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INFLUENCE OF PROCUREMENT ETHICS, PROFESSIONAL TRAINING, AND COMPLIANCE WITH GOVERNMENT
REGULATIONS ON PROCUREMENT COMMITTEES PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN KENYA:
A CASE OF KHWISERO SUB COUNTY

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**INFLUENCE OF PROCUREMENT ETHICS, PROFESSIONAL TRAINING, AND COMPLIANCE WITH GOVERNMENT REGULATIONS ON PROCUREMENT COMMITTEES PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN KENYA:
A CASE OF KHWISERO SUB COUNTY**

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ABSTRACT

The general objective of the study was to investigate the determinants of performance of procurement committees in public secondary schools in Kenya: A case of Khwiser sub-county. The study adopted the descriptive survey research design. The target population comprised of 104 procurement officers from 26 schools in Khwiser sub-county where Yamame's formula was used to get a sample size of 83 respondents who were selected through simple random sampling technique. The study used structured questionnaire to collect primary data. Both descriptive and inferential statistics were used to analyze data which was processed by use of Statistical Package for Social Sciences. Multiple regression analysis and correlation analysis were used to measure the relationship between independent and dependent variables. Both descriptive and inferential analyses revealed that all independent variables (professional training, procurement ethics, and compliance with government regulations) significantly influenced procurement committee performance of public secondary schools in Khwiser sub-county. The study concluded that one; professional training of procurement committee members in procurement process has a significant bearing on procurement performance in public secondary schools; two, strict adherence to procurement ethics can really boost procurement committee performance in public secondary schools. The study recommended that one; there should be professional training of all school procurement committee members so as to boost procurement committee performance in public secondary schools; two, all schools procurement committee members should strictly adhere to procurement ethics to avoid conflict of interest in procurement matters as this can compromise procurement committee performance in public secondary schools and three; there should be strict compliance with government regulations on public procurement since this will assist in checking procurement committee performance in public secondary schools.

Key Words: professional training, procurement ethics, compliance, procurement committee

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INTRODUCTION

Procurement is a core activity that cuts across all departments in an organization and as such it has implications on the operations of an organization. Procurement is no longer a process but a strategic function which promotes cost reduction and maximum savings for the organization (Kipkemoi, 2017). Public procurement is the process by which government departments or agencies purchase goods, works and services from the private sector (Uwadede, 2016).

According to Oduma and Getuno (2017), procurement is a process of acquiring of the initial raw materials, finished products, works in progress and services and functions within and outside a company to enhance the value chain to make products and provide services to the customers. The government funds the process of procurement yearly since it's a major contributor to the country's GDP. It sustains the business sector through making sure that both goods and services reach the consumers and the suppliers as well. More so, it acts as a middleman in obtaining required basic needs (Makau, 2017)

Since procurement and its strategies have become part of a business success, it is important to give emphasis about the strategic factors that affect the performance of the procurement function. The influencing factors that affect procurement performance include internal and external forces. This is due to poor co-ordination, corruption, lack of open competition and transparency, lack of trained and qualified procurement specialists who are competent to conduct and manage procurements in various private companies, inflexible and bureaucratic systems (Hamza, Gerbi & Ali, 2016).

Kiage (2013) indicates that 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. Procuring entities through

the existing legal framework need to consolidate departmental procurement plans for the provision of the entity's corporate procurement plan which before its implementation must be taken to the accounting officer's for approval. With this, it helps in the management of procurement process hence achieving effectively and more efficiently. The concept of public procurement performance has been realized globally. According to Saastamoinen, Reijonen and Tammi (2017), Public procurement accounts for one-sixth of the total GDP in the EU. The European Union has made efforts to better accommodate the requirements of SMEs in public sector tendering. EU policymakers and specialists have realized the need for SMEs participation in public procurement markets. Their participation is due to some reasons; first, the public sector typically has buyers that may commit to long-term contracts, such as framework agreements that span several years hence achieving performance. Secondly, prompt timely payments which may reduce the volatility of cash flows.

For the organizations to realize its objective there is a need to measure performance. This so as the purchasing department plays an ever increasingly important role in the supply chain in an economic downturn. It can be categorized into financial and non-financial indicators. According to Chebet (2017), non-financial pointers, like customer gratification, quality guarantee, efficiency, employee progress etc. becomes significant as they define the effectiveness of an organization and its capacity to maintain success in future.

Muchiri (2014) indicates that performance is the degree of achievement of certain effort or undertaking and that in public procurement performance, three major elements are considered: time, cost and quality of goods, services or works. Kamotho (2014) asserts that procurement performance includes procurement effectiveness and efficiency and that provides the basis for an

organization to assess how well it is progressing towards its predetermined objectives, identifies areas of strengths and weaknesses and decides on future initiatives with the goal of how to initiate performance improvements. Purchasing effectiveness and purchasing efficiency.

Wango (2011), suggests that Kenya has a well-developed education system with enrolment rates in primary and secondary school among the highest increasing in the world following the introduction of free primary education in 2003 and free secondary education in 2008. Enrolment in primary school increased from 5.9m in 2002 to 7.2m in 2003 and 8.8m in 2010, while enrolment in secondary school increased from 860,000 in 2007 to 1.4m in 2008.

Nyaga (2016) when citing the Moe (2012) indicates that public secondary schools consume about 23% of the ministry's budget. The responsibility of funds in public secondary schools is under the school principals with the approval of BOM, department of education and culture despite challenges which include salaries and development expenses. Additionally, their task is to ensure that schools perform well using the resources provided however, there are problems with regards to payment. Service delivery in secondary schools has greatly been affected due to inadequate resources and lack basic learning facilities (Otieno and Atambo, 2016). The PPDR included public secondary schools among the institutions whose procurement systems are to be regulated by the Regulations. The disbursement and utilization of funds meant for Free Secondary Education (FSE) program is subject to the provisions of the Government Financial Management Act, 2004 which emphasizes on good financial management in public institution (Oduma & Getuno, 2017).

Khwisero Sub County is found within Kakamega County. Kakamega County is located in the Western part of Kenya and borders Vihiga County to the South, Siaya County to the West, Bungoma and Trans Nzoia

Counties to the North and Nandi and Uasin Gishu Counties to the East. According to County Integrated Development Plan, 2018 – 2022, Khwisero sub-county is divided into four areas, namely; Kisa Central, Kisa West, Kisa East and Kisa North. According to Mwinami (2013) Khwisero sub-county has twenty public secondary schools with two hundred and forty teachers. There are twenty registered secondary schools in which two are County schools. The county schools comprise of single gender, all of them purely boarding while most of sub county schools are mixed, a majority being day schools with a few having boarding wings. Furthermore, most schools in the district are up-coming and largely depend on teachers employed by the boards of management of the respective schools in offering of the teaching service some of whom are not trained.

Statement of the Problem

According to Khattak and Khan (2012), education has a positive and significant effect on economic growth. Vision 2030 has identified key initiatives projects to spearhead the socioeconomic transformation in the country. The ministry of education however, continues to encounter challenges hence reducing its contribution to the country's GDP. According to KNBS (2017), Education contributed to 4.4% GDP in which 1.9% was from primary education, 1.3% from secondary education and 1.0 from higher education. In the year 2018, education contributed to 4.1% GDP where primary contributed to 2.2%, secondary contributed to 1.1% while higher education contributed to 1.0%.

Despite the enactment of Public Procurement Oversight Authority (PPOA), a regulatory authority, there is still wastage and pilferage of school financial resources (Adow, Edabu & Githui Kimamo, 2017). In January 2018, the Kenyan government stopped channeling funds earmarked for textbooks to public schools instead opting to procure and distribute the books to the schools. This decision was informed by the need to save the taxpayer 13.8 billion shillings.

The education ministry projected an annual cost of 7.6 billion shillings down from 21.4 billion shillings.

Additionally past studies that tackled determinants of procurement performance failed to examine comprehensively the components that can lead to performance of procurement committees in public schools in Kenya. Moreover, the studies did not clearly discuss variables at length. For this reason, to fill the existing gap, the study endeavored to establish the determinants of performance of procurement committees in public secondary schools in Kenya: a case of Khwiser Sub-County.

Objectives of the Study

The general objective of this study was to investigate determinants of procurement committees performance in public secondary schools in Khwiser Sub County. The specific objectives were:-

- To determine the influence of professional training on procurement committees performance in public secondary schools in Khwiser Sub County.
- To examine the influence of procurement ethics on procurement committees performance in public secondary schools in Khwiser Sub County.
- To assess the influence of compliance with government regulations on procurement committees performance in public secondary schools in Khwiser Sub County.

Research Hypothesis

H_{01} : There is no significant influence of professional training on procurement committees performance in public secondary schools in Khwiser Sub County.

H_{02} : There is no significant influence of procurement ethics on procurement committees performance in public secondary schools in Khwiser Sub County.

H_{03} : There is no significant influence of compliance with government regulations on procurement committees performance in public secondary schools in Khwiser Sub County.

LITERATURE REVIEW

Theoretical Framework

Resource Based View Theory

Edith Penrose in 1959 was the proponent of resource-based theory (RBV). Others who contributed to the theory advancing it include Rubin (1973) and Slater (1980). The concept of this theory is that a firm can create economic value not necessarily due to possessing resources but mostly due to effective and innovative management of resources. This theory has got three key arguments which include linkages among resources of an organization; productive opportunities and profitable firm growth (Ogwang & Waweru, 2017).

Chebet (2017) indicated that organizational resources refer to the tangible and immaterial resources connected to the organization in a semi-permanent technique, comprising: human, technological, and physical resources. Machoka (2016) on his part argues that for the conduct of procurement, professional qualification is a necessity. However, the study indicates that there is a shortfall of professional capacity in many countries which is a result of shortage of experienced procurement professional staff and inadequate training among other factors. Therefore, this theory shall be of importance to as it will help in explaining the influence of staff competence on procurement performance of public secondary schools in Khwiser sub-county.

Ethics Theory

According to Ngatara and Ayuma (2016), ethics is defined as a branch of philosophy that seeks to define what is right and what is wrong. That ethics helps us understand what actions are wrong and why they are wrong. Nevertheless, it's ideal that laws of a

particular nation match their ethical commitment; even though sometimes laws are changed to meet the ethical commitments. These researchers cite the various philosophical approaches to environmental ethics which are anthropocentrism, biocentrism and ecocentrism. Additionally anthropocentrism or human centered ethics is the view that all environmental responsibility is derived from human interests alone, biocentrism is a life centered moral responsibility.

Finally ecocentrism maintains that the environment deserves direct moral consideration and not consideration that is merely derived from human or animal interests. This theory will analyze the influence of adherence to ethical principles on performance of procurement committees in public secondary schools in Khwiser Sub County. This is as a result of how management has a responsibility to act ethically as per the principles defined by the society when making a decision. Moreover, procurement managers are required to be accountable thus increase in integrity among procurement personnel's.

Institutional Theory

According two researchers Oduma and Getuno (2017), while quoting Scott (2004), identifies three pillars of institutions are identified as regulatory, normative and cultural cognitive. The regulatory pillar, identifies and emphasizes the use of rules, laws and sanctions as enforcement mechanism, with expedience as basis for compliance. Rowe Wehrmeyer (2001) on the other hand argue that formal rules of environmental institutions relate to environmental legislations, regulations, performance standards and various formal administrative guidelines while informal environmental institutions, however, relate to the routine ways of conceptualising environmental policy and management. Picho (2017) citing Andrew (2008), institutional theory states that there should be compliance with procurement regulations to ensure

competitive bidding, transparency and professionalism in procurement process. In Kenya, the government has tried to enact different bodies that have set rules and regulations concerning procurement. This therefore requires that procurement personnel have to comply with them.

Thoenig (2011) cites that institutionalism considers that outcomes of public policies do not just reflect the preferences or interests of the strongest social forces. Moreover, it brings political conflict and social dissent. This study shall adopt this theory in order to understand how government regulations influence performance of procurement committees in public secondary schools in Khwiser Sub County.

Empirical Review

Public procurement has a large percentage of the developing countries economy accounting for an estimated 9-13% of the developing nations Gross Domestic Product. Nevertheless, it accounts for a high proportion of total expenditure. Worldwide, public procurement has been subjected to reforms, restructuring, rules and regulations. Many countries have come up with procurement reforms so as to improve the management of public procurement in which level of compliance to procurement regulations is an important indicator as to whether a government meets its goals and objectives (Mwendwa, 2013)

World Bank procurement guidelines 2005 and Public Procurement and Disposal Act 2005 has customized government procurement policies, reforms guidelines and regulations. Their main objective is to maximize economy and efficiency, promote competition and fair treatment of competitors, promote integrity and fairness of procedures, increase transparency and accountability of procedures, increase public confidence of the procedures and facilitate promotion of local industry and economic development (Nzau & Njeru, 2014).

There are two elements that affect effective supply chain. Namely, External pressures and potential

benefits from strategic supply chain alignment. The external pressures include advances in technology and increased customer demand across national borders; maintaining lower costs while meeting these diverse needs; and intensified competition utilizing relationships among vertically aligned firms. Secondly, potential benefits from successful supply chain collaboration which increases inventory turnover, revenue, and causes cost reduction across the chain. For instant parastatals see e-procurement as a good opportunity to enhance and improve efficiency in procurement procedures within the public sector bodies. These procedures are highly regulated, with specific rules for advertising procurement needs, invitations to tender and the awarding of contracts (Omanji & Moronge, 2018).

Professional training and Performance of Procurement Committees

Nzambu (2015) defines staff competence as a capability or an underlying characteristic of an individual, which is casually related to effective or superior performance. The study reveals that staff competence, training and workshops significantly influence procurement performance. Further indications are that staffs should have necessary knowledge and skills and that professionalism should be practiced. This is due to transparency, accountability, efficiency and effectiveness acquired in procurement process. Hamza et al. (2016) argue that competence can greatly ensure benefits of new products and services are given to the right person (customers) in organization.

Kiage (2013) researched on factors affecting procurement performance: a case of ministry of energy and revealed. The study adopted descriptive design with a target population of 72 respondents at the Ministry's headquarters in Nairobi. With the use of structured questionnaires the study indicated that staff competence accounts for 20.1% of variations in procurement performance. Nevertheless, when procurement personnel's carry out duties in a

professional manner both procurement unit and to the whole ministry should encounter performance due to reduce wastage of resources.

Procurement ethics and Performance of Procurement Committees

According to Obadia and Iravo (2016) cite that procurement process should be limited by ethical standards and that secondary schools are expected to be accountable in their procurement functions. The research further indicate that ethical conduct is important in public procurement as it involves the expenditure of public money, and is subject to public scrutiny. The study discovered out that professional ethical practices ought to be considered members of the tender committee. More so, procurement ethics promotes confidentiality of bids to suppliers and reduce the cost of managing risks of improper behavior. The findings further reveal a significant relationship between professional ethics practice and management of procurement function in public secondary schools in Tinderet Sub-County, Kenya.

Wanyonyi and Muturi (2015) on their part define ethics as moral principles or values that guide officials in all aspects of their work. That Ethical behaviour includes the concepts of honesty, integrity, probity, diligence, fairness, trust and respect. The study further assert that ethical behaviour supports openness, accountability, reduces the cost of managing risks and enhance trust in public administration. Moreover, ethical behavior in public procurement encompasses expenditure of public money, and is subject to public scrutiny. It requires that public officials should always behave ethically, fairly and should avoid conflict of interest in their business undertakings. Findings from this study indicate that the institutions conform to the expected standards of integrity, uprightness and honesty.

Government Regulations and Performance of Procurement Committees

A study by Chemeres, Kimutai and Kibet (2015) on the environmental determinants of procurement performance in youth polytechnics in Baringo County, legal framework establishes a number of rules and principles which must be observed in the award of public contracts. The study concludes that environmental laws such as PPDA established should be used when designing tender documents for their goods and services to be procured. Kasisi, Benjamin, and Mwangi (2015) while conducting a study on factors affecting the performance of the procurement function in government organizations: a case study of national oil corporation of Kenya, indicated that public procurement regulations and guidelines are issued through Treasury circulars. Furthermore, PPDA, 2005 and its regulations were developed to put the public procurement function under law. Moreover, this Act established the Public Procurement Oversight Authority (PPOA) which was whose role is to oversee compliance to the procurement procedures. These reforms notwithstanding, the bulk of corrupt practices in Kenya occur in public procurement. Equally, it was ascertained that Government regulations had significant effect on the performance of corporation

Wahu, Namusonge, Mungai, Ogol (2015) argue strongly that the Public Procurement and Disposal Act (2005) does establishes procedures for efficient public procurement and for the disposal of unserviceable, obsolete or surplus stores, assets and equipment by public entities and equally provides for other related matters in order to maximize economy and efficiency; so as to promote competition and ensure fair treatment of competitors to promote the integrity and fairness of the procedures; to increase transparency and accountability in the procedures; and to increase public confidence in them and finally to facilitate the promotion of local industry and economic development.

Performance of Procurement Committees

Picho (2017), argues that performance provides the basis for an organization to evaluate how well such an organization is progressing towards its set objectives. Furthermore, performance helps in the identification of strengths and weaknesses and decides on future initiatives to its improvements. Additionally, efficiency and effectiveness of the procurement function represent different competences and capabilities for the procurement function. Equally, policy makers, academics and practitioners views procurement on the perspective that it has evolved from mere clerical activities to a strategic tool to enhance efficiency in public organizations, to regulate markets and promote sustainable development and that public procurement contracts represent a major share of any country's GDP and public expenditure budget.

According to Luketore (2016) procurement performance does help policy makers to have knowledge of impacts of the various procurement policies on procurement performance thus assisting in decision-making.

Conceptual Framework



Independent Variables Dependent Variable

Figure 1: Conceptual Framework

Source: Researcher (2019)

METHODOLOGY

The study adopted a descriptive survey design. Mugenda and Mugenda (2003), a survey is an attempt to collect data from members of population in order to determine the current status with respect to one or more variables. Target population is the universe on which the study intends to draw presentation sample from (Makau, 2017). The study population was public secondary schools in Khwiser Sub County and the target population comprised of 26 public secondary in which from each school 4 procurement officials (deputy principal, bursar, 1HOD, and supplies officer) were selected. Therefore, total respondents was 104 from public schools in Khwiser Sub County. To collect primary data, the researcher adopted the use self-administered questionnaires that shall have open and closed questionnaires. Multiple regressions and Pearson's correlation analysis was also adopted to determine the influence of independent variable and the dependent variable. Statistical Package for Social Sciences (SPSS 25.0) was used to analyze data.

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

Where;

Y = procurement committees performance

β_0 = Constant of Regression which is the value of the dependent variable when the independent variable is 0.

X_1 = professional training

X_2 = procurement ethics

X_3 = compliance with government regulations

$\beta_1 \beta_2 \beta_3$ = Regression co-efficients

ϵ =Error term

Moreover, assumption of normality, homoscedasticity, linearity assumptions and assumption of multicollinearity were tested.

FINDINGS

Descriptive statistics; Professional training

This assessed descriptive responses on whether professional training on procurement influences procurement committees performance in public secondary schools in Khwiser Sub County.as summarized in table 1.

Table 1: Descriptive statistics; professional training

Statement	Frequency (%)						mean	Std.dev
	5	4	3	2	1			
1.Staff Training on procurement improves the timeliness of delivery in our school	5(6.3)	46(58.2)	4(5.1)	16(20.3)	8(10.1)	3.30	0.870	
2.Staff Training on procurement improves the quality of supply in our school through better supplier selection	9 (11.4)	49 (62.0)	7 (8.9)	8(10.1)	6 (7.6)	3.59	0.968	
3.Staff Training on procurement leads to high level of user satisfaction in our school	10 (12.7)	48 (60.8)	8(10.1)	8(10.1)	5(6.3)	3.63	0.840	
4.High professionalism levels when handling procurement matters improves the timeliness of delivery in our school	8(10.1)	51(64.6)	6(7.6)	9(11.4)	5(6.3)	3.58	0.869	
5.High professionalism levels when handling procurement matters improves the quality of supply in our school	11(13.9)	50(63.3)	4(5.1)	10(12.6)	4(5.1)	3.68	0.932	
6..High professionalism levels	10(12.6)	49(62.0)	6(7.6)	7(8.9)	7(8.9)	3.61	0.903	

when handling procurement matters improves user satisfaction in our school							
7. Work experience on procurement matters improves the timeliness of delivery in our school	7(8.9)	46(58.2)	5(6.3)	13(16.5)	8(10.1)	3.39	0.873
8. Work experience on procurement matters improves the quality of supply in our school	5(6.3)	43(54.4)	10(12.7))	14(17.7)	7(8.9)	3.32	0.916
9. Work experience on procurement matters improves user satisfaction in our school	4(5.1)	44(55.7)	9(11.4)	14(17.7)	8(10.1)	3.28	0.836

Valid listwise 79

Grand mean = 3.49

From table 1, most respondents agreed (58.2%) and strongly agreed (6.3%) that staff training on procurement improved the timeliness of delivery in our school; implying that if procurement staff is trained on procurement matters, they will understand the need for timely delivery of procured goods/services. Secondly, most respondents agreed (62.0%) and strongly agreed (11.4%) that staff training on procurement improves the quality of supply in our school through better supplier selection while a further 60.8% and 12.7% agreed and strongly agreed respectively that staff training on procurement leads to high level of user satisfaction in our school; implying that procurement staff training on procurement matters definitely improves the quality of procured goods/services and subsequently user satisfaction.

More so, most respondents agreed (64.6%) and strongly agreed (10.1%) that high professionalism levels when handling procurement matters improves the timeliness of delivery in our school; and also supported by 63.3% and 13.9% of respondents who agreed and strongly agreed respectively that high professionalism levels when handling procurement matters improves the quality of supply in our school. Similarly, 62.0% and 12.6% of respondents agreed and strongly agreed respectively that high professionalism levels when handling procurement

matters improves user satisfaction in our school. This implies that generally, professionalism practiced as a result of staff training in procurement matters really improves delivery of quality goods/services which improves user satisfaction.

In regard to work experience, 58.2% and 8.9% of respondents agreed and strongly agreed respectively that work experience on procurement matters improves the timeliness of delivery in our school; while most respondents also agreed (54.4%) and strongly agreed (6.3%) that work experience on procurement matters improves the quality of supply in our school. This is further supported by 55.7% and 5.1% of respondents who agreed and strongly agreed respectively that work experience on procurement matters improves user satisfaction in our school.

In summary, most respondents generally agreed that professional training influences procurement committees' performance in public secondary schools in Khwiser Sub County, that is, the grand mean is 3.49 rounded off to 4 which is agree on the likert scale of measurement. This implies that professional training on procurement matters boosts timely delivery of quality procured goods/services which consequently boosts user satisfaction. This is supported by Kiage (2013) researched on factors affecting procurement performance: a case of

ministry of energy and revealed. The study adopted descriptive design with a target population of 72 respondents at the Ministry's headquarters in Nairobi. With the use of structured questionnaires the study indicated that staff professional competence accounts for 20.1% of variations in procurement performance. Nevertheless, when procurement personnel's carry out duties in a

professional manner both procurement unit and to the whole ministry should encounter performance due to reduced wastage of resources.

Descriptive statistics; Procurement ethics

This assessed descriptive responses on whether procurement ethics influences procurement committees performance in public secondary schools in Khwiser Sub County.as summarized in table 2.

Table 2 : Descriptive statistics; procurement ethics

Statement	Frequency (%)						mean	Std.dev
	5	4	3	2	1			
1.Embracing transparency in procurement leads to timely of delivery in our school	13(16.4)	51(64.6)	7 (8.9)	5(6.3)	3(3.8)	3.84	0.912	
2.Embracing transparency in procurement leads quality supply in our school	10(12.7)	47 (59.5)	4 (5.1)	13(16.4)	5(6.3)	3.56	0.906	
3.Embracing transparency in procurement matters improves user satisfaction in our school	11(13.9)	49(62.0)	6 (7.6)	9 (11.4)	4(5.1)	3.68	0.920	
4.Embracing integrity in procurement has led to timely delivery in our school	10(12.7)	50 (63.3)	5(6.3)	8 (10.1)	6(7.6)	3.63	0.876	
5.Embracing integrity in procurement has led to quality supply in our school	11(13.9)	49 (62.0)	4(5.1)	9(11.4)	6(7.6)	3.69	0.903	
6.Embracing integrity in procurement matters has improved user satisfaction in our school	9(11.4)	47(59.5)	6(7.6)	13 (16.4)	4(5.1)	3.56	0.859	
7.Having ethical codes has led to timely delivery in our school	8(10.1)	48 (60.8)	5(6.3)	11(13.9)	7(8.9)	3.49	0.831	
8.Having ethical codes has led to quality supply in our school	12(15.2)	47(59.5)	7(8.9)	8(10.1)	5(6.3)	3.67	0.955	

Valid listwise79

Grand mean = 3.64

From table 2, most respondents agreed (64.6%) and strongly agreed (6.4%) that embracing transparency in procurement leads to timely of delivery in our school while 59.5% and 12.7% agreed and strongly agreed respectively that embracing transparency in procurement leads quality supply in our school; and

62.0% and 13.9% of respondents agreed and strongly agreed respectively that Embracing transparency in procurement matters improves user satisfaction in our school. This generally implies that transparency in procurement leads to timely delivery of quality goods

which definitely has a positive bearing on user satisfaction.

In regard to integrity as a key aspect of procurement ethics, most respondents agreed (63.3%) and strongly agreed (12.7%) that embracing integrity in procurement has led to timely delivery in our school while 62.0% and 13.9% of respondents agreed and strongly agreed respectively that embracing integrity in procurement has led to quality supply in our school; and lastly; 59.5% and 11.4% of respondents agreed and strongly agreed respectively that embracing integrity in procurement matters has improved user satisfaction in our school . This generally implies that integrity in the procurement process leads to timely delivery of quality goods which definitely has a positive bearing on user satisfaction.

Lastly, most respondents agreed (60.8%) and strongly agreed (10.1%) that having ethical codes has led to timely delivery in our school while a further 59.5% and 15.2% of respondents agreed and strongly agreed respectively that having ethical codes has led to quality supply in our school. This generally implies that strict adherence to ethical codes of procurement leads to timely delivery of quality goods.

In summary, most respondents generally agreed that procurement ethics influences procurement committees' performance in public secondary schools in Khwiser Sub County, that is, the grand mean was 3.64 rounded off to 4 which is agree on the likert scale of measurement.

This is supported by Wanyonyi and Muturi (2015) on their part define ethics as moral principles or values that guide officials in all aspects of their work. That Ethical behaviour includes the concepts of honesty, integrity, probity, diligence, fairness, trust and respect. The study further assert that ethical behaviour supports openness, accountability, reduces the cost of managing risks and enhance trust in public administration. Moreover, ethical behavior in public procurement encompasses expenditure of public money, and is subject to public scrutiny. It requires that public officials should always behave ethically, fairly and should avoid conflict of interest in their business undertakings. Findings from this study indicated that the institutions conform to the expected standards of integrity, uprightness and honesty.

Descriptive statistics; Compliance with government regulations

This assessed descriptive responses on whether compliance with government regulations influences procurement committees performance in public secondary schools in Khwiser Sub County.as summarized in table 3.

Table 3 : Descriptive statistics; compliance with government regulations

Statement	Frequency (%)						
	5	4	3	2	1	mean	Std.dev
1.High understanding of procurement methods leads to timely of delivery in our school	7 (8.9)	41(51.9)	9 (11.4)	14(17.7)	8 (10.1)	3.42	0.872
2.High understanding of procurement methods leads to quality supply in our school	6 (7.6)	42(53.2)	7(8.8)	16(20.3)	8(10.1)	3.38	0.876

3.High understanding of procurement methods improves user satisfaction in our school	5 (6.3)	45(57.0)	6(7.6)	17(21.5)	6(7.6)	3.43	0.918
4.Proper evaluation and inspection leads to timely delivery in our school	8(10.1)	49(62.0)	5(6.3)	10(12.7)	7(8.9)	3.52	0.819
5.Proper evaluation and inspection leads to quality supply in our school	6(7.6)	50(63.3)	4(5.1)	11 (13.9)	8(10.1)	3.54	0.841
6.Proper evaluation and inspection leads to improved user satisfaction in our school	6(7.6)	49 (62.0)	5(6.3)	12 (15.2)	7(8.9)	3.44	0.838
7.Understanding government implications on disposal procedures improves timely delivery in our school	6(7.6)	47(59.5)	6(7.6)	11(13.9)	9(11.4)	3.48	0.965
8.Understanding government implications on disposal procedures has led to quality supply in our school	7(8.9)	48(60.7)	9(11.4)	10 (12.7)	5(6.3)	3.53	0.836
9.Understanding government implications on disposal procedures improves user satisfaction in our school	6(7.6)	47(59.5)	6(7.6)	12(15.2)	8(10.1)	3.59	0.848

Valid listwise 79

Grand mean =3.48

From table 3, most respondents agreed (51.9%) and strongly agreed (8.9%) that high understanding of procurement methods leads to timely of delivery in our school while 53.2% and 7.6% agreed and strongly agreed respectively that high understanding of procurement methods leads to quality supply in our school; and a further 57.0% and 6.3% agreed and strongly agreed respectively that high understanding of procurement methods improves user satisfaction in our school. This generally means that most respondents were of the opinion that high understanding of procurement methods leads to timely delivery of quality goods and boosts user satisfaction.

In regard to evaluation and inspection, most respondents agreed (62.0%) and strongly (10.1%) agreed that proper evaluation and inspection leads to timely delivery in our school while 63.3% and 7.6% of respondents agreed and strongly agreed respectively that proper evaluation and inspection leads to quality supply in our school and a further 62.0% and 7.6% of respondents agreed and strongly agreed respectively that proper evaluation and inspection leads to

improved user satisfaction in our school. This generally implies that proper evaluation and inspection leads to timely delivery of quality goods which has a positive effect on user satisfaction.

In regard to understanding government implication, most respondents agreed (59.5%) and strongly agreed (7.6%) that understanding government implications on disposal procedures improves timely delivery in our school; while 60.7% and 8.9% agreed and strongly agreed respectively that understanding government implications on disposal procedures has led to quality supply in our school; and a further 59.5% and 7.6% of respondents agreed and strongly agreed respectively that understanding government implications on disposal procedures improves user satisfaction in our school. This generally implies that adequate understanding of government implication, leads to timely delivery of quality goods which has a positive effect on user satisfaction.

In summary, most respondents generally agreed that compliance with government regulations influences procurement committees' performance in public

secondary schools in Khwiser Sub County, that is, the grand mean is 3.48 rounded off to 4 which is agree on the likert scale of measurement. This is supported by Chemeres, Kimutai and Kibet (2015) on the environmental determinants of procurement performance in youth polytechnics in Baringo County, found that government's legal framework establishes

Inferential statistics

a number of rules and principles which must be observed in the award of public contracts and concluded that environmental laws such as PPDA established should be used when designing tender documents for their goods and services to be procured.

Table 4: Correlations

		Professional Training	Procurement Ethics	Government Regulations	Procurement Performance
Professional Training	Pearson Correlation		1		
	Sig. (2-tailed)				
	N	79			
Procurement Ethics	Pearson Correlation	.653 **		1	
	Sig. (2-tailed)	.000			
	N	79	79		
Government Regulations	Pearson Correlation	.611 **	.623 **		
	Sig. (2-tailed)	.000	.000		
	N	79	79		
Procurement Performance	Pearson Correlation	.739 **	.748 **	.799 **	1
	Sig. (2-tailed)	.000	.000	.000	
	N	79	79	79	79

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

Table 5: Direct effect of professional training on procurement performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square		df1	df2	Sig. F Change
					Change	F Change			
1	.739 ^a	.547	.541	.84012	.547	92.889	1	77	.000

ANOVA^a

Model	Sum of Squares				F	Sig.
	Squares	df	Mean Square			
1	Regression	65.562	1	65.562	92.889	.000 ^b
	Residual	54.347	77	.706		
	Total	119.909	78			

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1	(Constant)	.611	.270		2.260	.027
	Professional training	.743	.077	.739	9.638	.000

a. Dependent Variable: Procurement Performance

Table 6: Direct effect of procurement ethics on procurement performance
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics							
					R Square Change	F Change	df1	df2	Sig. F Change			
1	.748 ^a	.560	.554	.82794	.560	97.927	1	77	.000			
ANOVA^a												
Model	Sum of Squares		df	Mean Square		F	Sig.					
1	Regression	67.127	1	67.127	97.927		.000 ^b					
	Residual	52.782	77	.685								
	Total	119.909	78									
Coefficients^a												
Unstandardized Coefficients Standardized Coefficients												
Model		B	Std. Error		Beta		t	Sig.				
1	(Constant)	.842	.242				3.482	.001				
	Procurement Ethics	.749	.076		.748		9.896	.000				

a. Dependent Variable: Procurement Performance

Table 7: Direct effect of government regulations on procurement performance
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics							
					R Square Change	F Change	df1	df2	Sig. F Change			
1	.799 ^a	.638	.633	.75080	.638	135.718	1	77	.000			
ANOVA^a												
Model	Sum of Squares		df	Mean Square		F	Sig.					
1	Regression	76.504	1	76.504	135.718		.000 ^b					
	Residual	43.405	77	.564								
	Total	119.909	78									
Coefficients^a												
Unstandardized Coefficients Standardized Coefficients												
Model		B	Std. Error		Beta		t	Sig.				
1	(Constant)	.358	.142				2.525	.014				
	Government Regulations	.868	.075		.799		11.650	.000				

a. Dependent Variable: Procurement Performance

Table 8: Multiple regression results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.861 ^a	.742	.732	.64242	.742	71.847	3	75	.000

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	88.955	3	29.652	71.847	.000 ^b
	Residual	30.953	75	.413		
	Total	119.909	78			

a. Dependent Variable: Procurement Performance

b. Predictors: (Constant), Government Regulations, Procurement Ethics, Professional Training

Table 9: Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	.389	.075			5.202	.000
Professional Training	.373	.120	.329		3.116	.003
Procurement Ethics	.395	.079	.394		4.999	.000
Compliance with Government Regulations	.538	.118	.495		4.581	.000

a. Dependent Variable: Procurement Performance

Hypothesis testing

Study **hypothesis one** stated that there is no significant influence of professional training on procurement committees performance in public secondary schools in Khwiser Sub County. The study results indicated that there was a positive and significant influence of professional training on procurement committees performance in public secondary schools in Khwiser Sub County ($\beta = 0.373$ (0.120) at $p<0.05$). **Hypothesis one was thus rejected.** The results implied that a single increase in professional training of procurement committee members will yield 0.373 unit improvement in the procurement committees performance in public secondary schools in Khwiser Sub County. The results were supported by Wambui (2013), who asserted that the need for professionals training has become an authority and plays an advisory role to secondary schools on the best time to buy and from what sources. This is of importance as it helps them especially the time of product specifications of the various products required by their respective institutions. Trainings help in adherence to procedure

and saves on cost. Findings further posit that for effective and efficient procurement, skills and work experience are significant aspects of procurement performance.

Study **hypothesis two** stated that there is no significant influence of procurement ethics on procurement committees performance in public secondary schools in Khwiser Sub County. The study results indicated that there was a positive and significant influence of procurement ethics on procurement committees performance in public secondary schools in Khwiser Sub County ($\beta = 0.395$ (0.079) at $p<0.01$). **Hypothesis two was thus rejected.** The results implied that a single increase in procurement ethics by procurement committee members will yield 0.395 unit improvement in the procurement committees performance in public secondary schools in Khwiser Sub County. The results were supported by Philly, Were and Nkirina (2017) who conducted a study on effects of conflict of interest on procurement performance in referral hospitals in Kenya: a case of Kenyatta national hospital and revealed that conflict of interest may

arise during evaluation and award of bids. In addition, access to information by stakeholder in key stages of the procurement cycle promotes transparency and accountability in public procurement which prevents conflict of interest and corruption. The study concluded that purchasing and supply management professionals should declare personal interest which may affect their impartiality in the procurement process.

Study **hypothesis three** stated that there is no significant influence of compliance with government regulations on procurement committees performance in public secondary schools in Khwiser Sub County. The study results indicated that there was a positive and significant influence of compliance with government regulations on procurement committees performance in public secondary schools in Khwiser Sub County ($\beta = 0.538$ (0.118) at $p<0.01$). **Hypothesis three was thus rejected.** The results implied that a single increase in compliance with government regulations by procurement committee members will yield 0.538 unit improvement in the procurement committees performance in public secondary schools in Khwiser Sub County. The results were supported by Wahu, Namusonge, Mungai, Ogol (2015) who asserted that the Public Procurement and Disposal Act (2005) does establish procedures for efficient public procurement and for the disposal of unserviceable, obsolete or surplus stores, assets and equipment by public entities and equally provides for other related matters in order to maximize economy and efficiency; so as to promote competition and ensure fair treatment of competitors to promote the integrity and fairness of the procedures; to increase transparency and accountability in the procedures; and to increase public confidence in them and finally

to facilitate the promotion of local industry and economic development.

CONCLUSIONS

First, the study concludes that professional training of procurement committee members in procurement process has a significant bearing on procurement performance in public secondary schools.

Secondly, the study concludes that strict adherence to procurement ethics can really boost procurement committee performance in public secondary schools.

Thirdly, the study also concludes that strict compliance with government regulations on public procurement has a significant effect on procurement committee performance in public secondary schools.

RECOMMENDATIONS

First, the study recommends that there should be professional training of all school procurement committee members so as to boost procurement committee performance in public secondary schools.

Secondly, all schools procurement committee members should strictly adhere to procurement ethics to avoid conflict of interest in procurement matters as this can compromise procurement committee performance in public secondary schools.

Thirdly, there should be strict compliance with government regulations on public procurement since this will assist in checking procurement committee performance in public secondary schools.

Areas for further research

First, another study can be done on the efficacy of electronic procurement in public secondary schools so as to compare results.

Secondly, a similar study can be replicated in private secondary schools so as to compare empirical results.

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