiring skilled and capable workers in the procuring departments among others. The research made the conclusion that, Procurement policies' implementation, online advertisement and computerized tender processes had a positive influence on performance of procuring function in technical training organizations in Kisumu County. It study recommends that, the two institutes should put effort to encourage capability of workers in all sections emphasizing in the procuring department. This should apply to all the procuring department workers in the two institutes.

Badaso (2014) carried out research in Kenya to find out problems of implementation of procuring rules in state companies. The research used descriptive design, cluster sampling methods were used to choose 50 workers from a targeted population of 198. The results show that the components of quality of workers affect the implementing of procuring laws in the government sector to a significant degree and they comprise the level of schooling and qualification of employee areas. The research shows that, for a procuring body to function professionally and effectually in a composite setting useful structures have to be created and appropriate instruments put into use. Information technologies might have a significant function here. If used suitably, ICTs can offer: flatter and faster process flow, effective circulation of information, decentralizing of tasks and resolutions, improved transparency and better control. Added to that, ICTs help to support internal procedures and those concerning business associates. Government personnel and leaders selected have progressively come to the realization that public organizations need to utilize ICTs to enhance the procuring rules in the public sphere. The research made the conclusion that, lack of proper execution of plans renders the best procuring policies useless and formulating of policy needs harmonization among few persons.

The research recommends that to ensure proper procurement policies' implementation, heads of procuring bodies need to negotiate with makers of policies in relation to bring into line government procuring rules with the functions of government divisions by being responsive to their requirements and problems in order to be sustainable in the long term. The research recommends further that the government needs to accord procurement personnel and all involved in the procurement cycle independence to make sovereign and professional decisions and be answerable to all decisions they make. This might remove or bring down political interference when implementation of procurement

laws is being done. Satisfactory training needs to be given for all workers and shareholders who are involved in implementing procurement laws. Absence of training might act as an influential limitation to operative policy implementation and general success of an organization. Training matters include: resisting change, fear of technological advancements, rapid shifting technology, retaining quality workers, work morals, making decisions and individual or organizational ICT expertise.

Njeru (2015) carried out a research on Procuring Rules and Implementing of Effectual Procuring Practices in higher education government Training Institutions in Kenya. The aim of the research was to find out the effect of procuring rules on implementing of operative procuring traditions in tertiary government training organizations in Kenya. The research adopted a descriptive approach and the targeted population was procuring personnel in the forty tertiary government training institutions in Kenya. The results show that procuring rules found to effect/hinder implementing of operative procuring traditions in higher government training institutes in Kenya include; limited level of procuring rules obedience, applying of poor procuring rules, absence of top manager support, the using wrong procuring policies, poor association between managers and shareholders, poor methods of management firms, assets and lack of proper policy making processes.

The research showed that in Kenya over 70 percent of higher government training institutions procuring traditions are not in full obedience to Public Procuring and Disposal Act, 2005 and Public Procuring and Disposal Rules, 2006. It was further shown that, in over 50 percent of higher education government training institutions, the quantity and quality of acquired services and goods do not meet commended stipulations at the tender stage.

The results of the research were identical to those of a research by Kagendo (2010) which observed that procuring spending could be reduced by way of implementing of effective procuring traditions. Nevertheless, none of the higher education government training institutes have effectively incorporated effective procuring traditions and this gave rise to bigger procuring spending and high institutional operating expenditure. The research made the conclusion that, an accurately calculated and executed procuring policy plays an important part in giving a guiding basis for the implementing of efficient procurement traditions. However, the working procurement rules in public training institutions did not give a structure for supporting implementing of maintainable procurement traditions. It recommends that, managers of higher learning government training institutions need to advance on the extent of complying with procuring rules' compliance, design, and application of better procuring traditions, supporting and encouraging other staffs to perform procuring activities adhering to procurement rules and policies, using effective procurement policies, improving on the connection between managers and shareholders and employing better approaches of managing organizational assets.

Muange and Chirchir (2016) carried out a research on procuring statute and performing of Constituency Development Fund Boards in Kenya in which they employed descriptive survey design with a population of 290 constituencies and a census was done in the research. On the bases of the results, effects on Procurement of pieces of Legislation were found to be statistically important. The findings of the research showed that Procurement Legislation is important in giving an explanation on procurement performance. The results of the research were a corroboration of the results by Thai (2004) who explains that, several countries have shifted to a international business, Public procuring professionals face another problem which is the way to adhere to their

government's procuring rules and economic and social procuring objectives without a violation of regional/international trade contracts. The research made the conclusion that legislating is a core cause of procuring performance. The research further concludes that the poor procuring performance by CDF committees is as a result of absence of reinforcing of the lawful structure. The research recommends that abridged controlling context for CDF procuring management needs to be prepared by makers of policies. Through legislating, the government of Kenya needs to pass inclusive regulations to control procuring roles and shape clear rules and processes to be followed by procuring bodies as this might improve answerability and openness.

Mbae (2014) in a research interrogated the impact of government procuring rule on the enactment of Machakos County government by embracing a descriptive design. The research results show that the government procurement laws had lessened the haste with which services and goods were acquired, improved the level of transparency among public officers, enriched utilizing of cash in the operations of county administration, enriched the capability of the employees involved in procuring rules, enhanced the quality of projects taken on by the County Administration and as long as an opportunity for procuring resolution of disputes at the county. The research further indicates that in order to come up with an appropriate public procuring practice that may be likened across different government bodies. It has become essential to design an official public procurement codes that contain formal procuring instructions and laws across several countries in the first world and third world countries.

The investigation established that political action, immoral traditions, lack of transparency and answerability and deceit among procurement personnel affects procurement rules. The conclusion of the investigation is that the procurement laws have

an important effect on procuring performance at the Machakos County and that there are several problems that the county government faces which affect how it performs its functions. The recommendations were that the county should appoint a procuring oversighting commission to oversee implementing of the procurement rule and county rules on procuring in the County.

Oluka (2012) maintains that public buyers need to adhere to the guidelines if they see them as clear. Oluka, 2012 adds that the fact that the managers of a government agency are conversant with the spirit of the EU principles might work as a firm's incentive to obey. Teaching and training government buyers will be an effectual instrument for growing complying with the directions.

Research by Fisher (2015) says that complying rises from a vibrant and incessant training. Reports by the PPOA (2013) and the Kenya Institute of Supplies Management (KISM, 2014) observed that the procuring personnel in several procuring bodies suffer from a lack of knowledge about the legal background, values, processes and progressions of procuring. Nevertheless there is a possibility that those knowing the rules as so knowledgeable that they know how to beat the gaps for their advantage. It is vital to note that the uncertainty in public procuring rule might give a chance for suspicious acts which include unclear tendering and discriminative selection of suppliers which might grow into deprived complying levels. Other research notes that poor consciousness of the procuring procedure by all inner shareholders might affect obedience. Hui *et al.* (2013) opines that procuring personnel need to be trained and made aware of all guidelines related to procurement and related processes in government divisions so that they might conform to such guidelines in the process of executing the procuring activities.

The procurement rule within the government in Kenya follows steps as listed in the PPADA, 2015. Rossi (2013) says that complying with official elements gives a sign of a knowhow of the guidelines. Research by De Boer & Telgen (1998) cited in Geldernan *et al* (2012), says that one of the features causing lack of complying with the procuring rules is the extent of acquaintance with the procuring rules.

The procuring rules compliance contained in Public Procurement and Asset Disposal Act (2015), mainly applied to administer all public procuring and disposing processes in the government division is made via an act of parliament to create processes for effectual public procuring and for the disposing of unserviceable, outdated or excess stores, assets and equipment by government bodies and to provide for other matters related. Referring to the Kenya Gazzette Supplement for the Act (PPADA, 2015), the goal to create processes for procuring and the disposing of unserviceable, outdated or excess stores and equipment by government bodies to realize the following aims: to exploit the economy and efficacy; to encourage competing and make sure that competition is treated fairly. To encourage the honesty and impartiality of those processes; to grow transparency and answerability in those processes; to grow public assurance in those processes and to facilitate promoting of local industries and economic growth (Kinyanjui, 2012).

While there have been improvements in complying to the Public Procurement and Disposal Rules (Pouikli, 2021), there are still problems to be solved in public secondary schools to comprehend full profits of complying to government procurement and Asset Disposal Regulations. Some of the outstanding problems include; firm culture, lack of implementation by outside agencies, lack of worker teaching and awareness and procuring rule. Most of past research indicates there exists misuse of procuring principles

and rules, but little is said in the features that affect complying to public procurement which looks like the missing aspect in the established abrasive rules.

Research by Chemeres, Kimutai, and Kibet (2015) on the ecological causes of procuring performance in youth polytechnics in Baringo County, legal context realizes several guidelines and values which need to be adhered to in the awarding of public tenders. The research makes the conclusion that ecological rules such as PPDA in place should be used during the design of tender forms for their services and goods to be secured. Muguti (2020) indicate that public procurement rules and procedures are issued via circulars from treasury. Additionally, PPDA, 2005 and its rules were advanced to put the government procuring duty under law. Additionally, this Act put in place the Public Procurement Oversight Authority (PPOA) whose duty is to supervise complying with the procuring rule. In spite of these reforms, the majority of unethical practices in Kenya happen in government procuring. Correspondingly, it is discovered that public rules have an important influence on performance of corporations.

Wahu, Namusonge, Mungai, and Ogol (2015) make a strong argument that the Government Procuring and Disposal Act (2005) actually puts in place processes for effectual government procuring and for the disposing of unserviceable, outdated or excess stores and assets/equipment by government bodies and similarly provides for other associated issues to make the most of the economy and effectiveness; in order to promote competition and to make sure there is fair treatment of rivals to encourage the honesty and equality of the processes; to improve transparency and answerability in the processes; and to improve public assurance in them and lastly to ease the promoting of local industry and economic growth.

The chief reason for enacting of the Act was having a legal context that deals with inadequacies in procuring policies, do away with designs of misuse, and failure of the government buyer to get sufficient worth in exchange for spending of public resources. However, these goals have not been completely realized in actual practice, (Wanyama, 2010). Wanyama further observes that key requirements of the Act and the Rules are full of textual flaws that have always been abused by entities who procure. The Rules do not contemplate modern market actualities henceforth the need to unceasingly review them to keep up with these developments.

PPOA (2007) states that the introducing of the lawful and supervisory procuring structure; the establishing of the PPOA as an over sighting institution; the developing of a context for administering of contracts, and the fresh pleas machinery were part of those features of the procuring scheme regarded as having been positively affected by the Rules. Contrastingly, the current institutional development capacity in procurement bodies and functionality of the procurement market were measured as part of the weakest aspects of the system. The report observed that even though processes which support methodical procuring plans have been put in place, studies show that these are far from constantly being adhered to.

It was discovered, for instance, that there is a little share of procuring conducted via open tendering. This indicates that a big number of the procuring is done on ad hoc bases, by quoting and directly procuring, thus making a suggestion that absence of procuring plans in majority of the studied public departments. One of the key points on the Rules according to the findings by the PPOA was that procuring decisions making has been fully delegated. The Rule's framework provides for a fully devolved procuring policy,

leaving the full duty of undertaking procurement to the tendering committees and the procuring unit at the level of the procurement body.

The rules were also meant to make sure that effectual training was given to experts to offer services in procuring. It is further shown by the research by the PPOA that the expertise available at the procuring units did not meet the requirement for particular procuring information in spite of existence of steps towards development of a specialized procuring employees. The general lack of procuring know-how is a main flaw to the competence of procuring operations. Short procuring teaching is also got to be in short supply, even though it is noted that the PPOA is at this time offering a sequence of sensitizing meetings which target the private and public sectors. On lead time, it was established that the rules and processes do not support well-timed procuring, execution of contracts and payment. For instance, there are no legal requirements, processes and or techniques on the time limits for appropriating of funds, processing of invoices and making of payment.

In a research by KPMG conducted after the introducing of the Rules, it was still established that public procuring still suffers from deception and misbehavior (KPMG, 2016). In still another research by KACC, it was found that public officers misrepresent the Rules in order to restrict participating of interested organizations in procuring, or still direct the consequence of others. A survey of government bodies by KACC in 2007 after the PPDR had been applied, it was found that procuring has become more accountable and official.

Gelderman *et al* (2006) suggests that obedience happens when the target conducts a requested action, but it is indifferent rather than passionate about it, and puts in just a least effort. Nevertheless, as a firm's outcome, complying has conventionally been

known as submission to rules and law (Lisa, (2010)). For example in Uganda, a wave of procuring reforms beginning in 1997, climaxed into the enacting of the Public Procurement and Disposal of Public Assets (PPDA) Act 2003, and rules 2003. Regrettably, several public ministries and bodies have since that time not adhered to set practices (Agaba & Shipman, 2007). Gelderman et al., (2006) in their research on complying with EU guidelines observe that several bodies do not obey the procuring rules since they are not conversant with them or the firms are still growing. The investigator of this project concurs that knowledge of procuring rules might affect obedience but does not agree on the lifespan of a firm being sufficient reason for bodies not to obey the rules. Zubcic (2011) researches enforcing tools in order to improve complying with government procuring rules. According to the research, enforcing actions and improved consequences lead to bigger levels of obedience to procuring regulations.

Zubcic and Sims (2011) says that enforcing of procurement rules can be generally looked at as steps taken by those who regulate to influence execution on obedience. Cunningham and Kagan (2007) further concur that enforcing also increases obedience. On his part, Zubcic and Sims (2011) say that execution activities and enhanced fines lead to better points of complying with the regulations. According to Nwabuzor (2005), dishonesty among public procuring officers in third world countries including Nigeria, India, Bangladesh, and Sri Lanka are connected to feeble execution of the law. In nations with strong bidding structures, those who bid are allowed to take part in all procuring policies and can bring up review grievances if they think that the procuring policies were inconsonant with the rules (Mrope, Namusonge, Iravo, 2017). Gunningham and Kagan (2005) say that the danger of legal approvals is important to regulatory compliance and

that enforcing action has increasing effect on the consciousness of regulated corporations and it reminds firms that circumventing of the law cannot go unpunished.

Nancy and Muturi (2015) studied determinants of obedience to government procuring rules in the government sector with a focus on Kisii County Government. Their concerns were that obedience levels to suppliers are still low in Kenya in spite of efforts by PPOA. The research was based on specific goals meant to find out the extent to which morals, consciousness levels and training suppliers on complying with government procurement rules effect on performance in the government sector. The research used a descriptive method. The targeted population was 260 personnel at the Kisii County government. The research used descriptive statistical analyses and inferential statistics. The findings showed that there existed an important association between procuring morals and complying enhances performance of the government sector.

2.5.3 Implementation of Procurement Committee Decisions and Institutional Effectiveness

This is the case where users come up with strong and whole explanation of things they wish to procure or work/services they wish to be done (PPADA, 2015). It gives room for reasonable and open competing. The specific requirements are established in relation to the needs. Specifying of items needs to describe the performance of that good/item, the dimensions, delivery time limits, and technique of delivering, supplier participation in the tendering, and whether it is local or global. They also need to be ecologically pleasant, and factor the price of disposal of the items and any other information that might assist the buyer bid properly. The developing of specifics plays a core part in procurement policies. If incorrect specific details are established from the start, it can impact the complete procurement rule because the item delivered cannot be the precise

one. Those who supply might not be able to interpret the actual items needed which makes those who supply not to take part in the tender (Gary, 2008).

Those others who supply may decide to tender but each of them will attempt based on which way they appreciate the specific descriptions. This might affect the quality of final items that are supplied (Grobb & Benn, 2014). At the time of specifying development, it is essential to also make sure that one comes up with an evaluation criterion that is clear and objective, to direct the supplier on the things they wish to add in the tender just before submitting (Grobb & Benn, 2014). This should make sure justice to buyers by Halchin, L.E. (2013). *Transforming Government Acquisition Systems Overview and Selected Research*: Congressional Research Source. Getting a standard tender which any customer is able to interpret. The evaluating standards play a huge part to the evaluating agency also. The evaluating agency should be guided by an evaluating criterion through the evaluating process for them to be able to select the most obedient buyer (Halchin, 2013).

If incorrect stipulations are established, it will lead to delivering of incorrect material. The one supplying should be paid since they will have provided the items according to the stipulations in the agreement. The wrong items cannot be useful to the firm and will end up being unused (Mazet & Dontewell, 2012). This leads to financial loss in the institution now that the items will have been paid for. The incorrect things delivered will also touch on service delivery in a business. This is since the items being bought were meant for a particular purpose which might be delayed as the entire procuring rule will need to be done again (Mokongi *et al* 2015).

Pre-qualifying is where many of those who supply are nominated for a particular classification, and at all times when a need comes up, a quotation is directed to that list

(PPADA, 2015). The pre-qualifying list is derived at by sending an open tender and indicate that the credentials one requires for a particular classification. Tenders are released after the date of closing and assessed by an evaluating agency (Ndumbi & Okello 2013). The agency utilizes the assessment criterion drawn in the tender documents as an obligation for buyers to be qualified in that classification. They pick the bidders who meet the criterion and they are the ones who are comprised in the pre-qualifying lists (Odhiambo & Kamau, 2003). When needs arise for goods to be bought in that classification, the stipulations are established and tender documents made ready. The tendering documents are forwarded to the suppliers in that list only. Past closing day, offers are appraised and the successful buyer is given. The procedure consumes lots of time now that the buyers are allowed enough time to let them to tender (Ogola & Wafula, 2014). The assessment time is a maximum of thirty days. After notifying the successful buyer, it is another two weeks to allow appeals from unsuccessful bidders. If no suppliers appeal, the organization enters into an agreement with the successful buyer and the agreement administration starts afterwards. The entire procedure takes a long time which increases the lead-time (Perez-Batres, *et al.*, 2013).

According to PPADA (2015), government sector can seek-in written form-to use other public sectors prequalified list or registered individuals in that category. This list is accepted if it is lawful and the procedure used for vendors to prequalify was in agreement with the provisions in the Act (Platje, 2008). The procedure of getting quotations from these sellers will be the same as that one followed when using one's own prequalifying list. The prequalifying list is retained by the Head of Procurement, and it is reorganized from time to time (PPADA, 2015).

2.5.4 Procurement Ethics and Institutional Effectiveness

Procurement morals are the strategies of conduct through which procuring purposes are carried out (Eyaa et al 2011). Organizations, just like persons, have moral values and in most cases ethical codes, (Kangongo, 2013). The moral standards of organizations are arbitrated by their activities and the activities of its workers, not by devout declarations of intention put out in its name (Obanda, 2010). The burdens which the marketplace wields on procuring divisions and on particular buyers make it necessary that top managers, managers who purchase and supply, those who buy and all other participants of the procuring scheme recognize and comprehend both specialized and moral standards needed in performing of their responsibilities (Ndolo & Njagi, 2014).

Thomason (2013) observes that those who manage are in most cases accountable for making a diversity of decisions, which affect both external and internal shareholders of an organization. The finest and most prosperous establishments know that they can only flourish in the long-term if they fulfill the ambitions of their shareholders who include clients, those who supply, workers, local communities, savers, governments, public interest groups and environmental organizations.

Obadia and Iravo (2016) say that procuring policies should be restricted by moral standards and that high school are supposed to be answerable in their procuring functions. The study additionally points out that moral behavior is significant in government procuring since it involves spending of government resources, and it is subject to government inspection. The research established that professional and ethical practice bodies need to be considered members of the tendering agencies. Additionally, procuring principles promote privacy of offers to those who supply and bring down the price of management of risks of inappropriate behavior. The results additionally show an

important association between professional ethics practice and managing of procuring functions in public high schools in Tinderet Sub-County, Kenya.

Wanyonyi and Muturi (2015) describe ethics as moral codes or values which give guidance to officers in all parts of their work. That ethical actions include the concept of uprightness, honesty, correctness, industry, justice, reliance, and reverence. The research additionally declares that moral conduct supports honesty, answerability, and brings down the price of management of risks and enhances confidence in government administration. Furthermore, moral behavior in government procurement includes expending of public resources, and is exposed to public inspection. It needs that public officers need always behave morally, justly and have to avoid conflicts of interest in their business endeavors. Results from this research show that the organizations imitate the expected standards of honesty, decency and trustworthiness.

A study done by Grierson and Needham (2006), found out that responsibility and transparency reduces unethical behavior and malpractices and therefore creates confidence among the stakeholders. Similarly procurement committees in high schools are estimated to be answerable in their procuring functions in order to command confidence among all school stakeholders. Wee (2002), indicated that procurement should be guided by the professional ethical practices in procurement of services and goods. All public high schools in Kenya, receive funds from the government in form of tuition, activity, and grants, whereas parents and other donor partners contribute towards infrastructure facilities and assets like buses. All these funds must be accounted for by the Principals and the Board of management. During the end of the year general annual meeting the Principals are expected to table before the parents the expenditure schedule which is approved before parents are asked to donate more money.

Obadia and Iravo (2016) claim that procuring policies need to be restricted by moral standards and that high schools are expected to be answerable in their procuring responsibilities. The study further claims that moral conduct is significant in public procuring since it involves spending public resources, and it is exposed to public inspection. The research established that those professional moral mores need to be members of the tendering committees. Moreover, procuring morals promote privacy of offers to those who supply and bring down the price of managing risks of inappropriate conduct. The results additionally show an important association between professional moral practice and managing of procuring functions in public high schools in Tinderet Sub-County, Kenya.

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In a study conducted by Transparency International (2010), noted that Kenya Education sector had accountability concerns which emerge from the way in which schools use resources given from the Ministry of Education or those generated internally and from the Donors. The research pointed out that procuring of works, services, and goods is a

main area disposed to threats, an area credited to imperfect familiarity of procuring rules and con-compliance to such rules where they are completely known. Further, the schools audit Directorate of the Ministry of Education, Science and Technology, in 2013, sampled five sub-countries within Kenya for Special Audit. The results indicated that, most of the school tendering committees did not comply with procurement regulations. The tendering regulations were distorted in order to restrict participation of interested suppliers in procurement (MOEST, 2013). The matters of answerability, openness and honesty are worries facing the procurement committees in Kenya today and therefore it is noted that absence of answerability makes loopholes for exploitation.

The efficiency and effectiveness of management activities should always obey procuring policy and rules to manage resources well. Studies carried out by the World Bank in 1986 and 1987 as reported by Rambo (2007), showed grave inadequacies in the procuring scheme, leading to loss of government monies via misconduct like discriminatory invitations of favored bidders, the design of tender documents to favor specific bidders and expanding the worth of agreements. Prior empirical studies show a myriad of factors such as corruption and bribery among others that influence effective management of the procurement function ranging from financial accountability, internal control systems, ICT use and project financing among others. This study focused on aspects of training, professional ethics and practices, monitoring and evaluation capacity in procurement policies among secondary school Principals in Tinderet Sub-County. These variables have scanty research as far as their impact on procurement management is concerned, and therefore there exist a research gap which needs to be investigated. There is also an issue about efficiency of procurement policies in Tinderet Sub-County based on audit reports from government high schools in Tinderet Sub-County. It is with these sentiments that this research set out to investigate the effect of the stated factors on

procurement management processes. Borr (2014), points out that the procurement committee members need training in areas like procurement methods in order to improve professional practices.

Some features of morals are protected by law, such as deception, corruption, and other immoral behavior. Nonetheless, morals in procuring must go past legal necessities. Procuring purposes might write up declarations of rules to give guidance to its conduct in aspects including conflicts of interest, gifts of business, and hospitality (ITC, 2010). PPOA (2009) says that an individual will have conflicting interests with regard to procuring if the individual or their relative looks for or has a monetary interest in another individual/vendor who looks for a contract for the procurement.

Muendo (2006) while comparing and analysing the legal system with regard to conflict of interest established that the proceedings to establish if there existed conflict of interest were managerial in character. The proceedings are carried out by managerial organs, they give rise to issuing of managerial acts and in the possibility that there is conflict of interest, many polities enforce managerial punishments. Those who buy need at all times to state existing conflicts of interest, for instance, contractors who are close associates or relatives or who hold shares in a supplier organization.

Several investigators in this subject have adopted various approaches and strategies. Mathenge (2012) provides research confirmation that good procuring managing law needs to list what includes a conflict of interest and prevent procuring where conflicts exist. Graafland (2012) in his research also found out that in most firms, workers who buy services/goods from people they enjoy personal/familial relations leave the firms exposed to deception or overpayment for goods/services obtained.

Speer, McCullough, Fielding, Faustino and Teutsch (2020) in a study of the United Kingdom's corruption Act discovered that facilitation expenditure put aside, items for promoting including handouts, cordiality and other promotional spending are currently a topic of disagreement since it is said to belong in prosecutorial pleasure principally in respect of the corruption of external public officers. In this way, even when donations, cordiality and other deliberations are at modest points, wrongdoing is committed in cases where these offers are meant to impact a government officer and to obtain/retain a specific commercial benefit. Jessica (2014) surveying handouts and cordiality in public contracts establishes that several government dishonesty incidents which involve public contractors include being referred to the offer of lavish handouts, lunches, travelling, or entertaining public officers. Additionally, almost all public organizations have passed moral limits which put a ceiling of the handouts and cordiality that might be accepted by public officers. ITC (2010) says that business handouts apart from items of very little inherent value like occupational diaries must not be accepted. In cases it is not easy to make a decision between what is and what is not accepted in terms of handouts and cordiality, the good/service offered must be rejected or advice got from managers.

The one buying need at all times be reasonable when working with those who supply. In actual practice, this implies that the one buying need to always respect the privacy of information given by the one supplying. For instance, details on offers need to be looked at as intimate and made secret. In cases it is seen sensible to disclose some facts, it must be done with the consent of the one supplying. The one buying need to also make sure that the law of correctness that is impartiality, transparency, and parity in treating those who supply is securely adhered to. Sayed, Hendry and Zorzini (2021) additionally, insist that those who buy need to treat their suppliers in a fair manner just like strategic associates and should not exploit them. Zheng, Griffitha and Benoliel (2020) say that the

discernments of justice affect the business prices and without such deliberations, procurement of agreements will favour only the individuals with greater power to bargain.

Mlinga (2010) discovered that privacy is a vital code to support if rivalry is not to be weakened and he recommends that procurement bodies must have steps in place for managing the safety and privacy of documents, which includes physical safety of proposals and associated documents, accessing safe documents, and privacy of business information. Gesuka and Namusonge (2013) discovered that privacy is a main subject in government procuring and its absence results in lack of compliance with government procuring rules. It is a requirement of law in Kenya for the procurement bodies to keep intimate all facts related to the procuring rule, tender contents, suggestions, or quotes (GoK, 2005).

Jang (2015) states that part of the first indications that a firm is starting to focus on moral behavior is to put in place a code of morals. It is the object that pronounces to everyone, an interest in commercial morals by a company. To this effect, several authors have made proposals that the idea that a code of morals should be in place as a way of improving the moral setting of a company. According to Mapulanga (2015) morals are the ethical principles which give guidance to officers in all areas of their occupation. Moral behaviour covers the concepts of honesty, industry, uprightness, correctness, justice, confidence, admiration, reliability, avoiding conflicts of interest, and not making indecorous use of an individual's authority.

The Kenyan Public Procurement and Asset Disposal Act of 2015 specifies that all procuring and disposing will be conducted according to the codes of morals that might often be definite by the PPRA. The code of morals done by the PPRA is supposed to

guide government procurement bodies plus the successful bidders (GoK, 2015). In a study of market ethics, provide a noble cause for developing a code of morals and argue that moral codes have the potential to positively impact the ethical thinking of workers by giving a clear set of moral standards and applying the policies.

All government workers need to model their behaviors on the basis of the government sector standards and always to act in a moral fashion. Moral conduct comprises avoiding conspiracy, avoiding fake activities, and avoiding wrong use of a person's authority and is a significant code for public sector procuring. Arrowsmith (2010) says that a bidder who is favoured in conspiracy with the procuring body can make a satisfactory bid to be a winner of the contract in accordance with the guidelines of the competition but the procurement entity might then allow the buyer to weaken terms of its offer.

Nwanaka (2022) elucidates that deception is fundamentally corruption for the benefit which makes use of trickery as its major way of operation. He further states that in the common rule, deception is characterized by four broad basics that is, material dishonest statement, information that the statement was untrue when made, reliance on the untrue declaration by the target and lastly, compensations coming up from the prey's relying on the untrue statement. PPOA (2009) says that no procurement entity, public officer, supplier or any other individual needs to conspire/attempt to with others to make any proposed value bigger than would otherwise be.

Any fake practice weakens the goal of value for money, which is basic to the achievement of effective distribution of services. No seller, contractor, individual or government officer should be involved in fake activities in any procurement guideline (GoK, 2015). If an individual acts against this obligation, he/she should be disqualified from having an agreement for procuring or if an agreement has been signed with the

individual, it needs to be voidable at the option of the purchasing body (PPOA, 2009). Hashim, Salleh, Shuhaimi and Ismail (2020) proclaims that fraud in procurement has become a relevant issue in many firms and it is no longer only an apparent risk. Estimates indicate that 19 percent of bodies worldwide have been sufferers of procurement deception. The prize of procurement corruption and deception has to be earned from the market since prices paid will be bigger than would be the case in a deception-free situation.

According to Turner (2019) a morals protocol is vital in making sure that workers act in the correct fashion. A moral protocol is a set of events, rules and processes with an intention to support workers to comprehend and obey ethical values and rules set by the body. A moral protocol starts with developing of a code of behavior to guide workers on what is looked at as ethical behavior. In a study of public service bodies, they discovered that moral behavior impacts behavior. Codes are ineffectual in influencing a worker's decision-making. Ayoyi and Mukoswa (2015) suggested that there is necessity for government procurement bodies to found a teaching rule and code of morals to guide procuring teams in the conduct of their responsibilities and improving procuring performance.

A study done by Tukamuhabwa (2012) found out that responsibility and transparency reduces unethical behavior and malpractices and therefore creates confidence among the stakeholders. Similarly procurement committees in high schools are estimated to be answerable in their procuring purposes in order to command confidence among all school stakeholders.

Turner (2019), indicated that procurement should be guided by the professional ethical practices in procurement of goods and services. All public secondary schools in Kenya,

receive funds from the government in form of tuition, activity, and grants, whereas parents and other donor partners contribute towards infrastructure facilities and assets like buses. All these funds must be accounted for by the Principals and the Board of management. During the end of the year general annual meeting the Principals are expected to table before the parents the expenditure schedule which is approved before parents are asked to donate more money.

According to Ngatia, Njoka and Ndegwa (2020) malpractices in secondary schools are as a result of unethical procurement activities. Furthermore, it is noted that in most secondary schools, annual audit of finance indicates mismanagement of school funds and this is an indication of unethical behaviours by school management. Turner (2019), suggests that fraud, theft and other unethical practices could be eliminated by acting ethically. Borr (2014), points out that the procurement committee members need training in areas like procurement methods in order to improve professional practices. Niqab (2015) noted that recruiting people of integrity to serve in procurement activities is not always possible. This is exactly what happens to Auditors and Accounts clerks in Kenyan Secondary Schools, whom after gaining skills leave the school for well-paying organizations.

According to De Boer and Telgen (1998), revealed that non-adherence to procurement function is due to the lack of ethical behaviour. It was further ascertained in the PPDA & Audit Reports (2008), that absence of competence was higher among government management officers in Uganda and this was attributed the recent development of procurement reforms in Uganda. Both Basheka and Mugabira (2008) in their studies attributed the level of competence in government procuring as low or not existing at all.

In Dobler and Burt (1996), professionalism requires training to obtain skills in order to achieve high standards in procurement performance.

Dobler and Burt (1996) describe a profession as: a calling which requires specific knowledge and oftentimes long and intense preparing which includes being instructed in methods and skills, maintaining by force of concerted opinion or organization of high standards of accomplishment and behavior, and which commits its members to constant study and to a kind of labor to which has for its major purpose is to render public service. This description is reverberated by Oluka (2012) who identifies the following vital characteristics of a profession. According to Oluka, a profession bears the following vital characteristics: A skill with a basis on theoretical knowledge; a skill that requires education and training; demonstrating professional competence by passing a test; maintaining integrity by adhering to a code of behaviour; service given for community benefit and that the occupation is controlled.

Procuring experts should admit and find plans to manage all the complex challenges. The experts have to be seen as champions of competence and helpfulness and they have to acknowledge the challenges and their different forms, and where they come from. The requirement to instruct professionals and to equip them with novel and higher-level abilities have, as a result, become urgent (Sauber *et al.*, 2008). A skill is the capability to perform some particular behavioral task or the capability to perform some particular cognitive process related to some particular task (Peterson and Van Fleet, 2004). However, Esser, Sys, Vanelslander and Verhetsel (2020) suggest that getting, hiring, and retaining devoted, active, and principled workers with special skills is, in most cases, hard. While we know that professionalism is a key mechanism for, and priority targets of

institutional change, the precise role of professionals and professional service firms in processes of institutional change remain under-theorized.

Nkonge (2013) conducted out a research on problems faced by Small and Medium Enterprise Suppliers in Thika when bidding for tenders. He chose a descriptive and exploratory research design. He found out that a clear regulatory framework established in the country to guide government procurement, but procedures are not accessible to public inspection. Secondly, conditions for awarding tenders were not similar for each businessperson, SMEs face fiscal problems amongst which are financial rules and lack of own finances and that information on government procurement and tendering to the SMEs is not sufficiently available as many of those who responded did not know of its existence. Nkonge made the conclusion that existence of a legal framework made it hard for growing SMEs to compete with those established ones and in this way discouraging their participation. Ethical issues hinder the SMEs from taking part in tenders due to lack of transparency in the process.

Another study was conducted by Onyinkwa (2015) on reasons which effect complying with procuring rules in government high schools in Nyamache Sub-County of Kenya. The site was selected since public schools in the sub-county are hit by non-complying with public procurement rules. The research was based on three variables, that is, ethics in government procuring Act, training and committee awareness as factors assumed to impact complying with procuring rules in government high schools in Nyamache sub-County. The research was carried out via a descriptive survey study approach and it comprised 15 government high schools in Nyamache sub-County. The study was based on questions guided by the variables mentioned here. Literature review in the research was on the basis of variables; morals, training of staff, and awareness as factors thought to effect compliance on procuring rules in government high schools in Nyamache sub-

County. Data were obtained by use of questionnaire and reliability of study tools was tested using test-retest approach and validated by experts in educational research. Stratified random and simple random sampling approaches were used to sample 135 individuals. The study showed that moral principles, consciousness, and training affected compliance to procuring rules in government high schools.

2.6 Critiques of Existing Literature Relevant to the Study

PPADA, 2015 says that the tender process needs to involve one of the members of the board. The board assessment is conducted by a committee chosen by the accounting personnel who is the managing director. The board has to include other individuals like public procurement officers who are experienced in the field. Other persons include intellectual property legal practitioners who are experts in properties.

According to PPADA (2015), the specification allows reasonable and open competing. The specific items are advanced according to the need. Specifying of items should describe the performance of that item, the measurements, time limit for delivery, and method of delivering, suppliers to also participate in the tendering, whether locally or internationally. The specification will, nevertheless, be of supreme significance if it is friendly to the environment. It also needs to factor the value of disposal of the item and any other information that helps the bidders to bid rightly.

A lot of research related to the same have been conducted but seemingly not one of them has put a focus on these four variables relating to the three kinds of tendering. Consequently, this research was able to plug the gap with regard to the four variables. In this section, literature related to the extent of the level of implementation of procurement policies on institutional effectiveness was reviewed according to the specific research objectives. Theoretical framework and theoretical model were also included.

Ngwili & Were (2014) carried a study on Issues which affect proficiency of the procuring function at government agencies in Kenya a case of suppliers division in Nairobi. George (2010) carried out a study on the influences on actual managing of the procuring Function at Nakuru North Sub-County. Studies that have been done are mainly in commercial enterprises and sparingly in educational institutions.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Overview

This section is a presentation of the following content: the design of the research, research population, size of the sample, sampling design, data collection tools, reliability and validity, procedures of collecting data, and analysis of data. In consideration of the sensitivity of the topic under investigation, attention was given to moral matters and privacy aspects related to subjects.

3.2 Study Area

The research was carried out in Nyanza Region. Nyanza Region is in the former Nyanza Province. The knowledge level of head-teachers deputy head-teachers, teachers and non-teaching staff in public schools on procurement policy is low. There is also policy dilemma on procurement policy among public schools in Nyanza region. Procurement logistics is not done as per the required standards because there are procurement challenges faced by the schools.

3.3 Research Philosophy

This is the basis of adopting a specific process to conduct a study. It is a conviction about the approach used to gather and analyze data to respond to research questions. The two major models are the constructivist and positivist approaches to investigation. These diverse views about the approaches of knowledge creation play a serious role in management and business investigations, according to Saunders, Lewis, and Thornhill (2009). The choice and suitability of the method that was used in this research to discover the intervening approaches to determine the effect of implementation of procuring policy on institutional effectiveness in selected secondary schools was

entrenched in the essential expectations or beliefs the researcher held about the nature of the purposes of this research. Such beliefs were outlined by the researcher's orientations in relation to the ontological, epistemological and methodological nature of society and science.

According to Creswell (2009) ontology suggests traditions held about the kind of social realities which are whether reality is impartial and outside the individual or if it is personal and cognitively built on a personal foundation. It is a system of belief that reproduces an understanding by individuals about what encompasses realism (Burrell and Morgan, 2017). Ontology is the starting point which will probably prompt one's theoretical framework. Thus it is characterized here as the reading of assertions and traditions made about the notion of social reality, statements about what there is, how it looks, which units make it up and how the units interrelate with others. Rousseau, Billingham and Calvo-Amodio (2018) says that the knowledge of ontology is on the basis of what is meant it is said that a thing is. Although Ontologists investigate what is meant when we say a thing is, epistemologists consider what is meant when it is stated that we know something. Epistemology is considered as the knowing of theories with roots in the hypothetical viewpoint and in this way in the methods. Assumptions in ontology and epistemology make up a standard (Rousseau, Billingham & Calvo-Amodio, 2018). The issue of discovering overriding approaches to determine the effect of implementation of procuring policy on institutional effectiveness is an epistemological one. The epistemology and ontology foundations of the research questions existing in this research needed the accepting of the subject's acquaintance about implementation of public procurement policy on institutional effectiveness among public secondary schools in Nyanza Region in Kenya.

Consequently, the procedure, design, and implementing of the study was situated in the investigator's own view of the world and learning experiences which resonated in a space between qualitative and quantitative methodologies. The investigator makes an attempt to make a fix of the two introducing them independently before exemplifying their merging and how they were applied. The positivist conventions have represented the traditional form of study, and these assumptions are true more for quantitative research than qualitative studies. This understanding of the world is occasionally referred to as the scientific method. It is also referred to as post-positivist research, empirical science, and post-positivism (Jackson & Dolan, 2021).

This research adopted a pragmatist paradigm because it uses both the quantitative and qualitative methods in diverse stages of the process of research (Molina-Azorin & Fetters, 2022). Researchers in this tradition focus on the 'how' and 'what' of the research problem. The tradition is seen as a paradigm that gives the underlying philosophical outline for mixed-methods research (Dawadi, Shrestha & Giri, 2021). Because this study used qualitative and quantitative approaches, this paradigm was thought suitable for this research. Pragmatism is commonly looked at as the philosophical companion for the multimethodology approach. This is so since it offers a number of expectations on how we know and inquiry which strengthens the mixed methods design and which makes different the design from virtually quantitative designs on the basis of a post-positivist philosophy and only qualitative designs on the basis of a philosophy of constructivism.

3.4 Research Design

Creswell (2017) describes them as procedures and plans for research which determine decisions from extensive traditions to thorough approaches of data elicitation and analyses. This research used mixed method design which enabled the investigator to

explain the quantitative and qualitative data of the research (Creswell & Clark, 2017). According to Flick (2018) this design gathers data at a particular point in time with the intention of describing the nature of existing condition or identifying conditions against which the condition can be compared or determined, and the relationship which exists between specific events. The design was opted for because of its strengths as it involves gathering information from the sampled schools, direct quotation from the respondents and other sources, and it allows for the use of multiple sources of data collection for purposes of triangulation.

Further to that, the research used concurrent mixed methods by use of pragmatist paradigm since it was useful in assisting the researcher to meet the standards for assessing the “goodness” of the responses (Krawczyk, Topolewski & Pallot, 2017) better than do the single approach designs. This research used mixed methods which is a method to inquiry which combines quantitative and qualitative forms. It encompasses integrating of philosophical conventions, the use of both qualitative and quantitative methods and the collaborating of both methods in a research. It is in this way more than just eliciting and analyzing both types of data but additionally includes using of both methods in tandem so that the general strength of a research is superior to either one of the two (Creswell, 2014).

The research utilized Quantitative and Qualitative research methods. The latter was given more weight. It was applicable to this research since it enhanced the eliciting data based on numbers from a big population utilizing tools with pre-set quizzes and replies, analyzed trends, compared groups, or interrelated variables by use of statistical analyses and interpreted findings by likening them with past forecasts and previous studies,

writing the study report by use of normal, fixed structures, and evaluating criteria and taking an impartial, balanced approach (Creswell, 2014).

This research, in addition, made use of qualitative research approaches which as stated by Creswell, (2014) permits the investigator to examine an issue and build up some appreciating of a significant phenomenon, exploit the appraisal of literature to play a slight role and justifying the problem of the research, elicit data with a basis on words from a lesser number of subjects so that the participant's opinions can be acquired, analyze the data for description and supplement its interpreting by the use of qualitative design then deduce the greater significance of the conclusions, draft the findings by use of flexible, emergent structures and evaluative criterion and add the investigator's subjective inflexibility and prejudice.

Sekaran (2013) explains that descriptive research is done to control and give an explanation on the features of the variables of interest in a specific circumstance. In fact mixed-methods give the chance to introduce a more presentation of different views. A quantitative study has commonly been aimed at theory confirmation, while qualitative research has ordinarily been concerned with theory generalization. Whereas the correlational research is historically valid, it is in no way a perfect means, and there is no fundamental association between objective and method. In general, quantitative research can be used for theory generalization (just as well as verification), and qualitative research can be used for theory verification (as well as generation). What matters, in this case, is the level of alignment towards any of the two ideal paradigms that really matters.

Using the convergent parallel multi method is additionally on the basis of appreciating that there is a necessity to concentrate more on the current matters instead of the ways to deal with settling the matters (Rossman & Wilson as cited in Creswell, 2013), and that

numerous methods need to be looked at for superior appreciation and establishment of the underlying link between existing strategies and curbing examination malpractices. In such an approach, the quantitative and qualitative data were analyzed and integrated during the presentation. The results were presented using tables.

In the study interviews and questionnaires were used which made this research a mixed methods study approach. The questionnaires delivered the quantitative features whereas interview schedules produced qualitative data. Mixed methods as a method includes philosophical expectations which give guidance on the way of the elicitation and analyses and the mixing of the two approaches in many stages of the study process. As an approach, its emphasis is on elicitation, analysis and mixing both approaches in a single research or series of studies. Its chief hypothesis is that using quantitative and qualitative designs, in the mix, yields better understanding of study difficulties than either method (Creswell and Clark, 2017). Furthermore, this study design was looked at as suitable as the two kinds of data were collected in one visit to the respondents and that the two kinds of data had comparable value for comprehending the research question.

3.5 Target Population

The target population entails all participants of a theoretical set of people, in which the investigator generalizes the findings of the research (Murphay, 2016). It stands for those at the centre of which a research is to be done (Moffitt 2016). Cooper and Schindler, (2014) in addition state that population is the constituent about which a researcher wishes to describe inferences. Kombo and Tromp (2013) describe population as a group of persons, items, or objects from which samples are obtained for measuring. It refers to a whole group of people or essentials which have at least one feature in common. The

targeted population of this research consists of public secondary schools in 6 Counties of the Nyanza Region.

Procurement policy in government high schools is administered by the Public Procuring and Disposal Act (PPDA) of 2015, which has so far been promoted by PPDA 2015; and approved by the Procuring Manual for Schools and Colleges. Government high schools also share common features including involvement of deputy principals as chairpersons of school tendering committees, in addition to appointment and functioning of BOMs, which is controlled by the Basic Education Act of 2012. The research targeted school principals, deputy principal who are part of the procurement committee, BOM/PA who constitutes the procurement committee in schools. Others were students from the 6 counties of Kisii, Nyamira, Migori, HomaBay, Migori, Siaya and Kisumu Counties. The target population was 636 public secondary schools in Nyanza Region comprising 636 Principals, 3180 members of the procurement committee and 127, 200 students. Table 3.1 presents the target population

Table 3.1: Target Population

County	Number of schools	Principals	Procurement committee	Teachers	Students
Kisii	188	188	5*188 = 940	1250	37600
Nyamira	80	80	5*80 = 400	950	16000
Homa Bay	126	126	5*126 = 630	1120	25200
Migori	76	76	5*76 =380	854	15200
Siaya	54	54	5*54 = 270	650	10800
Kisumu	112	112	5*112 = 560	1300	22400
	636	636	3180	6124	127, 200

3.6 Sample Procedure and Sample Size

3.6.1 Sampling Procedure

Size of a sample is a segment of the population identified for a survey (Creswell, 2013). The investigator sampled a set of objects obtained from the research population which enables the estimation of the features of a population. Sampling is the process an investigator adopts to collect people, places, or things to research on (Kombo & Tromp, 2013). It is a description of the approaches the investigator uses to select representative respondents from the population that is accessible (Oso, 2009). According to Williman (2011), a sample is a small portion of a population selected to indicate what the whole might be like.

The sample was first calculated using the 30% sample size (Lakens, 2022). The researcher selected 30% of the 6 counties in the Nyanza region. This led to a selection of 2 counties. Later on simple random sampling was used to select Nyamira County with 80 schools and Siaya County with 54 schools. This totaled to a selection of 134 schools. Later on there was computation of a finite population method since the sampling frame (total number of secondary schools) was known. The finite population method is presented as; to determine the sample size n for the target population N , the study used a formula simplified by Yamane (as cited by Israel 1992) as shown below.

$$n = \frac{N}{[1 + N(e)^2]}$$

Where,

n = sample size

N = population size (134)

e = accepted margin of error (5%)

Substituting the values in the formula yields;

$$n = \frac{134}{[1 + 134(0.05)^2]} = 100, \text{schools}$$

Since the calculated proportion is larger than 5% ($n/N > 0.05$) of the target population (schools) the sample size was further be adjusted using the finite population correction (FPC) formula indicated below (Naing et al. 2006);-

$$nf = \frac{n}{1 + n/N}$$

Where;

nf = desired sample size with finite population correction.

$n = 384.16$

N = target population

$$nf = \frac{100}{1 + 100/134} = 57$$

Therefore, the desired sample size was 57 secondary schools.

This study used stratified sampling to categorize schools as National School, Extra County, County and Sub County schools in the 2 Counties that were selected. Proportionate sampling was later used to get the number of schools to be picked from the strata. This led to the sampling of 1 National school, 4 Extra county schools, 11 County schools and 18 Sub county schools in Nyamira County. In addition 1 National school, 3 Extra county schools, 10 County schools and 9 sub county schools were picked in Siaya County. This method gives each item in the population an equivalent chance of being involved in the research. The Principals were later sampled using a simple random sampling technique. Purposive sampling technique was used to pick the chair of the procurement committee who was the Deputy Principal.

To guarantee equal representation, the research used a stratified sampling method to stratify the population into homogenous sub-groups (strata). The study used stratified random sampling technique to categorized schools according to their operational nature, that is, National, Extra-county, County and sub-county schools. In a similar manner, there was an option of categorizing the schools into their physical locale. This research happened within 21 days. Selecting the sample was conducted via stratified approaches now that the survey encompassed dissimilar groups with diverse opinions. The researcher used multi-stratification to categorize the population into principals, deputy principal, teachers and students.

The advantage of stratified random sampling technique is that it ensures the inclusion of elements whose population may be small. The use of stratified sampling technique was essential since stratifying in most cases achieves better exactness providing the strata have been chosen so that members of a similar stratum are as similar as possible in respect of the feature of interest. The bigger the variance between the strata is, the better the gain in precision will be. It is, in most cases, administratively suitable to stratify a sample. It ensures better coverage of the population than simple random sampling.

Sampling was conducted using the simple random method to pick the 57 schools out of the 134 schools in total. Every institution had an equivalent opportunity of being picked into the sample. For the sampling procedure, each of 134 schools was allocated a number from 1 to 57. The numbers corresponding to the schools were written on pieces of papers, then rolled into balls and put into a container. The researcher then picks each piece of paper at a time and records it. The practice is continued until the last 24 paper is picked. The 57 papers then form a sample for study. Sekaran (2010) advised that the probability of any of each of the element chosen is one in the number of population, and

each single element in the container has the same or equal probability of being chosen. Sekaran further adds that, simple random sampling has the least bias and offers the most generalizability.

Further, purposive sampling technique was applied to select principals and teachers. Purposive sampling is a non-probability sampling procedure which allows a researcher to used cases that have the required information which respect to subject of the study. Such cases are often handpicked because they are either informative or possess characteristics of interest. Table 3.2 presents the sampling procedures

Table 3.1: Sample Size

County	Category of the school	Total number of schools	Sample of schools	Principals	Procurement committee	Teachers	
Nyamira	National	2	1	1	3	1	
	Extra	10	4	4	12	4	
	County						
	County	26	11	11	33	11	
	Sub County	42	18	18	54	18	Stratified
Siaya	National	2	1	1	3	1	Proportionate
	Extra	6	3	3	9	3	Simple
	County						random
	County	24	10	10	30	10	sampling
	Sub County	22	9	9	27	9	Purposive
		134	57	57	171	57	

3.7 Data Collection Instruments

It is the procedure of collecting data on a respondent (Sekaran, 2010). Secondary data were got from literature sources or data obtained by other investigators for different purposes. Secondary data were obtained via reviewing of published research for instance theses, peer reviewed articles, and books. These sources of information were studied to provide insight in the quest for primary information. Secondary data informed the

researcher on variable selection, instrument development and discussion of findings. Data were got from primary and secondary sources. While primary data were got from school principals, procurement members (teachers, procurement member/bursar and deputy principals), secondary data were sourced by studying procurement-related spending records, and learner enrolment records. Secondary data were also got by studying auditors' annual reports for public secondary schools, and other related literature.

Two sets of data collection instruments, including a questionnaire for the procurement committee members and an interview guide for students were applied to source primary data. The instruments elicited information on four key thematic areas, including specification development/prequalification, procurement planning, inspection, tender processing. Details are provided in the following sub-sections.

3.7.1 Questionnaire

Neubauer (2019) says that the use of different approaches for data collection improved understanding of the phenomenon under research. Primary data were got using questionnaires. The study utilized close-ended and open-ended questionnaires to obtain data. Questionnaires were favored since they are simple and cost-effective particularly where the region is widely spread and large geographically (Kothari & Garg, 2014). The questionnaire had a quantitative segment that utilized both nominal and a Likert-type scale layout. The Likert-type layout was picked since it yields equal-interval data which permits the use of more powerful statistics to examine research variables (Kiehl and Bloomquist, 2009). The self-reporting questionnaire, with closed-ended and open-ended questions, was adopted to obtain data from the procurement committee members. The introduction part of the questionnaires were to source data on various features of the

schools, such as the kind and grouping of the school, as well as the locale and sub-county in which a school is located. The introduction section also captured data on learner population for the period of 10 years from 2010 to 2019.

This involved studying school enrolling and spending records for the research period. While in other institutions, the investigator was given authority to appraise and extract the necessary information, in others, principals gave instructions to members of staff to extract the information in the requested design. While in some institutions the information might be complete, in others, there might be gaps brought about by poor filing methods and organization of school records. In such circumstances, the investigator interpolated or extrapolated data to plug information gaps.

Furthermore, section 2 sourced information on knowledge and skills in procurement policy, section focused on compliance dynamics, section 4 was on implementation of committee decisions and section 5 dealt on implementation challenges of procurement policy. The self-reporting questionnaire provided the flexibility and convenience required by the target participants/population in terms of the time to provide responses and confidentiality regarding sensitive information.

3.7.2 Interview Guide

The interview guide was used to elicit detailed qualitative data from the Deputy principal and students. The instrument source information on various aspects such as knowledge and skills in procurement policy, compliance dynamics, implementation of committee decisions and implementation challenges of procurement policy.

The tool is suitable since it gave an opportunity for those who participated to offer in-depth data on the basis of their specialized thoughts and understanding. In-depth interview guides are principally appropriate for assessing insights and outlooks of

persons. The information obtained was utilized for in-depth analyses of the link between different features of procuring-related expenditure in school contexts.

3.8 Validity and Reliability of the Research Instruments

The study tools were tested for reliability and validity to make sure that information obtained would provide data the investigator could utilize precisely to respond to queries and applicable to the study assumptions. Presentation on how reliability and validity were got is described in this section.

3.8.1 Validity

Validity is the degree to which results obtained from the process of data analyses basically exemplify the feature under study. Kothari (2008) describes validity as the correctness, exactness, significance of conclusions and reliability of findings of conclusions, based on the study results. To make sure construct and content validity of the study tools, the investigator looked for skilled view and comments obtained from them were used to enhance the study tools before starting data gathering. Additionally, the tools were piloted to a chosen sample of students which was not part of the study. In order to improve questions, formats and scales of the instrument it is important to establish its content validity.

Chen and Yang (2018) says that content is a non-statistical type of validity that comprises the systematic examining of the test content to determine whether it covers a representative sample of behaviour domain to be measured. In this regard, content validity evidence involves the extent to which the content of the test matches a content domain associated with the construct. A test has content validity built into it by cautious selecting of each of the items to include. Items are chosen so that they comply with the test specification which is drawn up through a thorough examination of subject domain.

Faraz and Indartono (2018), note that by using a panel of experts to review the test specifications and the selection of items, the content validity of a test can be improved.

Therefore to test validity of the instrument used in the study, experts were contacted to review the number of items and made comments on whether the items covered a representative sample of the behaviour domain. The experts included the researcher's supervisors with a panel of experienced researchers of Moi University. For final instrument revision, results from piloting and comments from the experts were incorporated together to improve its validity.

There are various kinds of validity that should be considered in this case. Firstly, there is content validity. Bryman and Bell (2015) say that content validity demonstrates that the instrument fairly and comprehensively covers the domain or the items that it purports to cover. It is unlikely that each issue will be addressed in the entirety, because of time available or respondents' motivation to complete the long questionnaire. In this case, the researcher ensured the major elements of the main issues were covered in the research for fair representation of the wider issue under investigation and elements selected for study sample were addressed deeply and broadly. Careful sampling of the items was required to ensure their representativeness. The instruments in this study were developed in such a way that they captured all the objectives. They answered all the key questions of the study.

Secondly the research also put into consideration the Criterion-related validity. This kind of validity endeavours to relate the results of one particular instrument to another external criterion. It is guided by two principal forms predictive validity and concurrent validity. Concurrent validity case demonstrates that data gathered using one instrument must correlate highly with data gathered from using another instrument. In this case,

there was need to ensure that data collected using the pieces of questionnaire highly concurred with what was collected using interview schedules.

Last but not least, the study also used internal validity. This kind of validity sought to demonstrate that the explanation of a particular event, issue or set of data actually could be supported by the data. To an extent, it concerned correctness, which would be applied to qualitative and quantitative study. The results in this case explained precisely, the phenomenon under researched. In the case of this study data collection explained accurately implementation of procurement policy and its influence on institutional effectiveness in public secondary schools in Nyanza region based on the variables of the study.

External validity is another very important type of validity that is sought in research. It refers to the degree to which the results can be generalized to the wider population, cases or situations. The issues of generalization are problematical. In naturalistic research generalizability is interpreted as, comparability and transferability. One has to assess the typicality of a situation- the participants and settings, to identify possible comparison groups and to indicate how data might translate to different settings and cultures. It is important in quantitative research to provide a clear, detailed and in-depth description so that others can decide the extent to which findings from one piece of research are generalized to another situation. The study sought to influence of implementation of procurement policy on institutional effectiveness in selected secondary schools in Nyanza Region. It was impossible to one by one analyze the influence of implementation of procurement policy on institutional effectiveness in selected secondary schools in Nyanza Region in all the counties in Nyanza Region. Hence, a sample of four public

secondary schools in four counties were used and there after the results obtained were generalized to all the other public secondary schools in Nyanza Region.

This study focused on two types of validity: face and content validity. Face validity denotes probability that a question is misunderstood or misinterpreted. Content validity denotes the degree to which a measure portrays all aspects of a certain social construct. In this research, content validity was enhanced by finding out the sentiments of specialists in the field of the research, chiefly the supervisors. Added to that, the face validity of the study instruments was enhanced by conducting a pilot test and changing any indistinct and vague question.

3.8.2 Reliability

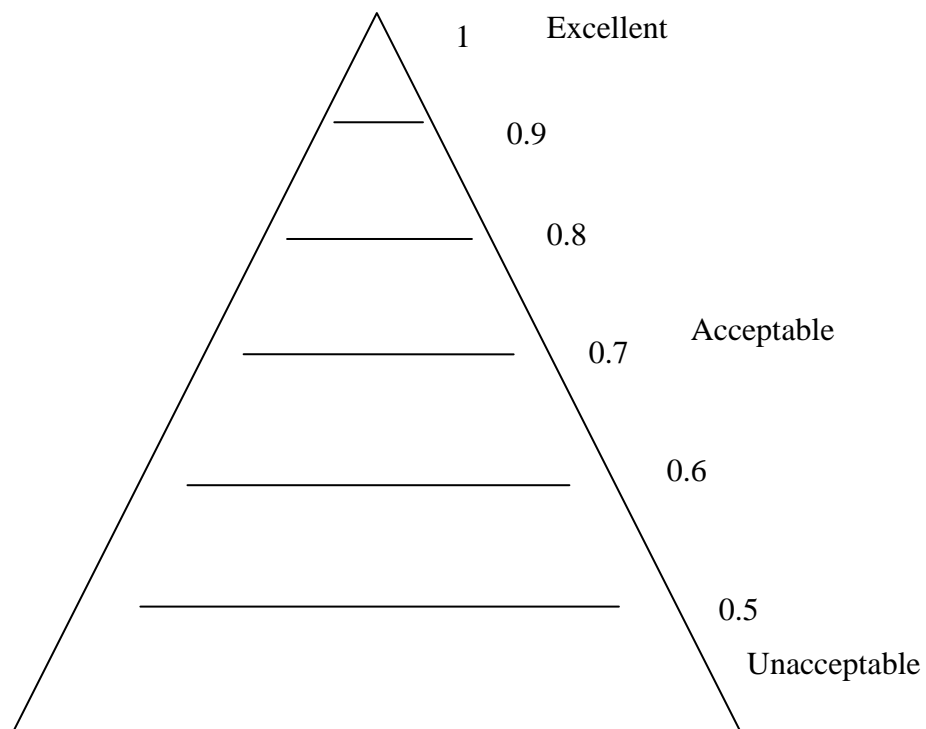
Taber (2018) says that reliability refers to the constancy that a tool demonstrates when applied frequently under similar circumstances. In this way, it is the degree of dependability or whether it might be relied upon to yield similar results when used in two/more tries to measure theoretical ideas. Ngwili and Were (2014) say that for a measure to have validity, the data should be precise and true.

Reliability can be external or internal. Internal reliability denotes the constancy of outcomes in a particular site, and credibility of data in that site. External reliability denotes the constancy and duplicative attributes of data across the sites (Castillo, 2009).

Cronbach's alpha a coefficient of reliability that provides impartial estimates of data generalizability was adopted to test reliability of the answered questionnaires. According to Zinbarg (2005), Cronbach's alpha is a coefficient of reliability that provides an impartial estimate of data generalizability. Cronbach alpha coefficients range from 0 to 1. Sekaran (2010) states that a Cronbach alpha of at least 0.7 should be accepted as satisfactory as the higher the Cronbach alpha, the higher the internal consistency and

reliability. Reliability of data which is a measure of internal consistency and average correlation was measured using Cronbach's alpha coefficient which ranges between 0 and 1 (Kothari, 2010). Higher alpha coefficient values might mean that scales are more reliable.

To measure reliability of the data collection tool, Cronbach's alpha (α) was adopted. Cronbach's alpha is a measure of internal consistency that checks how closely related a set of items are as a group. A value of alpha (close to 1) is high and is, in most cases, used as confirmation that the items measure an underlying (or latent) construct.



In research, reliability test ranges from 0 to 1. When reliability is from 0 to 0.4, the tools are unacceptable, when it ranges from 0.5 to 0.7, it is acceptable while when it ranges from 0.8 to 1, it is excellent. Smaller values that are less than 0.3 indicate that the given item is not well correlated with the others (Maroufizadeh, Riazi, Lotfollahi, Omani-Samani & Amini, 2020).

As explained by Cronbach and Shavelson (2004), Cronbach Alpha Coefficient of above 0.7 implies reliability of the data collection instrument. From the table, it is inferred that all the questions met the Cronbach's Alpha Coefficient of assessing the internal consistency of the instruments with alpha coefficients of above 0.7 which therefore implies reliability. The overall reliability of the instrument was 0.812. The value is acceptable since it is greater than the minimum recommended alpha coefficient of .70 (Creswell, 2014). Results on reliability test are presented in Table 3.2.

Table 3.2 Reliability Test Results

Variable	Cronbach's Alpha	Number of Items
Knowledge and skills	0.884	8
Compliance dynamics	0.898	8
Decisions of procurement policy	0.784	8
Procurement ethics	0.777	8
School effectiveness	0.717	8
Overall reliability	0.812	

To ensure reliability of the interview schedule, the researcher was guided by guidelines for ensuring reliability of qualitative interviews specifically, and other general qualitative reliability checks, as posited by (Creswell, 2013; Creswell, J., & Creswell, D., 2018). Reliability strategies specific to interviews used by the researcher therefore were: ensuring that researcher bias was minimized, ensuring that the interview schedule had questions for each respondent, except for probing and follow-up questions which would vary depending on the responses by each participant. On the general qualitative reliability strategies, the researcher checked the transcripts to make sure that they did not contain any mistakes made during transcription. The researcher made sure that there was no drift in the definition of codes, a shift of meaning of codes during the process of

coding, which was accomplished by continuously comparing data with the codes. Finally, the researcher used intercoder agreement (crosschecking).

3.9 Data Collection Procedures

The investigator got a letter introducing him to the field from Moi University at the School of Education a letter which was used to obtain research permission from the National Council for Science and Technology Innovations (NACOSTI). After NACOSTI's permission, further permission was obtained from the study sample schools. Data were elicited in stages in which research assistants were talked to and induction was conducted on their role in the research, which was to conduct focus group discussions and administration of questionnaires. On the first day of training, research assistants were taught about research ethics and other research matters that they needed to bear in mind.

The second phase involved administering of questionnaires to principal, procurement committee members and teachers. A 30 minute interview was administered by the researcher to Deputy Principals who were also part of the procurement committee with the help of research assistants in recording the process and making short notes.

3.10 Data Analysis

Grbich (2012) explains the activity as the organizing, interpreting and presenting of data that have been collected so that data are reduced to a usable and manageable size. Data that were got were analyzed via qualitative and quantitative approaches, in which objectives 1, 2, 3 and 4 were analyzed using descriptive means. Additionally, inferential statistics were conducted on objectives 2, 3 and 4 in relation to the dependent variable.

The researcher examined the returned questionnaires for consistency and completeness. After that, they were subjected to introductory processing via validating, coding and

tabulating to prepare for analyzing by use of the statistical package for social sciences (SPSS) programme. Frequencies, percentages, means, and standard deviations were used to present quantitative data. Pearson Correlation Coefficient was used to define the association that existed between the dependent and independent variables.

Green and Thorogood (2018) explain that the power of qualitative research is its capability to give complex textual accounts of how individuals experience a given research question. This gives information about the human side of an issue that is, the frequently contradictory opinions, beliefs, emotions, behaviour, and relations of people. Nardi (2018) further says that when applied along with quantitative approaches, qualitative design can assist us interpret and understand better the composite reality of a given condition and the inferences of quantitative data.

Though results from qualitative data can frequently be extended to persons with features the same as those in the population of study, to gain a complex and rich comprehension of a particular social situation typically takes priority over the elicitation of data which can be applied to other geographical areas or populations. In this way, qualitative research is different from scientific research in general terms (Swinton & Mowat, 2016).

This research used unstructured in-depth interviews and focus group discussions to get qualitative data. Each approach is principally suitable for getting specific type of data. In-depth interviews are suitable for obtaining data on people's individual histories, perspectives, and experiences, in particular when sensitive topics are studied. Focus groups are suitable in obtaining data on cultural norms of a group of people and in making broad impressions of issues of interest to the cultural groups represented. The types of data these approaches generated were field notes, audio recordings, and transcripts (Silverman, 2015).

An interview schedule which was used to obtain qualitative data was associated with the study objectives. The researcher summarized\ subject responses into the most occurring into categories related to study objectives. We presented qualitative results and discussed them by incorporating them with the quantitative results in the discussion. The research also utilized inferential statistics in addition to descriptive statistics and thematic analyses. This was in addition to correlation analyses and regression analyses. According to Mugenda and Mugenda (2012), the correlation approach is used to analyze the extent of association between two variables. The calculation of a correlation coefficient produces a statistic that ranges from -1 to +1. A correlation coefficient (r) indicates the association between two variables and the bigger the association, the stronger the coefficient between the two variables whose comparison is being done.

The direction of the association is also significant in that if it is positive (+) it implies that there exists a positive association between the two variables and this implies that when one variable increases, the other variable increases or when one variable decreases the other variable also does (O'Sullivan, Berner, Taliaferro & Rassel, 2016). A negative association (-) means that as one variable decreases the other variable does too and vice versa hence an inverse association. If there is no association, the coefficient is equal to zero. Pearson's Product - moment correlation coefficient was used to decide the strength and the direction of the association between dependent variables and the independent variables (O'Sullivan et al, 2016).

Multiple regression analysis was also used in an attempt to determine whether a group of variables predict a given dependent variable and hence increase the accuracy of the estimate (Cox, 2018).The regression model used was as follows; Multiple linear regression model with dependent variable (Y) – for Implementation of Public

Procurement Policy, independent variables X1 (Knowledge and skills), X2 (Compliance dynamics), X3 (Implementation of decision) and X4 (Procurement Ethics) was used to show whether the stated independent variables significantly influence school effectiveness. The regression model is as illustrated:

Equation 1: Statistical Measurement Model

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where; Y – Implementation of Public Procurement Policy

β_0 - Constant

$\beta_1, \beta_2, \beta_3$ and β_4 - Regression coefficients

X₁- Knowledge and skills

X₂ - Compliance dynamics

X₃- Implementation of decision

X₄- Procurement Ethics

ε - Error term

3.11 Assumptions of Multiple Regression Model

The study performed the following assumptions; Normality, Linearity, Multicollinearity and Homoscedasticity to check significance on distribution of data.

3.11.1 Normality Assumption

In testing assumption of Normality, Hair (2013) explains that multiple regressions assume that variables have normal distributions and the assumptions are based on the shape of normal distribution curve which make the researcher aware of what values to expect. Descriptive statistics were used to check for the normality of the distribution data of the study. Further, examination of the distribution of data was done to check on the Kurtosis and Skewness. The researcher tested this assumption through several pieces of information; for example, inspection of data plots, skews and kurtosis.

3.11.2 Linearity Assumption

Linearity of data implies that the values of the outcome variable for each increment of a predictor variable lie along a straight line. The assumption underlying this model is that there exists a linear association between the dependent and the independent variable. Gujarati and Sangeetha (2013) explain the significance of linearity of relationship between the dependent and the independent variables. This is so since multiple linear regressions can only precisely estimation the association between dependent and independent variables if the associations are linear in nature. If there is an absence of a linear association between independent and the dependent variable it might lead to the results of the regression linear analyses to under-estimate the true association.

3.11.3 Multi-collinearity Assumption

According to Hair (2006) multi-collinearity happens when there exists high associations between two or more predictor variables. To regulate whether there existed a mince of strong association between the independent variables were tested using Variance Inflation Factor (VIF) and correlation coefficient. To detect multi-collinearity effortlessly calculations of correlation coefficients for all pairs of predictor variables is done. To control a possible multi-collinearity difficult, a correlation matrix among the independent attributes was used to detect the presence of high correlation among the attributes.

3.11.4 Homoscedasticity Assumption

Homoscedasticity assumption in multiple linear regressions is where a scatter plot of residual versus predicted values is checked properly. There should be no clear pattern in the distribution based on the scatterplots between the independent variables (Keith, 2013). This assumption is met when there is existence of unknown but finite variance in

the error term of a linear regression model. The error term is similar across all values of the independent variables. The bivariate distributions are checked if they are uniformly spread about the line of best fit, they can also be checked via normality of residual.

3.12 Ethical Considerations

Bell et al (2018) observed that ethical values were used to make sure that no damage is caused to subjects by the use of proper and accepted language in the questionnaire and by research supporters. Additionally, identity of the subjects was protected by asking subjects not to make known their names or any details which may disclose their personality. Subjects were not required to indicate their names on the questionnaire nor were they pushed to take part in the research. Informed consent was got by adding a statement that asked for informed agreement from the subjects by making them know the type of data that were required from them, their intended use, how they were to participate in the research, and how they would be affected. The investigator made sure that subjects were capable of giving their consent, offer adequate information allowing for a logical decision, and make sure that consent was volunteered and not forced. The research did not use any deception in getting data. Plagiarism was also another aspect of concern dealt with by mentioning all the writers whose research were used in this research as advised by (Eriksson & Kovalainen, 2015).

3.13 Summary Table on Data Analysis

Objective	Independent Variable	Dependent Variable	Analysis Tool
To evaluate the influence of knowledge and skills in the implementation of public procurement policy on institutional effectiveness in public secondary schools.	Knowledge and skills	Institutional effectiveness	-Frequency, percentages, mean and standard deviation -ANOVA -Regression -Correlation
To analyze the influence of compliance dynamics in the implementation of procurement policy on institutional effectiveness in public secondary schools.	Compliance dynamics	Institutional effectiveness	-Frequency, percentages, mean and standard deviation -ANOVA -Regression -Correlation
To determine the influence procurement committee decisions in the implementation of procurement policy on institutional effectiveness in public secondary schools in tendering process.	Procurement committee decisions	Institutional effectiveness	-Frequency, percentages, mean and standard deviation -ANOVA -Regression -Correlation
To examine the influence of procurement ethics in implementation of procurement policy on institutional effectiveness in public secondary schools.	Procurement ethics	Institutional effectiveness	-Frequency, percentages, mean and standard deviation -ANOVA -Regression -Correlation

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This section presents the empirical results of the variables by use of techniques cited in section three. Data analyses were in line with particular objectives in which patterns were examined, deduced and inferences drawn on them. The overall objective of this research was to investigate implementation of public procurement policy and its effect on institutional efficiency in public secondary schools in Nyanza Region. In an effort to address the purpose of the study the following objectives were studied;

- i. To evaluate the influence of knowledge and skills in the implementation of public procurement policy on institutional effectiveness in public secondary schools.
- ii. To analyze the influence of compliance dynamics in the implementation of procurement policy on institutional effectiveness in public secondary schools.
- iii. To determine the influence procurement committee decisions in the implementation of procurement policy on institutional effectiveness in public secondary schools in tendering process.
- iv. To examine the influence of procurement ethics in implementation of procurement policy on institutional effectiveness in public secondary schools.

It is important to note that, whereas there were several instruments employed in data collection, the researcher employed data triangulation method in the collection of qualitative data. More than one method was used to collect data on the current topic to enhance confidence in the ensuing findings. This approach of data collection was supported by Creswell (2013), who argued that when several instruments are used to

collect similar data, it reinforces the findings. As such, the researcher based the analysis on the objectives presented above. Additionally, some of the literature used in chapter two was cross-referenced in this chapter in order to compare and contrast the findings of the current study with past ones.

4.1.1 Return Rate

Response ratio in survey studies refers to the number of persons who replied to the survey divided by the number of persons in the sample (IaR, 2011). The research anticipated a response rate of 100% since it was dealing with the Principals of secondary schools to ensure that all the questionnaires were duly filled and returned within the expected duration of time. Out of 171 procurement committee members 167 of them answered the questions fully giving a response rate of 97.6%. On the other hand out of the 57 principals initial sampled 56 appropriately filled the questionnaires therefore the response rate was 98.2%. Therefore the overall return rate of questionnaires used in the study was 97.8% which were therefore adequate enough to avail the information on the subject matter. This judicious response degree was attained after the investigator made recurrent actual visits and follow ups of the subjects. According to American Association for Public Opinion Research (AAPOR) (2015) report, a response degree of 60% \pm 20 is satisfactory for data analyses. Table 4.1 indicates the response degree.

Table 4.1: Questionnaire Returned

Respondents	Sample size	Returned	Percentage
Procurement committee members	171	167	97.6
Principals	57	56	98.2
Total	228	223	97.8

4.2 Demographic Characteristics:

The study sought to find out demographic characteristics of the selected respondents.

The findings based on the response of procurement committee members and Principals are summarized in Table 4.2.

Table 4.2: Demographic Characteristics of the respondents

Characteristics	Procurement committee members		Principals	
	Frequency	Frequency (%)	Frequency	Percent
Age (years)				
26-35	32	19%	15	26.7
36-45	77	46%	21	37.5
≥ 46	58	35%	20	35.7
Gender				
Female	67	40%	22	40%
Male	100	60%	34	60%
Education				
Diploma	25	15%	6	10
Degree	112	67%	38	68
Masters	30	18%	12	22
PhD	0	0	0	0
Experience (years)				
<5	100	60%	2	4
5-10	42	25%	31	55
>10	25	15%	22	41
Procurement professional qualification				
No	142	85%	49	87
Yes	25	15%	7	13

Most of the procurement committee members 81% were post-youthful age (>35 years), this implies that the procurement committee members have substantive years of experience at their work place. On the other hand 37.5% Principals were post-youthful age (>35 year), few were aged between 26-35 years old therefore it can be seen from the finding that most of the Principals had basic years in school management and have been in the procurement environment for quite some time. These results reproduce a faultless

picture of past projections which showed that by 2020, the millennials (those born between early 1980s and early 2000s) will symbolize 50% of the entire global workforce (Brighter Monday, 2019).

Of the respondents, 60% as shown in Table 4.3 were male, indicating that a sixth of those in tender committees are male. In terms of gender composition, 40% constituted female Principals while 60% were male Principals. This indicates that more male Principals participated in the study. The school management is recommended to include more of female to participate in procurement function. These findings showed that Kenya is progressing in achieving gender parity and empowering women as one of the important props on the way to achieving sustainable development goals.

As shown in Table 4.2, two-thirds of the procurement committee members 67% had attained an undergraduate degree, pointing to the fact that two-thirds of those in the tender committees have substantive education level that ought to translate to better understanding of procurement policy and functions.

In request the principals indicated their educational background. According to the findings, 68% of the respondents had Bachelor of Education degrees, 22% had Master Degree and 10% had Diploma in Education qualification. According to the findings, we can deduce that majority of the Principals were graduate teachers and therefore would be in great need of incentives in their careers which they had taken time to nurture and therefore understand the content of the questionnaires and gave reliable information. None of the respondent was a PhD holder. This implies that the majority of either school principal or head of procurement unit is a master's holder. This has been enhanced by the increases of university institutions and the unique programmes that they offer (holiday and evening programmes). However, none of the respondent was a PhD holder

contributed by the fact that individuals who are PhD holders are considered over-qualified in public secondary schools and cannot receive an equivalent remuneration to the PhD qualification.

Of the 167 members from procurement department 60% of them had less than five years of experience in procurement, 25% had between while the rest 15% members had >10 years. On the other hand 87 Principals indicated that they have no procurement professional qualification while only 13 of them indicated that they have no procurement professional qualification. Despite the majority of the procurement committee members and Principals having adequate education level and being in the teaching profession for quite some time, the fact that they had less procurement experience may impact on procurement functions within the county. Most of the respondents had not obtained any skills on procurement therefore may affect the procurement function management negatively.

4.3 Knowledge and Skills of Procurement Committee on Institutional Effectiveness

4.3.1 Response on Training on procurement policy for procurement committee members

The study sought to determine whether procurement committee members have relevant training in procurement policy and the feedback were as follows.

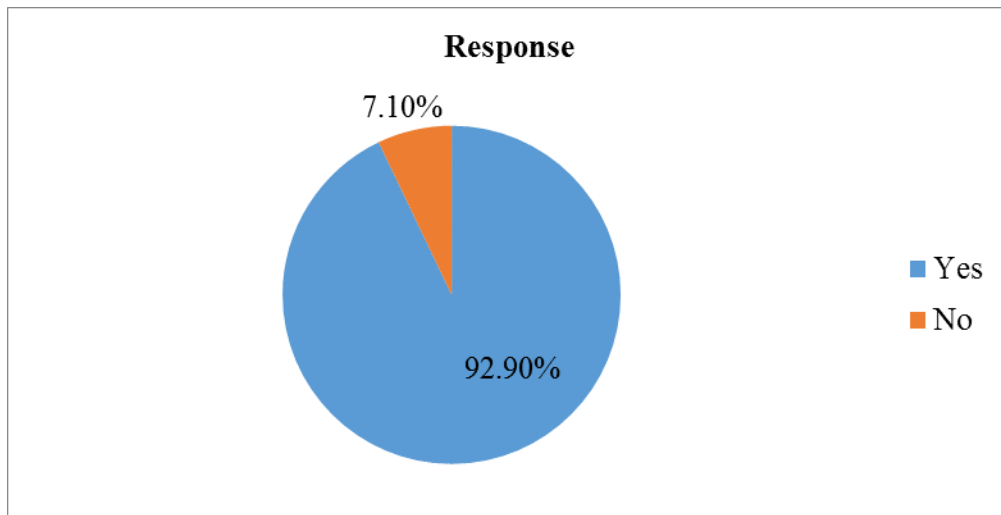


Figure 4.1 Response on Training on Procurement Policy for Procurement Committee Members

The study findings showed that 52 (92.9%) of the respondents were in agreement that in their schools, procurement committee members are trained on relevant training in procurement policy while 4 (7.1%) of the principals cited that procurement committee members in their schools are not trained on relevant training in procurement policy. The procurement officials have to be trained and be aware of all rules related to procuring and connected processes. Rossi, (2010) asserts that moral code is a deterrent of improper conduct and an enabler for all supporters of the association to defend the moral legacy of the organization. Boer and Telgen (2013) also attribute non-complying in government procurement to lack of procurement education and training in the public sector.

Hui et al (2013) opine that procurement personnel need to be skilled and made to know all rules related to procuring and connected procedures in public organizations in order that they obey such instructions in the process of undertaking the procuring activities. Ndumbi & Okello (2015) conducted a research on the outcome of training staff on the level of complying to public procuring system in public parastatals in Kenya. The research recognized a positive important association between training staff and the extent

of complying with PPDA. The investigator made the conclusion that training staff impacts complying with PPDA.

According to Raymond (2012), training in government procurement relates to the levels of schooling and credentials of the workers and to the professional method in conducting of business undertakings. If the workers are not sufficiently skilled in procurement issues, serious concerns plus, breaks of codes of behavior occur.

The study sought to evaluate the effect of knowledge and skills regarding the implementation of procurement policy. The respondents were asked to indicate the influence of procurement knowledge and skills practice on the implementation of procurement policy in secondary schools. This was on a scale of great extent, moderate, low extent, and not at all. The score very great extent stands for high influence of pre-procuring skills and has been assumed to be equivalent to mean score of 4.1 to 5.0 on the likert scale. The score great extent stands for high influence of pre-procuring abilities and is comparable to a mean score of 3.1 to 4.0. The score moderate represents neutral effect and taken to be equal to mean score of 2.1 to 3.0. The low extent scores stand for low effect of procuring skills and taken to be equal to mean score of 1.1 to 2.0 and the scores not at all have been taken to be equal to mean score of 0.1 to 1.0. A standard deviation of more than one means an important change in subjects. Results of the analyses are described in Table 4.3.

Table 4.3 Staff Training in relation to Implementation of Procurement Policy

	Not at all (%)	Low Extent (%)	Moderate (%)	Great extent (%)	Very great extent (%)	M	SD
In our school training needs assessment is done annually	17.3	11.3	8.0	51.0	12.0	3.29	1.314
In our school professional membership or association is encouraged	19.3	15.3	8.7	49.0	7.3	3.1	1.309
In our school membership of a professional body influence implementation of procurement policy	2.0	1.3	5.3	49.0	42.7	4.29	0.797
In our school membership audits are used to assess conformity	0.7	18.0	26.7	51.0	4.0	3.39	0.851

From the research results, the observation was made that to be a member of a professional organization impacts asset disposal and was greatly rated with an average of 4.29. Training assessment needs of procuring personnel, professional membership are cheered and audits of membership are used to assess conformity. From the research, it was established that there was important variance in the replies of the subjects now that the standard deviation was above one.

It was found out, from the research, that to be a member of a professional body impacts the implementing of procuring policies in schools. This concurs with the public procurement and asset disposal act (2015) section 47 which indicates that a procuring role should be conducted by procurement experts whose experience is accepted in Kenya; the executive officer of procuring functions should, alongside other roles under the act and as a registered expert with different professional bodies, be responsible for

giving expert advice to officers who account. It is understood that for procuring personnel to be registered with a professional body, they must have to meet minimum professional requirements. Also, these bodies conduct workshops and seminars for members to teach the best procuring practices with regard to disposal of assets.

The research found out that training of procuring personnel is vital especially in areas of their requirement. Consequently, organizations carry out needs assessments yearly to establish need for training. Similarly procurement personnel are encouraged to associate themselves to various organizations. This might prepare the personnel to perform their mandate in asset disposal. These results agree with the research by Compton (2007) who found out that actual implementation of an organization's procuring processes to a great extent depends on the level of workers' training as lack of professionally trained workers on procuring functions limits the ability of an organization to clasp procuring best practices by way of benchmarking.

Raymond (2012) says that training in government procurement is related to the levels of schooling and qualifications of the workers and to the professional approach in conducting of business activities. If the workers are not sufficiently educated in procuring issues, grave outcomes; including breaks of codes of behavior occur. The procuring rules in the public sector in Kenya follows steps as itemized in the PPADA (2015). Rossi (2013) says that complying with official elements offers an indication of a knowhow of the guidelines. Oluka (2012) maintains that government buyers will obey the guidelines if they see them as clear. However, there is also a possibility that those who are aware of the rules know them well that they also know how to beat the gaps for their advantage. It is important to note that the ambiguity in the government procuring

policy might give an opportunity for doubtful acts including opaque tenders and discriminative selection of buyers which might progress into poor complying levels.

4.4.2 Frequency of Training

The study went further and sought to determine how many times the procurement committee member have been trained. The results were as follows.

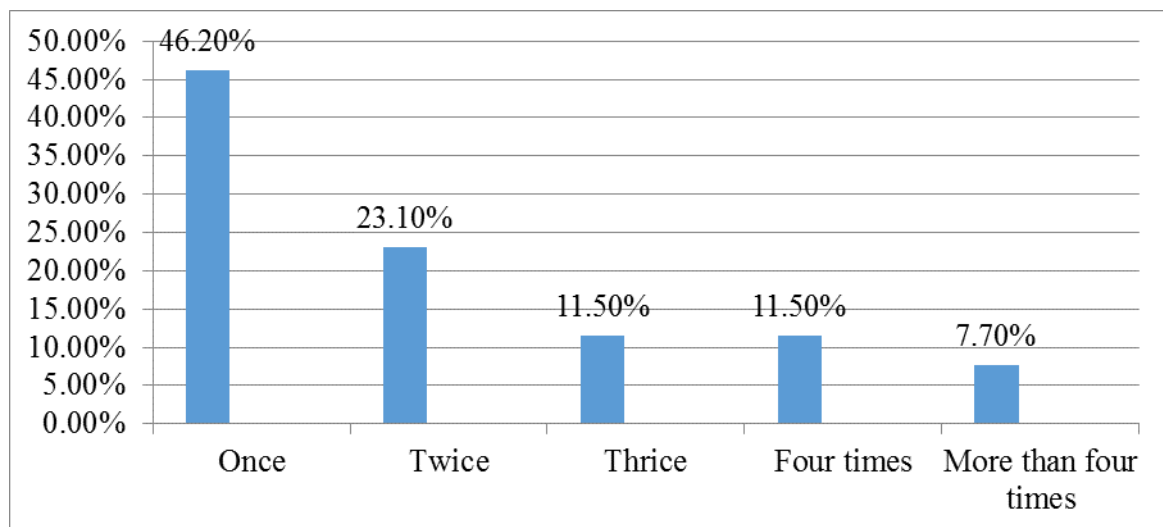


Figure 4.2 Frequency of Training

Almost half of the respondents, that is 24 (46.2%), cited once, 12 (23.1%) cited twice, 6 (11.5%) indicated thrice, another 6 (11.5%) cited four times and 4 (7.7%) reported more than four times. It can be deduced from the study findings that the frequency in which the procurement committee members are trained is not encouraging.

4.3.3 Highest Academic Qualification of Procurement Committee Members

The researcher felt it paramount to find out highest academic qualification of the majority of procurement committee member. The figure below has the results.

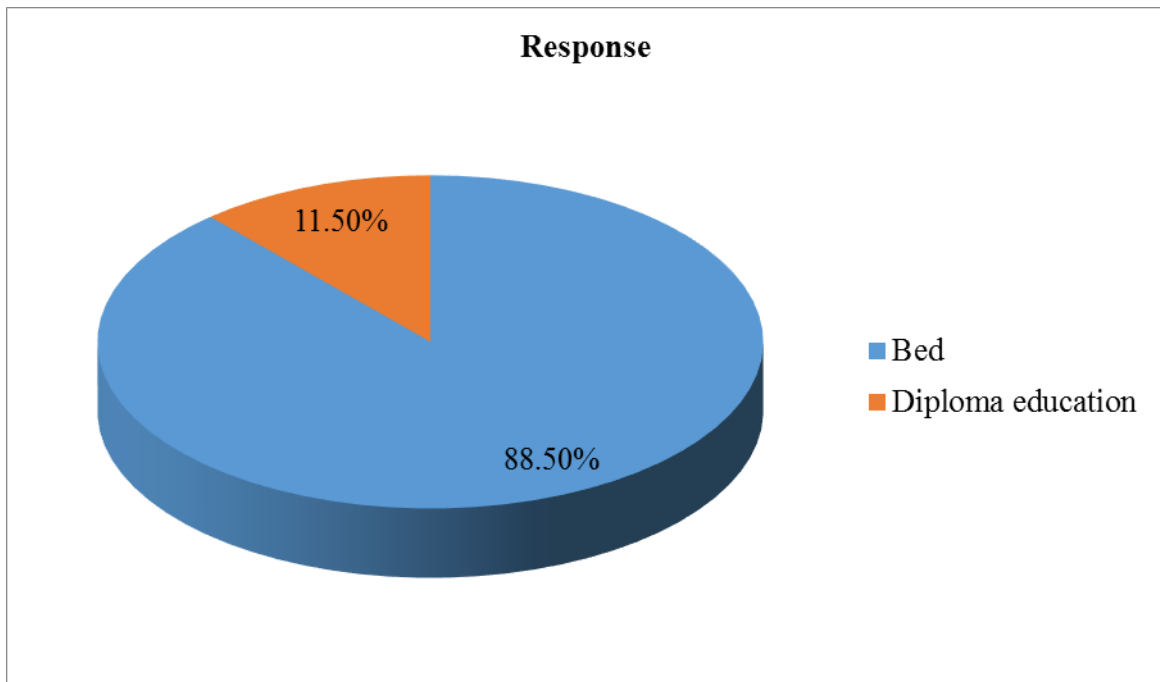


Figure 4.3 Highest Academic Qualification of Procurement Committee Members

The above figure shows that majority of the respondents as represented by 46 (88.5%) indicated that majority of procurement committee members have Bachelor of education has their highest education qualification while 6 (11.5%) have diploma education as their highest academic qualification. The findings shows that the members have basic education that enable them understand the public procurement policy for schools.

4.3.4 Highest level in Terms Training Procurement Policy and Process

The researcher sought to determine the highest level in terms training procurement committee members possess in regard to procurement policy and process. The findings were as follows.

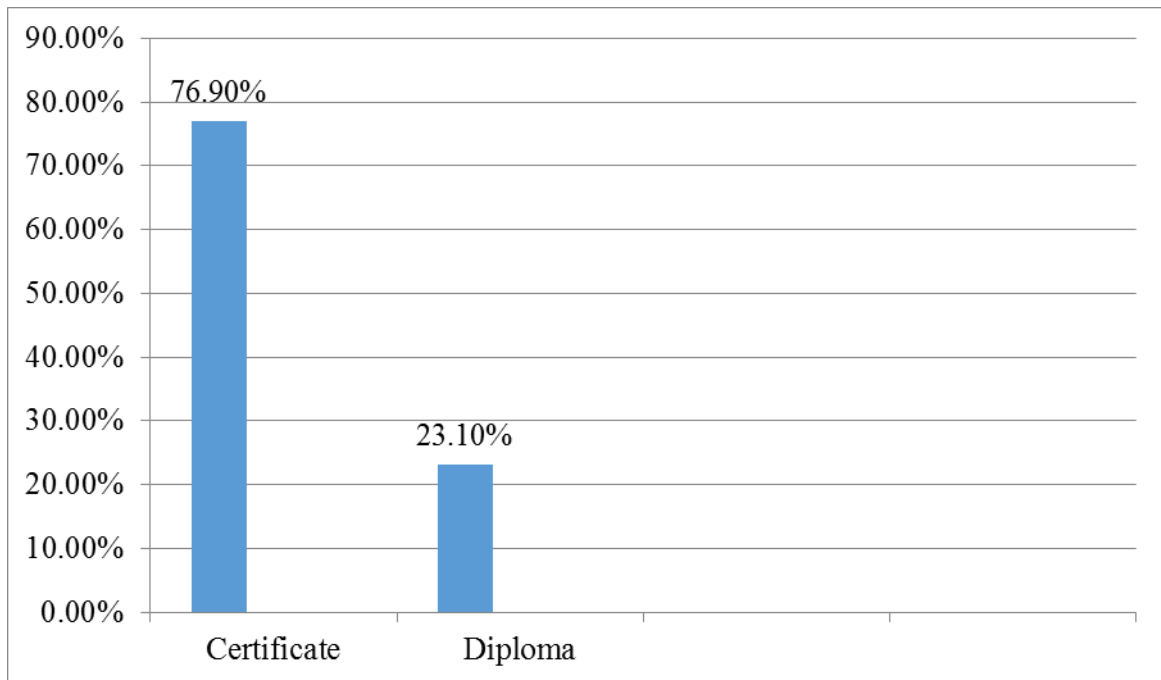


Figure 4.4 Highest level in Terms Training Procurement policy and Process

Majority of the respondents as depicted by 40 (76.9%) have certificate level of education in regard to procurement policy and process and 12 (13.1%) have diploma level of education.

On the other hand, the study sought information from the procurement committee, Table 4.4 summarizes their response. As part of procurement reforms, members of tender committees require appropriate knowledge and skills to enable them understand their mandate. The respondents expressed their dissatisfaction with the level of knowledge and variability of skills necessary to be possessed by members of school tender committees. The respondents indicated that the existing training opportunity provided by MoE was merely an orientation which targeted chairpersons of tender committees and selected members. The existing training was faulted for being weak in terms of both depth and scope of content, as well as member of beneficiaries.

Table 4.4 Procurement committee response on factors that affect school effectiveness

Factor	n (%)
Training before appointment as committee member	
No	115(69%)
Yes	52(31%)
Public procurement policy strictly followed	
No	28 (17%)
Yes	139 (83%)
What to be done to improve procurement in schools	
Training	102 (61%)
Follow procurement laws	53 (32%)
Incorporate ICT	12 (7%)
Other knowledge required by procurement committee members	
ICT integration	22 (13%)
Procurement policy	77 (46%)
Knowledge on legal matters (Proc. Act)	53 (32%)
Knowledge on market rates	15 (9%)
Challenges faced in procurement	
Few or no applicants	35 (21%)
Delays	42 (25%)
Undue influence & conflict of interest	18 (11%)
Lack of knowledge on procurement policy	42 (25%)
Price fluctuations	18 (11%)
Poor quality goods and services supplied	10 (6%)

Among the 167 members of procurement committee interviewed, 69% alluded that training on procurement policy was not carried out before being appointed as a committee member. Even so, 83% confirmed that public procurement policy and regulations were strictly followed in tendering procedures. A sixth of members of the procurement committee cited training as important issue that needs to be addressed to

improve procurement of goods, services and works in the school. Knowledge on procurement policy and knowledge on legal matters governing procurement were mentioned mostly as knowledge required by the committee members to perform their work effectively (46% and 32% respectively). The most challenges faced in the procurement of goods, services and work were delays in procurement (25%), lack of knowledge on procurement policy (25%), and few or no applicants (21%). All these results are shown in table 4.4

Table 4.5 Knowledge and Skills

	Mean	Std. Dev
The school employs procurement committee members who have professional qualifications in the field of procurement	3.92	1.288
The school sponsors procurement committee members to attain professional qualifications in procurement	3.57	.137
Procurement committee members with professional qualifications in the field of procurement perform better in their jobs than those without	4.01	.049
Procurement committee members with professional qualifications occasion less errors in the procurement policy	3.88	.251
Having procurement committee members with professional leads to cost reduction hence school effectiveness	3.91	.354
Total	19.29	2.07
Average	3.85	0.41

Table 4.5 shows that respondents agreed to statements concerning knowledge and skills within their organization to a great extent as shown by an average score of 3.85 in that; procurement committee members with professional qualifications in the field of procurement performed better in their jobs than those without to a great extent as shown by a mean score of 4.01, the school employed procurement committee members who had

professional qualifications in the field of procurement to a great extent as shown by a mean score of 3.92, having procurement committee members with professional led to cost reduction in procurement to a great extent as shown by a mean score of 3.91, procurement committee members with professional qualifications occasioned less errors in the procurement policy to a great extent as shown by a mean score of 3.88 and the school sponsored procurement committee members to attain professional qualifications in procurement to a great extent as shown by a mean score of 3.57. These findings were in agreement with Cousins and Specman (2013) that the calibre of procurement committee members in terms of training, education and skills are important in improving the performance of an organization.

PPOA (2015) established that the procuring rules were meant to make sure that well-organized teaching had been given to experts to serve in procuring. It was also indicated by the research by the PPOA that available experts at the procuring units did not meet the requirement for specialized procuring knowledge in spite of there being steps towards development of a specialized procuring staff. The general lack of procuring information remains a main flaw of the efficacy of procuring operations in public institutions.

Findings from the interviews showed the following;

I was appointed to be a member of this committee based on my training and experience. So far I want to say that I have done my work without many challenges owing to my qualification (Procurement member 002)

Another Member of the procurement added that though she had professional qualifications she wished that she could undergo further training to sharpen her skills.

This is presented in the following excerpt from Procurement member 012;

Indeed I have undergone some training on matters related to procurement. However it is important to mention that, I attained this qualification a long time ago thus the need to upgrade my training (Procurement member 031).

The study sought to determine influence of knowledge and skills of procurement committee on institutional effectiveness in public schools in Nyanza Region and the results were as follows.

Table 4.6 Knowledge and Skills of Procurement Committee

	5	Frequency (%)				Mean	Std. Dev
		4	3	2	1		
Staff training on procurement improves the timeliness of delivery in our school	6.4	58.2	5.1	20.3	10.1	3.30	0.870
Staff training on procurement improves the quality of supply in our school through better supplier selection	11.4	62.0	8.9	10.1	7.6	3.59	0.968
Staff training on procurement leads to high level of user satisfaction in our school	12.7	60.8	10.1	10.1	6.3	3.63	0.840
High professionalism levels when handling procurement matters improves the timeliness of delivery in our school	10.1	64.6	7.6	11.4	6.3	3.58	0.869
High professionalism levels when handling procurement matters improves the quality of supply in our school	13.9	63.3	5.1	12.6	5.1	3.68	0.932
High professionalism levels when handling procurement matters improves user satisfaction in our school	12.6	62.0	7.6	8.9	8.9	3.61	0.903
Work experience on procurement matters improves the timeliness of delivery in our school	8.9	58.2	6.3	16.5	10.1	3.39	0.873
Work experience on procurement matters improves the quality of supply in our school	6.3	54.4	12.7	17.7	8.9	3.32	0.916
Work experience on procurement matters improves user satisfaction in our school	4.5	55.7	11.4	17.7	10.1	3.28	0.836

From Table 4.6. Majority of those who responded confirmed (58.2%) and (6.4%) strongly that training of staff on procuring enhanced the timeliness of delivery in our

schools, which implied that if procuring personnel are educated on procuring issues, they might comprehend the requirement for timely delivering of secured goods services.

This assertion collaborates with the data from the interviews which showed that indeed the training of staff on procurement enhances timeliness. This is shown in the following excerpt;

As a procurement committee we have had a seamless transition of services in the school. The process has followed laid down stipulation and the schedule. This has been observed where proposals have been put from the department then approved at the procurement level. (Procurement Member 010)

Next, most of those who responded agreed (62.0%) and strongly agreed (11.4%) that staff training on procuring enhances the quality of supplying in our schools through better supplier selection whereas another 60.8% and 12.7% strongly agreed respectively that personnel training on procuring leads to high level of consumer satisfaction in our schools which implies that procuring worker training on procuring matters without doubt improves the quality of acquired goods and services and consequently consumer satisfaction.

Further to that, majority of those who responded agreed (64.6%) and strongly agreed (10.1%) that higher professionalism during the handling of procuring matters enhances the aptness of delivering in our schools; and additionally supported by 63.3% and 13.9% of those who responded who agreed and strongly agreed correspondingly that higher professionalism levels during the handling of procurement matters increases the quality of supply in our school.

This information is similar to the interview finding as indicated in the following excerpt;

Matters related to procurement require a lot of professionalism given the technical nature of the procurement process. In this school we have professionals handling this process thus the smooth flow of all procurement aspects (Procurement Member 026).

Similarly, 62.0% and 12.6% of those who responded agreed and strongly agreed correspondingly that high professionalism levels during the handling of procuring issues increases consumer gratification in our schools. This suggests that in general terms, professionalism practised as a result of personnel training in procuring matters actually increases delivering of quality goods and services which enhances user satisfaction.

With regard to experience at work, 58.2% and 8.9% of those who responded agreed and strongly agreed correspondingly that experience at work on procuring matters enhances the timeliness of delivery in our schools; while many of those who responded also agreed (54.4%) and strongly agreed (6.3%) that work experience on procuring matters enhances the quality of supply in our schools. This is additionally reinforced by 55.7% and 5.1% of those who responded who agreed and strongly agreed correspondingly that experience at work on procuring issues enhances consumer satisfaction in our schools.

In summary, most respondents generally agreed that knowledge and skills of procurement committee members influences institutional effectiveness in public secondary schools in Nyanza Region, that is, the grand mean is 3.49 rounded off to 4 which is agree on the Likert scale of measurement. This implies that knowledge and skills of procurement committee members on procuring issues increases timely delivering of quality obtained goods and services which accordingly increases user gratification. This is reinforced by Kiage's (2013) research on the factors that affect procuring performance: A case of ministry of energy. The research used descriptive design in which a population of 72 respondents was targeted at the ministry's head office in Nairobi. Using structured questionnaires, the research showed that worker professional capability accounted for 20.1% of differences in procuring performance. Nonetheless, when procuring personnel conduct their work professionally, both

procuring units and the ministry as a whole should encounter performance due to reduced waste of resources.

4.3.5 Influence of knowledge and skills on school effectiveness

The study sought to determine the overall Influence of knowledge and skills on school effectiveness. The results were as shown in Table 4.7

Table 4.7 Influence of knowledge and skills on school effectiveness

	Mean	Std. Dev
Curriculum implementation	3.92	1.288
Syllabus coverage/completion	3.57	.137
Student enrolment	4.01	.049
Teachers' turnover	3.88	.251
School mean score	3.91	.354
School routine	4.08	.052
Total	19.29	2.07
Average	3.85	0.41

On the influence of knowledge and skills on school effectiveness in public secondary schools in Nyanza Region have led to curriculum implementation as indicated by mean of 3.92, syllabus coverage/completion according to the mean of 3.57, increased student enrolment as shown by the mean of 4.01, reduced teachers' turnover according to the man of 3.88, improved school mean score as indicated by the mean of 3.91 and aided usual running of school routine as shown the mean of 4.08.

The study sought to investigate the effect of knowledge and skills on School effectiveness. The responses of the Principals are summarized in table 4.8. The study sought to determine to what extent knowledge and skills influence school effectiveness in Nyanza Region.

Table 4.8 Influence of Knowledge and Skills on Managing Institutional Effectiveness

Factors	5	4	3	2	1
Training conducted on procurement leads to school effectiveness	11%	19%	16%	39%	14%
Level of awareness on the Act is essential in school effectiveness	75%	25%	0%	0%	0%
Working experience is key areas of procurement policy hence school effectiveness	0%	5%	0%	95%	0%

Among the 57 principals given the questionnaire to fill, only 56 answered the questions fully. Out of this, more than half 55% are of the opinion that there has not been sufficient training on the procurement Act of 2015. Nonetheless, all of them either agree or strongly agreed that there is need to sensitize the school tender committee on procurement regulations and need for training on key areas of procurement policy. Equally, a majority 75% are of the opinion that, level of awareness on the Act is essential in school effectiveness. Also out of the 56 principals 64% of them agreed level of awareness on the Act is essential in school effectiveness while 31% disagreed. The findings also showed that 95% principals degraded Working experience is key areas of procurement policy hence school effectiveness whereas 5% agreed.

The study findings showed that only level of training has influence of school effectiveness. Ndumbi & Okello (2015) agree with the results that training of workers affects implementing of procuring laws. The research recognized a positive important association between training of staff and the extent of complying to PPDA. The investigator made the conclusion that training of staff influences complying to PPDA. A recommendation was made that the workers needed to be uncovered to additional

training and be incentivized to conduct procurement projects. Other aspects of knowledge and skills that is awareness and working experience, did not have any significance on the relationship between knowledge and skills and school effectiveness.

4.3.7 University Regression Analysis

To test the hypotheses of the of the regression model that there existed an important influence between the independent variables and dependent variable, analyses of variance (ANOVA) were used (Cooper & Schindler, 2010). ANOVA could be used to test the association between independent variables on the workers' commitment of telecommunication firms in Kenya and to test the goodness of fit of the regression model that is how well the model fits the data. Cooper and Schindler (2010) argue that regression analyses can also be used to determine the forte of the association between the independent and dependent variables and to establish the joint effect of all the independent variables on the dependent variable.

Hypothesis one stated that: There is no statistically significant influence of knowledge and skills in the implementation of public procurement policy on institutional effectiveness in public secondary schools.

4.3.8 Regression Analysis for Knowledge and Skills

The study sought for information on the relationship between knowledge and skills and institutional effectiveness. The results were recorded in Table 4.9.

Table 4.9: Model Summary for Knowledge and Skills

Model	R	R Square	Adjusted R Square	Std. Error of Estimate
	.898 ^a	.806	.789	.893

a. Predictors (Constant) Knowledge and Skills

Regression analysis was conducted to empirically determine whether knowledge and skills was a significant determinant of institutional effectiveness in public secondary schools in Nyanza Region. Regression results in Table 4.9 indicate the goodness of fit for the regression on the effect of knowledge and skills and institutional effectiveness was strong. An adjusted R squared of 0.789 indicates that 78.9% of the variances in the institutional effectiveness in public secondary schools in Nyanza Region are explained by the variances in the knowledge and skills. The correlation coefficient of 89.8% indicates that the combined effect of the predictor variables have a strong and positive correlation with institutional effectiveness.

The hypothesis which states *that there is no statistically significant influence of knowledge and skills in the implementation of public procurement policy on institutional effectiveness in public secondary schools* was therefore rejected. Therefore, there is a statistically relationship between knowledge and skills and institutional effectiveness in public secondary schools in Nyanza Region.

Table 4.10: ANOVA for Knowledge and Skills

Indicator	Sum of Squares	Df	Mean Square	F	Sig.
Regression	5.178	1	5.178	13.278	.000
Residual	36.656	55	0.390		
Total	41.833	56			

Findings in Table 4.10 show the F statistic. The F value indicates whether the set of independent variables as a whole contribute to the variance in the dependent variable. An F value of 13.278 was found. Findings in Table 4.10 further show that the F value was significant ($p=0.000$) at 95%. This means that knowledge and skills is significant in predicting institutional effectiveness in public secondary schools in Nyanza Region.

Table 4.11: Regression Coefficient for Knowledge and Skills

Variable	Beta	Std. Error	t	Sig.
Constant	2.890	.39	7.411	0.000
Knowledge and Skills	.322	.88	3.644	0.000

Table 4.11 displays the regression coefficients of the independent variable (knowledge and skills). From the above regression model shown in table 4.18, knowledge and skills and institutional effectiveness to a constant zero, institutional effectiveness would be 2.890. It is established that a unit increase in knowledge and skills would cause an increase in institutional effectiveness by a factor of 0.322. This clearly shows that there is a positive relationship between knowledge and skills and institutional effectiveness. P-value was less than 0.05, which shows that variables covered in the study on knowledge and skills were statistically significant to institutional effectiveness.

The model is defined as $Y = 2.890 + 0.322X_1$, where Y was the institutional effectiveness and X1 was knowledge and skills this implies that a unit change in knowledge and skills would result to 0.322 units change in institutional effectiveness in in public secondary schools in Nyanza Region. The results reveal that knowledge and skills is statistically significant in explaining institutional effectiveness in in public secondary schools in Nyanza Region. The study concurs with that of Hui et al (2013) who asserted that tendering committee members must be trained and made aware of all regulations in relation to procurement and related procedures in public institutions so that they can comply with such rules while undertaking the procurement activities.

Findings showed that knowledge and skills influences institutional effectiveness in in public secondary schools in Nyanza Region. Multiskilling offers employees/tendering committee with a variety of skills and should be developed extensively. Hence, all employees need broad and continuous education and training to have adequate

knowledge and skills in regards to procurement policy. Qualifications are crucial for value-based management which requires tendering committee to assess and improve processes while contributing to implementation of procurement policy hence school effectiveness.

The procurement policy stipulates the knowledge and skills procurement/tendering committee should have. Some schools were found to have the composition of procurement/tendering committee members who do not possess the stipulated knowledge skills. This has led to delay in supply of essential materials like textbooks and other materials such as chalk, foodstuffs and games equipment (games kits and balls. Consequently this has affected school effectiveness whereby there has been average to poor academic results/poor grades. Syllabus coverage or completion is poor contributing to low mean grades in national exams. Some of the teachers do not have morale to teach and others have even asked for transfers. Other students have also transferred to other schools, enrolment rate has gone down. It can be deduced that despite tendering committee being aware about all regulations in relation to procurement and related procedures, there has been a breach of codes of conduct occur resulting to unsound procurement practices hence declined school effectiveness.

The finding agrees with the findings by Munywoki (2016) who found out that the level of knowledge and skills is a significant determiner on implementation of procurement policy hence institutional effectiveness. Thus, knowledge and skills through exposure of training does influence implementation of procurement policy hence institutional effectiveness in public secondary schools in Nyanza Region. There is need for professionals training has become an authority and plays an advisory role to secondary schools on the best time to buy and from what sources. This is of importance as it helps

them especially the time of product specifications of the various products required by their respective institutions. Trainings help in adherence to procedure and saves on cost. Findings further posit that for effective and efficient procurement, skills and work experience are significant aspects of procurement performance.

4.4 Compliance Dynamics and Institutional Effectiveness

4.4.1 Procurement Methods

The study sought to establish the most commonly used procurement methods in the public secondary schools in Nyanza Region.

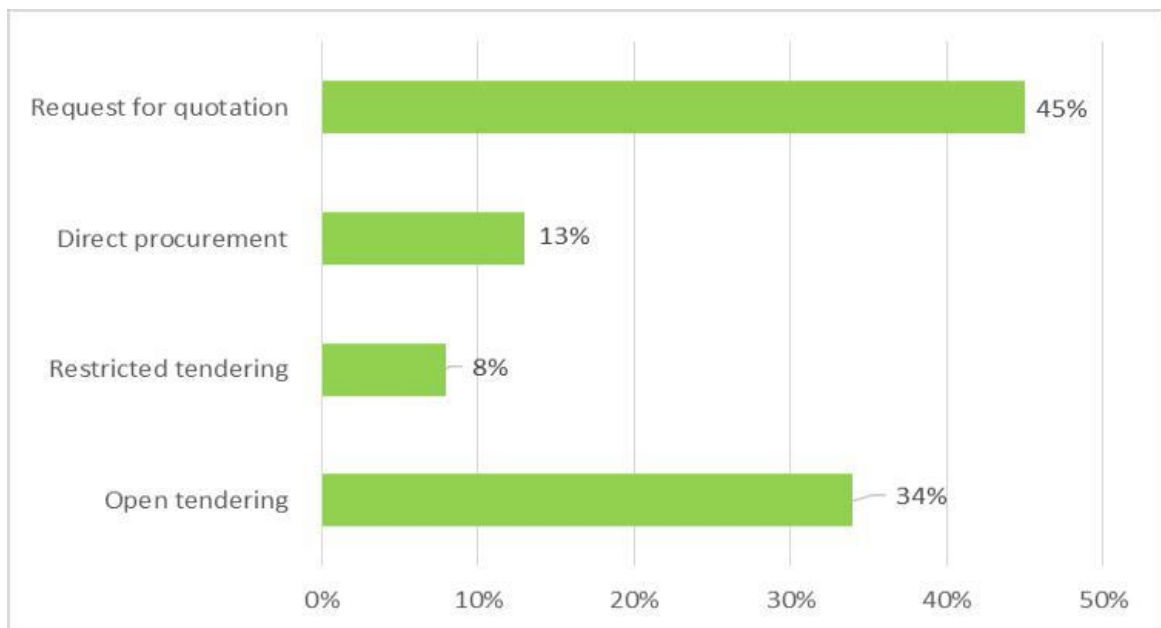


Figure 4.5 Procurement Methods

The study results established that 34% stated the common procurement method used in their institutions was open tendering, 8% stated restricted tendering, 1% indicated direct procurement and 45% stated request for quotations.

Finding from the interview indicated that the methods indicated in the preceding section were being carried out in the schools. This is indicated in the following excerpts;

As a school we have a number of procurement methods that we use to procure goods and services. These include open tendering, restricted tendering, direct procurement and request for procurement. Instances where we have adopted the direct procurement include the purchase of mechanical components for production equipment, Supply and installation of electrical and outsourcing and subcontracting labor/manpower in construction. On the other hand restricted tendering entails a procurement method that limits the request for tenders to a select number of suppliers, contractors or service providers. (Procurement Member 001)

World Bank (2018) highlights various methods of procurement including direct procurement, restricted procurement, open tendering, public offer and single sourcing. Nairobi County applies different methods of procurement. The choice of method is based on the urgency of need, value of the product and constitutional requirements. Establishing the impact of each of the procurement method on Nyanza Region's school effectiveness is imperative in informing the county about the most effective and efficiency method that can enable the county ensure value for money.

Table 4.12: Advertisement of the Supplier pre-Qualification Exercise

Advertisement of the supplier pre-qualification exercise	Procurement committee members		
	Principals	Teachers	
	%	%	%
Very much	50	20	50
Very Fairly	17	61	17
Fairly	33	19	33
Total	100	100	100

Table 4.10 shows that most of the principals (50%) and procurement committee members (50%) looked at their institutions as having a higher capability to advertising the supplier pre-qualification exercises. The reactions pointed to better capabilities by schools to make sure that the pre-qualification of qualified suppliers was made open to all. This was done with a view to ensure that everyone got an equal opportunity of

getting pre-qualified to conduct business with the schools. This might be interpreted to imply that the schools strove to exercise the necessary principles with regard to transparency in their dealing with potential suppliers and the pre-qualification exercise was conducted without undue preferences. This could be attributed to the levels of transparency exhibited.

A number of the principals (22%) nonetheless had reservations about the capability of their institutions to advertise for supplier pre-qualification to the optimal ideals. They looked at their schools' capabilities as reduced which indicated that the capacity to follow the predicted values and tenets was not appreciated in some cases. This connotes the fact that a number of schools did not play by the rules if we go by the misgivings expressed by a number of principals.

Majority of the teachers (61%) thought the supplier prequalifying exercise as not meeting the necessary criteria with regard to the necessities for inclusivity by way of advertising. The replies pointed to the situation of entrenched misgivings on the provisions of advertising for the prequalifying exercise. It pointed to the situation of the prevalent provisions for advertising not satisfying to most of the teachers. This could be understood to imply that they considered the capabilities of the institutions to advertise for the supplier prequalification with an intention of infusing transparency as not fulfilling the obligatory standards. This implies that the supplier prequalification exercise might not be as inclusive as possible thus leading many eligible suppliers to losing out owing to a failure to realize awareness.

The research results were in conformity to the Public Procurement and Disposal Regulations (2006) which prescribe that the procuring function as directed by the public procuring act for secondary schools calls for the advertising for all projects and the

opening up of the lid to have a procedure open for the public to participate. This gives room for greater participation of all interested persons, awareness creation and eliminating of secrecy in the procedure. It invites the local communities to take part and eliminating the potential for vested interests and dishonest dealings between school managers and interested individuals.

Table 4.13: Mediums used for Advertising the Supply Contracts

Mediums used for advertising the supply contracts	Principals	Teachers	Procurement committee members
	%	%	%
Print media	33	33	33
Electronic media	17	2	17
Posters	50	54	50
Word of mouth	0	11	0
Total	100	100	100

Table 4.13 indicates that majority of the teachers (54%) consider posters as the most used medium for advertising for supply contracts. Using posters denotes that institutions had the catchment areas as those adjacent to the schools. This could be interpreted to imply that the schools look at the local communities as the target groups for the advertising for the prequalification exercises. It indicates that the lengths it is that the schools go to make sure that the local communities knew of the procuring plans. The element of price might also have been an inspiring factor to the predominant situation. This can be ascribed to the situation of posters being comparatively cheaper when compared to other advertising mediums. It, in this way, denotes the fact that schools might have embraced posters as a cost cutting mechanism.

The printed media (33%) was also established to have been an approach of advertising for the prequalifying programmes. The use of printed media might have been attributed to the wish to have wide coverage in terms of the targeted audience and give the schools the benefit of tapping from a big pool of probable suppliers. This primed and situated the schools at a vantage point in regard to inviting more efficient suppliers to conduct business with. The teachers similarly established cases of advertising (11%) by word of mouth in some schools. This brought to the forefront the underlying risk in regard to the event of exposing the schools to cases of insider trade and impact peddling in the wake of conducting the procuring function in the schools. It indicates a high likelihood of breaking the prevalent rules as specified in the procuring strategy.

Electronic media was rarely used by the schools (2%) for advertising reasons. This could be credited to the high prize of the service and the partial interaction it had with the targeted audience in regard to the time-span of the communicating period. It, in this way, indicated that many of the schools either avoided the electronic advertising medium or it was above their reach in the quest to look for eligible suppliers.

Many of the principals (50%) and procurement committees (50%) similarly confirmed that using posters was the most major mode of advertising used in their institutions. This was an affirmation that the feelings spoken by the teachers were likewise shared by them. It, in this way, denotes posters are the most favored mediums for advertising by schools sampled. Print media (33%) and electronic avenues (17%) were also affirmed as means used for advertising. This reflects initiatives meant for widening the bracket with regard to the catchment area for probable school suppliers.

Students affirmed in the carrying out of focus group discussions that they had substantiation of the schools' advertising for procuring provisions in the print media and

equally using posters displayed in areas adjacent to the schools. This was a clear pointer to the condition of the schools having provisions for advertising of the supply tenders to the public. It was an indication of the transparency and answerability levels going by their capability to enlist wider participation by the public. Procurement entities can use by different media to advertise tender opportunities including noticeboards, radio and television, newspapers, and other print media plus websites. This assessed responses on whether Compliance dynamics influences institutional effectiveness in public secondary schools in Nyanza Region as summarized in Table 4.14.

Table 4.14 Compliance Dynamics in the Implementation of Procurement Policy

	Frequency (%)					Mean	Std. Dev
	5	4	3	2	1		
Compliance dynamics have led to effective curriculum implementation in our school	8.9	51.9	11.4	17.7	10.1	3.42	0.872
Compliance dynamics have enhanced effective syllabus coverage/implementation in our school	7.6	53.2	8.8	20.3	10.1	3.38	0.876
Compliance dynamics have led to improved/increased student enrolment in our school	6.3	57.0	7.6	21.5	7.6	3.43	0.918
Compliance dynamics have reduced teachers' turnover in our school	10.1	62.0	6.3	12.7	8.9	3.52	0.819
Compliance dynamics have led to improved school mean grade/score in our school	7.6	63.3	5.1	13.9	10.1	3.54	0.841
Compliance dynamics have led to continues school routine in our school	7.6	62.0	6.3	15.2	8.9	3.44	0.838

From Table 4.14, most respondents agreed (51.9%) and strongly agreed (8.9%) that compliance dynamics have led to effective curriculum implementation in schools while 53.2% and 7.6% agreed and strongly agreed respectively that compliance dynamics have

enhanced effective syllabus coverage/implementation in school. Further 57.0% and 6.3% agreed and strongly agreed respectively that compliance dynamics have led to improved/increased student enrolment.

In regard to compliance dynamics have reduced teachers' turnover in schools, most respondents agreed (62.0%) and strongly (10.1%) agreed that proper evaluation and compliance dynamics have led to improved school mean grade/score in schools while 63.3% and 7.6% of respondents agreed and strongly agreed respectively that proper evaluation and inspection leads to quality supply in school and a further 62.0% and 7.6% of respondents agreed and strongly agreed respectively that compliance dynamics have led to continues school routine.

Table 4.15 Influence of Compliance Dynamics on School Effectiveness

Influence	Mean	Std. Dev
Prequalification influence school effectiveness	3.86	1.196
Tendering process influence school effectiveness	3.72	.141
Advertisement influence school effectiveness	4.07	.051
Total	19.29	2.07
Average	3.85	0.41

From the finding, all the compliance dynamics (prequalification, tendering process and advertisement influence) have a positive influence on school effectiveness. Compliance dynamics state that the lowest bidders to be awarded the tender as per the policy but because a supplier might not have the capacity to supply, they may not be awarded the tender.

Section 96 (1) of the Procurement Act 2015 gives opportunities for procurement entities to take such steps as are sensible to bring the invitation to tender to the attention of those who might wish to hand in their bids. This is chiefly essential where the estimate value

of goods, services or works equals to or exceeds established limits. Sub-section (2) of the Act says that advertising should be done via national newspapers, electronic media, and websites and in public and visible places earmarked for this purpose (Government of Kenya, 2015).

Many of the schools were constituent in advertisement of tenders by use of various channels. Nevertheless, few cases where tenders are awarded in secret were also cited. For example, tenders such as repair of broken water pipes and sewerage infrastructure facilities and constructing projects financially supported by CDF were, in most cases, awarded behind closed doors without appropriate advertisement as required by the Procurement Act 2015. Such tenders were with substandard goods and services, poor workmanship and exaggerated prizes, which constrain efficiency of public secondary schools.

Through tender advertising is an important antecedent for school efficiency via the buying of materials and equipment; it was pointed out that efficiency of advertisements was hampered by lack of rules for schools to make standard the content of advertisements, for example, in regard to fees chargeable for tender documents and prequalifying necessities. Consequently, it is communal to get more than a single public school in the same category posting advertisements in totally dissimilar formats, thus setting diverse prequalifying necessities for the same project and charging differently for tender documents. As a result, whereas some advertising fascinated many bidders, below cost-recovery threshold. Typical rules for the design of tender advertising are likely to make such advertisements more attractive to bidders and self-financing, in that way, bring down procurement-related spending thus school effectiveness.

Hypothesis two stated that: There is no statistically significant influence of compliance dynamics in the implementation of procurement policy on institutional effectiveness in public secondary schools in Nyanza Region.

Table 4.16 Model Summary on Compliance Dynamics

Change Statistics									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimates	R Square Change	F Change	df1	df2	Sig. F Change
1	.799 ^a	.638	.633	.75080	.638	135.718	1	55	.000

Table 4.17 ANOVA on Compliance Dynamics

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	76.504	1	76.504	135.718	.000 ^b
	Residual	43.405	55	.564		
	Total	119.909	56			

Table 4.18 Coefficients^a on Compliance Dynamics

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	Constant	.358	.142		2.525	.014
	(compliance)	.868	.075	.799	11.650	.000

a. Dependent Variable: School effectiveness

Study hypothesis two stated that there is no statistically significant influence of compliance dynamics in the implementation of procurement policy on institutional effectiveness in public secondary schools in Nyanza Region. The study results indicated that there was a positive and significant influence of compliance dynamics in the implementation of procurement policy on institutional effectiveness in public secondary

schools in Nyanza Region ($\beta = 0.538$ (0.118) at $p < 0.01$). Hypothesis two was thus rejected. The results implied that a single increase in compliance dynamics in the implementation of procurement policy by procurement committee members will yield 0.538 unit improvement in on institutional effectiveness in public secondary schools in Nyanza Region. The results were supported by Wahu, Namusonge, Mungai, Ogol (2017) who asserted that the Public Procurement and Disposal Act (2015) does establish procedures for efficient public procurement and for the disposal of unserviceable, obsolete or surplus stores, assets and equipment by public entities and equally provides for other related matters in order to maximize economy and efficiency; so as to promote competition and ensure fair treatment of competitors to promote the integrity and fairness of the procedures; to increase transparency and accountability in the procedures; and to increase public confidence in them and finally to facilitate the promotion of local industry and economic development.

4.5 Implementation of Procurement Committee Decisions

The third objective of the study was to determine the influence of implementation of procurement committee decisions on institutional effectiveness in public secondary schools in tendering process in Nyanza Region.

Table 4.18 Implementation of Procurement Committee Decisions

Statements	Mean	Std. Dev
School principal has skills and abilities required to ensure effectiveness in the implementation of procurement policy	4.15	.802
School principal creates and nurtures conditions which will enable fast implementation of procurement policy	3.82	.816
School principal has ensured transformational change in the school that has enhanced implementation of procurement policy	3.47	.566
School principal has clear understanding on the procurement policy and laws or the ability to follow procurement policy as directed by the government	2.62	.555
The fact that whether a principal is classified as a charismatic, a shared, a distributive, a collaborative or an authoritative leader, a new focus may be necessary in order to successfully implement procurement policy	3.77	.648

As per the findings, to a great extent the respondents indicated that respondents agreed that school principal has skills and abilities required to ensure effectiveness in the implementation of procurement policy as shown by a mean of 4.15.

This was further supported by the findings in the interviews which indicated that the Principals had skills and abilities to ensure effective implementation of the procurement policy.

Our Principal is well versed on the procedures that are supposed to be followed during the procurement. This can be attested to the way the principal articulates matters related to the procurement during our staff meeting. (Procurement Member 040)

Table 4.18 further indicated that, the school principal creates and nurtures conditions which will enable fast implementation of procurement policy as shown by a mean of 3.82 and that the fact that whether a principal is classified as a charismatic, a shared, a distributive, a collaborative or an authoritative leader, a new focus may be necessary in

order to successfully implement procurement policy as shown by a mean of 3.77. The respondents also indicated that school principal has ensured transformational change in the school that has enhanced implementation of procurement policy as shown by a mean of 3.47 and school principal has clear understanding on the procurement policy and laws or the ability to follow procurement policy as directed by the government as shown by a mean of 2.62 and that knowledge acquisition lowly facilitates development and sustenance of expertise as shown by a mean of 2.39.

4.5.1 Respondents' Agreement on Effect of Implementation of Decision in the Procurement policy on School Effectiveness

The respondents were asked to indicate respondents' agreement on effect of implementation of decision in the procurement policy on school effectiveness. Table 4.19 has the findings.

Table 4.19 Implementation of Decision in the Procurement Policy

Statement	Mean	Std. Dev
Members awarding tender to themselves hinders procurement policy implementation hence school ineffectiveness	3.53	1.03
A principal being a member of tendering committee awarded themselves tenders compromises the implementation process	3.88	.926
Violation of the tendering process influences procurement policy implementation and school effectiveness	3.93	.774
Adherence and reference to the minutes agreed by the procurement committee ensures implementation of procurement policy and school effectiveness	3.79	1.08

The findings show that respondents agreed that members awarding tender to themselves hinder procurement policy implementation hence school ineffectiveness as shown by a mean of 3.53 with standard deviation of 1.03.

Interviews further indicated that self-awarding of tenders hinders effectiveness, this is indicated in the following excerpt;

By awarding themselves tenders members bridge the procurement guidelines. Essentially the goods and services that will ultimately be procured are likely to be sub-standard (Procurement member 024).

Respondents indicated that a principal being a member of tendering committee awarded themselves tenders compromises the implementation process as indicated by a mean of 3.88 with standard deviation of 0.926. The study further agreed that violation of the tendering process influences procurement policy implementation and school effectiveness as indicated by a mean of 3.93 with standard deviation of 0.774.

Table 4.20 Influence of Procurement Implementation of Decisions on School effectiveness

Statement	Mean	Std. Dev
Since decisions are as a result of dictatorship the of leadership it thus influence school ineffectiveness negatively	3.55	1.04
Transformational leadership is all inclusive thus effectiveness of schools	3.82	.919
Decisions made are democratic thus it influence school effectiveness positively	3.90	.771

The study showed that the respondents disagreed that since decisions are as a result of dictatorship the of leadership it thus influence school ineffectiveness negatively, other agreed that transformational leadership is all inclusive thus effectiveness of schools and that while others strongly agreed that since decisions made are democratic thus it

influence school effectiveness positively. Most of the decision by procurement committee are unanimous, therefore there is a likelihood that school effectiveness is ensured whereby there are adequate resources/materials that enable smooth running of school activities. This in turn secures adequate curriculum implementation, early syllabus coverage and continued school routine.

Hypothesis three stated that: There is no statistically significant influence of procurement committee decisions in the implementation of procurement policy on institutional effectiveness in public secondary schools in tendering process.

Table 4.21 Model Summary on Implementation of Procurement Committee Decisions

Model	R	R Square	Adjusted R Square	Std. Error of the Estimates	Change Statistics				
					R Square Change	F	df1	df2	Sig. F Change
1	.739 ^a	.547	.541	.84012	.547	92.889	1	55	.000

Table 4.22 ANOVA Model Summary on Implementation of Procurement Committee Decisions

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	65.562	1	65.562	92.889	.000 ^b
	Residual	54.347	55	.706		
	Total	119.909	56			

Table 4.21 Coefficients on Model Summary on Implementation of Procurement Committee Decisions

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	Constant	.611	.270		2.260	.027
	(procurement committee decision)	.743	.0777	.739	9.638	.000

a. Dependent Variable: School effectiveness

Study hypothesis three stated that there is no statistically significant influence of procurement committee decisions in the implementation of procurement policy on institutional effectiveness in public secondary schools in tendering process schools in Nyanza Region. The study results indicated that there was a positive and significant influence procurement committee decisions in the implementation of procurement policy on institutional effectiveness in public secondary schools in tendering process schools in Nyanza Region ($\beta = 0.373$ (0.120) at $p < 0.05$). Hypothesis three was thus rejected. The results implied that a single increase in procurement committee decisions will yield 0.373 unit improvement in the implementation of procurement policy on institutional effectiveness in public secondary schools in tendering process schools in Nyanza Region.

The study established that not all decisions agreed by procurement/tendering committee members are followed. Sometimes some school principals and their deputies by-pass the procurement committee decisions. This compromise the quality of goods/materials procured.

4.6 Procurement Ethics in Implementation of Procurement Policy

4.6.1 Frequency of Compliance to Ethical Practices in Procurement

The study sought to determine Frequency of compliance to ethical practices in procurement among public secondary schools in Nyanza Region. The results were as shown in Table 4.22.

Table 4.122 Frequency of Compliance to Ethical Practices in Procurement

	Very often	Often	Rarely	Not often
Ethics in Procurement	%	%	%	%
Duty ethics	70.4	7.7	20.0	2.9
Moral ethics	30.7	13.5	49.8	6.0
Code of conduct	27.4	16.9	51.3	4.4

Table 4.22 shows that 121 (70.4%) of those who constitute school boards of management said that secondary schools in most cases obey duty ethics with regard to procurement, 13 (7.7%) said that schools in most cases fulfill, 34 (20.0%) showed that secondary schools scarcely observe although a small percentage 5 (2.9%) observed that secondary schools do not in most cases fulfill with duty ethics in procuring. Nevertheless, only 53(30.7%) of the members of school board of management said that secondary schools in most cases obey moral ethics in procurement, 23(13.5%) said that schools often obey, 86(49.8%) said that schools hardly obey while 10 (6.0%) said that secondary schools do not in most cases obey moral principles in procuring. Similarly, 47 (27.4%) of the members of school Board of Management said that secondary schools always obey the code of conduct of procuring, 29 (16.9%) indicated that schools always obey. But, 88 (51.3%) of the members of school Boards of Management said that secondary schools obey procuring codes of conduct while just 8 (4.4%) said that secondary schools do not always obey.

These results give credibility to the claims of Gadde, (2007) that real implementation of procurement traditions are determined by the extent of complying with procurement rules, minimizing of procuring budgets, transparency, and answerability of procuring monies and the quality of procured goods and services. This point to the fact that ethics is concerned with moral values and standards which rule our beliefs, actions, and decisions. That is, ethical approaches imply exemplary approaches to all procuring rules that might not be questioned or criticized.

The study sought to assess the effect of ethical practices on performance of public secondary schools in Nyanza Region.

Table 4.23: Ethical Practices

	Mean	Std. dev
Collusion with supplies still does occur in the procurement policy in our organization.	3.73	1.059
The school does not share confidential information on the procurement policy with unauthorized individuals	3.81	1.038
Those involved in the procurement policy do not have conflict of interest	3.59	1.043
Elimination of conflict of interest has led to better quality goods and services	4.01	1.167
Advertising of Procurement opportunities has led to reduction in costs	3.88	0.336
Total	19.02	4.64
Average	3.80	0.92

4.6.2 Transparency

The study sought to find out the extent respondents agreed with statements concerning transparency within their organization.

Table 4.23 Transparency

Transparency	Mean	Std. Dev
Our school advertises all procurement opportunities openly	3.52	1.16
Use of open tendering results in procurement of quality goods and services	3.90	1.066
Automation of the procurement policy results in reduction in costs	3.61	1.292
Use of standard tender documents has made the procurement policy more efficient and faster	3.89	0.952
Total	14.92	4.42
Average	3.73	1.10

The results in Table 4.23 indicate that the subjects agree with the declarations on the effects of transparency on performance of their firms to a great level as indicated by an average score of 3.73 in that; subjects agree that advertisement of procuring opportunities results in procuring of quality services and goods to a great level as shown by a mean score of 3.52, subjects agree that using of standard tender documents had led

to client satisfaction to a great level as shown by a mean score of 3.90, subjects agree that involvement of at least three bidders in procuring resulted in reducing cost to a big extent as shown by an average score of 3.61. Subjects agree that open tendering was the favored procuring process in the schools to a big extent as shown by a mean score of 3.89. These results gave validity to the results by Leavey (2011) that transparency results in reducing costs hence better organizational performance. The study sought to establish the number of bidders in the procurement policy to enhance transparency.

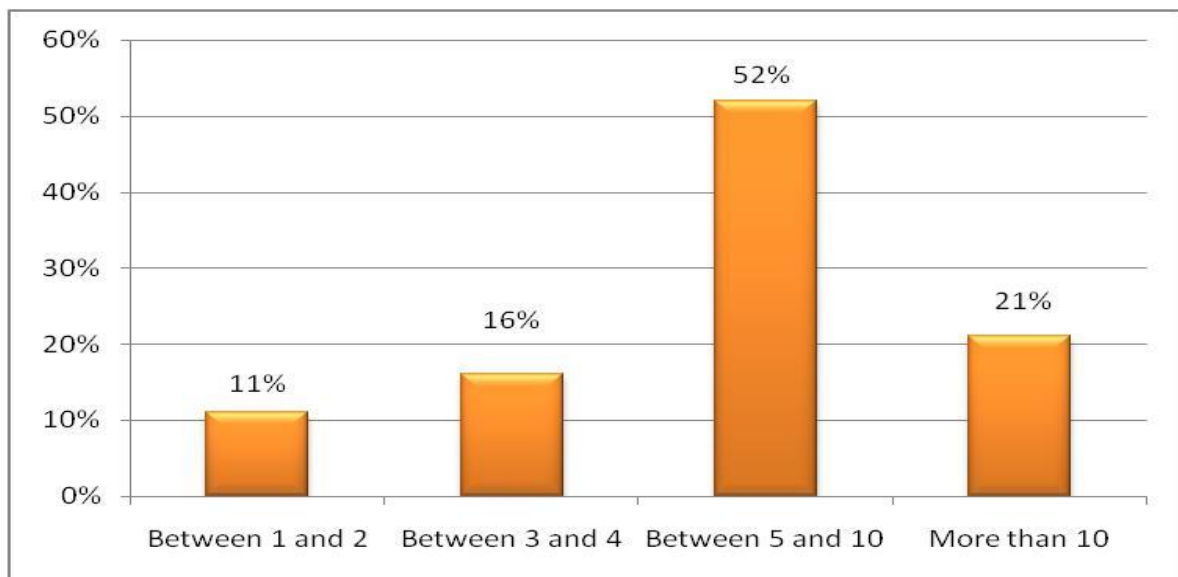


Figure 4.6. Bidders in procurement policy

The research established that 52% of the subjects who were the majority said that between 5 and 10 bidders were summoned to quote in normal procuring according to policy, 21% said that over 10 bidders were invited to make quotations according to normal procurement policies, 16% said that between 3 and 4 bidders were asked to come and quote according to normal procurement policies while 11% said that between 1 and 2 bidders were asked to come and make quotation in normal procurement policies. These results coincided with KPMG (2015) which confirmed that there was a low share of procurement that they were done via open tendering.

Table 4.24: Attributes on transparency of the procurement policy

		Presence of a supplier pre-qualification system								
		Principals			Teachers			Procurement committee		
		Yes	No	Total	Yes	No	Total	Yes	No	Total
School has an efficient procurement committee	SD	0	0	0	0	7	7	0	0	0
	D	0	1	1	0	19	19	0	1	1
	UD	0	0	0	4	5	9	0	0	0
	A	3	0	3	45	0	45	5	0	5
	SA	2	0	2	10	0	10	0	0	0
Total		5	1	6	59	31	90	5	1	6
Potential suppliers have an equal chance of doing business	SD	0	0	0	0	8	8	0	0	0
	D	1	1	2	0	14	14	0	1	1
	UD	0	0	0	2	9	11	0	0	0
	A	2	0	2	45	0	45	3	0	3
	SA	2	0	2	12	0	12	2	0	2
Total		5	1	6	59	31	90	5	1	6
Bids from suppliers opened in the presence of their representatives	SD	0	0	0	0	10	10	0	0	0
	D	1	1	2	4	21	25	2	1	3
	UD	0	0	0	17	0	17	0	0	0
	A	2	0	2	30	0	30	2	0	2
	SA	2	0	2	8	0	8	1	0	1
Total		5	1	6	59	31	90	5	1	6
Presence of complaints from aggrieved suppliers	SD	2	1	3	0	21	21	2	1	3
	D									
	UD	2	0	2	11	10	21	2	0	2
	A	0	0	0	22	0	22	0	0	0
	SA	1	0	1	22	0	22	1	0	1
Total	SD	0	0	0	4	0	4	0	0	0
		5	1	6	59	31	90	5	1	6
The measure of transparency hurts members of the institution who want to do business with the school	SD	0	1	1	0	23	23	0	0	0
	D	0	0	0	10	8	18	1	1	2
	UD	0	0	0	19	0	19	0	0	0
	A	4	0	4	25	0	25	4	0	4
	SA	1	0	1	5	0	5	0	0	0
Total		5	1	6	59	31	90	5	1	6

The responses as shown in Table 4.24. show that principals and procuring committees (83%) have a near same position with regard to the presence of competent procuring committees with the capability to conduct its mandate efficiently. This signifies the fact that all schools visited had managed to put in place procuring committees. This is a step in the right direction in regard to trying to follow procurement policies. The replies might be understood to imply that most of the principals and procuring committees respected the effectiveness conferred by the procuring committees in place. This suggests that they regarded the committees highly in regard to putting efficacy in the procuring functions in the schools. Only a single school principal and finance officer had a divergent opinion which was a verification that they highly considered the committees in place and in this way vindicated their efficiency.

Majority of the teachers (61%) regard the procuring committees in place greatly. They held the opinion that they had the ability to carry out their mandate efficiently. This is a look of confidence in the procuring committees in place. The teachers though have a bigger population of those who had a dissenting position (28%). Their replies were a reflection of in-built reservations about the competence of some of the procuring committees in place. This might be understood to imply that a number of the teachers consider the procuring committees as unproductive and not able to perform to the necessary standards. This might largely be ascribed to the fact that members of the teaching community sit on the procuring committees. They might thus have had the knowledge of having their opinions and considerations ignored in some cases or evidence of glaring incompetence on the part of the committees. Majority of the principals, procuring committee members and teachers affirmed that measures used to make sure the prequalification of suppliers had enhanced the capability of the procuring committees.

The replies were consistent with Ombati's (2009) finding who states that pre-qualifying of suppliers was an important imperative in ensuring openness of the procuring programmes and systems. It gives a guarantee to schools' ability to have all bids advertised and scrutinized for the effectiveness of the procurement programmes.

The potential for the suppliers to have an equal chance to do business with the schools was affirmed by most of the procuring committee members and principals (83%). This is an obvious pointer to the equal chances offered to the suppliers who intend to conduct business with the schools. It is thus an affirmation that the institutions have no favored suppliers when awarding contracts. This confirmed that most of the sample institutions strive to obey the rules and provide a level playing ground in regard to chances for business presentation. The replies were an affirmation that schools had upheld the tenets of the public procuring policy which confers transparency and non-preferential treatment to all the suppliers.

Majority of the teachers (63%) share similar sentiments with principals and procuring committees. They hold the opinion that their schools give equal opportunities for all suppliers looking for a chance to conduct business with schools. This is an affirmation that schools provide probable suppliers with equal chances. It, in this way, brings forth the aspect of the known restrictions of quality, price, and supplier capability being the standards for evaluating and awarding contracts. It gives a chance for competition with a basis on supplier ability as the optimum point for the suppliers to compete from.

Some teachers (24%) though felt that probable suppliers are not accorded an equal chance to conduct business with schools. This pointed to the event of known cases of favoritism and the existence of favored suppliers conducting business with the institutions. This is a reflection of some institutions' failure to conform and support the

standards of the government procuring policy. Principals, teachers, and procuring committee members have a major position that the prequalification of suppliers has made sure that probable suppliers are given an equal chance to access supply contracts from the institutions.

Majority of the teachers (42%) affirmed that the bids coming from suppliers were opened and witnessed by their representatives. The replies reflected higher principles of transparency used in the tendering process and the bid opening of the procuring policy. It was, in this way, a confirmation that the institutions have made sure that the necessary principles of transparency and the honesty of the bid opening procedure are maintained by the schools by way of making sure that the bidders' representatives witness the exercise. Some teachers though have a contrarian view and they deem the bid opening exercise is not representative enough. This is an indicator of known cases of the bids being opened in the absence of suppliers or persons representing them. It is reflective of cases of lack of transparency to the foreseen standards in the bid opening exercise in some institutions.

Principals and procuring committee members (83%) have a strong position with regard to the transparency principles used by the institutions. They confirmed that the bid opening exercise often involves bidders or those who represent them. This is an indicator of their approval of the bid opening activity and their justification of its capability to confer transparency and honesty to the procuring policy. This could be understood to imply that the principals and procuring committees appreciate the transparency extents of the bid opening activity used in the schools. Teachers, procuring committees, and principals hold the position that presence of a supplier prequalifying system has invoked the provision for bids opening by the institutions in the presence of the suppliers'

representatives. This was a measure used to ensure realizing of the necessary transparency levels.

The investigator affirmed that transparency of the procuring programmes is wanting in majority of the schools. This is credited to the fact that some of them have similar suppliers for long who provide them with specific supplies. This is an indicator of failure by the procuring committees to follow the guidelines of transparency necessary for proper procuring programmes.

Majority of the principals (83%) and procuring committees (83%) affirmed that their institutions did not have cases of complaints from hurt suppliers due to lack of transparency in the procuring policies. replies vindicate the procuring policies in the schools in regard to assuring schools' procuring programmes which are above reproach. This is mostly credited to lack of complaints to institutions by disgruntled suppliers due to reservations in the procuring programmes. It, in this way, denotes that those who supply have always felt content with the programmes in place in majority cases in the wake of carrying out business with the institutions. This points to the improved extents of gratification with the usual programmes undertaken by the schools in realizing the procuring activities.

Replies by teachers are a contrast of the position taken by principals and procuring committees. Majority of them (46%) affirmed that complaints from hurt suppliers are not very pronounced in their institutions. This is an affirmation of their capability to favor and identify with the programmes put in place. Though the event of having a big number of undecided (24%) teachers with regard to the situation of complaints originating from the suppliers brings doubt on the capability of the schools to successfully serve all

qualified suppliers. This is a pointer to some when one considers the transparency levels as having capacity to provoke complaints from suppliers.

A big number of teachers (29%) held the view that grievances from qualified suppliers are evident in the institutions. This is an affirmation that the institutions have the occasion of facing grievances from suppliers who are aggrieved by the procuring policy. It is, in this way, an indicator of the fact that some suppliers have felt not satisfied in their interacting with schools when they seek to engage in procuring programmes. The replies signify the element of failure to comprehend the necessary morals of stakeholder satisfaction by the affected institutions. It is thus a pointer to reservations with the schools' capabilities to successfully carry out their procuring activities to the gratification of those who supply. Majority of the principals, procurement committees, and teachers confirm that institutions have put in place a supplier prequalification programme which ensures reduced grievances from hurt suppliers in the wake of engaging in the procuring activities. This is an affirmation that the transparency measures used aided facilitate reduced grievances from hurt suppliers.

Principals and procuring committees (83%) conformed that the measure of transparency used by the schools hurts members of staff who would wish to conduct business with the schools. The replies were an indicator of high principles of transparency which discouraged insider business activities. This is proof of the capability of the schools to involve oneself in transparent procuring activities to the fulfilment of the members to the extent of disheartening staff from conducting business with the schools. The transparency has the effect of disrupting dishonest staff who often seek to conduct business with the institutions owing to the transparency showed. The responses are, in

this way, an affirmation that the institutions have put in place effective devices to make sure condensed insider trading with an objective of protecting their positions.

Majority of the teachers (45%) differed that the measure of transparency used by the institutions in the wake of undertaking the procuring function upset members of the schools who would want to do business with the institutions. This is contrarian to the view held by the principals and procuring committees. It, in this way, denotes the fact that some teachers might have had proof of the members of staff particularly so in the administration cadres conducting business with the schools. It might thus be understood to imply that in spite of the schools struggling to advocate transparency, some members of the institutions still avoided the systems in the quest to obtain personal gain from the same. It, in this way, casts aspersions on the capability of the institutions to completely discharge their obligations with regard to making sure high standards of integrity and the exercise of due diligence in the quest of making sure the wellness of the procuring function.

Some teachers (21%) are unsure in regard to the capacity of the transparency levels which hurt members of staff who would wish to conduct business with the schools. This is reflective of situations of indecision which can be credited to inclination towards seeing teachers benefitting from the procuring systems. It is, in this way, an indicator of the failure on the part of the institutions to make sure that the transparency levels safeguard them from penetration by insider business people. Few teachers (5%) affirmed that the degree of transparency hurts members who seek to do business with the institutions. It is, in this way, indicative of the capability of the institutions to obediently apply the necessary provisions thus discouraging members from engaging in business activities with the schools. A significant fraction of teachers, principals, and procuring

committee members affirmed that the function of prequalifying suppliers enabled the institutions to put in place provisions which discourage members of staff from conducting business with the institutions. It is, in this way, an affirmation that the transparency infused by way of prequalifying suppliers discouraged members of staff from conducting business with the schools.

The research results recognized with the opinion taken by Ombati (2009) who is of the view that the practice of calling for bids and letting bidders or those who represent them a chance to take part in opening of bids results to fiduciary and integrity to the procuring policy. Situations in which schools supply contracts were preserved for some individuals for years were progressively fading away. This is due to the fact that opening of the procuring policy has progressively opened up the procedure to a wider array of probable suppliers. This has caused public schools to have better value for money in the competitive procuring policies.

Table 4.25: Instances of disruption\ of school programmes due to non-supply of goods and services

Instances of disruption of school programmes due to non-supply of goods and services	Principals	Teachers	Procurement committee members
	%	%	%
Yes	17	48	17
No	83	52	83
Total	100	100	100

Table 4.23 indicates that majority of teachers (48%) consider the cases of schools having the programmes disturbed due to non-delivery of resources by contracted suppliers to be high. This is an indicator of the fact that teachers have occasion of the school programmes disturbed in the wake of conducting the professional mandates in their particular schools. The replies can, in this way, be understood to imply that teachers have

in some cases failed to understand the purposes of the programmes at hand due to lack of supplies to ease the undertaking of tasks in the realms of learning and teaching. It, in this way, is an indication of failure to efficiently manage the lead times has occasioned disturbance of school activities in some instances.

Principals (83%) and procuring committees (83%) had an opposing view. They held the opinion that the cases of school activity disturbance were insignificant. This is a pointer to strengthened positions with regard to the schools always seeing the completion of programmes bereft of disturbance credited to failure of suppliers. The dissimilarities in shades of views can be linked to the condition of the learning and teaching programmes being conducted by teachers. Principals and procuring committees are engaged in management and administration programmes. This might explain the failure to appreciate disturbance of learning and teaching activities brought about by non-supply of services and goods to the schools. The principals are of the opinion that occurrences of programme disturbance brought about by the non-supply of services and goods were rare in the area. This is a validation of the fact that schools have strove to make sure enhanced capacities in terms of stock management.

Students conversely have a divergent view. Majority of them have the experience of programme disturbance credited to lack of the necessary supplies. Students studying technical subjects confirm that they are undermined due to lack of supplies of the necessary the necessities. Failure of the institutions to put in place infrastructural capability for examinable subjects including home science, music, and delayed delivery of provisions like exercise books were quoted by the students as relevant issues which affect the learning and teaching programmes in the schools.

Table 4.26: Frequency of disruption of school programmes due to non-supply of goods and services

Frequency of disruption of school programmes due to non-supply of goods and services	Principals	Teachers	Procurement committee members
	%	%	%
Often	0	11	17
Rarely	33	80	17
Never	67	9	64
Total	100	100	100

Table 4.26 indicates that majority of the principals (67%) consider their schools not to have had disturbance of programmes brought about by the non-supply of services and goods. This is an indicator of improved capacity for stock levels administration causing the schools consistent and real programmes empty of any disturbances credited to lack of supplies. Some principals (33%) nonetheless affirm infrequent cases of programmes disturbance due to failure to access supplies. The replies can, in this way, be understood to imply that although schools might have had cases of programme disturbance; the cases were insignificant and in this way confirm effective lead time's administration as credited to the principals.

The procuring committee (64%) has a nearly same position as the one taken by the principals. Majority of them were of the opinion that schools do not fail to conduct their programmes because of lack of supplies. This signifies the fact that they appreciate the lead times administration programmes used in the schools. Some of them were of the opinion that schools have the cases of infrequent cases of failure to access supplies and get programmes disturbed. This brought to the forefront the feature of varying stock levels administration dynamics in the various schools thus causing failure to guarantee them consistent school supplies.

Majority of teachers (80%) considered the cases of disturbance of school programmes credited to non-supply of services and goods to be infrequent. This is a validation that there have been occasions of programme disturbance brought about by supply chain difficulties and non-delivery of services and goods. Some of the teachers affirm often that cases of disturbed programmes credited to lack of services and goods need to have been conveyed by contracted suppliers. This may be understood to imply that schools have occasions of failure to realize imagined targets in the quest for learning and teaching owing to want of supplies

Table 4.27: Effects of Professional Ethics Practice on School Effectiveness

Factor	F (%)
Compliance to ethical practices as enshrined in the constitution	
No	23(14%)
Yes	144 (86%)
Suppliers offer gifts/bribes to tender/procurement committee members	
No	115 (69%)
Yes	52 (31%)
Management tends to influence award of tenders to some specific suppliers	
No	134 (80%)
Yes	33 (20%)

Among the members of procurement committee, (86%) confirmed that ethical practices as enshrined in chapter 6 of the constitution of Kenya was complied. On the other hand a third (31%) of the respondent indicated that some suppliers of goods and services tend to offer gifts and bribes to be considered for tender award.

4.6.3 Influence of Procurement Ethics in Implementation of Procurement Policy on Institutional Effectiveness

Regarding the influence of procurement ethics in implementation of procurement policy on institutional effectiveness among schools in Nyanza region, the findings were as shown below.

Table 4.28 Influence of Procurement Ethics in Implementation of Procurement policy on Institutional Effectiveness

Influence	Frequency (%)					Mean	Std. Dev
	5	4	3	2	1		
Conflict of interest influence school effectiveness	16.4	64.6	8.9	6.3	3.8	3.84	0.912
Adherence to bureaucracy influence school effectiveness	12.7	59.5	5.1	16.4	6.3	3.56	0.906
Procurement policy dilemma influence school effectiveness	13.9	62.0	7.6	11.4	5.1	3.68	0.920

From Table 4.28, most respondents agreed (64.6%) and strongly agreed (6.4%) that conflict of interest influence school effectiveness by hindering effective curriculum implementation while 59.5% and 12.7% agreed and strongly agreed respectively that adherence to bureaucracy influence school effectiveness leading to effective syllabus coverage/implementation.

In regard to procurement policy dilemma, most respondents agreed (63.3%) and strongly agreed (12.7%) that the policy dilemma influence school effectiveness. In summary, most respondents generally agreed that procurement ethics influences institutional effectiveness in public secondary schools in Nyanza Region, that is, the grand mean was 3.64 rounded off to 4 which is agree on the likert scale of measurement. Only

procurement policy dilemma has a negative influence on school effectiveness while the other two (conflict of interest and adherence to bureaucracy) have positive influence.

This is reinforced by Wanyonyi and Muturi (2015) who define ethics as moral values or standards which guide officials in all features of their work. That moral behaviour includes the ideas of uprightness, honesty, integrity, assiduousness, justice, faith and esteem. The research, in addition, declare that moral behaviour supports honesty, answerability, brings down the price of handling risks and improves trust in public management. Furthermore, moral behavior in public procuring incorporates spending of public resources, and is subject to public examination. It requires that public officers need to always behave morally, justly and must avoid conflict of interest in their business accomplishments. Results from this research indicate that the schools follow the expected values of honesty, decency and trustworthiness.

Hypothesis four stated that: There is no statistically significant influence of procurement ethics in implementation of procurement policy on institutional effectiveness in public secondary schools in Nyanza Region.

Table 4.29 Model summary on Procurement Ethics

Change Statistics									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimates	R Square Change	F Change	df1	df2	Sig. F Change
1	.748 ^a	.560	.554	.82794	.560	97.927	1	55	.000

Table 4.30 ANOVA on Procurement Ethics

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	67.127	1	67.127	97.927	.000 ^b
	Residual	52.782	55	.685		
	Total	119.909	56			

Table 4.31 Coefficients^a on Procurement Ethics

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	Constant	.843	.242		3.482	.001
	(ethics)	.749	.076	.748	9.896	.000

a. Dependent Variable: School effectiveness

Study hypothesis four stated that there is no statistically significant influence of procurement ethics in implementation of procurement policy on institutional effectiveness in public secondary schools in Nyanza Region ($\beta = 0.395$ (0.079) at $p < 0.01$). Hypothesis for was thus rejected. The results implied that a single increase in procurement ethics by procurement committee members in implementation of procurement policy will yield 0.395 unit improvement in the institutional effectiveness in public secondary schools in Nyanza Region. The findings are reinforced by Philly, Were and Nkirina (2017) who carried out research on effects of conflict of interest on procuring performance in referral hospitals in Kenya: A case of Kenyatta national hospital and who discovered that conflict of interest might come up at the time of evaluating and awarding of bids. Additionally, access to information by shareholders in main stages of the procuring cycle encourages transparency and answerability in public procuring which checks conflict of interest and exploitation. The research concludes that buying and supply management experts need to pronounce personal attention which might affect their neutrality in the procuring procedure.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter is a summary of the major results, states a conclusion, suggests recommendations on the basis of the results, expounds the research's impact to prevailing information and makes suggestions on areas for future research. The conclusion is on the basis of the findings while the recommendation is on the basis of the investigator's experience and knowledge on implementation on public procurement policy and institutional effectiveness in government high schools.

5.2 Summary of Major Findings

This part of the thesis is a summary of the research. The discussion section is centred on the variables in the study; knowledge and skills, compliance dynamics, institutional effectiveness, procurement committee decisions and procurement ethics. The summary will assist a reader appreciate the research at a glimpse and comprehend the effect of implementation on public procurement policy and institutional effectiveness in government high schools.

The research established that all the persons who work on procurement issues in schools have an education experience. A bigger number of them additionally have sensible exposure in procuring in which majority have an experience of 3 years and more. Training in matters of procuring though reflect an almost 50%-50% state with somewhat over half of the subjects having some training and slightly less than half not having any training on procurement. Gender was imbalanced whereby there was a significant number were bias in favor of the female gender.

The research shows that majority of subjects have not attended any procuring exercise, seminar or workshop. The research reveals additionally that for the few subjects who have received training on government procuring policies, they were able to run procuring proceedings without material complications. Further to that, many of the untrained subjects experience serious problems in effecting requirements of the public procuring policies. According to Raymond (2012), training in public procuring relates to the levels of education and experiences of the staff and to the professional methodology in conducting of business activities. If workers are not sufficiently informed in procuring issues, grave costs; including, breaks of codes of behavior occur.

The procuring policies in the government sector in Kenya follows steps as itemized in the PPADA (2015). The results reveal that a big number of the tendering committees had not attended any procuring exercise, workshops or seminars. The capacity building programmes attended by committees do not meet the institutions' requirements on the procuring policies. The results further reveal that insufficient training of tender committees on procuring policies has contributed to non-complying of procuring rules in public secondary schools. Other factors revealed the research include; effects of complying on quality of services and goods procured in public secondary schools, challenges that face enforcing of public procuring rules in government high schools and problems facing electronic procuring in government high schools.

These results agree with Cousins and Specman (2013) which indicate that the calibre of procuring committees in terms of teaching, education, and skills are vital in improving the performance of organizations. According to a research by PPOA (2015), the procuring rules are meant to make sure that well-organized training has been presented to experts to serve in procurement. It is also shown by the study by the PPOA that the

available capability at the procuring units do not meet the requirement for particular procuring knowledge in spite of there being steps towards development of a professional procuring staff. The general absence of procuring information remains a main flaw to the competence of procuring processes in government institutions.

The results showed that consciousness and procuring rules are correlated and many of the public schools have rules to support the procuring policies from the ministry of education though many of the tender committees do not have sufficient knowledge of the procuring rules and processes which has contributed to non-complying in public secondary schools in the Nyanza Region. The results also show that many of the suppliers rarely meet schools' stipulations of products with quality. A bigger number of public schools accept competitive bidding in procuring of services and goods though the procedure is stained with unprincipled practices such as dishonesty, partiality, deception, exaction and sexual harassment, inducement and lack of operative reporting mechanism in selecting and awarding of tenders.

Ethics is what is morally right and decently wrong, so the concern of procuring ethics is what is ethically correct in procuring as a discipline (Wood, 1995). This is essential in procuring administration since procuring personnel are concerned with suppliers and consequently representing the whole organization which will control the face of an organization towards the suppliers which might produce willingness or spoil it. Officers who conduct procurement have to prove that their decisions are reasonable and impartial, and made according to the law, agency guidelines and rules, and conditions of contract. The research shows that morals have a key influence on complying with public procuring policies. Morals involves all shareholders and institutions' frameworks such as tendering committees' discussions, evaluating of bids and managing contracts during

implementation. Some of the immoral practices mentioned include evaluating of bids in some cases conducted by unskilled persons and petitioning in seeking for the award of tenders by shareholders via dishonesty, pressure and inducements and lack of effectual reporting mechanisms. Additionally, one major challenge realized from the research is with respect to responsibility. In spite of procuring misconduct which manifest in the procuring policies, concerned officials are never held to account. And as such, there are no sanctions occasioned to those persons who break up the procurement rules.

The results show that morals and procuring are connected and that feeble enforcing of procuring rules has led to the immoral practices in government high schools in Nyanza Region. Likewise, ethical degradation, poor pay, and immoral practices of bidders has been mentioned as a main contributing factor of lack of complying with procuring rules in government high schools. Some of the immoral practices mentioned by the subjects include dishonesty, partiality, deception, exaction and sexual harassment, inducement with the subjects mentioning gluttony, inadequate payment, and absence of an effectual reporting system as the major cause of immoral practices.

Majority of the principals and procuring committees have a stronger position with regard to transparency principles used by the schools. They confirmed that opening of bids often involves bidders or their agents. This is an indicator of their endorsement of the bid opening exercises and their justification of their capability to confer transparency and honesty to the procuring policies. This might be understood to imply that the principals and procuring committees appreciate the transparency levels of the bid opening exercises used in the schools. Teachers, procuring committees, and principals hold the position that the existence of a supplier prequalification mechanism has invoked the provisions for bids opening by the schools in the presence of the suppliers' agents. This is a mechanism

used to make sure there is realization of the necessary transparency levels. The research results agree with the view taken by Ombati (2009) who is of the view that the tendency of asking for bids and allowing bidders and their agents a chance to partake in the opening of the bids which results to fiduciary and honesty to the procuring policies. Conditions where schools award contracts were preserved for some individuals for years were progressively declining. This is credited to the fact that the opening up of the procuring policies has progressively removed the veil and opened up the procedure to a bigger array of possible suppliers. This has made public schools to have better value for money in the reasonable procuring policies.

Regarding leadership, the study found that in majority of the schools most of the respondents indicated that, there were tendering committees which sit to procure goods and services. Significant number of respondents agreed that procurements are accompanied by written agreements. On the issue of documenting procurement complains 64% of the respondents agreed that complains are documented. Regarding the schools relying on one or two key suppliers, 75% of suppliers agreed that those arrangements exists perhaps due to the need to have agreements regarding credit purchasing and these suppliers enjoy an upper hand during tendering process while 54% of respondents agreed that suppliers have the freedom to visit schools and discuss room for improvements.

The study also found that as concerns transparency in the procurement policy, almost all the respondents agreed that tenders are openly advertised. A majority of respondents were of the opinion that appeals were not first heard and determined before procurement policy was completed. Majority of respondents disagreed that the schools conducted debriefing for unsuccessful binders. A significant of respondents felt that there were

political influences in determining the winner of the tender while on observance of ethical issues, more than half of respondents felt that ethical issues were not highly regarded during tendering process. Transparency of the procuring plans in place helps in lifting the veil of confidentiality in the systems that are involved. It enables infusing merit and permissible standards in regard to contemporary best practices and necessary character. The research discovered that schools in the area have struggled to make sure there are high standards in regard to transparency and broader participation of the public in realizing procurement events in many cases. Transparency in procuring requirements assures the schools' competitiveness in the procuring functions and facilitates sound supplies and procuring programmes which assures schools stability of the learning and teaching programmes.

It was also found from the study that as far as time progress of the process was concerned, slightly more than half of the respondents felt that there was no timeliness at all stages of the procurement policy. Regarding timely deliveries of procured goods, more than half of respondents disagreed that the procured goods are delivered on time while a great number of respondents agreed that the procurement policy is sometime simplified to save time.

Study hypothesis one stated that there is no significant influence of knowledge and skills of procurement committee on institutional effectiveness in public secondary schools in Nyanza Region. The study results indicated that there was a positive and significant influence of knowledge and skills of procurement committee on institutional effectiveness in public secondary schools in Nyanza Region ($\beta = 0.373$ (0.120) at $p < 0.05$). Hypothesis one was thus rejected. The results implied that a single increase in knowledge and skills of procurement committee members will yield 0.373 unit

improvement in institutional effectiveness in public secondary schools in Nyanza Region. The findings are backed by Wambui (2013), who asserts that the necessity for specialists training has become an authority and advises secondary schools on the appropriate time to purchase and from which sources. This is significant since it helps them particularly the time of product stipulations of the different products needed by their individual schools. Capacity building helps in adhering to processes and saves on costs. Results further claim that for effectual and well-organized procuring, skills, and work familiarity are important features of procuring performance.

Research hypothesis number four states that there is no important effect of procurement morals on institutional efficiency in public secondary schools in Nyanza Region. The research results show that there is a positive and important effect of procuring morals on institutional efficiency in public secondary schools in Nyanza Region ($\beta = 0.395 (0.079)$ at $p < 0.01$). Hypothesis number four is, in this way, rejected. Results meant that a single upsurge in procuring morals by procuring committees will yield 0.395 unit enhancement in institutional efficiency in government secondary schools in Nyanza Region. The findings are reinforced by Philly, Were, and Nkirina (2017) who carried out a research on effects of conflict of interest on procuring performance among referral hospitals in Kenya: a case study of Kenyatta national hospital and found out that conflict of interest might come up at the time of evaluating and awarding of bids. Additionally, accessing information by shareholders in main stages of the procuring cycle encourages transparency and responsibility in public procuring which averts conflict of interest and dishonesty. The research made the conclusion that buying and supply management experts need to declare personal interest which might affect their neutrality in the procuring policy.

The research hypothesis number two states that there is no important effect of compliance dynamics on institutional efficiency in public secondary schools in Nyanza Region. The research findings show that there is a positive and important effect of compliance dynamics on institutional efficiency in public secondary schools in Nyanza Region ($\beta = 0.538$ (0.118) at $p < 0.01$). Hypothesis number two is, in this way, rejected. The findings imply that a single upsurge in compliance dynamics by procuring committees will yield 0.538 unit improvement in institutional efficiency in public secondary schools in Nyanza Region. The findings are reinforced by Wahu, Namusonge, Mungai, Ogol's research (2015) who states that the Public Procurement and Disposal Act (2005) establishes processes for effectual public procurement and for disposing of unserviceable, outdated, or extra stores, properties, and equipment by public bodies and similarly provides for other connected matters in order to exploit economy and competence so as to encourage competition and make sure there is reasonable treatment of opponents to encourage the honesty and impartiality of the processes; to intensify transparency and responsibility in the processes; and to increase public self-assurance in them and lastly to facilitate the advancement of local industry and economic growth.

Study hypothesis three stated that there is no significant influence of implementation of procurement committee decisions on institutional effectiveness in public secondary schools in Nyanza Region. The study results indicated that there was a positive and significant influence of implementation of procurement committee decisions on institutional effectiveness in public secondary schools in Nyanza Region ($\beta = 0.512$ (0.103) at $p < 0.01$). Hypothesis three was thus rejected. The results implied that a single increase in compliance dynamics by procurement committee members will yield 0.512 unit improvement in institutional effectiveness in public secondary schools in Nyanza Region.

5.3 Conclusions

The research concluded that knowledge and skills through expert training of procuring committees in procuring policies has an important bearing on procuring performance in government high schools.

Regarding compliance dynamics, the study established that public secondary schools comply with the procedure of advertising three weeks, submission dates for tender applications are followed, schools adhere to prequalification period, qualification of tenders is observed by tendering committee, there is tender box where the application of tenders are dropped at and that the adherence to period of delivery of goods/items is observed

The study established that not all decisions agreed by procurement/tendering committee members are followed. Sometimes some school principals and their deputies by-pass the procurement committee decisions. This compromise the quality of goods/materials procured.

Finally, the study concluded that severe observance to procuring morals might actually increase procuring board performance in government high schools. The research also concluded that the procurement policy fails in timeliness perhaps because of complexity of the process or because most times, those who supply do it on credit. This leads to common conditions in which those involved in the process take shortcuts to deal with the problem of delays and length of the standard procedure.

5.4 Recommendations

Based on the results of this research, we recommend as follows, That:

- a) There be better-quality skills and knowledge via specialized training of school procuring committees in order to support procurement to increase school

effectiveness. It is significant to offer moral training to school tender committees to make sure they serve with absolute neutrality, answerability, and impartiality. This might assist in ensuring that the persons involved will have better appreciation of the procedures and so improve effectiveness, transparency, and bring down dishonesty. Additionally, the boards of management need to be more involved in supervising and control of the whole of the tender process to improve transparency.

- b) There be firm consequences enacted for violating procuring ethics. There is need for improved inspection of all procuring activities to make sure there is compliance with the moral codes. Detailed vetting of all those who supply seeking prequalification and also those who seek tenders need to be done to reduce incidences of conflict of interest.
- c) The MoE and Directorate of Public Procurement (DPP) need an investment in sensitization of school tender committee members with regard to the requirement to advertise the need to supply goods and services by the use of the most economical media, as required by Section 54 (1) and (2) of the Procurement Act, and directed by the First Schedule of the Procurement Regulations. Advertisement of tenders constantly is likely to assist many government secondary schools to get value for money by evading inferior services and goods, plus poor quality of work and exaggerated costs. Further to that, the MoE and DPP need to make rules for crafting tender announcements to make them attractive to bidders and in this way, make tender publicity self-financing via cost-recovery. This might go a long way in bringing down procuring expenditure.

- d) There be firm adherence to government rules on public procuring since this might assist in checking procuring board performance in government high schools. Teaching should also put emphasis on the necessity of availing codes of conduct and morals to procurement committees and teachers to bring down misconduct in procurement functions. Moral behaviour includes the concept of uprightness, honesty, correctness, justice, faith, admiration and constancy in procurement functions. Moral conduct supports sincerity and responsibility in a procuring policy and gives those who supply self-confidence to take part in the supply of services and goods. Additionally, moral training and seminars need to be provided occasionally in order to advance procuring activities. There is need to be strictness in complying with public rules on public procurement as this might help in checking the performance of procuring boards in government high schools.
- e) Schools need to sensitize and train tendering committees on planning, focusing the agenda, organizing and executing productive meetings. This might be attained via occasional seminars involving tendering committee members at the county level, which might be cascaded to sub-counties and to wards. Schools with the assistance of MoE need to develop a comprehensive training protocol for school tendering committees, including skill requirements that participants recognized including tender processes, resource management plus procuring rules and guidelines. Schools need to improve the constitution of school tendering committees by adding technical abilities such as construction and quantity survey crucial in controlling the quality of work and services hence making sure that schools get value for resources invested and money. Further to that, schools need to recruit and position skilled procurement personnel to improve competence of

procuring traditions in schools and ensuring incessant capability of tender committees. In addition, schools should train tender committees and bidders on the correct procuring processes and practices to create steadiness and to decrease costs.

5.5 Suggestion for Further Study

To begin with, more studies need to be conducted on efficacy of electronic procuring in government secondary school in order to provide data for comparison. Further to that, a similar or near-similar research can be conducted in private schools in order to compare the findings.

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APPENDICES

APPENDIX I: INTRODUCTORY LETTER

Thomas Nyaencha,

Nyamira

Email: tomasnyaencha55@gmail.com

Tel: +254727594710

Dear Sir/Madam,

RE: ACADEMIC RESEARCH

I am a PhD learner at Moi University. As part of the requirements of the Doctor of Philosophy degree in Educational Administration and Policy Studies, I am conducting a research that aims at determining the **Influence of the implementation of public procurement policy effectiveness in public secondary schools in Nyanza Region**. Its purpose is to influence pertinent policy discourses, expenditure management practices in public secondary schools, as well as stimulate relevant research, not only in Kenya but also in other developing countries.

You have been selected as one of the participants of the study. Kindly complete the questionnaire attached or choose a date for an interview as per the schedule attached. Your decision to participate is highly appreciated; however, you may withdraw from the study at any time in the course of your participation before submitting the questionnaire. The research is for academic purposes only and thus, the information you provide will be kept confidential. Do not indicate your name or name of your school on the questionnaire. No information identifying you shall be reported in the Thesis or publications arising therefrom. You are requested to provide your responses with as much honesty as possible.

Thank you for participating in the exercise.

Yours sincerely,

Thomas Nyaencha,

PhD Candidate

Department of Educational Administration and Policy Studies,

MOI UNIVERSITY

APPENDIX II: QUESTIONNAIRE FOR PRINCIPALS

INSTRUCTIONS

Please answer all questions by putting a tick (√) in the box that closely matches your views alternatively. Please write also in the space provided your views on the questions asked. Thank you for participating in this academic research. Do not write your name or name of your school on the questionnaire.

SECTION A: BIO-DATA

1. Indicate your gender

1. Male

2. Female

2. What is your age bracket?

1. 20-30 years

2. 31-40 years

3. 41-50 years

4. Above 51 years

3. How long have you worked in this school as a principal?

1. Less than a year

2. 1-3 years

3. 4-6 years

4. Over 7 years

Section B: Influence of knowledge and skills in procurement policy on effectiveness

1. Do procurement committee members in your school have any relevant training on procurement policy?

1. Yes ()

2. No ()

If yes in (1) above, how many

1. 1 ()
2. 2 ()
3. 3 ()
4. 4 ()
5. More than 4 ()

2. What is the highest academic qualification of the majority of procurement committee members?

1. Diploma education ()
2. Bed ()
3. Med ()
4. Msc ()
5. Any other, specify.....

3. What is the highest level in terms training do procurement committee members have in regard to procurement policy and process?

1. Certificate ()
2. Diploma ()
3. Degree ()
4. Masters ()

4 (i) Have you, as a principal undergone any training on procurement?

1. Yes ()
2. No ()

4 (ii) if yes in 4 (i) above, was the training beneficial to you as a member of procurement committee?

3. Yes ()
4. No ()

Explain briefly.....

5. How many times in a year are the procurement training workshops/seminars held in your school?

1. Never ()
2. Once ()
3. 2-5times ()
4. More than 5 times ()

6. How often are procurement committee members in your school trained on procurement practices?

1. Very often ()
2. Often ()
3. Rarely ()
4. Never ()
5. Once or twice ()

7. How would you rate the training needs assessment on procurement policy skills among committee members?

- 1) Very Adequate []
- 2) Adequate []
- 3) Fairly Adequate []
- 4) Inadequate []
- 5) Very inadequate []

8. Does the procurement committee have a manual book on procurement?

1. Yes ()
2. No ()

9. Indicate the level of your agreement on effects of training/capacity building programs on school's needs on procurement policy

Strongly agree	Agree	Not sure	Disagree	Strongly agree

10. Use the likert scale: 5=Strongly Agree, 4=Agree, 3=Not Sure, 2=Disagree and 1=Strongly Disagree to rate the statements regarding the effects knowledge and skills on effectiveness in your school

Statement	Response				
	5	4	3	2	1
High level of skills and competency of the procurement committee members will ensure effectiveness in the implementation of procurement policy					
Awareness of the procurement regulation by the procurement committee members will ensure effective implementation of procurement policy					
Cross functional team-work by the school principal, deputy principal and other employees of the school will ensure effective implementation of procurement policy					
Regular training and workshops will enable committee members acquire knowledge on new regulations on procurement policy					
Educated individuals easily understand the implementation of procurement policy					
Knowledge on procurement rules and regulations contributes to high levels of implementation of procurement policy hence effectiveness					
Committee members should be familiar with the implementation of procurement policy					

11. Indicate the level of your agreement on effects of knowledge and skills on procurement policy on non-compliance in procurement regulations in your schools

Strongly agree	Agree	Not sure	Disagree	Strongly agree

Section C: Influence of Compliance dynamics in procurement policy on effectiveness

1. Do you think there is a relationship between awareness and compliance to procurement policy?

1. Yes ()
2. No ()

2. Do you have any guidelines to support the procurement policy from the ministry of education?

1. There is a guideline ()
2. No guideline ()

3. I am not sure ()

3. How often are tenders split into small lots, which fall within the threshold for unilateral approval?

1) Never []

2) Occasionally []

3) Always []

4) Yearly

3. Indicate by agreeing or otherwise the most commonly applied tendering methods in your school.

Methods	Agree	Disagree
Open tendering		
Restricted		
Quotations		
Single sourcing		

4. How often does your committee advertise tenders?

1) Never []

2) Occasionally []

3) Always []

4) Yearly []

5. Does your committee have standard guidelines for preparing tender documents?

1) Yes []

2) No []

If yes, how often are tender documents prepared in accordance with the guidelines?

1) Never []

2) Occasionally []

3) Always []

6. How often does the committee resort to emergency procurement and single sourcing, where rules are sometimes abandoned?

1) Never []

2) Occasionally []

3) Always []

7. Prequalification in procurement; Key-5 Strongly agree (SA), 4- Agree (A), 3- Undecided (UD), 2-Disagree (D), 1-Strongly Disagree (SD)

Statement	5	4	3	2	1
Prequalification brings about many suppliers thus opens up positions for innovation and cost effectiveness					
Prequalification leads to strategic advantage through cost leadership of the suppliers					
Prequalification of suppliers minimizes the cost incurred in screening and analyzing bids tendered					
Prequalification is more cost effective than open tendering					
Prequalification process ensures that our school obtains a number of competitive, reasonable and easy to evaluate bids					
Prequalification enhances most competitive firms in terms of cost of supply to win the tender					
Prequalification process brings about economic cost and value for money through effective suppliers' selection					
Modalities of prequalification through effective suppliers' selection bring about huge proportions of national resources being salvaged					
Prequalification has brought about Multi-criteria selection approach during tendering rather than the notion of lowest price wins					

8. School tendering process: 1-5 Strongly agree (SA), 4- Agree (A), 3-Undecided (UD), 2-Disagree (D), 1-Strongly Disagree (SD)

Statement	5	4	3	2	1
Tendering helps in assessing capability of bidders					
During tendering the organizations considers value for money by procuring at optimal cost and considers life cycle costs					
Open and fair competition is encouraged in order to award tender to most competent supplier					
Probity and transparency is practiced during tendering process to avoid malpractices and civil suits					
Tendering costs are minimized in order to ensure a cost effective process					
The school uses local suppliers whenever they offer best value for money					

9. Compliance dynamics on effectiveness: Key-5 Strongly agree (SA), 4- Agree (A), 3- Undecided (UD), 2-Disagree (D), 1-Strongly Disagree (SD)

Statement	5	4	3	2	1
The schools comply with the procedure of advertising three weeks					
Submission dates for tender applications are followed					
The school adheres to prequalification period					
Qualification of tenders is observed					
There is tender box where the application of tenders are dropped at					
The adherence to period of delivery of goods/items is observed					

Section D: Influence of procurement committee decision in the Implementation of procurement policy

1) Are the minutes followed?

1) Yes []

2) No []

2) At the point of departure after the meeting, did the following take place?

Statement	Yes	No
Members awarded tender to themselves		
There was violation of the tendering process		

3) Are the decisions made unanimous or by few members

1. Unanimous []

2. Few members []

4) In your opinion which leadership is exhibited by the procurement committee officials/chair in your school?

1. Autocratic ()

2. Democratic ()

3. Laissez Faire ()

5) Implementation of decision and school effectiveness; Use the likert scale: 5=Strongly Agree, 4=Agree, 3=Not Sure, 2=Disagree and 1=Strongly Disagree

Statement	5	4	3	2	1
School principal has skills and abilities required to ensure effectiveness in the implementation of procurement policy					
School principal creates and nurtures conditions which will enable fast implementation of procurement policy					
School principal has ensured transformational change in the school that has enhanced implementation of procurement policy					
School principal has clear understanding on the procurement policy and laws or the ability to follow procurement policy as directed by the government					
The fact that whether a principal is classified as a charismatic, a shared, a distributive, a collaborative or an authoritative leader, a new focus may be necessary in order to successfully implement procurement policy					

6). What is your agreement on the effect of implementation of decision in the procurement policy on school effectiveness? Use the likert scale: 5=Strongly Agree, 4=Agree, 3=Not Sure, 2=Disagree and 1=Strongly Disagree

Statement	5	4	3	2	1
Members awarding tender to themselves hinders procurement policy implementation hence school ineffectiveness					
A principal being a member of tendering committee awarded themselves tenders compromises the implementation process					
Violation of the tendering process influences procurement policy implementation and school effectiveness					
Adherence and reference to the minutes agreed by the procurement committee ensures implementation of procurement policy and school effectiveness					

Section E: Ethics and school effectiveness

1. Are you aware of the public procurement policy?

1. Yes ()

2. No ()

2. Does your school follow bureaucracy procedures always?

1. Yes ()

2. No ()

3. Bureaucracy and effectiveness? Use the likert scale: 5=Strongly Agree, 4=Agree, 3=Not Sure, 2=Disagree and 1=Strongly Disagree

Statement	5	4	3	2	1
Bureaucracy leads to delay in delivery of goods/stationery hence interrupts learning where the school opens late or closes early					
Bureaucracy has led to strikes when foodstuff is not supplied in time					
Bureaucracy leads to poor coverage of syllabus when stationery and other writing materials are delayed since the teachers cannot delivery content					

4. Has your schools suffered from policy dilemma?

1. Yes ()
2. No ()

If yes, how many times?

1. Once ()
2. Twice ()
3. Thrice ()
4. More than three times ()

5. Are there modalities to ensure that your school gets quality goods and services from the suppliers?

1. Yes ()
2. No ()

6. What is the level of your agreement on the following implementation challenges on the implementation of procurement policy in your school?

Statement	5	4	3	2	1
Some committee members have inadequate knowledge and skills on the implementation of procurement policy/some members have limited knowledge					
Some committee members have vested interest when tenders are advertised (committee members award tenders to their friends, relatives and to some extent, friends of committee members are awarded tenders without applying for them)					
There are challenges of bureaucracy and red tape to be followed/the procurement policy is tedious and long					
In case of emergency orders, there is likelihood the procurement policy will not be followed					
Some principals as ex-officials of procurement committee tend to dictate how things are done					
Quality of goods and services fail to meet the specified standards					
The exaggeration of prices of goods and services is experienced in procurement of goods and services					

Section F: School Effectiveness

What is your agreement on what you consider as effectiveness in your school?

Item	Agree	Disagree
Curriculum implementation		
Syllabus coverage/completion		
Student enrolment and retention		
Low teachers' turnover		
School mean-score		
School routine		

APPENDIX III: QUESTIONNAIRE FOR PROCUREMENT COMMITTEE

MEMBERS

Section A: Bio Data Information

1. Kindly indicate your gender

1. Male ()
2. Female ()

2. How long have you been in this school?

1. Less than 1 year ()
2. 1 – 5 years ()
3. 6 – 10 years ()
4. 11 – 15 years ()
5. 16 – 20 years ()
6. More than 20 years ()

3. What is your highest academic qualification?

1. Diploma in education ()
2. Bed ()
3. Med ()
4. Msc ()
5. Any other, specify.....

Section B: Effects of training on procurement policy on effectiveness

1) Have you attended procurement training workshops/seminar held in your county or school?

- 1) Yes ()
- 2) No ()

2) How many times in a year are the procurement training workshops/seminars held?

1. Never ()
2. Once ()
3. 2-5times ()
4. More than 5 times ()

3) How often are you trained on procurement practices?

1. Very often ()
2. Often ()
3. Rarely ()
4. Never ()

4) What is the highest level in terms of knowledge and skills do you have in regard to procurement policy and process?

1. Certificate ()
2. Diploma ()
3. Degree ()
4. Masters ()

5) Was the training beneficial to your as a member of procurement committee?

1. Yes ()
2. No ()

6) Did the knowledge you gained fully implemented in the procurement policy?

1. Yes ()
2. No ()

7) How would you rate the adequacy of tendering and procurement policy skills among committee members?

1. Very Adequate []
2. Adequate []
3. Fairly Adequate []
4. Inadequate []
5. Very inadequate []

8) Does the procurement committee have a manual book on procurement?

1. Yes ()
2. No ()

9. Indicate the level of your agreement on effects of training/capacity building programs on school's needs on procurement policy

Strongly agree	Agree	Not sure	Disagree	Strongly agree

10. Indicate the level of your agreement on effects of knowledge and skills on procurement policy on non-compliance in procurement regulations in your schools

Strongly agree	Agree	Not sure	Disagree	Strongly agree

11. Use the likert scale: 5=Strongly Agree, 4=Agree, 3=Not Sure, 2=Disagree and 1=Strongly Disagree, rate the statements regarding the effect of knowledge and skills on effectiveness in your school

Statement	Response				
	5	4	3	2	1
High level of skills and competency of the procurement committee members will ensure effectiveness in the implementation of procurement policy					
Awareness of the procurement regulation by the procurement committee members will ensure effective implementation of procurement policy					
Cross functional team-work by the school principal, deputy principal and other employees of the school will ensure effective implementation of procurement policy					
Regular training and workshops will enable committee members acquire knowledge on new regulations on procurement policy					
Educated individuals easily understand the implementation of procurement policy					
Knowledge on procurement rules and regulations contributes to high levels of implementation of procurement policy					
Committee members should be familiar with the implementation of procurement policy					

Section C: Effects of Compliance dynamics in procurement policy on effectiveness

1. Do you think there is a relationship between awareness and compliance to procurement policy?

1. Yes ()
2. No ()

2. Do you have any guidelines to support the procurement policy from the ministry of education?

1. There is a guideline ()
2. No guideline ()
3. I am not sure ()

3. How often are tenders split into small lots, which fall within the threshold for unilateral approval?

1. Never []
2. Occasionally []
3. Always []

4. Indicate by agreeing or otherwise the most commonly applied tendering methods in your school.

Methods	Agree	Disagree
Open tendering		
Restricted		
Quotations		
Single sourcing		

5. How often does your committee advertise tenders?

- 1) Never []
- 2) Occasionally []
- 3) Always []
- 4) Yearly

6. Does your committee have standard guidelines for preparing tender documents?

1. Yes []
2. No []

If yes, how often are tender documents prepared in accordance with the guidelines?

1. Never []
2. Occasionally []
3. Always []

7. How often does the committee resort to emergency procurement, where rules are sometimes abandoned?

1. Never []
2. Occasionally []
3. Always []

8. How can you rate the role of prequalification in procurement policy in your school?
Key-5 Strongly agree (SA), 4- Agree (A), 3-Undecided (UD), 2-Disagree (D), 1-Strongly Disagree (SD)

Statement	5	4	3	2	1
Prequalification brings about many suppliers thus opens up positions for innovation and cost effectiveness					
Prequalification leads to strategic advantage through cost leadership of the suppliers					
Prequalification of suppliers minimizes the cost incurred in screening and analyzing bids tendered					
Prequalification is more cost effective than open tendering					
Prequalification process ensures that our school obtains a number of competitive, reasonable and easy to evaluate bids					
Prequalification enhances most competitive firms in terms of cost of supply to win the tender					
Prequalification process brings about economic cost and value for money through effective suppliers' selection					
Modalities of prequalification through effective suppliers' selection bring about huge proportions of national resources being salvaged					
Prequalification has brought about Multi-criteria selection approach during tendering rather than the notion of lowest price wins					

9. Rate the following statements regarding tendering in your school on a scale of 1-5 Strongly agree (SA), 4- Agree (A), 3-Undecided (UD), 2-Disagree (D), 1-Strongly Disagree (SD)

Statement	5	4	3	2	1
Tendering helps in assessing capability of bidders					
During tendering the organizations considers value for money by procuring at optimal cost and considers life cycle costs					
Open and fair competition is encouraged in order to award tender to most competent supplier					
Probity and transparency is practiced during tendering process to avoid malpractices and civil suits					
Tendering costs are minimized in order to ensure a cost effective process					
The school uses local suppliers whenever they offer best value for money					

10. What is your level of agreement on the following statement regarding the effects of compliance dynamics in procurement policy on effectiveness? Key-5 Strongly agree (SA), 4- Agree (A), 3-Undecided (UD), 2-Disagree (D), 1-Strongly Disagree (SD)

Statement	5	4	3	2	1
The schools comply with the procure of advertising three weeks					
Submission dates for tender applications are followed					
The school adheres to prequalification period					
Qualification of tenders is observed					
There is tender box where the application of tenders are dropped at					
The adherence to period of delivery of goods/items is observed					

Section D: Implementation of decision and school effectiveness on procurement in secondary schools

1) Are the minutes followed?

1. Yes []

2. No []

2) At the point of departure after the meeting, did the following take place?

Statement	Yes	No
Members awarded tender to themselves		
Principal being the chair of the tendering committee awarded themselves tenders		
There was violation of the tendering process		

3) Are the decisions made unanimous or by few members

1. Unanimous []

2. Few members []

4) In your opinion which leadership is exhibited by the procurement committee officials/chair in your school?

1. Autocratic ()

2. Democratic ()

3. Laissez Faire ()

5) To what extent does quality leadership influence strategy the implementation of procurement policy in your school? Use the likert scale: 5=Strongly Agree, 4=Agree, 3=Not Sure, 2=Disagree and 1=Strongly Disagree

Statement	5	4	3	2	1
School principal has skills and abilities required to ensure effectiveness in the implementation of procurement policy					
School principal creates and nurtures conditions which will enable fast implementation of procurement policy					
School principal has ensured transformational change in the school that has enhanced implementation of procurement policy					
School principal has clear understanding on the procurement policy and laws or the ability to follow procurement policy as directed by the government					
The fact that whether a principal is classified as a charismatic, a shared, a distributive, a collaborative or an authoritative leader, a new focus may be necessary in order to successfully implement procurement policy					

6) What is your agreement on the effect of implementation of decision in the procurement policy on school effectiveness?

Statement	5	4	3	2	1
Members awarding tender to themselves hinders procurement policy implementation hence school ineffectiveness					
Principal being a member of tendering committee awarded themselves tenders compromises the implementation process					
Violation of the tendering process influences procurement policy implementation and school effectiveness					
Adherence and reference to the minutes agreed by the procurement committee ensures implementation of procurement policy and school effectiveness					

Section E: Ethics and school effectiveness

1. Are you aware of the public procurement policy?

1. Yes ()
2. No ()

2. Does your school follow bureaucratic procedures always?

1. Yes ()
2. No ()

3. What are the bureaucracy procedures you are aware of that must be followed in the procurement in of goods and services in school? How do bureaucracy procedures affect the efficiency in your school? Use the likert scale: 5=Strongly Agree, 4=Agree, 3=Not Sure, 2=Disagree and 1=Strongly Disagree

Statement	5	4	3	2	1
Bureaucracy leads to delay in delivery of goods/stationery hence interrupts learning where the school opens late or closes early					
bureaucracy Has led to strikes when foodstuff is not supplied in time					
Bureaucracy leads to poor coverage of syllabus when stationery and other writing materials are delayed since the teachers cannot delivery content					

4. Has your schools suffered from policy dilemma?

1. Yes ()
2. No ()

If yes, how many times

1. Once ()
2. Twice ()
3. Thrice ()
4. More than three times ()

5. Are there modalities to ensure that your school gets quality goods and services from the suppliers?

1. Yes ()
2. No ()

6. Has the public procurement policy ensured that the quality of goods supplied is good?

1. Yes ()
2. No ()

7. What is the level of your agreement on the following implementation challenges on the implementation of procurement policy in your school?

Statement	5	4	3	2	1
Some committee members have inadequate knowledge and skills on the implementation of procurement policy/some members have limited knowledge					
Some committee members have vested interest when tenders are advertised (committee members award tenders to their friends, relatives and to some extent, friends of committee members are awarded tenders without applying for them)					
There are challenges of bureaucracy and red tape to be followed/the procurement policy is tedious and long					
In case of emergency orders, there is likelihood the procurement policy will not be followed					
Some principals as ex-officials of procurement committee tend to dictate how things are done					
Quality of goods and services fail to meet the specified standards					
The exaggeration of prices of goods and services					

Section F: School Effectiveness

What is your agreement on what you consider as effectiveness in your school?

Item	Agree	Disagree
Curriculum implementation		
Syllabus coverage/completion		
Student enrolment and retention		
Low teachers' turnover		
School mean-score		
School routine		

APPENDIX IV: QUESTIONNAIRES FOR BOM/PA**Section A: Bio Data Information**

1. Kindly indicate your gender

1. Male ()
2. Female ()

2. How long have you been in this school as BOM/PA?

1. Less than 1 year ()
2. 1 – 5 years ()
3. 6 – 10 years ()
4. 11 – 15 years ()
5. 16 – 20 years ()
6. More than 20 years ()

3. What are your highest academic qualifications?

1. Diploma education ()
2. Bed ()
3. Med ()
4. Msc ()
5. Any other, specify.....

Section A: Research Objectives

1. Indicate the extent to which you agree on the following statements regarding influence of knowledge and skills of procurement committee on institutional effectiveness in public secondary schools. Key: 5=Strongly Agree, 4=Agree, 3=Neither Agree nor Disagree, 2=Disagree, 1=Strongly Disagree

Statement	5	4	3	2	1
Staff training on procurement improves the timeliness of delivery in our school					
Staff training on procurement improves the quality of supply in our school through better supplier selection					
Staff training on procurement leads to high level of user satisfaction in our school					
High professionalism levels when handling procurement matters improves the timeliness of delivery in our school					
High professionalism levels when handling procurement matters improves the quality of supply in our school					
High professionalism levels when handling procurement matters improves user satisfaction in our school					
Work experience on procurement matters improves the timeliness of delivery in our school					
Work experience on procurement matters improves the quality of supply in our school					
Work experience on procurement matters improves user satisfaction in our school					

2. Indicate the extent to which you agree on the following statements regarding effect of ethics on implementation of procurement policy in your school: Key: 5=Strongly Agree, 4=Agree, 3=Neither Agree nor Disagree, 2=Disagree, 1=Strongly Disagree

Statement	5	4	3	2	1
Tenders are openly advertised					
Appeals are first heard & determined before procurement is completed					
Procurement committee conducts a brief unsuccessful bidders					
There is observance of ethical issues in procurement policy in my school					

3. Indicate the extent to which you agree on the following statements regarding the influence of ethics in implementation of procurement policy on institutional effectiveness in public secondary schools. Key: 5=Strongly Agree, 4=Agree, 3=Neither Agree nor Disagree, 2=Disagree, 1=Strongly Disagree

Statement	5	4	3	2	1
Compliance to ethical practices as enshrined in the constitution is adhered to in my school					
Suppliers offer gifts/bribes to tender/procurement committee members					
Management tends to influence award of tenders to some specific suppliers					
Embracing transparency in procurement leads to timely of delivery in our school					
Embracing transparency in procurement leads quality supply in our school					
Embracing transparency in procurement matters improves user satisfaction in our school					
Embracing integrity in procurement has led to timely delivery in our school					
Embracing integrity in procurement has led to quality supply in our school					
Embracing integrity in procurement matters has improved user satisfaction in our school					
Having ethical codes has led to timely delivery in our school					
Having ethical codes has led to quality supply in our school					

4. Indicate the extent to which you agree on the following statements regarding the influence of decisions of procurement policy on institutional effectiveness in public secondary schools in tendering process. Key: 5=Strongly Agree, 4=Agree, 3=Neither Agree nor Disagree, 2=Disagree, 1=Strongly Disagree

Statements					
Presence of tendering committee which sits to procure goods/services and materials					
Procurements are accompanied by a written agreement					
Complaints related to procurement policy are documented					
Our school have one or two major suppliers who is evaluated regularly					
Suppliers have the freedom to visit school and discuss improvement					

5. Indicate the extent to which you agree on the following statements regarding the influence of compliance dynamics in the implementation of procurement policy on institutional effectiveness in public secondary schools. Key: 5=Strongly Agree, 4=Agree, 3=Neither Agree nor Disagree, 2=Disagree, 1=Strongly Disagree

Statement	5	4	3	2	1
High understanding of procurement methods leads to timely of delivery in our school					
High understanding of procurement methods leads to quality supply in our school					
High understanding of procurement methods improves user satisfaction in our school					
Proper evaluation and inspection leads to timely delivery in our school					
Proper evaluation and inspection leads to quality supply in our school					
Proper evaluation and inspection leads to improved user satisfaction in our school					
Understanding government implications on disposal procedures improves timely delivery in our school					
Understanding government implications on disposal procedures has led to quality supply in our school					
Understanding government implications on disposal procedures improves user satisfaction in our school					

APPENDIX V: INTERVIEW SCHEDULE FOR STUDENTS

1. Indicate your class

1. Form one ()
2. Form two ()
3. Form three ()
4. Form four ()

2. Has your stay in the school been comfortable?

1. Yes ()
2. No ()

3. Are all the requirements requisite for your continued stay in the school supplied on a regular basis?

1. Yes ()
2. No ()

4. Have you had occasion of evidence of the school advertising for the supplies of goods and services?

1. Yes ()
2. No ()

5. In what form was the advertisement made?

.....

.....

.....

6. Do you know any organization or individual who supplies goods and services to the school?

.....

.....

.....

7. Are there any special arrangements that may have come to your knowledge about procurement policy between the school and the teachers or any individuals working within the school?

.....

.....

.....

8. Have there been arrangements between the institution and parents to supply goods and services to the institution in lieu of fees payments?

.....

9. Have there been any instances of disruption of teaching and learning programmes due to lack of materials for the programmes? What were the causes?

.....

10. Are you supplied with right materials, right quantities and at the right time?

.....

Indicate the level of students' satisfaction of goods and service delivery by the school

1. Highly satisfied ()
2. Satisfied ()
3. Moderately satisfied ()
4. Not satisfied ()

Are students receiving services/goods in timely basis?

1. Yes ()
2. No ()

Is the quality of goods and services supplied guaranteed?

1. Yes ()
2. No ()

How can you describe efficiency in your school?

1. Timely delivery ()
2. Correct quantity of goods and services are usually supplied ()
3. Quality is ensured ()
4. No disruptions due to inadequacy or delays ()

APPENDIX V: INTERVIEW SCHEDULE FOR DEPUTY PRINCIPALS

1. Describe the nature of training that you have undergone in relation to procurement
2. How did the training equip you with the knowledge and skills to handle matters related to procurement?
3. Identify and explain procurement methods adopted by your institution to tender.
4. Describe implementation of the procurement policy in your institution
5. Explain the decision making in regard to awarding of tenders,

APPENDIX VI: AUTHORITY PERMIT FROM NACOSTI

