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## **Factors Affecting the Implementation of Procurement Best Practices in Kenya: A Survey of Public Secondary Schools in KILIFI County**

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### **Abstract:**

*The purpose of this study was to establish the factors affecting the implementation of procurement best practices in public procurement: a case study of public secondary schools in Kilifi County. The objectives were to investigate the effects of ethics in implementation of procurement best practices in public procurement, to evaluate the influence of level of awareness in implementation of procurement best practices in public procurement, to investigate the contribution of staff training in implementation of procurement best practices in public procurement and to evaluate the influence of accountability in implementation of procurement best practices in public procurement in public secondary schools in Kilifi County. The study was based on the Resource Dependency Theory, sustainability theory and ethics theory. The researcher applied descriptive survey research design. This was because the design was useful since it would collect data from members of the population in order to determine the current status without manipulating the variables. The target was made up of 120 head teachers and 120 deputy head teachers and 1800 Board of Management members in public secondary schools in Kilifi County. The sample size was 12 head teachers, 12 deputy head teachers and 180 Board members. Data collection was done using questionnaires. Reliability analysis was done through test-retest method. Reliability coefficient of 0.7 deemed the instrument reliable. Validity was ensured through discussion with the experts including supervisors and colleagues. Data collected was analyzed using SPSS (Statistical Package for Social Sciences) version 22. Descriptive statistics and thematic analysis was used for analysis and data was presented using frequency distribution tables, percentages and bar graphs. The findings from the study indicated that ethics, level of awareness, accountability and staff training influenced implementation of procurement best practices. The findings of this study may benefit the Researchers by contributing to the body of literature on the factors on performance of procurement best practices in public secondary schools in Kenya through results, facts and recommendations that can be used by the school management to make strategic decisions resulting into competitive advantage. The recommendations can be used by researchers who may want to gather data or acquire information on factors influencing procurement best practices performance in public secondary schools. The study aimed at contributing results, facts and recommendations to add to the body of knowledge in procurement and to be implemented by the Government of Kenya (GoK). The Ministry of Education has the overall responsibility for the secondary school's development. The GoK has a role of supporting the secondary schools through regulation, enhancement of competition and fairplay, and provision of an enabling environment for all stakeholders.*

### **Keywords:**

*Accountability: Refers to a fiscal or financial honesty and avoidance of fraud that makes sure that money is recorded and spent as agreed and according to appropriate rules, and that reports are given to stakeholders (Broody, 2001).*

*Ethics: Refers to systematizing, defending and recommending concepts of right and wrong conduct in procurement (Desjardin, 2008).*

*Level of awareness*

*Refer to the staff understanding of the ethics to be observed in the practice of best procurement practices (Stephen, 2006).*

*Public Procurement: Refers to the purchasing, hiring or obtaining by any other contractual means, of goods, construction works and services by the public sector (Kipchilat, 2006).*

*Procurement Best Practices: A process whereby organizations meet their needs for goods, services, construction works and utilities in a way that achieves value for money on a whole-life basis in terms of generating benefits not only to the organization, but also to society and the economy, whilst remaining within the carrying capacity of the environment (Blackburn, 2007).*

*Staff training: Refers to specialized procurement knowledge by staff for example in legal provisions, procedures and or guidelines on the time limits for appropriation of funds, the processing of invoices and payments (KACC 2007).*

*Transparency*

*Refer to the openness in the transactions and activities done in practice of best procurement practices (Stephen, 2006).*

*Value for money: Refers to a term used to assess whether or not an organization has obtained the maximum benefit from the goods and services it acquires and/ or provides, within the resources available to it in the procurement process (Lysons and Farrington 2006).*

## 1. Introduction

### 1.1. Background of the Study

Public procurement is broadly defined as the purchasing, hiring or obtaining by any other contractual means of goods, construction works and services by the public sector. It is alternatively defined as the purchase of commodities and contracting of construction works and services if such acquisition is effected with resources from state budgets, local authority budgets, state foundation funds, domestic loans or foreign loans guaranteed by the state, foreign aid as well as revenue received from the economic activity of state. Public procurement thus means procurement by a procuring entity using public funds (World Bank, 1995 as quoted by Kipchilat, 2006).

Kabaj (2003) contends that an efficient public procurement system is vital to the advancement of African countries and is a concrete expression of their national commitments to making the best possible use of public resources. Equally, Kakwezi and Nyeko (2010) argues that the procurement departments of public entities in Uganda are faced with the problem of not having enough information about the procurement procedure, its inputs, outputs, resource consumption and results, and are therefore unable to determine their efficiency and effectiveness. This implies that such a problem requires establishment of clear procurement procedures and performance standards. Performance standards when adopted can provide the decision-makers in the procurement department with unbiased and objective information regarding the performance of the procurement function.

Procurement management includes the processes to purchase or acquire the products, services, or results needed from outside the organization to perform the work. Procurement management also includes administering any contract issued by an outside organization (The Buyer) that is acquiring the organization from the performing organization (the seller), and administering contractual obligations placed on the organization by the contract (George, Cynthia and Judith, 2004).

The effective procurement management should be Acknowledge complexity, Find the right skills & organize the work, develop a sound strategy, manage timetable effectively, follow sound bid evaluation method and develop a smart, fair contract. Effective procurement requires organized teamwork: authorities, responsibilities, schedule, and resources (Eduardo, 2004).

At each of the procurement process, failure can almost be built in if there is insufficient attention paid to the process. It helps to consider each stage of the process and to analyze the possible causes of failure as a first step to taking preventative action, (Stephen Cannon, 2006). When the tender board takes a decision to award a tender, the following factors of, non-availability of contractors, inadequate qualification of bidders such as financial position, non-availability of equipment, non-availability of technical staff and the bills of quantity rate not munching the bidder's rate affect the decision. When we have found out the bottleneck in the procurement management, the main factors of production and the socio cultural environment have to be analyzed. Absence of knowledge of Procurement Management, Time duration, Suppliers / Contractors, availability of funds and availability of technologies are the main bottlenecks of an effective Procurement Management (Pilots survey 2006).

Rotich (2011) admits that the evaluation or measurement of procurement performance has always been a vexing problem for procurement professionals. He asserts that traditionally; firms concentrate on analyzing their own internal trends which does not portray the true picture on how they compare well with competitors. Such an approach ignores what the competitors are doing. Kipchilat, (2006) reveals that a firm does not wish to make known to its competitors how or what it is doing for obvious competitive reasons. This has been the case in the public sector where procuring entities have not been making available their procurement data due to the sensitive nature of the data. On the other hand, Baquero (2005) argues that traditional government contracts worldwide have tended to focus on inputs rather than outputs. He suggests that the focus should instead be on what projects can deliver rather than how much the project costs which calls for high level of performance management in the entire process. In Kenya, to manage effectively and more efficiently the procurement process, procuring entities through the existing legal framework are required to firstly consolidate departmental procurement plans to provide the entity's corporate procurement plan which before its implementation must get the accounting officer's approval.

According to Blackburn (2007) as organizations continue to seek ways to improve their overall performance and new computer technology pressures industry to update and overhaul information systems, computer applications to support manufacturing have developed rapidly in recent years. Relatively simple materials requirement planning systems were first introduced in the 1960s. As the capabilities of computer technology continued to increase; more modules were added to integrate other organizational/business functions into manufacturing-support computer systems.

### 1.2. Procurement Best Practices in Secondary Schools

The implementation of public procurement regulations in public secondary schools may be determined by the exposure of the head teacher to management training. Eshiwani (1987) avers that head teachers of schools are appointed without any form of training. This concurs with Kamunge Report (1988) in that heads of institutions are appointed from among serving teachers most of whom have had no prior training in institutional management. Mcleary and Hencley (1970) cited in Kalai,1998) observed that many administrative failures in secondary schools result from inadequate understanding of the nature of administration and lack of technical knowledge coupled with essential skills. Olivero (1982) cited in Morubasi (1992) notes that head teachers need self-renewal as well as sound managerial skills to help them to be more active in their duties. If provided with the relevant skills, such training in procurement will however ensure adherence to procurement procedures (Wambui, 2013) hence a realization of proper implementation of public procurement regulations. Lack of training may lead to malpractices in the implementation of public procurement regulations in schools.

### *1.3. Statement of the Problem*

The aim of the Public Procurement Regulations of 2006 was to promote fairness, transparency and nondiscrimination in procurement in public institutions with the main aim of ensuring efficient use of public funds. However, studies reveal that even after the enactment of the Regulations, there are losses of public funds that can be attributed to public procurement. A survey carried by the Kenya publisher's association on booksellers indicates how book distributors collude with school principals to embezzle money set aside for free education in public secondary schools in Kenya (Wanyama, 2010).

Further, studies indicate dissatisfaction among stakeholders brought about by loopholes left by the Regulations which may be used by dishonest people to make the process inefficient (Kenyan, 2011). Compliance levels continue to be low in public entities in Kenya despite efforts by the Public Procurement Oversight Authority (PPOA) to put in place measures to improve compliance (PPOA 2007). Procurement audits carried out revealed non-compliance with procurement regulations in public secondary schools. In Kilifi County, it has been noted that school tendering committees distort the Regulations to restrict the participation of interested suppliers in procurement, or still direct the outcome of others (District Audit report 2010 - 2011).

In 2015 only 4 public secondary schools out of the 10 were prompt in the submission of their books of account for the annual audit, 5 schools delayed and 1 failed completely. In 2013, 7 secondary schools submitted on time while 2 delayed and 1 failed. In 2012, 6 secondary schools submitted on time while 4 delayed to submit while in 2011, only 7 schools had submitted their books for annual audit by June. There were stakeholders' allegations of financial mismanagement in several secondary schools (County director's office 2013 report). Reports in the county audit office within this period indicate that many schools delayed to submit their monthly trial balances to the audit office many schools had a habit of submitting their documents in arrears. This study therefore sought to investigate factors affecting the implementation of procurement best practices in public procurement - a case study of public secondary schools in Kilifi County.

### *1.4. Objectives of the Study*

#### 1.4.1. General Objective

The general objective of this study was to explore the factors affecting the implementation of public procurement best practices in Kenya.

#### 1.4.2. Specific Objectives

The specific objectives of this study were to:

- i. To establish the influence of ethics in implementation of procurement best practices in public secondary schools in Kilifi County.
- ii. To evaluate the influence of level of awareness in implementation of public procurement best practices in public secondary schools in Kilifi County.
- iii. To investigate the contribution of staff training in implementation of public procurement best practices in public secondary schools in Kilifi County.
- iv. To evaluate the influence of accountability in implementation of procurement best practices in public procurement in public secondary schools in Kilifi County.

### *1.5. Research Questions*

The research questions of this study were:

- i. How do ethics influence implementation of procurement best practices in public procurement in public secondary schools in Kilifi County?
- ii. How does the level of awareness influence implementation of procurement best practices in public procurement in public secondary schools in Kilifi County?
- iii. What is the influence of staff training on implementation of procurement best practices in public procurement in public secondary schools in Kilifi County?
- iv. What is the influence of accountability on implementation of procurement best practices in public procurement in public secondary schools in Kilifi County?

### *1.6. Significance of the Study*

#### 1.6.1. Researchers

This study contributes to the body of literature on the factors on performance of procurement best practices in public secondary schools in Kenya through results, facts and recommendations that can be used by the school management to make strategic decisions resulting into competitive advantage. The recommendations can be used by researchers who may want to gather data or acquire information on factors influencing procurement best practices performance in public secondary schools.

### 1.6.2. Government

The study aims at contributing results, facts and recommendations to add to the body of knowledge in procurement and to be implemented by the Government of Kenya (GoK). The Ministry of Education has the overall responsibility for the secondary school's development. The GoK has a role of supporting the secondary schools through regulation, enhancement of competition and fair play, and provision of an enabling environment for all stakeholders.

### *1.7. Scope of the Study*

This study took the form of research in which in-depth theoretical and empirical literature review was done to discuss the factors affecting the implementation of procurement best practices in public procurement in secondary schools. The study focused on the 120 public secondary schools in Kilifi County. The respondents were composed of the tendering committee members, head teachers and BOM members.

### *1.8. Limitations of the Study*

The highly expected limitation in this study was that the respondents might consider some information as confidential and hence might not be willing to reveal most of it. The study overcame the limitation by having a letter of introduction from the university to assured the respondents that the information provided would be used for academic purposes and would thereby be treated with confidentiality.

## **2. Literature Review**

### *2.1. Introduction*

This chapter involved locating, reading and evaluating reports of previous studies, observations and opinions related to the study. This chapter covered conceptual framework, theoretical review, and empirical review, critique of the existing literature, research gaps and summary.

### *2.2. Theoretical Review*

A theory includes a set of basic assumptions and axioms as the foundation and the body of the theory is composed of logically interrelated, empirically verifiable prepositions. Theoretical frameworks are explanations about the phenomena (Camp, 2001). Theoretical framework provides the research the lens to view the world clearly (Marriam, 2001). This study will be based on Resource based theory, Sustainability theory and Ethics theory discussed below.

#### 2.2.1. Resource Dependency Theory

According to Resource Dependence Theory (RDT), firms seek to reduce uncertainty and manage dependence by purposely structuring their exchange relationships, establishing formal and semiformal linkages with other firms. Through interdependence, firms can synergistically combine their own resource sets with the complementary resources of their partners and thus develop a resource bundle that is unique and hard to imitate (Harrison et al., 2001).

By cultivating such relationship-specific capabilities that become superior to what the organizations may possess on their own firms can obtain sustainable competitive advantage and improved procurement performance (Sambharya and Banerji, 2006; Paulraj and Chen, 2007). In this aspect, RDT is a relevant theory to SCM because it can help elaborate organization-environment boundary spanning activities, implying that a single firm can hardly achieve sustainable growth. Therefore, firms need to depend on the buyer-supplier relationship which helps improve cooperation and coordination among supply chain members (Dyer, 2000). For SCM to be strategic in nature, it is imperative that buyer firms adopt strategic initiatives (implementation of GSCM practices) that foster an effective relationship to provide mutual benefits (Paulraj and Chen, 2007).

In the context of GSCM, inter-organizational collaboration is even more important for managing the internal and external coordination and cooperation to have the system successfully implemented throughout the whole supply chains (Zhu et al., 2010). Handfield et al. (2002) developed a decision model to measure environmental practice of suppliers using a multi-attribute utility theory approach. Kainuma and Tawara (2006) proposed the multiple attribute utility theory method for assessing a supply chain including re-use and recycling throughout the life cycle of products and services.

#### 2.2.2. Sustainability Theory

Sustainability means meeting the needs of the current generations without compromising the ability of future generations to meet theirs. It seeks to promote appropriate development in order to alleviate poverty while still preserving the ecological health of the landscape.

Sustainability works to understand the connections between environment, economy and the society. In 2000, the World Bank published *The Quality of Growth*, advocating a broadening of the growth framework to a complementary agenda that involves key quality aspects in the structural, human, social, and environmental dimensions of sustained growth, emphasizing a more equitable investment in people, the need to sustain natural capital, deal with global financial risks, improve governance and control corruption. The World Business Council for Sustainable Development report (2005), *Creating Business Value and Accountability*, restates the need to increase accountability and change the business approach to sustainable development. Accountability and value creation must

be made mutually reinforcing throughout any enterprise, integrating sustainable development amongst all areas of business practice, rather than creating a 'specialist silo.' Although not specific policy responses, the two reports suggest a change in the policy outlook of international institutions (WBCSD, 2005).

According to a research report from the Economist Intelligence Unit by ExxonMobil (2011), illustrates the growing importance of corporate sustainability in enabling companies to compete and to attract customers. Business both impacts and relies on the availability and health of our natural resources. In recognizing this connection and protecting wildlife habitat and biodiversity in and around their operations the survey claims that the adoption of sustainable practices does not cause companies' share prices to rise. It could be that companies with a strong financial performance simply have more resources to devote to sustainability.

What the findings do show, however, is that it is possible to take a proactive position on social and environmental issues while still delivering robust financial growth. Understanding the full life cycle of their operations is important to operating in an environmentally sustainable manner and involves four key steps: Assessing the surroundings; Designing the facilities and operations; Operating with integrity and Restoring the environment.

### 2.2.3. Ethics Theory

Ethics is a branch of philosophy that seeks to define what is right and what is wrong. It helps us understand what actions are wrong and why they are wrong. Across the world, not all cultures share the same ethical commitments, and cultural relativism acknowledges that (Desjardin, 2008). It is ideal that laws of a particular nation match their ethical commitment; even though some laws are changed to meet the ethical commitments, in most cases one may find that what is ethically right, sometime lacks legal backing. But in such cases, it is only strong personal ethical commitment that can help guide behavior. Even where there is strong personal ethical commitment, there are also cases of conflicting ethical positions (Desjardin, 2008). There are various philosophical approaches to environmental ethics, but only three will be discussed here; anthropocentrism, biocentrism and ecocentrism. Anthropocentrism or human centered ethics is the view that all environmental responsibility is derived from human interests alone. It assumes that only human beings are morally significant and have direct moral standing.

Since the environment is crucial to human well-being and survival, there is a duty towards the environment; a duty derived from human interest (Desjardin, 2008). Biocentrism is a life centered moral responsibility. According to the broadest version of bio centric theory, all forms of life have an inherent right to exist (Desjardin, 2008). Ecocentrism maintains that the environment deserves direct moral consideration and not consideration that is merely derived from human or animal interests. It suggests that the environment has a moral worth (Desjardin, 2008).

According to Kaplan (2009) there are three main sources of rules that regulate behavior of individuals and businesses; the law, non – legal rules and regulations and ethics. If a business is breaking the law, by not complying with one of the many environmental laws requirements. The business would want to move from that point of counter compliance. This means taking maximum care of the environment as expected by the society. To get to this point, the business needs to meet its legal and non – legal obligations first. Therefore, law is the minimum level of behavior required. Any standard of behavior below it, is considered illegal and warrants punishment by the society. By meeting non – legal regulations, the business meets a higher level of behavior than just the legal requirement. Ethical behavior is the highest level of behavior that a society expects, hence going green is ethical.

### *2.3. Conceptual Framework*

Conceptual framework is the explanation of how independent and dependent variables in the study interact. A variable is a measurable characteristic that assumes different values amongst the subject. There are two types of variables: independent and dependent. According to Kothari (2006), a dependent variable is a variable that depends upon or is a consequence of another variable, while an independent variable is one that is antecedent to the dependent variable. Below is the conceptual framework of the study. In this case the framework presupposes that procurement best practices are the dependent variable, and is influenced by three independent variables namely, ethics, staff training and level of awareness.

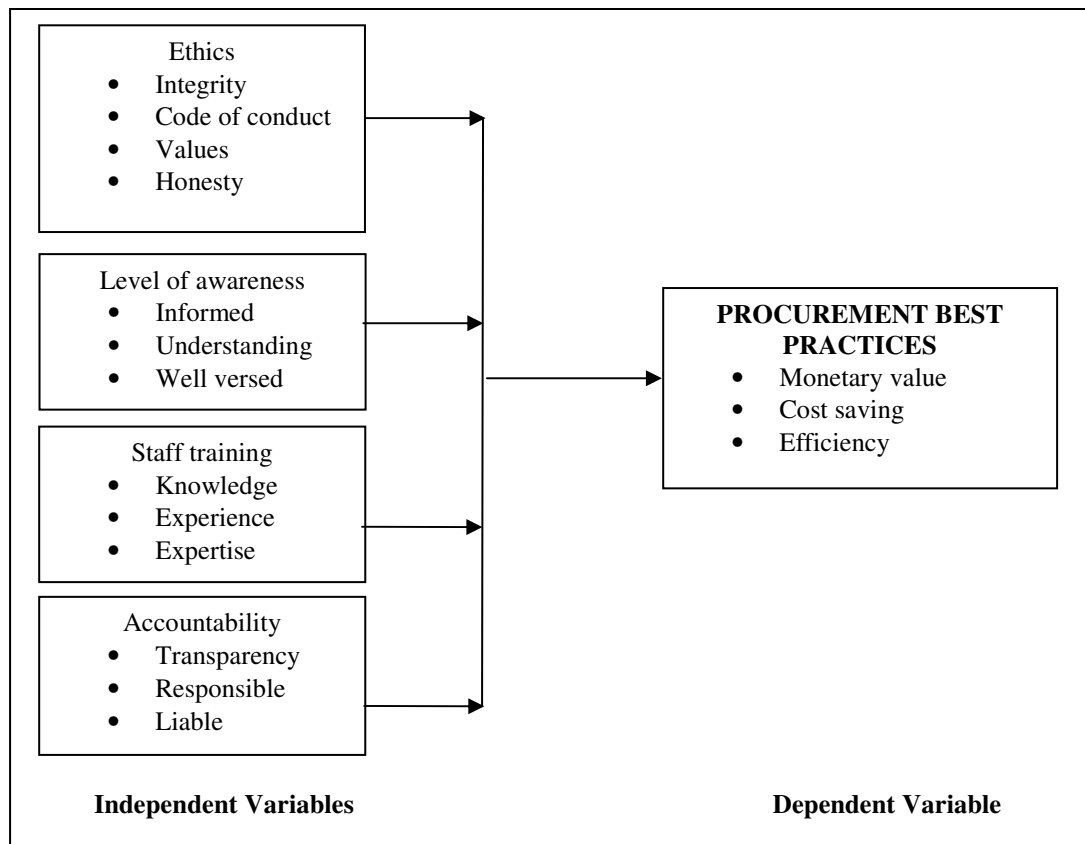


Figure 1: Conceptual Framework

### 2.3.1. Ethics and Implementation of Procurement Best Practices

Dobler and Burt (1996) define a profession as: “a calling requiring specialized knowledge and often long and intense preparation including instruction in skills and methods, maintaining by force of organization or concerted opinion high standards of achievement and conduct, and committing its members to continued study and to a kind of work to which has for its prime purpose the rendering of a public service” This definition is echoed by Millerson (1964) who lists the following essential features of a profession. A profession according to Millerson has the following essential features; A skill based on theoretical knowledge; A skill requiring training and education; the demonstration of competence by professional by passing a test; maintenance of integrity by adherence to a code of conduct; service provided for the public good and that the profession is organized.

Procurement professionals need to acknowledge and devise strategies for managing all these complex challenges. The professionals must be seen as champions of efficiency and effectiveness and must acknowledge the challenges and their various forms, and their sources. The requirements to educate professionals and equip them with new and higher-level skills have consequently become urgent (Sauber et al., 2008). A skill is the ability either to perform some specific behavioral task or the ability to perform some specific cognitive process that is related to some particular task (Peterson and Van Fleet, 2004). However, Lan, Riley and Cayer, (2005) report that finding, hiring and retaining dedicated, energetic, and ethical employees with special skills is always hard. While we understand that professionalism is a key mechanism for, and primary targets of institutional change, the precise role of professions and professional service firms in processes of institutional change remain under-theorized (Hwang & Powell, 2009; Scott, 2008).

### 2.3.2. Level of Awareness and Procurement Best Practices

The procurement exercise follows steps according to the PPOA of 2007. These steps must be observed in order to ensure that all the stakeholders involved in the procurement exercise obtain fair treatment. The steps include; planning for the required procurement over a given period, identifying the source of the items, highlighting specifications/initiation of procurement, determination of procurement procedure, Sourcing (soliciting) offers, evaluation of offers, post qualification, commencement of contract, contract performance (delivery) and management, record keeping and accountability, payment and post contract performance (PPOA, Act, 2007).

Many corporate board members in Africa, especially of state-owned companies, have limited understanding of their roles, and are usually open to manipulation by management, chairmen, or principal shareholders. Some are outright incompetent. Non-executive directors in Africa need to play any meaningful role in the ensuring compliance. However, many simply act as rubber stamps for decisions taken outside the board (Charles & Oludele, 2003). In this perspective, compliance arises from a dynamic equilibrium between the various powers of the state and understanding what their roles are (Fisher, 2004). According to De Boer and Telgen (1998) as quoted by Gelderman et al., (2006), one of the factors causes of non – compliance with procurement regulations is the level of awareness with the procurement regulations. De Boer and Telgen (1998). Assert that during the early days of the inception of public procurement regulations in The Netherlands, many municipalities could not comply to the regulations because they were not

familiar with them. Gelderman et al., (2006) confirmed this position in a survey on compliance with EU procurement directives. On the other hand, it is possible that those who are familiar with the regulations know it so well that they know how to beat the loopholes to their advantage. It is worth noting that the ambiguity in the public procurement procedures may provide a chance for dubious acts including tendering and discriminate supplier selection which may progress into poor compliance levels. According to Guy (2000), there are six dimensions through which we can judge the level of institutionalization of any structure and its ability to adapt to change, including: autonomy, complexity, coherence, congruence and exclusivity. Implementation of organizational activities depends on the relationships between and within organizations.

### 2.3.3. Staff Training and Compliance on Procurement Best Practices

According to a study by PPOA (2007) the procurement regulations were meant to ensure that efficient training had been offered to professionals to serve in procurement. It was also revealed by the study by the PPOA that the available expertise at the procurement units did not meet the need for specialized procurement knowledge despite there being steps towards developing a professional procurement workforce. The overall lack of procurement knowledge remains a major weakness to the efficiency of procurement operations. Short-term procurement training was also found to be in short supply, although it was noted that the PPOA is currently offering a series of sensitization sessions targeting both the public and private sector. On lead time, it was found out that the laws and procedures do not support timely procurement, contract execution and payment. For example, there were no legal provisions, procedures and or guidelines on the time limits for appropriation of funds, the processing of invoices and payments (KACC 2007). In a study by KPMG International carried out after the introduction of the Regulations, it was still found out that public procurement still suffers from fraud and misconduct (KPMG, 2008). In yet another study by KACC, it was noted that public officials distort the Regulations to restrict the participation of interested firms in procurement, or still direct the outcome of others. In a survey of public institutions by the KACC in 2007 after the PPDR had been implemented, it was revealed that procurement had become more transparent, formal and clearer.

### 2.3.4. Accountability and Compliance in Procurement Best Practices

Accountability can be defined as a fiscal or financial honesty and avoidance of fraud that makes sure that money is recorded and spent as agreed and according to appropriate rules, and that reports are given to stakeholders (Broody, 2001). The notions underlying accountability are those of accounting for, reporting on, explaining and justifying one's activities, and accepting responsibilities for the outcomes

Transparency is an overriding requirement for accountability of all organizations. The concept of transparency is linked to openness and can be seen as the opposite of secrecy. As well as building trust, transparency can be viewed as a relational condition or variable that promotes accountability, collaboration and commitment.

When an organization's decision making operational processes are transparent, accountability is possible. Stakeholders are able to see where responsibility lies. As organizational transparency increases, the level of trust and accountability also increases, producing a by-product of increased levels of collaboration and cooperation (Jahansoozi, 2006). Godard and Assard (2006) explain that formal accounting and accountability mechanisms are important factors in navigating legitimacy in the eyes of donors; more so in Non-Governmental Organization.

Formal accounting and accountability mechanisms are important factors in developing legitimacy in the eyes of donors (Goddard and Assard, 2006). If NGOs communicate well with their stakeholders, they will have more trusting supporters and this will create public confidence and public support for their success.

Keating (2003) points out that financial accountability is important if NGOs are to get the public trust needed for their success. Accountability brings about confidence which is clearly reflected in the public's willingness to donate time and money, shapes the political and regulatory environment that governs the charitable organizations and has at least some influence on morale within the charitable membership and workforce.

### 2.3.5. Procurement Best Practices in Public Procurement

The development of procurement function and its effects on organization's performance depend on two factors; the monetary value and the cost saving opportunities. Especially when the value and volume of the purchases is high, the opportunities to save money should be utilized. Efficient development of the procurement function can prove to be very financially profitable and result in higher profits for the organization (Iloranta 2008).

In the simplest terms, defining the value of the purchase is done by calculating the prices of the purchased goods and services together which will result in the total monetary value (Agaba and Shipman 2007). Procurement activities have a relation to the organization's economic performance. This can be divided to effects on turnover, gross profit, efficiency, total costs and organization's equity. All of these categories correlate directly with how the supplier relations are controlled and utilized for the benefit of the organization.

When the outsourcing activities account to a large part of the turnover, the influence of procurement function in organization's economic performance is also bigger. How the procurement is handled in an organization becomes highlighted when it has an effect on the competitive advantage. This concerns situations where the prices of materials fluctuate in short-term, innovation is involved with the purchased products or the competition of the end-products is intense (Basheka and Bisangabasaija, 2010).

Choosing the supplier, product or subcontractor has an essential role in the potential growth of turnover. How the organization's brand is perceived in the market affects the sales numbers. Sometimes the buyer can feel that they are receiving a better product because of a good brand image. This means that the supplier can actually have a positive impact on the decision made by the buyer. It's important

not to forget the power of word of mouth marketing. It's a factor that can determine whether your product gets chosen over the competitor's one (Iloranta 2008, 103).

Selecting the right supplier can help the organization to access the newest high technology that will help you to have an edge in sales. For example, when an organization is starting its international business operations, it might be a crucial decision to select local suppliers to ensure its market share in the market. The growth of gross profit can be explained through cost reduction and increased turnover (Raymond, 2008)

The faster tempo of the business life has a direct impact on the effectiveness of procurement function. The faster rhythm correlates to faster flow of goods and cash. The competition in the market is growing and largely depends on how the supplier network is organized and utilized. The time frames for product development and product launch are continually shortening. The ability to use and direct the supplier markets for the benefit of the organization has an important role on the organization's success (Iloranta 2008).

The growing needs from the customers for product specialization and tailoring need to be answered without expanding the time frames for delivery. It's often thought that the production of products limits the delivery process. This is not the case, the issues concerning supply chain especially moving product raw materials or semi-finished products proves to be a factor that prolongs the delivery time for customers. The organizations that can cut down the time spend for supply chain process is more likely to succeed (Gelderman, Ghijsen and Brugman, 2006).

Procurement has direct and indirect costs that clearly affect the effectiveness. The organizational structure, division of work and operation efficiency; are components that modify the effectiveness of procurement function. The procurement processes and procedures have a close relation to other functions on the organization and on their efficiency as well. As an example, improvements in quality issues and on the delivery times reflect to the total costs on the logistics and production side. Reducing the total costs can be perceived as reduced quality of products. Cost efficient procurement doesn't imply that the quality of products would decrease (Roodhooft and Abbeele, 2006).

The efficient use of procurement methods is an answer to releasing the organization's capital. Controlling financial assets can be executed by balancing the payment terms between the sales of assets and purchases of debt providing the economically most advantageous solution. Correct controlling of components like investment and property management influences the release of capital when the knowhow of procurement staff is used properly. This will result in reduction of invested capital and depreciation of products. Using the supplier network as a tool to outsource parts of production or supply chain to supplier will give an opportunity to release capital. This won't change the capital structure of the organization in any way (Beer, 2011).

#### *2.4. Empirical Review*

Procurement performance is the quantitative assessment of the degree to which the procurement function and those employed therein achieve the general or the specific objectives assigned to them (Lyson, 2000). Procurement performance is the extent to which the procurement process is achieving its objectives. Process performance measurement focuses on the concept of process capability and maturity. Organizations have used capability maturity models to assess measure and improve their organizational critical core process such as software development and project management (Garret & Rendon, 2005). Process capability in these models is defined as inherent ability of a process to produce planned results (Ahern et al, 2001). Contract management maturity as a measure of procurement process can be defined as the measure of effectiveness of the organization contract management process.

The contract management process is defined as the process of awarding and administering contracts generally referred to as purchasing in private companies and as procurement or acquisition in the government. Measuring contract management should focus on process effectiveness, which can be described in terms of maturity levels reflecting the organizations contract management process capability. Procurement performance is also indicated by how well a system supports procurement needs of the organization. Quality of the procurement process can be one of the key performance indicators which can be measured by the proportion of business orders ejected or returned by the user (Subramaniam & Shaw, 2002). Similarly, the quality of systems is measured by looking at system availability or responsiveness and resolution of the technical issues.

According to Kenya et al., (2011), Kenya has undergone significant development in the past three decades. From being a system with no regulations in the 1960s to a system regulated by Treasury Circulars in the 1970s, 1980s and 1990s, the introduction of the Procurement Regulations of 2006 brought new standards for public procurement in Kenya.

#### *2.5. Summary*

The literature reviewed the relationship between ethics, staff training and level of awareness and procurement best practices. Reviewed literature generally agrees that institutional factors affect the performance of the best procurement practices through selection and acquisition of products that most effectively minimize much spending. Research suggests that best procurement practices ensures low raw material costs, production efficiency gains, reduced environmental and occupational safety expenses, and improved corporate image.

Research also suggests that not only marketers but consumers are also concerned about the environment, and consumers are also changing their behavior pattern. Now, individual as well as industrial consumers are becoming more concerned about environment-friendly products. Literature review also noted the importance of government policy that enables the regulatory authority to ensure compliance while measuring best procurement practice performance.



### 2.6. Research Gaps

Whereas previous studies have always looked at compliance and non-compliance of public procurement procedures, not all factors have been dealt with within the institutions of learning in Kenya. The aim of the Public Procurement Regulations of 2006 was to promote fairness, transparency and nondiscrimination in procurement in public institutions with the main aim of ensuring efficient use of public funds. However, studies reveal that even after the enactment of the Regulations, there are losses of public funds that can be attributed to public procurement. Further, studies indicate dissatisfaction among stakeholders brought about by loopholes left by the Regulations which may be used by dishonest people to make the process inefficient.

### 2.7. Critique

Many studies were carried out on procurement before the Public procurement and Disposal Regulations of 2006 to evaluate the efficiency of the procurement process in existence at the time, (Kipchilat, 2006). The major findings of the studies were that public procurement was not operating efficiently and that the state was losing a lot of money through shoddy deals. These studies did not investigate the influence of individual factors like ethics in implementation of procurement best practices, level of awareness in implementation of procurement best practices, contribution of staff training and the influence of accountability. This study will probe these factors' influence in implementation of procurement best practices in public procurement in public secondary schools in Kilifi County.

## 3. Research Methodology

### 3.1. Introduction

This chapter sets out various stages and phases that were followed in completing the study. It involved a blueprint for the collection, measurement and analysis of data. This section is an overall scheme, plan or structure conceived to aid the study in answering the raised research questions. In this section the research identified the procedures and techniques that were used in the collection, processing and analysis of data. Specifically, the following subsections are included; research design, target population, data collection instruments, data collection procedures and finally data analysis.

### 3.2. Research Design

Kothari (2004) defines research design as the structure that guides the execution of a research method, and the subsequent analysis of acquired data. It provided a framework for the generation of evidence that is suited both to a certain set of criteria and to the research question in which the investigator is interested. This research was conducted on a descriptive research design by use of structured questionnaires to be administered on the defined sample.

The study involved a one-time interaction with groups of people of public secondary schools. Inferences about relations among variables are made, without direct intervention from concomitant variation of independent and dependent variables (Paton, 2002). In this study, variables were investigated without any manipulation or alteration. A descriptive research design allows one to present data collected from multiple methods that is surveys and document review to provide the complete story (Yin, 2009). This study explored the factors affecting the implementation of procurement best practices in public procurement: a case study of public secondary schools in Kilifi County.

### 3.3. Population

According to Cox (2010) a target population for a survey is the entire set of units for which the survey data are to be used to make inferences. According to Ngechu (2004) a population is a well-defined set of people, services, elements and events, group of things or households that are being investigated. Target population constitutes the entire or totality of the items under study (Kothari, 2004). The population consisted of the 120 head teachers and 120 deputy head teachers and 1800 Board of Management members in public secondary schools in Kilifi County (Kilifi County Education Office, 2015).

<b>Respondents</b>	<b>Population</b>
Head teachers	120
Deputy head teachers	120
BOM	1800
<b>Total</b>	<b>468</b>

*Table 1: Target Population*

### 3.4. Sampling Frame

This is a list of all sampling units available for selection at a stage of the sampling process (Luis, 2000). This study sample frame involved head teachers, deputy head teachers and teachers. Thus the target population defines those units for which the findings of the survey are meant to generalize. In this study, the sampling frame consisted of the 120 head teachers 120 deputy head teachers and 1800 BOM members in the 120 public secondary schools in Kilifi County (DEO Kilifi County, 2015).

### 3.5. Sample Size and Sampling Technique

Sample of responding staff was drawn from the 120 head teachers, 120 deputy head teachers and 1800 BOM members in public secondary schools in Kilifi (Kilifi County Education Office, 2015). The study employed stratification sampling to sample the three groups; head teachers, deputy head teachers and BOM members. Cooper and Schindler (2003) argue that if well chosen, sample of 10% of a population can often give good reliability in a descriptive survey design. The study randomly sampled 10% of the 120 head teachers, 120 deputy head teachers and 1800 BOM members to involve 12 head teachers, 12 deputy head teachers and 180 BOM members. The study sampled head teachers and deputy head teachers because they were involved directly in procurement services in the secondary schools and hence form important respondents for this study.

According to Mugenda and Mugenda (2003) stratified sampling involves selecting subjects 'in such a way that the existing subgroups in the population are more or less reproduced in the sample'. In this study, the subgroups were head teachers, deputy head teachers and teachers in the public secondary schools in Kilifi County.

Neuman (2000) argues that the main factor considered in determining the sample size is the need to keep it manageable enough. Also this enabled the researcher to derive from it detailed data at an affordable cost in terms of time, finances and human resource (Mugenda and Mugenda (2003). The study adopted stratified sampling technique to select suitable sample sizes.

Respondents	Sample Size	%
Head teachers	12	10%
Deputy head teachers	12	10%
BOM members	180	10%
<b>Total</b>	<b>204</b>	

Table 2: Sample Size

### 3.6. Instrument

A well-planned and carefully constructed questionnaire will be used to collect data. This increased the response rate and to facilitate the summarization and analysis of the collected data (Creswel, 2002). The questionnaire designed in this study comprised of two sections. The first part was designed to determine fundamental issues including the demographic characteristics of the respondent, while the second part consisted of questions focusing on the four variables. The questionnaire was designed in line with the objectives of the study. To enhance quality of data to be obtained, Likert type questions was included whereby respondents indicated the extent to which the variables are practiced on a five point Likert scale (Garner, 2010).

The structured questions were used in an effort to conserve time and money as well as to facilitate easier analysis as they are in immediate usable form; while the unstructured questions were used so as to encourage the respondent to give an in-depth and felt response without feeling held back in revealing of any information ((Mugenda and Mugenda, 2003). Secondary data is data that are already available; published or unpublished (Kothari, 2008). Secondary data was collected from the public secondary schools' annual reports.

### 3.7. Data Collection Procedure

Data collection involved a self-administered questionnaire for the respondents. A self-administered questionnaire is desirable because of low cost, adequacy of time for respondents to give responses, it is free of interviewer's biases and a large number of respondents may be reached (Kothari, 2004). The questionnaires were delivered to the respondents' schools and picked later at an agreed day after they have been filled.

### 3.8. Pilot Testing

Pilot testing means, trying out the questionnaire in the field in order to reveal any deficiencies. According to Kothari (2004) reliability of the questionnaire should be established. Reliability was increased by including many similar items on a measure, by testing a diverse sample of individuals and by using uniform testing procedures. The study selected a pilot group of respondents from the respondents in public secondary schools in Kwale County to test the reliability of the research instrument.

#### 3.8.1. Reliability of Instrument

The pilot study will allow for pre-testing of the research instrument (Kothari, 2004). The clarity of the instrument items to the respondents is necessary so as to enhance the instrument's validity and reliability. The aim was to correct inconsistencies arising from the instruments, which will ensure that they measure what is intended. The pilot data was not included in the actual study. Cronbach's Alpha was applied to measure the co-efficient of internal consistency and therefore reliability of the instrument. A reliability coefficient of at least 0.7 was considered high enough for the instruments to be used for the study (Neuman, 2000).

#### 3.8.2. Validity of Instrument

Validity is a measure of the degree to which data obtained from the instrument accurately and meaningfully represents the theoretical concept and in particular how the data represents the variables. Where validity has been established, any inferences made from such data will be accurate and meaningful (Mugenda and Mugenda, 2003). Validity was determined in by the researcher discussing the items in the instrument with the experts including supervisor, lecturers from the department and colleagues. These people were expected to indicate by tick or cross for every item in the questionnaire if it measured what it was supposed to measure or not.

### 3.9. Data Analysis and Presentation

Before processing the responses, the completed questionnaires were edited for completeness and consistency. The data was then coded to enable the responses to be grouped into various categories. Data collected was both quantitative and qualitative and was analyzed by descriptive and inferential analysis techniques. The statistical tool called Statistical Package of Social Sciences helped to describe the data and determine the extent used. The findings were presented using tables and charts, percentages and tabulations. Tables were used to summarize responses for further analysis and facilitate comparison. This generated quantitative reports for this study.

Both descriptive and inferential analyses were conducted to establish the relationship between the variables through performing correlation (Patton (2002)). It showed the relationship between the independent variables and the dependent variable. Precisely, this study sought to establish how each of the four independent variables affects outsourcing as a strategy to improve firm performance.

The coefficient of correlation ( $r$ ) was applied to determine the degree (strength) of the relationship. The value of ( $r$ ) varies between -1 and 1, where -1 meant a perfect negative relationship, +1 a perfect positive relationship and 0 means the absence of a relationship. An absolute value of  $r$  between 0.5 and less than 1 implies a strong relationship between the variables. If the value  $r$  is greater than 0.3 and less than 0.5 then the relationship is moderate. The relationship is weak if the value of  $r$  is less than 0.3 (Mugenda and Mugenda, (2003)).

Further, multiple regression was used to obtain an equation which describes the dependent variable in terms of the independent variables based on the regression model, (regression is used to determine the type of relationship). The study used the Pearson's Product Moment Method to determine the strength of the relationship (Patton, 2002). This assisted in determining the level of influence the independent variables have on the dependent variable.

The regression was calculated using the basic regression model:

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

Where;

$Y$  – is the dependent variable (Procurement best practices)

$X_{1-n}$  – are the independent variables are  $X_1$  – Ethics,  $X_2$  – Level of awareness,  $X_3$  – staff training and  $X_4$  – accountability.

$\beta_0$  – is the constant

$\beta_{1-n}$  – are the regression coefficients or the change caused in  $Y$  by  $X$

$e$  is the error of prediction.

The study used Statistical Package for Social Sciences (SPSS) as a tool to analyze both quantitative and qualitative data. The SPSS offers extensive data handling capabilities and numerous statistical analysis routines that can analyze small and large data (Mujis, 2004).

## 4. Data Analysis Presentation and Interpretation

### 4.1. Introduction

The purpose of the study was to establish the factors affecting the implementation of procurement best practices in public procurement: a case study of public secondary schools in Kilifi County. This chapter deals with data analysis, presentation and interpretation based on the study objectives; ethics, level of awareness, staff training and accountability.

### 4.2. Response Rate

A total sum of 204 questionnaires were issued to the target population of this study that included 12 head teachers, 12 deputy head teachers and 180 BOM members. Out of the 204 questionnaires, 174 were responded to. This is equivalent to a response rate of 85.29 percent.

Respondents	Questionnaires issued	No. of returns	Response rate in %
Head teachers	12	12	100
Deputy head teachers	12	12	100
BOM members	180	150	83.33
<b>Total</b>	<b>141</b>	<b>105</b>	<b>85.29</b>

Table 3: Response Rate

According to Mugenda and Mugenda (1999) a 50% response rate is adequate, 60% good and above 70% rated very good. Basing on this assertion, it implies that the response rate of the study of 85.29 % was very good.

### 4.3. Demographic Information of Respondents

The study aimed to explore the factors affecting the implementation of procurement best practices in public procurement. It was considered important to establish the demographic information of respondents which included: gender, age bracket, work experience, highest level of education, area of specialization and department that respondent works under. The distribution of the respondents according to the above demographic characteristics was as shown in the tables and graphs below.

**4.3.1. Gender of Respondents**

The respondents’ gender distribution as tabulated was as shown in Figure 2; male 58 (55%), female 47 (45%). This indicates that the study sampled both gender and therefore the response is a view of both genders. It might also indicate that schools employ more male gender than female.

Stock (2002) indicated that since there is a significant direct relationship between gender and both capital access barrier perceptions and sales, the interaction suggests that market penetration is not just a function of gender, but is a joint function of gender and capital access barriers perceptions. This therefore might imply that gender influences performance of best procurement practices in secondary schools in Kenya. Gender might be a factor that affects implementation of procurement best practices in public procurement.

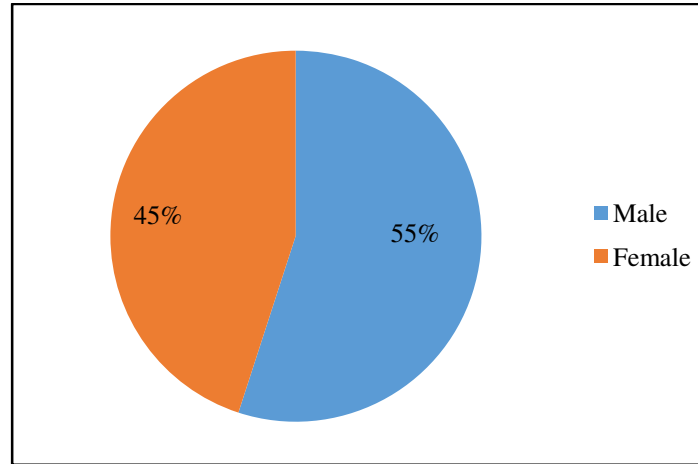


Figure 2: Gender of Respondents

**4.3.2. Age of the Respondents**

The respondents’ age distribution was as shown in Figure 3; 23-32 years 7 (7%), 33-37 years 65 (62%), 38-42 years 17 (16.2%), Over 42 years 5 (4.7%). This shows that the respondent’s maturity level was high enough to respond to questions on factors influencing implementation of procurement best practices in public procurement in secondary schools.

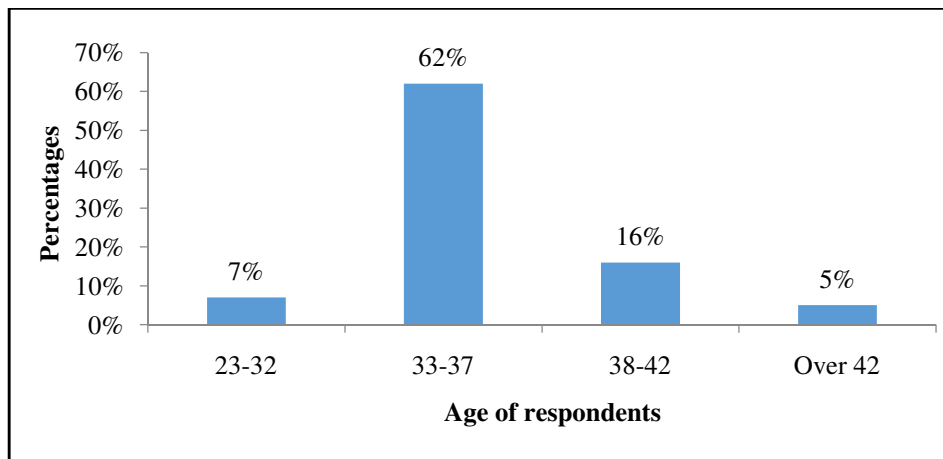


Figure 3: Age of the Respondents

**4.3.3. Work Experience of the Respondents**

The work experience of the respondents was as tabulated and as shown in Table 4; 1-2 years 33 (31.8%), 3-7 years 60 (56.8%), Over 8 years 12 (11.4%). This shows that a majority of the respondents had the required working experience to understand the factors influencing implementation of procurement best practices in public procurement in secondary schools.

Years of experience	Frequency	Percentage
1-2 years	33	32
3-7 years	60	57
Over 8 years	12	11
<b>Total</b>	<b>105</b>	<b>100</b>

Table 4: Work Experience of the Respondents

4.3.4. Education Levels of Respondents

The Figure 4 below indicates the outcome of the level of education of respondents. KCSE 5 (5%), diploma 26 (25%), degree 64 (61%), masters 9 (9%), PhD 0 (0%). This means that many of the respondents were well educated to fully comprehend the implementation of best practices in procurement in secondary schools.

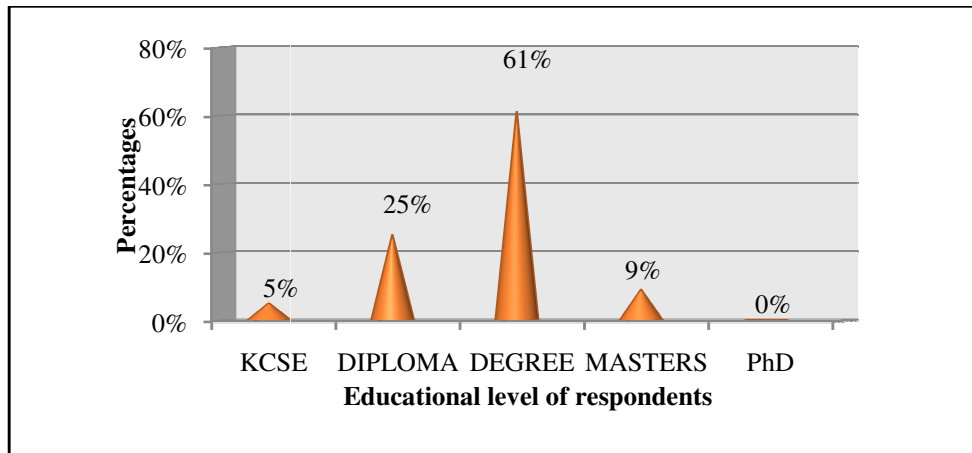


Figure 4: Highest Level of Education

4.4. Ethics in Implementation of Procurement Best Practices

The researcher studied if the respondents find that ethic is relevant to implementation of procurement best practices in secondary schools, multiple correlations among aspects of ethics and participant in implementation of procurement best practices was studied. The findings are indicated below.

4.4.1. Ethics Relevance to implementation of procurement best practices

Majority 103 (98%) of the respondents indicated that ethics is relevant in implementation of procurement best practices in secondary schools as shown in Figure 5. Dobler and Burt (1996) define a profession as a calling requiring specialized knowledge and often long and intense preparation including instruction in skills and methods, maintaining by force of organization or concerted opinion high standards of achievement and conduct, and committing its members to continued study and to a kind of work to which has for its prime purpose the rendering of a public service.

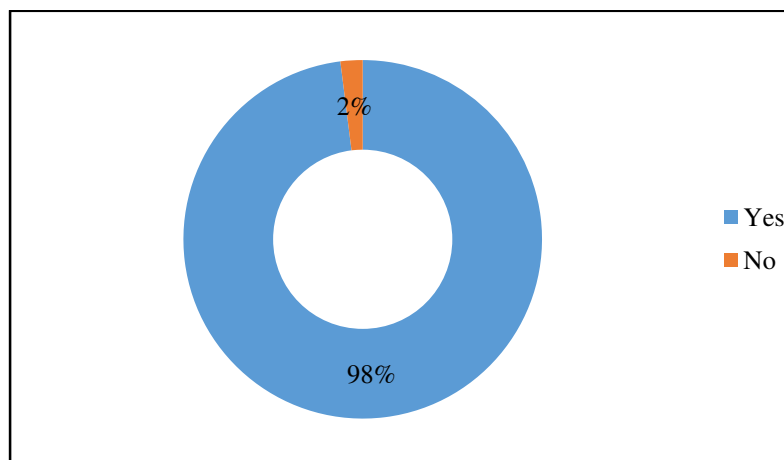


Figure 5: Ethics Relevance to implementation of procurement best practices

Majority 91 (86%) of the respondents indicated that level of education influences implementation of procurement best practices. A majority 91 (86%) of the respondents indicated that principality among the teachers and BOM member’s influences implementation of procurement best practices as shown in Table 5 A majority 88 (84%) of the respondents indicated that honesty influences the performance of procurement. In the process of implementing best procurement practices. Lan, Riley and Cayer, (2005) report that finding, hiring and retaining dedicated, energetic, and ethical employees with special skills is always hard. While we understand that professionalism is a key mechanism for, and primary targets of institutional change, the precise role of professions and professional service firms in processes of institutional change remain under-theorized.

Aspect of ethics	Disagree		Agree	
	Frequency	%	Frequency	%
Principality	14	13.7	91	86%
Honesty	14	13.7	91	86.3%
Morality	12	11.4	93	84.1%

Table 5: Multiple Correlation among aspects of ethics

4.4.2. Influence of ethics on procurement best practices

Respondents’ answers to the influence of ethics on procurement best practices and as shown in Table 6; yes 50 (52.3%), No 55 (47.7%). Procurement professionals need to ethics and devise strategies for managing all these complex challenges. The professionals must be seen as champions of efficiency and effectiveness and must acknowledge the challenges and their various forms, and their sources. The requirements to educate professionals and equip them with new and higher-level skills have consequently become urgent (Sauber et al., 2008).

Response	Frequency	Percentages
Strongly agree	60	57%
Agree	19	18%
Undecided	0	0%
Disagree	23	22%
Strongly disagree	3	3
<b>Total</b>	<b>105</b>	<b>100.0</b>

Table 6: Influence of ethics on procurement best practices

4.5. Level of Awareness in Implementation of Procurement Best Practices

The researcher studied the influence of level of awareness in implementation of procurement best practices by studying if the level of awareness influences implementation of procurement best practices, multiple correlations among aspects of level of awareness and participant in implementation of procurement best practices was studied.

4.5.1. Level of Awareness to Implementation of Procurement Best Practices

Majority 73 (70%) of the respondents indicated that level of awareness is relevant in implementation of procurement best practices in secondary schools as shown in Figure 6. According to De Boer and Telgen (1998) as quoted by Gelderman et al., (2006), one of the factors causes of non – compliance with procurement regulations is the level of awareness with the procurement regulations. De Boer and Telgen (1998). Assert that during the early days of the inception of public procurement regulations in The Netherlands, many municipalities could not comply to the regulations because they were not familiar with them.

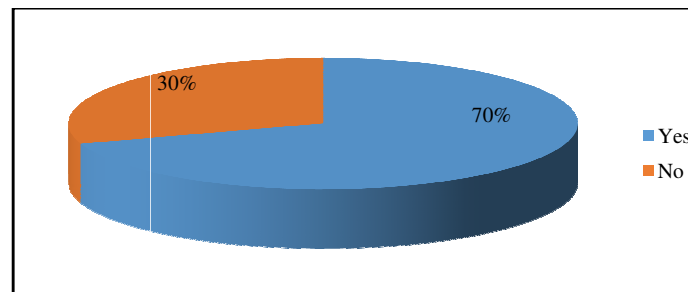


Figure 6: Level of awareness influences implementation of procurement best practices

4.5.2. Dimensions in Level of Awareness

The respondents’ dimensions in level of awareness is indicated as shown in Table 7; autonomy 52 (49%), complexity 25 (24%), coherence 7(7%) and 21 (20%) exclusivity. According to Guy (2000), there are six dimensions though which we can judge the level of institutionalization of any structure and its ability to adapt to change, including: autonomy, complexity, coherence, congruence and exclusivity. Implementation of organizational activities depends on the relationships between and within organizations.

Dimensions	Frequency	Percentage
Autonomy	52	49
Complexity	25	24
Coherence	7	7
Exclusivity.	21	20
<b>Total</b>	<b>105</b>	<b>100.0</b>

Table 7: Dimensions in level of awareness

#### 4.5.3. Aspects in level of Awareness and Implementation of Procurement Best Practices

The findings on the aspects of level of awareness and implementation of procurement best practices are indicated in Table 8. Majority 78 (75%) indicated that marketing influence implementation of procurement best practices while a majority 84 (79%) indicated packaging information to be influencing procurement practices. A majority 88 (84%) of respondents also indicated that advertisement credibility to be influencing implementation of best procurement practices while 84 (89%) indicated pricing.

Many corporate board members in Africa, especially of state-owned companies, have limited understanding of their roles, and are usually open to manipulation by management, chairmen, or principal shareholders. Some are outright incompetent. Non-executive directors in Africa need to play any meaningful role in the ensuring compliance. However, many simply act as rubber stamps for decisions taken outside the board (Charles & Oludele, 2003).

Statements	Disagreed		Not Sure		Agreed	
	Frequency	%	Frequency	%	Frequency	%
Marketing	17	15.9	10	9.1	78	75
Packaging Information	12	11.3	9	9.1	84	79.6
Advertisement Credibility	17	15.9	0	0	88	84.1
Pricing	19	18.1	2	2.3	84	79.5

Table 8: Aspects in level of awareness and implementation of procurement best practices

#### 4.6. Staff training in Implementation of Procurement Best Practices

In relation to effect of staff training on enhancing implementation of procurement best practices in public secondary schools, 63 (84%) indicated that staff training affects enhancing implementation of procurement best practices while 12 (16%) felt staff training does not affect enhancing implementation of procurement best practices as shown in Table 9 below. The employee level of education was found to be of a high level since majority had degrees. This means that staff training might be positively enhancing implementation of procurement best practices in the schools.

Response	Frequency	Percentage
Yes	63	84.00
No	12	16.00
<b>Total</b>	<b>75</b>	<b>100.00</b>

Table 9: Staff training affects enhancing implementation of procurement best practices

#### 4.6.1. Rate of the effects staff training on enhancing implementation of procurement best practices

The researcher wanted to find out the rate of the effect of staff training on enhancing implementation of procurement best practices. A total of 44 (58.68%) rated the effect of staff training on implementation of procurement best practices as very high while 16 (21.33%) rated it as low while 8 (10.66%) rated the effect to be low, as shown in Table 10 below. This shows that staff training is a strategy that positively influences implementation of procurement best practices in secondary schools.

Extent to which staff training affect implementation of procurement best practices	Frequency	Percentage
Very high	44	58.68
High	16	21.33
Low	8	10.66
Very low	7	9.33
<b>Total</b>	<b>75</b>	<b>100.00</b>

Table 10: Rate of the effects staff training on enhancing implementation of procurement best practices

#### 4.6.2. Influence of Staff Training on Implementation of Procurement Best Practices

The researcher wanted to find out the influence of staff training on implementation of procurement best practices. A total of 69 (91.99%) agreed that level of education influences implementation of procurement best practices while 56 (74.66%) strongly agreed that professionalism. Majority 65 (86.66%) indicated that integrity of employees strongly influences implementation of procurement best practices, majority 71 (94.67%) strongly agreed that they strongly agreed that work experience influences implementation of procurement best practices in their secondary schools. A majority 60 (80%) strongly agreed that workmanship influences implementation of procurement best practices while 68 (90.66%) strongly agreed that training and development of employees influenced implementation of procurement best practices. A majority 70 (93.34%) strongly agreed that motivation influences implementation of procurement best practices while majority 67 (89.33%) strongly agreed that empowerment influences implementation of procurement best practices in their schools. This shows that employee competence is a strategy that positively influences implementation of procurement best practices in public secondary schools in Kilifi County.

Staff training	Agree		Disagree	
	Frequency	%	Frequency	%
Level of Education	69	91.99	6	8.01
Professionalism	56	74.66	19	25.34
Integrity	65	86.66	5	13.34
Work Experience	71	94.67	4	5.33
Workmanship	60	80	15	20
Training and Development	68	90.66	6	9.34
Motivation	70	93.34	5	6.66
Empowerment	67	89.33	8	10.67

Table 11: Influence of staff training on implementation of procurement best practices

#### 4.7 Accountability in Implementation of Procurement Best Practices

The study found that 63 (84.00%) said that accountability has effect on implementation of procurement best practice. A minor 12 (16.00%) feel accountability has no effect on implementation of procurement best practice, as shown in Table 12. A confirmation by 84% of the respondents shows that accountability is a strategy that can be used in secondary schools in Kilifi County. Accountability can be defined as a fiscal or financial honesty and avoidance of fraud that makes sure that money is recorded and spent as agreed and according to appropriate rules, and that reports are given to stakeholders (Broody, 2001).

Response	Frequency	Percentage
Yes	63	84.00
No	12	16.00
<b>Total</b>	<b>75</b>	<b>100.00</b>

Table 12: Accountability has effect on implementation of procurement best practices

#### 4.7.1. Rate of the Effects of Accountability on Resource Mobilization

The researcher wanted to find out the rate of the effect of accountability on implementation of procurement best practice. A total of 68.00% (51 respondents) rated the effect of accountability on resource mobilization as very high while 14.66% (11 respondents) said that the effect is high, as shown in Table 13. This shows that accountability a strategy that can enhance implementation of procurement best practices in schools. As organizational transparency increases, the level of trust and accountability also increases, producing a by-product of increased levels of collaboration and cooperation (Jahansoozi, 2006).

Effects of accountability on implementation of procurement best practices	Frequency	Percentage
Very high	51	68.00
High	11	14.66
Low	5	6.66
Very low	8	10.66
<b>Total</b>	<b>75</b>	<b>100.00</b>

Table 13: Rate of the effects of accountability on implementation of procurement best practices

#### 4.7.2. Accountability Saves Money

Majority 49 (65.33%) strongly agreed that accountability saves money, 19 respondents (25.33%) agreed, while 5 respondents (6.66%) were not sure. This shows that accountability as a strategy can save money in terms of implementation of procurement best practices. Godard and Assard (2006) explain that formal accounting and accountability mechanisms are important factors in navigating legitimacy in the eyes of donors; more so in Non-Governmental Organization. This is confirmed by the study, as illustrated in Table 14.

Response	Frequency	Percentage
Strongly agree	49	65.33
Agree	19	25.33
Not sure	5	6.66
Disagree	2	2.66
Strongly disagree	0	0.00
<b>Total</b>	<b>75</b>	<b>100.00</b>

Table 14: Accountability saves money



**4.7.3.A Good Accountability Ensures Working within the Budget**

The study investigated in a good accountability ensures working within the budget. This was confirmed by the study, as illustrated in Table 15, where 59 respondents (78.67%) strongly agreed that a good accountability ensures working within the budget while 10 respondents (13.33%) agreed. This indicates that for schools to work within a given budget in implementation of procurement best practices, they should embrace a good accountability strategy.

Response	Frequency	Percentage
Strongly agree	59	78.67
Agree	10	13.33
Not sure	6	8.00
Disagree	0	0.00
Strongly disagree	0	0.00
<b>Total</b>	<b>75</b>	<b>100.00</b>

Table 15: A good accountability ensures working within the budget

**4.7.4.Accountability Leads to Success in Implementation of Procurement Best Practices**

Keating (2003) points out that financial accountability as a strategy is important if firms are to get the public trust needed for their success. This is confirmed by the study, as illustrated in Table 16, where 66 (88.00%) strongly agreed that accountability leads to success in resource mobilization while 9 (12.00%) agreed. This shows that the schools should embrace accountability as a strategy to realize success in implementation of procurement best practices.

Response	Frequency	Percentage
Strongly agree	66	88.00
Agree	9	12.00
Not sure	0	0.00
Disagree	0	0.00
Strongly disagree	0	0.00
<b>Total</b>	<b>75</b>	<b>100.00</b>

Table 16: Accountability leads to success in implementation of procurement best practices

**4.7.5.Accountability Ensures Quality of the Product or Services**

The study found out as illustrated in Table 17 that 49 (65.33%) strongly agreed that accountability ensures quality of the product or services while 21 respondents (28.00%) agreed. A minor 5 respondents (6.67%) were not sure. This means that for secondary schools to enhance its implementation of procurement best practices, it should enhance accountability to ensure quality of the product or service.

Response	Frequency	Percentage
Strongly agree	49	65.33
Agree	21	28.00
Not sure	5	6.67
Disagree	0	0.00
Strongly disagree	0	0.00
<b>Total</b>	<b>75</b>	<b>100.00</b>

Table 17: Accountability ensures quality of the product or services

**4.8. Procurement Best Practices**

The study investigated the best procurement practices in the public secondary schools.

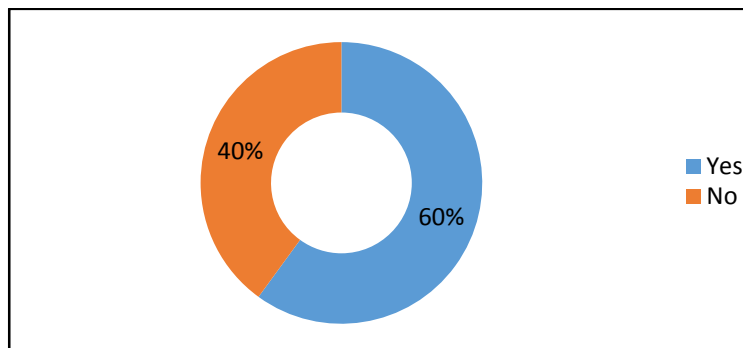


Figure 7: School practicing procurement best practices in public procurement

Majority (60%) of the respondents indicated that their schools practiced procurement best practices in public procurement. A few (40%) indicated they do not practice the best procurement practices.

Statement	Disagreed		Agreed	
	Frequency	%	Frequency	%
There is a greater efficiency in public procurement	6	9%	69	91%
Better utilization of funds by public procurement entities	17	22%	58	76%
There is effective contract management and reporting by entities.	5	6%	70	94%
There is value for money in government projects in the region.	13	17%	62	82%
Projects are completed on schedule and within cost	26	43%	49	65%
More companies compete for public contracts	8	11%	66	89%

Table 18: Procurement best practices in public procurement in schools

The study investigated procurement best practices in public procurement. This was confirmed by the study, as illustrated in Table 18, where 69 respondents (91%) agreed that there is a greater efficiency in public procurement. 58 respondents (76%) agreed that better utilization of funds by public procurement entities. 70 respondents (94%) indicated that there was effective contract management and reporting by entities. Majority 62 respondents (82%) of the respondents agreed that there was value for money in government projects in the region. 49 respondents (65%) agreed that projects are completed on schedule and within cost. Majority 66 respondents (89%) indicated that more companies compete for public contracts. This indicates that the schools might be implementing procurement best practices. According to Agaba and Shipman (2007) procurement activities have a relation to the organization’s economic performance. This can be divided to effects on turnover, gross profit, efficiency, total costs and organization’s equity. All of these categories correlate directly with how the supplier relations are controlled and utilized for the benefit of the organization.

4.9. Correlation Analysis

This study needed to establish relationship between; the sub variable (indicators) of each of the four determinants of the implementation of procurement best practices, as well the relationship with the four determinants. The coefficient of correlation (r), determine the degree (strength) of relationship and its value is between -1 and 1. A value 0 implied no relationship, 1 implied a perfect positive relationship, -1 means a negative relationship.

An absolute value of r between 0.5 and less than 1 implied a strong relationship between the variables. If the value r is greater than 0.3 and less than 0.5 then the relationship is moderate. The relationship is weak if the value of r is less than 0.3.

	Ethics	Level of awareness	Staff training	Accountability	Implementation of procurement best practices
Ethics	1				
Level of awareness	.364*	1			
Staff training	.399*	.441*	1		
Accountability	.373*	.412*	.323*	1 11	
Implementation of procurement best practices	.418*	.190*	.137*	.363*	1

\*. Correlation is significant at the 0.05 level (1-tailed).

Table 19: Correlations

The correlation matrix indicates that choice of marketing strategy is positively correlated with ethics at 5 percent significance level (.418). Staff training requirements is positively correlated to ethics and level of awareness at 5 percent significance level (.399) and (.441) respectively. The table also indicates that there is a positive correlation between level of awareness and ethics at (.364). There is also a positive correlation between implementation of procurement best practices and accountability at (.363). Correlation was done to confirm the findings from the descriptive statistics. These findings indicate that choice of marketing is positively correlated to ethics, level of awareness, staff training, accountability and implementation of procurement best practices in secondary schools.

4.10. Regression Analysis

This study established the relationship between; the sub variable (indicators) of each of the four determinants of the implementation of procurement best practices in secondary schools, as well the relationship with the four determinants. Regression was used to obtain an equation which describes the dependent variable in terms of the independent variables based on the regression model.

R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		Durbin-Watson	
				F Change	df		
0.78	.6084	.56	.64593	2.970	2		2.090

Table 20: Regression Model Summary

Table 20 shows that the regression had a correlation coefficient ( $R^2$ ) of about 0.6084 and an adjusted  $R^2$  of 0.56. This means that ethics, level of awareness, staff training and accountability explain 56 percent of the variations in implementation of procurement best practices. F test is used to test the significance of  $R^2$ , which is the same as testing the significance of the model as a whole with a probability of 0.00 at 5% significance level indicated that the joint contribution of the independent variables was significant in predicting the dependent variable. The Durbin Watson of 2.09 showed absence of serial correlation.

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	.512	.160		3.4	.022
Ethics	1.237	.541	.52	2.738	0.01
Level of awareness	.8593	.368	.40	2.335	0.02
Staff training	1.281	.471	.411	2.720	0.01
Accountability	1.271	.357	.123	2.433	0.04

Table 21: Regression Analysis Coefficients

#### 4.11. Dependent variable: Implementation of procurement best practices

Table 21 shows the summary of the regression analysis that seeks to establish the relationship between procurement performance, ethics, level of awareness, staff training requirements and accountability. Staff training was positively related to procurement performance and has the most statistically significant coefficient as indicated by a P value of 0.01 which is statistically significant at 5%. This means that staff training as a factor of implementation of procurement best practices in the secondary schools.

There is a positive relationship between procurement performance and the level of awareness. Level of awareness also has a statistically significant coefficient as indicated by a P value of 0.02 which is statistically significant at 5%. Level of awareness is therefore contributing towards implementation of procurement best practices.

The ethics is positively related to the implementation of procurement best practices. This is shown by the positive sign of the coefficient. The coefficient of ethics is also statistically significant as indicated by a P value of 0.01 which is statistically significant at 5%. Therefore, ethics is important in implementation of procurement best practices.

The accountability is positively related to the implementation of procurement best practices. This is shown by the positive sign of the coefficient. The coefficient is statistically significant as indicated by a P value of 0.04 which is statistically significant at 5%. This means that accountability as a factor of implementation of procurement best practices.

Further, regression was used to obtain an equation which describes the dependent variable in terms of the independent variable based on the regression model. The regression was calculated using the basic regression model

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

Where;

Y= Implementation of procurement best practices

$\beta_0$ =Constant Term

$X_1$  = Ethics

$X_2$  = Level of awareness

$X_3$  = Staff training

$X_4$  = Accountability  $\epsilon$  = Error Term and  $\beta_1$   $\beta_2$   $\beta_3$  and  $\beta_4$  are the regression equation coefficients for each of the variables discussed.

$B_0$  is a constant which is the value of dependent variable when all the independent variables are 0.

Hence the resultant regression model is:

$$PBP = \beta_0 + 0.52X_1 + 0.4X_2 + 0.411X_3 + 0.123X_4 + e$$

#### 4.11.1. ANOVA Analysis

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	45.483	4	11.371	53.275	.000 <sup>b</sup>
	Residual	6.403	30	.213		
	Total	51.886	34			
a. Dependent Variable: Implementation of procurement best practices						
b. Predictors: (Constant), Ethics, Level of awareness, Staff training and Accountability						

Table 22: ANOVA (Analysis of Variance)

The Table 22 above shows the ANOVA test which indicated that the regression model predicted the outcome variable significantly well. The F critical at 5 percent level of significance was 4.35 since F calculated (value = 53.275), is greater than the F critical this shows that the overall model was significant. The significance is less than 0.05, thus indicating that the predictor variables), explain

the variation in the dependent variable which is implementation of procurement best practices. Since the P value is 0.000 which is less than 5 percent level significance indicates that; overall, the model applied is significantly good enough in predicting the outcome variable the role of factors on implementation of procurement best practices in secondary schools.

## 5. Summary and Recommendations

### 5.1. Introduction

This chapter presents a summary of the findings that were arrived at in chapter four, states the conclusion and makes recommendations based on the implications of the findings. The findings are given in discussions based on the objectives. It also highlights areas for further research.

### 5.2. Summary of Findings

This section presents the findings from the study in comparison to what other scholars say as noted under literature review. The study investigated the influence of ethics in implementation of procurement best practices, evaluate the influence of level of awareness in implementation of procurement best practices, investigate the contribution of staff training in implementation of procurement best practices in public procurement and to evaluate the influence of accountability in implementation of procurement best practices in public procurement in public secondary schools in Kilifi County.

#### 5.2.1. Ethics

The findings on the influence of ethics on procurement best practices revealed that majority found ethics to be relevant in implementation of procurement best practices in secondary schools. The level of education also influences implementation of procurement practices as shown by majority of respondents. A majority of the respondents indicated that principality among the teachers and BOM members influenced implementation of procurement best practices. Honest as a factor in ethics was indicated by majority of respondents indicated to be influencing the performance of procurement in the process of implementing best procurement practices.

#### 5.2.2. Level of Awareness

From the findings level of awareness was found to be relevant in implementation of procurement best practices in secondary schools as revealed by majority of respondents. The respondents' dimensions in level of awareness indicated: autonomy, complexity, coherence and exclusivity to have influence on implementation of procurement practices. Majority indicated that marketing influence implementation of procurement best practices while majority also indicated packaging information. A majority of respondents also indicated that advertisement credibility to be influencing implementation of best procurement practices while others indicated pricing.

#### 5.2.3. Staff Training

In relation to effect of staff training on enhancing implementation of procurement best practices in public secondary schools, majority of respondents indicated that staff training affects enhancing implementation of procurement best practices while others felt staff training does not affect enhancing implementation of procurement best practices. The researcher wanted to find out the influence of staff training on implementation of procurement best practices. A majority revealed that level of education influences implementation of procurement best practices while some indicated professionalism. Majority indicated that integrity of employees strongly influences implementation of procurement best practices, majority strongly agreed that they strongly agreed that work experience influences implementation of procurement best practices in their secondary schools. A majority strongly agreed that workmanship influences implementation of procurement best practices while majority also strongly agreed that training and development of employees influenced implementation of procurement best practices. A majority strongly agreed that motivation influences implementation of procurement best practices while majority strongly agreed that empowerment influences implementation of procurement best practices in their schools. This shows that employee competence is a strategy that positively influences implementation of procurement best practices. Majority of respondents rated the effect of staff training on implementation of procurement best practices as very high. This shows that staff training is a strategy that positively influences implementation of procurement best practices in secondary schools.

#### 5.2.4. Accountability

Majority of respondents revealed that accountability ensures quality of the product or services. This means that for secondary schools should enhance accountability to ensure quality of the product or service. Majority agreed that accountability leads to success in resource mobilization. This shows that the schools should embrace accountability as a strategy to realize success in implementation of procurement best practices. Majority of respondents indicated that a good accountability ensures working within the budget. Majority revealed that accountability saves money. This shows that accountability as a strategy can save money in terms of implementation of procurement best practices. Majority rated the effect of accountability on resource mobilization. The study found that majority said that accountability have effect on implementation of procurement best practice. A minor felt accountability have effect on implementation of procurement best practice. A confirmation by majority of the respondents shows that accountability is a strategy that can be used in secondary schools in Kilifi County.

### 5.3. Conclusion

It can be concluded that ethics is relevant in implementation of procurement best practices in secondary schools. Principality, honesty and integrity among the teachers and BOM members influences their performance in implementation of procurement best practices.

The findings on the influence of level of awareness in implementation of procurement best practices in secondary schools, leads to conclusion that autonomy, complexity, coherence and exclusivity influences the procurement process.

Staff training also influences implementation of procurement best practices in public secondary schools. The level of education, professionalism, integrity, work experience, workmanship, training, motivation, and empowerment influences implementation of procurement best practices in their schools. This shows that employee competence is a strategy that positively influences implementation of procurement best practices in public secondary schools in Kilifi County.

It was concluded that accountability influences implementation of procurement best practices in public secondary schools. This means that for secondary schools to enhance its implementation of procurement best practices, it should enhance accountability to ensure quality of the product or service. Accountability leads to success in resource mobilization. This shows that the schools should embrace accountability as a strategy to realize success in implementation of procurement best practices. A good accountability ensures working within the budget. A confirmation by 84% of the respondents shows that accountability is a strategy that can be used in secondary schools in Kilifi County.

### 5.4. Recommendations

The study recommends that the staff should undergo professional training since it's relevant in implementation of procurement best practices in schools. The staff should be trained on procurement and supply and technical knowledge since it influences the performance of implementation of procurement best practices.

Staff training as a strategy was found to enhance implementation of procurement best practices. The secondary schools should improve the BOM's' procurement skills by offering seminars and workshops that will enhance their knowledge in practicing procurement best practices.

The findings indicated that accountability as a strategy positively influences implementation of best procurement practices. The secondary schools should therefore employ more methods that enhance accountability to enhance procurement best practices.

### 5.5. Suggestions for Further Study

There is need for further research to be undertaken to determine the other factors that influence implementation of best procurement practices. This is because this study only focused on the influence of staff training, accountability, level of awareness and ethics in public secondary schools in Kilifi County.

## 6. Abbreviations and Acronyms

- EAC : East Africa Community
- EFA : Exploratory Factor Analysis
- ELV : End of Life Vehicle
- EPA : Environmentally Preferred Purchasing
- FDI : Foreign Direct Investment
- GEMI : Global Environmental Management Initiative
- GDP : Gross Domestic Product
- MDG : Millennium Development Goals
- MOEF : Ministry of Environment & Forests
- PPOA : Public Procurement Oversight Authority
- RoHs: Restrictions of Hazardous Substance

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APPENDICES

**APPENDIX I: LETTER OF INTRODUCTION**

**ISAIAH W. NGATARA**  
 P.O Box 567,  
 Mariakani, Kenya.

Dear respondents,

**Re: Factors Affecting the Implementation of Procurement Best Practices In Public Procurement: A Case Study of Public Secondary Schools in KILIFI County**

I am a master’s student at the Jomo Kenyatta University of Agriculture and Technology, undertaking a research on the “*Factors Affecting the Implementation of Procurement Best Practices in Public Procurement: A survey of Public Secondary Schools in Kilifi County.*” You have been selected to participate in the research. I request you kindly to fill the attached questionnaires as sincerely as possible.

Your contribution will be vital to the improvement of outsourcing services in Kenya and the world as a whole.

Thank you very much for your cooperation.

Yours faithfully,

**ISAIAH W. NGATARA**

**APPENDIX II: QUESTIONNAIRE**

Kindly answer the following questions. The researcher would like to assure you that the information gathered will be kept confidential and used strictly for the purpose of this research only. However the usefulness of the information to the researcher will solely depend on your honesty.

Please tick [√] where appropriate or fill the information as necessary

**PART A: Background Information**

1. What is your gender?

Male  Female

2. What is your age?

Below 30 years  30-35 years   
 36-40 years  Over 40 years

3. How many years have you worked in this school?

5-7 years  8-10 years   
 10-13 years  Over 14 years

4. What is your highest level of education?

Primary level  Secondary level   
 College level  University level

**PART B: Influence of ethics in implementation of procurement best practices in public procurement**

5. Do you think ethics influences implementation of procurement best practices in public procurement? Yes  No

If Yes, please explain \_\_\_\_\_  
 \_\_\_\_\_

6. Does the following affect ethics in relation to in implementation of procurement best practices?

Aspects	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
Principles					
Professionalism					
Integrity					
Honesty					
Workmanship					
Training and Development					
Empowerment					

**PART C: Influence of level of awareness in implementation of procurement best practices in public procurement**

7. Do you think level of awareness influence implementation of procurement best practices in public procurement?

Yes [ ] No [ ]

If Yes, please explain \_\_\_\_\_

8. What system of procurement is in use in your school?

Manual (paper based) [ ] Computer based [ ] Combination of both [ ]

9. Is supply chain management viewed as being of core importance to your school? Yes [ ] No [ ]

10. Do you think that the current procurement strategies are adequate in enhancing procurement performance? Yes [ ] No [ ]

Explain why?

.....  
 .....

**PART D: Contribution of staff training in implementation of procurement best practices in public procurement**

11. Does staff training affect implementation of procurement best practices in public procurement in the school?

Yes  No

If yes, how?

.....  
 .....

If no, explain why?

.....  
 .....

12. To what extent would you rate the effects staff training on implementation of procurement best practices in the school?

Very high  High   
 Low  Very low

13. Does the following officers' competence influence resource mobilization?

(Please indicate by using 5-Strongly agree, 4-Agree, 3- Neutral, 2- Disagree, 1- Strongly disagree)

Aspects	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
Level of Education					
Professionalism					
Integrity					
Work Experience					
Workmanship					
Training and Development					
Motivation					
Empowerment					

14. What competencies do you think an officer should possess in relation to resource mobilization in the school?

- i).....
- ii).....
- iii).....



15. In developing Sustainable Supply Chains could have the following effects on procurement performance?

Statement	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
	1	2	3	4	5
Reduce Costs					
Improve Brand Image					
Satisfy school's Requirements					
Help Staff Recruitment, retention and morale					
Maintain Supplier loyalty					
Enhance supplier due diligence					
Help Manage Risks					
Satisfy end user requirements					
Drive product innovation					

16. Is professional experience relevant to procurement performance in a school?

Yes  No

17. Tick the appropriate box in the table to show the extent to which the following aspects of training competency influence the performance of procurement in your school?

	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
Aspect of experience	1	2	3	4	5
Level of education					
Procurement and Supply knowledge					
Technical knowledge					

18. Do you decide on the choice of suppliers or who participates in the procurement process of new purchases?

Yes  No

19. If No, kindly indicate the other participants who are involved in the above procurement process

.....  
 .....

**PART E: Influence of accountability in implementation of procurement best practices in public procurement**

20. Does accountability have effect on implementation of procurement best practices in your school?

Yes  No

If Yes, How?

.....  
 .....

If No, explain why?

.....  
 .....

21. How would you rate the effects of accountability on implementation of procurement best practices in your school?

Very high  High  Low  Very Low

22. State your level of agreement to the following statements; (Please indicate by using 5-Strongly agree, 4-Agree, 3- Neutral, 2- Disagree, 1- Strongly disagree)

Aspects	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
Accountability saves money					
A good accountability ensures working within the budget.					
Accountability leads to success in best procurement practices					
Accountability ensures quality of the product or services					
Proper accountability translates to proper risk management plans					

23. Please indicate the rank for the competitive priorities of your school. Please add any additional competitive priority and its rank if not included below;

Statement	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
	1	2	3	4	5
Cost					
Flexibility					
Environmental consciousness					
Quality and reliability					
Innovation					
Delivery					
Morale					
Customer relations					
Productivity					

24. Please make suggestions on strategies that can be put in place so as to enhance procurement performance.

.....  
 .....

25. Suggest what needs to be done in regards to policy so as to improve procurement performance?

.....  
 .....

**Part F: Procurement Best Practices in Public Procurement**

26. Does your school practice procurement best practices in public procurement

Yes [ ] No [ ]

If yes, please explain. \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

27. Please indicate the rank for the procurement best practices in your school.

Statement	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
	1	2	3	4	5
There is a greater efficiency in public procurement					
Better utilization of funds by public procurement entities					
There is effective contract management and reporting by entities.					
There is value for money in government projects in the region.					
Projects are completed on schedule and within cost					
More companies compete for public contracts					

*Thank you very much for taking your time to fill this questionnaire*