

Factors Affecting the Use of Public Procurement and Disposal Act Of 2005 in Public Secondary Schools - A Survey Study Of Trans-Nzoia County In Kenya

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Abstract: Kenya is undertaking public procurement reforms, by enacting the Public Procurement and Disposal Act (PPDA) of 2005 which became operational in 2007. This research considered the factors which affect the implementation of PPDA in public secondary schools by considering four factors; procurement skills, enforcement, organizational procurement culture and familiarity with procurement regulations. The researcher adopted purposive sampling and questionnaires were administered to the respondents, who included the members of the tender and procurement committees. Data collected was analyzed by use of SPSS and presented in percentages, frequency tables, and inferential statistics. The study showed that there is a significant relationships between; procurement skills, enforcement of PPDA, organizational procurement culture and familiarity with the regulations and the implementation of the PPDA. 80% of the respondents agree that lack of familiarity with the procurement regulations, inhibited the implementation of the PPDA. 85% of schools in Trans- Nzoia County have not engaged procurement professionals. 53% of the respondents agree that lack of training has hindered the implementation of PPDA. 80% agree that lack of enforcement has somehow hindered its implementation. It is recommended that the procurement officers in public secondary schools to read, understand and implement the Public Procurement and Disposal Act 2005 and that the school management should train their procurement officers to gain procurement skills, which will enhance the effective implementation of the PPDA.

Keywords: Compliance, Enforcement, Organization culture, Professionalism, Public procurement, School management, Value for money.

1. INTRODUCTION

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 purchasing of commodities and contracting of construction works and services if such acquisition is effected with resources from the State Budget, Local Authorities Budget, State foundation funds, Domestic loan or foreign loan guaranteed by the state. Public procurement thus means procurement by a procuring entity using public funds (World Bank 1995). Education accounts to about 60% of the government of Kenya budget, especially with the introduction of free primary education and free day secondary school education, for public primary and secondary schools. For effective procurement of goods and services which is fair, transparent and that which gives value for the money, good procurement procedures should be followed. The study is about the factors that affect the Kenyan public secondary schools in their implementation of the Public Procurement and

Disposal Act (PPDA) of 2005 in their procurement of goods and services. The study was carried out in public secondary schools since they are required by law to apply public procurement and disposal Act in all their procurements.

The concepts of transparency and accountability are nowhere more significant in public administration than in procurement, which may account for more than one third of a government outlay, (Schapper *et al* 2006). Public procurement is inherently a politically sensitive activity not least because it involves significant amount of public money even within the context of a national economy (Daniel. 2006). The significance of public procurement reforms for developing countries is increasingly being appreciated by development agencies globally, recognizing that the social and economic cost (Schapper *et al* 2004) of the weakness in public procurement governance are compounded by increase in sovereign risks that this represent for foreign investment (Jones 2002). Public procurement problems are by no means limited to developing countries (Hunja 2003; Nagle 1992). Even in those jurisdictions with stronger administrations, the issues are poorly appreciated and susceptible to systemic failures of accountability, often because the agents of accountability themselves are at best a weak appreciation of the issues (Peachment 1992).

Procurement in the public sector in Kenya has undergone several reforms since independence. In 1963 to 1969 public procurement was done using the British system under the responsibility of the crown agent. In 1969 to 1978 procurement was done using circulars under the responsibility of treasury/ government of Kenya (GoK). In 1998 a country procurement assessment report was produced which was sponsored by the World Bank. The Public Procurement and Disposal Act (PPDA) was enacted in 2005 and it became operational in January 2007. The act established the Public Procurement Oversight Authority (PPOA) and Public Procurement Review Board (PPRB) to preside over the bidding systems. School Management Committees (SMCs) in schools are often involved in the procurement of goods and services such as purchase of copier printers, photocopiers, computers, stationary, school uniforms and school buses among others. A sound procurement system is important to an organization because it helps to ensure that goods and services are purchased in a fair and transparent manner and they represent value for the money. Procurement in most of the organizations accounts for about 70% of their budgets. Most of these organizations are working to ensure that they get value for the money that they spend in procurement by ensuring that the procurement process is efficient, effective, transparent and fair.

Statement of the Problem

Procurement in Kenya has undergone several reforms since independence. These reforms have mainly been pushed by the World Bank donors, whose money is spent in the procurement of goods and services. In line with this, the government of Kenya enacted the Public Procurement and Disposal Act of 2005. This act enabled the formation of Public Procurement Oversight Authority (PPOA) and the Public Procurement Review Board (PPRB) to preside over the bidding system. Despite all these reforms, most public secondary schools have challenges in implementation of the Act for effective, efficient, fair and transparent processes.

General Objective

To find out factors affecting the use of Public Procurement and Disposal Act of 2005 in procurement function in public secondary schools in Kenya.

Specific Objectives

1. To determine the effect of procurement skills on the use of public procurement procedures in public secondary schools.
2. To establish the effect of enforcement on the use of public procurement procedures in public secondary schools.
3. To determine the effect of familiarity with the regulations on the use of public procurement procedures in public secondary schools.
4. To establish the effect of organizational procurement Culture on the use of public procurement procedures in public secondary schools.

Justification of the study

The findings of the research will benefit the government of Kenya in implementing the Public Procurement and Disposal Act. The public secondary schools, the public and the ministry of education will benefit from the findings. The World Bank and other development partners will use the findings in decision making and enable other jurisdictions implement procurement reforms.

2. LITERATURE REVIEW

2.1. Procurement in public schools in the rest of the world

Procurement in England is currently undergoing reforms with a view of reducing procurement spending significantly over the coming years. Increasing levels of centralization in procurements is a key aspect of this reform particularly with the establishment of Efficiency and Reform Group (ERG) within the cabinet office in 2010 (Perry, C. 2011). England schools receive funding from the government and are able to decide how their budgets will be spent. The schools have significant choice and flexibility about the services they procure to improve outcomes for their pupils. English secondary schools are the second most autonomous of the countries that form the EU in terms of decision making according to the Organization for Economic Cooperation and Development (OECD) report. Many schools establish systems to support their work, including access to local and national sources of information. Some schools have also established partnerships to achieve economies of scale in procurement. National Audit Office (NAO), (2011) procurement has been identified by the British Government as a key area for making efficiency savings and it has been suggested that schools could save up to one billion sterling pounds through smarter procurements and back office spending (Perry, C.2011).

In Wales, schools can procure goods and services directly with suppliers or through regional or national frameworks. Procurement services provided for schools in Wales are; schools can trade electronically with registered suppliers through the National exchange Wales e-procurement program. Schools may also use the Welsh purchasing card; a business payment card used by public sector organizations across Wales. Under the current school building program, capital investment for school building is allocated only to local authorities with a good track record of investment. Some local authorities in Wales have established framework contracts with a range of contractors over a prescribed period of capital investment in schools. (Body G, 2010).

In Ireland, schools have significant autonomy in the procurement of goods and services. However, specific grants are sometimes made to schools with prescribed rules on how they are to be spent. A number of frameworks are in place that schools can avail from in order to achieve best value for money. Major capital works are procured and managed centrally. The Department of Education often uses Public Private Partnerships (PPPs) for large capital schemes Department of (Education and Science Smart schools, 2009).

In USA, there is the Federal Acquisition Regulation system (FAR) which is established for the codification and publication of uniform policies and procedures for acquisition by all executive agencies. Public schools must meet both the federal and the state procurement requirements. Where the federal and the state law conflict the stricter requirements must be followed. For example there are two provisions of the state law that may not be used by public schools, for schools nutrition program purchases because the applicable federal law is stricter.

In South Africa, the government through the ministry of education has developed a basic financial manual for schools. This provides the regulations that should be followed by schools in their procurement process (Western Cape Education Department). In Uganda, the Public Procurement and Disposal of Assets Authority (PPDAA) was formed under the Public Procurement and Disposal Act (PPDA) of 2003. The PPDAA provide guidelines and regulations in public procurement of all public entities including schools and colleges (Eyaa, 2011). In Tanzania, the Public Procurement Act No 3 of 2001 became effective on first July, 2001. The act provides a comprehensive coverage of all regulatory aspect critical to public procurements including schools (Eng Nkinga, 2003).

Based on the above information it is evident that governments all over the world are putting measures in place towards ensuring that there is effective, efficient and transparent procurement process in their public institutions including schools so that they can obtain value for their money. It is from this background that I found it necessary to establish the factors affecting the use of Public Procurement Act in Kenyan secondary schools which will be the basis of future decision making in streamlining procurements in public schools.

2.2. Procurement in Public Secondary Schools in Kenya

Kenyan secondary schools have a tender committee that is headed by the Deputy Principal of the school. The Education Act and the Secondary Schools Heads Manual recognizes school heads as the financial controllers and accounting officers responsible for all the school revenue and expenditure management. Prior to reforms procurement and tendering activities

in public institutions including secondary schools were carried out under unclear legal frameworks which failed to check irregularities arising from the process. Procurement reforms were initiated to enhance efficiency, and minimize loss of public resources. Even though the reform process was initiated almost a decade ago, little had been documented about the extent to which the regulations had been implemented in public secondary schools and its effect on expenditure management. The Public Procurement Oversight Authority (PPOA) produced a procurement manual for schools and colleges in 2007 to be used by school tender committees in their procurement process, but little has been done to find out if the manual is being followed effectively.

2.3. Conceptual framework

In order to establish the factors affecting the use of Public Procurement and Disposal Act of 2005 in Kenyan public secondary schools, the research considered independent and dependent variables. The independent variables in this study are; - procurement skills, organizational culture and familiarity with the regulations, enforcement. The dependent variable is the use of public procurement procedures. The study sought to find out how the dependent variable is affected by the independent variables.

Conceptual framework

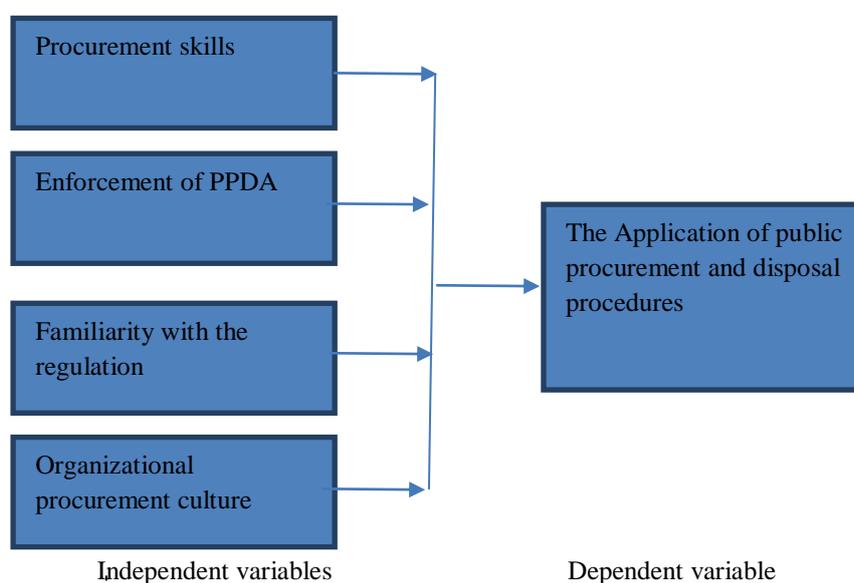


Figure 2.1. Conceptual framework.

2.3.1. Procurement Skills and the use of public procurement and disposal procedures.

Skills are acquired by one who has undergone a professional training. Professionalism is a calling requiring specialized knowledge and often long and intense preparations including instructions in skills and methods, maintaining by force of organization and 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 its prime purpose, the rendering of a public service (Dobler *et al* 1996). A profession has the following essential features: a skill based on theoretical knowledge; a skill requiring training and education; the demonstration of competence by profession by passing a test; maintenance of integrity by adhering to the code of conduct; service provided for the public good and the profession is recognized (Millerson 1964)

A work force that is not adequately educated in procurement matters will lead to serious consequences including breach of the code of conduct. Professionalism in public procurement relates not only to the level of education and qualifications of the workforce but also to the professional approach in the conduct of business activity (Raymond 2008). Raymond also noted that there are approximately 500,000 professional purchasing people in the United States and only 10% of these have been members of a professional body and the rest are not even aware that there are ethical and legal standards involved in procurement. (Raymond 2008) asserts that lack of high degree of professionalism in public procurement leads to corruption which ultimately impedes compliance. Procurement officers must be trained and made aware of all the

regulations in relation to procurement and related procedures (Hui *et al* 2011). The ethical code is not only the deterrent of incorrect behavior but also an enabler for all members of the organization to safeguard the ethical legacy of the firm (Rossi 2010).

2.3.2. Enforcement of PPDA and the use of public procurement and disposal procedures

Enforcement can be defined as the act of enforcing; ensure observance of or obedience to a rule or law; the act of compelling by force of authority; carrying out, implementation, execution, the act of accomplishing some aim or executing some order (based on world Net). Enforcement could be broadly viewed as any action taken by regulators to ensure compliance (Zubicic *et al* 2011). The threat of legal sanctions is essential to regulatory compliance and enforcement actions has a cumulative effect on the consciousness of regulated companies and it reminds companies and individuals that violators will be punished and to check their own compliance program (Gunningham *et al* 2005). They also argue that the outcomes of sustained enforcement actions instilled a culture of compliance and has a direct impact on corporate compliance behavior. Corrective enforcement measures remain an essential ingredient in any compliance regime (Sutinen *et al* 1999). The study would like to find out the extent of enforcement in effecting procurement procedures in public secondary schools.

2.3.3. Familiarity with the regulations and the use of public procurement and disposal procedures

The public procurement and Disposal Act of Kenya, provides the rule and regulations that should be followed in public procurement. Rules need to be clear and easily understood for them to be followed. Eyaa *et al* 2011, stated that lack of familiarity with the procurement rules result into poor compliance levels. Members of the tender committee in public secondary schools in Kenya have limited understanding of their roles and are usually open to manipulation by management and the Board of Governors. According to (De Boer and Telgan 1998) as quoted by (Gelderman *et al* 2006) one of the factor causes of noncompliance with procurement regulations is the level of familiarity with the procurement regulations. During the early days of inception of public procurement regulations in the Netherlands, many municipalities could not comply to the regulations because they were not familiar with them (De Boer and Telgan 1998). 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. Ambiguity in the public procurement procedures may provide a chance for dubious acts including opaque tendering and poor compliance levels (Eyaa *et al* 2011). (Gelderman *et al* 2006) as quoted by (Tukamuhambwa 2011) maintains that public purchasers will comply with the rules if they perceive them as clear. Educating and training public purchasers will be an effective tool for increasing the compliance with the directives of public procurement (Gelderman *et al* 2006). I would therefore want to find out the extent to which familiarity with the public procurement regulations influence effective use of public procurement procedures.

2.3.4. Organizational procurement culture and the use of public procurement and disposal procedures

Implementation of the organizational activities depends on the relationships between and within organizations. The principal agency theory best explains this. The theory holds that shrinking is likely to occur when there is disagreement between policy makers and the bureaucracy. I would also want to find out the influence of institutional culture on implementing the procurement act in Kenyan public secondary schools. The school management consists of Board of Governors, The School Principal, The Deputy School Principal and The Heads of Departments. The school management is the ultimate source of authority and it manages goals and policies for the school. It devotes more time on planning and coordinating (Management Study Guide. Efficient management is one of the most effective preventive mechanisms since it promotes transparency and accountability, facilitates oversight and provides a good basis to prevent corruption (Hui *et al* 2011). An organization with genuine commitment to legal compliance is evidenced by top management's dedication to ethical corporate behavior (Krawiec 2003). Formal controls must first be defined, agreed and applied top down internally within an organization if they are to be effective (Rossi 2010). The procurement profession should have the blessing and good will of the top management in implementing public procurement procedures in public secondary schools.

2.4. Empirical studies

A few studies have been conducted in this area. (Eyaa *et al* 2011)in the study ; Explaining noncompliance in public procurement in Uganda found out that familiarity with the regulations is a significant predictor of compliance in public procurement regulations. They concluded that the more procurement personnel are familiar with the regulations the more

compliant they will be. (Gelderman *et al* 2006) carried out a study on the causes of noncompliance with the European Union procurement directives. He established that familiarity with procurement regulations improves compliance. Tukamuhabwa researched on Antecedents and consequences of public procurement noncompliance behavior. He developed a conceptualization of the antecedents and consequences of compliance and noncompliance behavior in public procurement. He included; media publicity, enforcement, records management, organizational culture, political interference, professionalism, organizational incentives, perceived rule legitimacy, moral obligations, social influence, familiarity with the rules and top management support were identified as antecedent. While cognitive dissonance delivery were identified as consequences. However this study was basically theoretical and did not empirically test the variables. Kenyanya sought to establish, low employee motivation, low corruption, better corporate governance and low service the influence of the public procurement regulations of 2006 on procurement practices among secondary schools in Mosocho division Kisii County Kenya. The research found out that the regulations have had a significant influence on the pricing of goods procured by public institutions and lead time, while the same regulations have had a less significant influence on transparency of the procurement process and the quality of goods procured.

3. METHODOLOGY

The study was a survey research and adopted a quantitative and qualitative approach. A sample of responses were selected from a population using stratified random sampling. Questionnaires were administered to the respondent by the researcher. This method is convenient because it is possible to collect data from a large or small population and can be employed by almost any discipline. The research targeted members of the schools tender committee which is headed by The Deputy Principal in public secondary schools. Purposive sampling was used to get to the target population because the questionnaires was administered to teachers who are involved in procurement. On average the schools tender committee has 6 members, therefore in 150 schools this is approximately 900 individuals targeted. The researcher targeted at least three members of the procurement committee in every school that were sampled. The research targeted schools that have been in existence for more than ten years. The researcher selected 20 schools and administered at most 60 questionnaires and collected data. The research adopted the use of a questionnaire. The questionnaire included structured and unstructured questions. Data captured using questionnaires was summarized, coded and classified into categories. The data collected was presented using tables, frequencies, percentages, and inferential statistics using SPSS.

4. DATA ANALYSIS PRESENTATION AND DISCUSSION

4.1. Procurement Skills

The researcher wanted to find out the extent to which public secondary schools use the services of trained procurement professionals in their procurement activities. This would ensure that they adhere to the procurement act and regulations. Table 4.1 below shows the inferential statistics for procurement skills as in knowledge of PPDA, training and capacity building of procurement staff. From table 4.1, the study shows that on improving effective implementation of the PPDA training and capacity building has a high significant relationship with being aware of the procurement procedures and regulation and also with management's full support of the procurement committee. The same variable has an insignificant correlation with reading and understanding of the PPDA.

Table 4.1 Correlations of training and capacity building

		Read the PPDA	Positive impact of awareness of regulation	Management fully support committee
Capacity building and training improved implementation of PPDA	Pearson's correlation	0.324	.503**	.430**
	Sig -(2-tailed)	0.061	0.002	0.01
	N	34	35	35

4.2 Enforcement

The table below shows the inferential statistics for enforcement of the Public Procurement and Disposal Act of 2005. From the statistics in table 4.2 the study shows that there is a high significant relationship between enforcement of the Public Procurement and Disposal Act with being aware of the PPDA. Enforcement of PPDA is also highly correlated with familiarity with the public procurement regulations.

Table 4.2. Correlations of enforcement of the PPDA

		Aware of PPDA	Familiar with procurement regulations
Enforcement of PPDA	Pearson's correlation	.454**	.485**
	Sig – (2-tailed)	0	0
	N	60	59

4.3. Familiarity with the Regulations

Table 4.3 below shows the inferential statistics for familiarity with the procurement procedures and regulations. From the correlation statistics it is evident that familiarity with the procurement regulations has a high significant relationship with awareness of the PPDA, reading the PPDA and training of the procurement staff.

Table 4.3. Correlations of familiarity with the regulations.

		Aware of PPDA	Read the PPDA	Training staff
Familiarity with the procurement regulations	Pearson's correlation	.424**	.438**	.339**
	Sig – (2-tailed)	0.001	0.001	0.009
	N	59	58	59

4.4 Organizational Procurement Culture

Table 4.4 below shows the correlations of school procurement culture, aware of procurement procedures, training and capacity building of staff and lack of enforcement of PPDA. From this data it is evident that there is a significant relationship between the school procurement culture with being aware of the procurement procedures and having procurement staff trained. These have a Pearson's correlation value of less than 0.05. However the relationship between the school procurement cultures with lack of enforcement of PPDA is less significant with a Pearson's correlation value of more than 0.05.

Table 4.4: Correlations of school procurement culture

		Aware of procurement procedures	Training and capacity building of staff	Lack of enforcement of PPDA
Procurement Culture	Pearson's correlation	.277*	.305*	0.18
	Sig- (2-tailed)	0.033	0.018	0.17
	N	59	60	60

5. FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary of the findings

The main objective of the study was to find out the factors that affect the effective use of the Public Procurement and Disposal Act of 2005, in the procurement practices, in public secondary schools in Kenya. The study was conducted on procurement officers in public secondary schools in Trans-Nzoia County and involved 60 members of the procurement committees. The study findings show that there is a significant effect on the implementation of the procurement act by the following factors; procurement skills, the enforcement of the law, school management, familiarity with the procurement regulations and the organization procurement culture having a critical value of $p < 0.05$.

5.2 Discussions

5.2.1. How do procurement skills affect the application of public procurement procedures in public secondary schools in Trans- Nzoia County?

On procurement skills 85% of the respondents said that the schools had not employed professional procurement officers in their schools. The study revealed that there is a significant correlation between having skilled procurement officers and the effective implementation of the Public Procurement and Disposal Act, with a critical value of $p=0.032$. When asked if the schools provides training programs for their procurement staff 55% of the respondents said that the schools did not train their procurement staff..

There is a significant relation between training of the procurement staff and the effective implementation of the PPDA. This has a critical value of $p<0.05$, indicating a high level of dependence. The relationship between lack of training and the effective implementation of the PPDA was not significant it had a critical value of $p=0.30$ which is greater than 0.05. There was a significant relationship between training of the procurement staff and being aware of PPOA in the effective implementation of the PPDA. This had a critical value of $p=0.023$. Training of the procurement staff has also a significant relationship with familiarity with the regulations with a critical value of $p=0.003$ indicating that the two variables are dependent on each other to enhance effective implementation of the PPDA. Hence, the study shows that having skills and training in procurement enhances the effective implementation of the PPDA, whereas lack of skills and training in procurement inhibit the implementation of the procurement act.

5.2.2. How does enforcement affect the application of public procurement procedures in public secondary schools in Trans-Nzoia County?

Enforcement could be broadly viewed as any action taken by regulators to ensure compliance, (Zubicic *et al* 2011). On the question of enforcement officer ensuring that the PPDA is implemented 68% of the respondents agreed. The study revealed that there is a correlation between enforcement of the law and being familiar with the procurement regulations in the implementation of the procurement act. This had a critical value of $p<0.05$. 80% of the respondents strongly agree that lack of enforcement could make the school procurement officers to relax on the implementation of the Public Procurement and Disposal Act. Where there is proper enforcement of the act and where the procurement officers have skills in procurement there is effective implementation of the procurement act. Hence, enforcement of the law has an influence on the effective implementation of the Public Procurement and Disposal Act in public secondary school in Kenya.

5.2.3 How does familiarity with the regulations affect the application of public procurement procedures in public secondary schools in Trans-Nzoia County?

The study revealed that there is a significant relationship between being familiar with the procurement rules and having a positive impact on the effective implementation of the PPDA. These variables had a critical value of $p<0.05$. The study found out that being aware of the public procurement and disposal act and reading to understand and apply the act have a significant relationship at a critical value of $p=0.002$. This means that the procurement officers who are aware of the PPDA and who have read the act do effectively implement the Act. Hence, familiarity with the regulations has influence on the implementation of the Public Procurement and Disposal Act. This concurs with Heneghan *et al* 2007 who indicated that high levels of noncompliance were partly attributed to the complex legislative requirements. (Eyaa *et al* 2011) also stated that lack of familiarity with the procurement rules result in poor compliance level.

5.2.4 How does organizational procurement culture affect the application of public procurement procedures in public secondary schools in Trans-Nzoia County?

The study found out that there is a significant relationship between the school procurement culture and enhancing the effective implementation of the PPDA at a critical value of $p<0.05$. The research also revealed that there is a significant relation between skills and the procurement culture with a critical value of $p=0.018$. Some organizational culture can enhance the implementation of the PPDA while other organizational cultures do inhibit the implementation of the act. Hence, the organizational procurement culture has influence on the effective implementation of the PPDA in public secondary schools in Kenya.

The study also found a significant relationship between the influence of school management and capacity building and training which has a critical value of $p=0.01$, hence, school management has influence on the effective implementation of

the Public Procurement and Disposal Act in public secondary schools in Kenya. Organizational culture is the collective programming of the mind that distinguishes the members of one organization from others (Hosfede 1991). A culture plays a central role in the compliance process and associated outcomes (Lisa 2010). An organization with genuine commitment to legal compliance is evidenced by top management dedication to ethical corporate behavior, (Krawiec 2003).

5.3 Conclusion

There is a significant relationship between reading the procurement act and being aware of it in the effective implementation of the PPDA with a critical value of $p=0.002$. There is also a significant relationship between being aware of PPOA and understanding the mandate of PPOA with a critical value of $p<0.05$ which have an effect on the effective implementation of the procurement act. There is a significant relationship between skills, training and effective implementation of the PPDA with a critical value of $p<0.05$, and $p=0.01$ and $p=0.002$ respectively. There is also a significant relationship between the school procurement culture with members of the procurement committee being familiar with the procurement regulations, this has a critical value of $p=0.05$. The school management influence has a significant relationship with the school procurement culture this has a critical value of $p<0.05$. On the question of what should be done, to improve on procurement in public secondary schools? Most of the respondents said that there should be no interference and arm twisting of the procurement committee by the school management. The majority of the respondents said that there is need to train the procurement staff and update them in procurement skills. They also recommended that the procurement staff should be provided with relevant instructional materials for reference. Other respondents said that schools should employ professional procurement staff.

5.4 Recommendations

1. There is need for the procurement officer in public secondary schools to read, understand and implement the Public Procurement and Disposal Act of 2005.
2. The school management should be encouraged to train their procurement officers to gain procurement skills, which will enhance the effective implementation of the PPDA.
3. School management should not interfere with the decisions of the procurement committee, in their procurement practices. The procurement committee should not be intimidated.
4. The schools should develop a culture of compliance and transparency in their procurement practices, ,
5. There is need for the Public Procurement Oversight Authority (PPOA) to improve on the enforcement of the PPDA, to enhance its implementation.

5.5 Suggested Further Research

1. How to effectively implement the Public Procurement and Disposal Act of 2005.
2. Challenges of implementing the Public Procurement and Disposal Act of 2005.
3. Procurement issues in public secondary schools in Kenya.

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