

**FACTORS INFLUENCING IMPLEMENTATION OF PUBLIC
PROCUREMENT AND DISPOSAL ACT, 2005 IN PUBLIC DAY
SECONDARY SCHOOLS IN MUKURWE-INI SUB - COUNTY,
NYERI COUNTY, KENYA**

**BY:
NJOROGE C. MUNGAI**

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DECLARATION

This research project report is my original work and has not been presented for a degree in any other university.

Signed Date

Njoroge Charles Mungai
L50/60184/2013

This research project report has been submitted for examination with my approval as University supervisor.

Signed Date

Prof. David Macharia EBS
School of Continuing and Distance Education
University of Nairobi

DEDICATION

I dedicate this work to my wife Nancy and daughter Elaine for their moral support, their constant encouragement and demonstrating great concern during my study.

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ABBREVIATIONS AND ACRYONYMS

B.O.M	Board of Management
CDF	Constituency Development Fund
FSE	Free Secondary Education
G o K	Government of Kenya
HRM	Human Resource Management
KACC	Kenya Anti Corruption Commission
MoEST	Ministry of Education, Science and Technology
PMS	Project Management Systems
PPCRAB	Public Procurement Complaints, Review and Appeals Board
PPD	Public Procurement Directorate
PPDA	Public Procurement and Disposal of Public Assets
RBV	Resource Based-View
SPSS	Statistical Package for Social Sciences

ABSTRACT

The Public Procurement System in Kenya has evolved from a crude system with no regulations to an orderly legally regulated procurement system. The Procurement system was contained in Supplies Manual of 1978, supplemented by circulars issued from time to time by the Treasury. The purpose of the study was to evaluate the factors influencing successful implementation of Public Procurement and Disposal Act, 2005 in Public Day Secondary Schools in Mukurwe-ini sub- County in Nyeri County. The study sought to establish the influence of school resources, school culture, school leadership and school politics on the successful implementation of Public Procurement and Disposal Act, 2005 in Public Day Secondary Schools. This study adopted descriptive survey design. The target population comprised of all employees in the public day secondary schools in Mukurwe-ini sub-county. A sample of 300 respondents was selected using purposeful and stratified random sampling. Data collection methods used structured questionnaires. Data was analyzed quantitatively and qualitatively and presented descriptively and illustrated by use of tables. Information was sorted, coded and input into the SPSS for production of tables, descriptive statistics and inferential statistics. The study findings indicated that school resources, school culture, school leadership and school politics influenced implementation of Public Procurement and Disposal Act, 2005 in Public Day Secondary Schools. Correlations results indicated that there was a positive and significant relationship between implementation of the Act and school resources, school culture, school leadership and school politics. From the study findings, one can conclude that the organization leadership at public secondary schools is not effective and this may have led to poor implementation of the Act, the culture at public secondary schools was not conducive for strategy implementation leading to poor implementation of the Act, the management of organization resources at public secondary schools is not effective and this may have led to poor implementation of the Act and the organization politics at public secondary schools are not conducive for strategy implementation contributing to

the poor implementation Act. The study recommends that for strategy implementation to be successful, public and private institutions need to align their culture to strategy. Specifically, public secondary schools need to address the resistance of employees by improving on communication and training them and rewarding them adequately. Public institutions need to align the organization leadership to strategy. It should therefore ensure that the leadership style is transformational and not transactional. The management should also put in place proper compensation and reward structure for strategy implementation.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

Over the past decades, public procurement has gained much attention amongst developing countries. Procurement budgets in developing countries account for about 20 per cent of government expenditure globally (Mlinga, 2009), many governments have embarked on reforms in their procurement systems to streamline and harmonize legal and institutional framework.

In developing countries, public procurement is increasingly recognized as essential in service delivery (Basheka & Bisangabasaija, 2010), and it accounts for a high proportion of total expenditure. For instance, public procurement accounts for 60% in Kenya (Akech, 2005), 58% in Angola, 40% in Malawi and 70% of Uganda's public spending (Wittig, 1999; Government of Uganda, 2006) as cited in Basheka and Bisangabasaija (2010). This is very high when compared with a global average of 12-20 % (Frøystad *et al.*, 2010). Due to the colossal amount of money involved in government procurement and the fact that such money comes from the public, there is need for accountability and transparency, (Hui , Othman, , Normah, Rahman, & Haron, 2011).

Hui et al., (2011) while analyzing procurement issues in Malaysia established that procurement officers were blamed for malpractice and non-compliance to the procurement policies and procedures. Gelderman *et al.*, (2006) stipulate that compliance occurs when the target performs a requested action, but is apathetic about it, rather than enthusiastic, and puts in only a minimal or average effort. However, as an organizational outcome, compliance has traditionally been understood as conformity or obedience to regulations and legislation (Snell, 2004) cited in Lisa, (2010). For instance in Uganda, a wave of procurement reforms that begun in 1997, culminated into the enactment of the Public Procurement and Disposal of Public Assets (PPDA) Act 2003, and regulations

2003. Unfortunately, many central government ministries and agencies have since then not followed prescribed practices (Agaba & Shipman, 2007). The procurement audits carried out by the PPDA have revealed that out of 322 contracts audited at the end of 2005, only 7 (2%) were assessed as compliant. Other successive audit checks reveal that compliance in public procurement in Uganda is still inadequate (PPDA compliance reports, 2009; PPDA Baseline survey report, 2010; PPDA Capacity Building Strategy Report, 2011-2014; World Bank Country Procurement Assessment Report, 2001) cited in Tukamuhabwa (2012). According to Kenyanya *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. 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.

In a study by Kenyanya *et al.*, (2011) found that the established legal and regulatory framework in public secondary schools in Kenya has added some strength to the public procurement system, weaknesses still exist in the framework. For example, although open tenders were found to be the preferred method of tendering used by most of the public secondary schools thus bringing it closer to its intended status as the default method of procurement, it is clear that the procurement functioning needs to be developed further and considerable effort put into defining strategies for how to make open tendering the main method of procurement.

1.1.1 Profile of Mukurwe-ini Sub- County

Mukurwe-ini was elevated to District status in 2008 and later to a Sub- County in line with the Kenya's new constitutional dispensation. The Sub- County is one of the seven Sub- Counties created out of the old Nyeri District of Central Province of Kenya.

Mukurwe-ini sub-county has 30 public day secondary schools. According to District Education Office Financial Reports, (2010), the GoK through FSE Programme funds these schools to the tune of Ksh. 85million annually .The parents pay school fees totaling Ksh. 47million annually. Other sources of funds includes GoK-MoEST Bursary Ksh.1.89million, CDF Ksh 32million. These financial resources are used in the procurement of goods and services necessary to support education provision in the schools. The schools are required to adhere to the provisions of the Public Procurement Act, 2005 in their procurement processes. This is meant to ensure prudence and efficiency in the management of public finance within the education sub-sector.

1.2 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 Publishers 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).

In spite of the legal and institutional reforms carried out in the public procurement sector in Kenya, Public Procurement Law has failed to eradicate corruption in the sector. KACC Perception Survey 2010 indicates that over 80 percent of corrupt practices in

Kenya still occur in public procurement. Recent scams such as the Anglo-Leasing Security Contracts, maize importation, mismanagement of Free Primary Education (FPE) funds, sale of Grand Regency Hotel to Libyan investors, Triton Oil scam, sale of Kenya's Embassy in Japan and many other irregular deals in Government all relate to corruption and impunity in public procurement. The Mars Group (2011), estimates that recent grand corruption scandals have cost the country over KSh.700 billion.

This raises a fundamental legal question; why has the Public Procurement and Disposal Act, 2005 together with other supporting legislations largely failed to tame corruption and related irregularities in public procurement? If indeed the problems facing public procurement sector in Kenya were purely due to weak legal and institutional framework, as Kenyans were made to believe, then why is it that ten years after putting in place major legal and institutional reforms, the sector still experiences numerous procurement-related corruption challenges? This implies that fixing public procurement in the country needs to go beyond legal and institutional reforms.

DfID & World Bank (2010) notes that the public procurement sector reform in developing countries has historically gone through three main phases: increased emphasis on the importance of capacity building, fiscal stability, and focus on the actual quality of public services delivery. However, this in effect alienates the more complex and usually undercover influence of politics on the key sectors of public service such as public procurement, and hence the need to unravel the factors that influence successive implementation of public procurement and disposal act, 2005 in public day secondary schools. It is for these reasons that this study proposes to study the factors that influence implementation of Public Procurement and Disposal Act, 2005 in public day secondary schools in Mukurwe-ini Sub-County.

1.3 Purpose of the study

The purpose of the study was to evaluate the factors influencing implementation of Public Procurement and Disposal Act, 2005 in Public Day Secondary Schools in Mukurwe-ini sub- County in Nyeri County.

1.4 Objectives of the study

The following are the objectives of the study:

1. To establish the influence of school resources on successful implementation of Public Procurement and Disposal Act, 2005 in Public Day Secondary Schools.
2. To determine the influence of school culture on successful implementation of Public Procurement and Disposal Act, 2005 in Public Day Secondary Schools.
3. To determine the influence of school leadership on the successful implementation of Public Procurement and Disposal Act, 2005 in Public Day Secondary Schools.
4. To establish the influence of school politics on the successful implementation of Public Procurement and Disposal Act, 2005 in Public Day Secondary Schools.

1.5 Research Questions

The study was guided by the following research questions:

1. To what extent do school resources influence successful implementation of Public Procurement and Disposal Act, 2005 in Public Day Secondary Schools?
2. What is the effect of school culture on successful implementation of Public Procurement and Disposal Act, 2005 in Public Day Secondary Schools?

3. What is the effect of school leadership on the successful implementation of Public Procurement and Disposal Act, 2005 in Public Day Secondary Schools?
4. What is the influence of school politics on the successful implementation of Public Procurement and Disposal Act, 2005 in Public Day Secondary Schools?

1.6 Justification of the Study

The study will be of significance to all secondary schools. This is because the schools may use the findings of the study to identify those critical factors (Leadership, Resources, Culture and Organizational Politics) available to help in successful implementation of Public Procurement and Disposal Act, 2005.

The Government of Kenya, specifically, the Ministry of Education may find this study very useful in understanding the determinants of successful implementation of Public Procurement Act. As noted previously in this study, Vision 2030 has earmarked the education sector as an important flagship project which will enhance the competitiveness of Kenya. The government may also be able to allocate funds to all schools for this programme.

This study may be of value to researchers and policy makers as it will add knowledge to the existing research. It will explore the various gaps and trigger further research by scholars and other stakeholders. Excerpt of the research will be published in renowned journals making it accessible to students, scholars, government agencies and secondary schools as the policy makers in public procurement related issues.

1.7 Limitations of the Study

The main limitations of this study are inability to include other school categories i.e. boarding schools, due to time and financial constraints. The study would have covered

all schools in Nyeri County to provide a broad based analysis. The researcher opted to issue the questionnaire to respondents using research assistants to drop and pick them.

1.8 Delimitation of the Study

The study concentrated on all the head teachers, teachers working and BOM members serving in public day secondary schools in Mukurwe-ini sub- county, Nyeri County. The unit of analysis for this study was all 30 public day secondary schools in Mukurwe-ini sub- County.

1.9 Assumptions

The study assumed that the selected respondents were available and that they would answer the questions honestly and without bias. That the schools are implementing the Act and successful implementation of the Act will enhance efficiency and prudence in public procurement.

1.10 Organization of the study

The study was organized into five chapters. Chapter One contains the background of the study, statement of the problem, purpose of the study, objectives, research questions, significance of the study, limitations, delimitations, basic assumptions of the study and the organization of the study.

In Chapter Two, Literature was reviewed in the following order; a general review of public procurement and disposal act implementation, the influence of school resources on successful implementation, influence of school leadership on successful implementation, influence of school leadership on successful implementation, influence of school politics on successful implementation of public procurement and disposal act. The chapter also presents a conceptual framework showing the variables and the various indicators.

Chapter Three outlines the research methodology used in the study and included research design, target population, sample size and sampling techniques, research instruments, questionnaires, validity of the instruments, reliability of the instruments, and finally piloting of the research instruments. The study presents the Operationalization of variables table. Chapter Four presents analysis, presentation and interpretation of data while Chapter Five entails summary of findings, discussions of findings, conclusions, recommendations and suggestions for further studies.

1.11 Definition of Significant Terms

School culture: These are the dominant values and beliefs, the norms, the conscious and unconscious symbolic acts taken by leaders (job titles, dress codes, executive dining rooms, corporate jets, informal meetings with employees (Schein' (2009).

School Politics: School politics as the unique domain of interpersonal relations in the workplace. Its main characteristics are the readiness of people to use power in their efforts to influence others and secure personal or collective interests or, alternatively, to avoid negative outcomes within the organization (Vigoda, 2003).

Leadership: Leadership is the process of influencing others in order to bring about understanding and agreement on important issues that need to be done and the way in which those things need to be done, for the purpose of harnessing individual and collective efforts to accomplish common objectives (Yukl, 2006).

School Resources: School resources are the firm's resources seen as the fundamental determinants of competitive advantage and performance. It is assumed that firms within an industry or within a strategic group may be heterogeneous with respect to the bundle of resources that they control (Prahalad and Hamel, 1990).

Implementation: Putting all the strategies into action in order to achieve a planned operation and objective (Coulter, 2010).

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter discusses the relevant literature on factors that influence implementation of Public Procurement and Disposal Act, 2005 from global, African and local perspectives. It also offers both theoretical and conceptual frameworks on which the study is based. The review will be organized as per the objectives of the study.

2.2 Implementation of Public Procurement Act

The Public Procurement System in Kenya has evolved from a crude system with no regulations to an orderly legally regulated procurement system. The Government's Procurement system was originally contained in the Supplies Manual of 1978, which was supplemented by circulars that were issued from time to time by the Treasury. The Director of Government Supply Services was responsible for ensuring the proper observance of the provisions of the Manual. The Manual created various tender boards for adjudication of tenders and their awards.

A review of the country's public procurement systems was undertaken in 1999 and established that: There was no uniform procurement system for the public sector as a whole. It did not have sanctions or penalties against persons who breached the regulations in the Supplies Manual, other than internal disciplinary action. Consequently application of the rules was not strict and many of the norms were not followed. The Supplies Manual did not cover procurement of works. The dispute settlement mechanisms relating to the award procedures as set out in the Manual were weak and unreliable for ensuring fairness and transparency. Records of procurement transactions in many cases were found to be inaccurate or incomplete or absent, which led to suspicions of dishonest dealings at the tender boards. The systems had other institutional weaknesses that not only undermined its capacity for carrying out their mandates

effectively but also led to a public perception that the public sector was not getting maximum value for money spent on procurement.

In view of the above shortcomings it was found necessary to have a law to govern the procurement system in the public sector and to establish the necessary institutions to ensure that all procurement entities observe the provisions of the law for the purpose of attaining the objectives of an open tender system in the sector. Consequently the establishment of the Exchequer and Audit (Public Procurement) Regulations 2001 which created the Public Procurement Directorate (PPD) and the Public Procurement Complaints, Review and Appeals Board (PPCRAB). The PPD and PPCRAB, though largely independent in carrying out their activities, had been operating as departments in the Ministry of Finance on which they relied for staff, facilities and funding. Since these institutional arrangements have a potential for undermining the impartiality of these bodies in the long run it was found necessary to create an oversight body whose existence was based on a law. The Public Procurement and Disposal Act, 2005 was thus enacted and it became operational on 1st January, 2007 with the gazettment of the Public Procurement and Disposal Regulations, 2006.

The Public Procurement and Disposal Act, 2005 created the Public Procurement Oversight Authority (PPOA), the Public Procurement Advisory Board (PPAB) and the continuance of the Public Procurement Complaints, Review and Appeals Board as the Public Procurement Administrative Review Board (PPARB). The PPAB and PPARB are autonomous bodies. The PPOA is mandated with the responsibility of ensuring that procurement procedures established under the Act are complied with; monitoring the procurement system and reporting on its overall functioning, initiating public procurement policy, assisting in the implementation and operation of the public procurement system by: preparing and distributing manuals and standard tender documents, providing advice and assistance to procuring entities, and develop, promote and support training and professional development of staff involved in procurement.

2.3 School Resources and Successful Implementation

The resource-based view (RBV) seeks to explore the internal resources of an organization and how these can be leveraged to gain a competitive advantage. An analysis of an organization's resources can include its financial, physical, human, intellectual and reputational resources. In the deployment of these resources, it is also important to understand the core competences of an organization. Porter's (1985) value chain concept is an important part of this process.

David (1997) argues that allocating resources to particular divisions and departments does not mean that strategies will be successfully implemented. This is because a number of factors commonly prohibit effective resource allocation. These include overprotection of resources, too great emphasis on short-term financial criteria, organizational policies, vague strategy targets, reluctance to take risks and lack of sufficient knowledge. Also, established organizations may experience changes in the business environment that can make a large part of their resource base redundant, which may be unable to free sufficient funds to invest in the new resources that are needed and their cost base will be too high (Johnson and Scholes, 2002)

Changes do not implement themselves and it is only people that make them happen (Bryson, 2005). Selecting people for the key positions by putting a strong management team with the right personal chemistry and mix of skills is one of the first strategy implementation steps (Thompson and Strickland, 1997). They point out that assembling a capable team is one of the cornerstones of the organization-building task. Strategy implementation must determine the kind of core management team they need to execute the strategy and then find the right people to fill each slot. Staffing issues can involve new people with skills (Hunger and Wheelen, 2005). Bryson (2005) observes that people's intellect creativity, skills, experience and commitment are necessary towards effective implementation. However selecting able people for key positions remains a challenge to many organizations.

Muell and Shani (2008) assert that one of the inhibitors of strategy execution is the lack of resources; resources are either inadequate or unavailable when needed. In South Africa, inadequate or insufficient human resources contribute significantly to an organization challenge in successfully implementing strategies. Due to the skills shortage, it is not only difficult to recruit the right talent but also to retain the right talent. High executive turnover sees too many key managers depart before a strategy is fully executed. Chimhanzi & Morgans (2005) findings indicate that firms devoting attention to the alignment of marketing and human resources are able to realize significantly greater successes in their strategy implementation. Specifically, these findings imply that marketing managers should seek to improve the relationship with their HR colleagues by emphasizing two of the process-based dimensions: joint reward systems and written communication.

Brannen's (2005) survey based study concluded that in order to improve execution, certain issues have to be tackled. These include inadequate or unavailable resources, poor communication of the strategy to the organization, ill-defined action plans, ill-defined accountabilities, and organizational/cultural barriers

Newbert (2007) categorized theoretical approaches into four types: resource heterogeneity, organizing approach, conceptual-level, and dynamic capabilities. The resource heterogeneity approach argues that a specific resource, capability, or core competence controlled by a firm, affects its competitive advantage or performance. The organizing approach tends to indicate firm-level conditions in which the effective exploitation of resources and capabilities is implemented. Scholars utilizing the conceptual-level approach try to investigate if the attributes of a resource identified by Barney (1991) such as value, rareness, and inimitability, can effectively explain performance. The dynamic capabilities approach emphasizes specific resource-level processes influencing on competitive advantage or performance, in which a specific resource interacts with a specific dynamic capability as an independent variable.

Although Grant (2002)'s comprehensive framework has not been linked to approaches by Newbert (2007), they seem to be consistent with each other. Based on a detailed analysis of all approaches, Newbert (2007) concluded that the firm's organizing context and its valuable, rare, inimitable capabilities (dynamic and otherwise), and core competencies may be more important to determine its competitive position than its static resources, identified mostly by the resource heterogeneity approach.

Rumelt (1991) research investigated firm profit differentials within and across industries. He found that there were greater differentials within industries than across industries. This finding implied that firm specific differences must be contributing to these differences.

Liang, You, & Liu (2010) study on the resource based model to investigate relationship between IT and the firm performance in information systems research has been inconclusive when the research model does not include organizational capabilities. The indirect-effect model that includes organizational capabilities as mediators between organization resources and firm performance can better explain the value of IT than the direct effect RBV model without organizational capabilities. They found out that technology resources raise internal and external capabilities, which in turn affect firm performance. Organization resources positively affect organizational efficiency through its impact on internal capabilities. The results of the study provide direction for investing and managing organizational IT resources to enhance their performance. Managers can contribute to enhancing firm performance through transferring IT resources to firm's capabilities.

Study done by Powers & Hahn (2002) found that a performance advantage accrues to firms that develop a bundle of competitive methods in pursuit of a strategic position. These competitive methods include both general management as well as marketing activities. The marketing activities were found to have the most significant impact. The study also showed that firms with management teams capable of administering an

optimal number of skill and resource based competitive methods is able to achieve a performance advantage over those firms that are unable to do so.

2.4 School Culture and Successful Implementation

Although the literature available on the individual concepts of diversity, organizational culture and strategy implementation is extensive, the literature tends to focus on only one of the concepts. Strategic management literature has in recent years increasingly commented about the role of socio-cultural factors in strategy implementation. This proposes an underlying consensus about the ideal socio-cultural factors for strategy implementation, further implying that diversity and organizational culture could be profiled on a continuum stretching from supportive to non-supportive for strategy implementation. Strategy implementation literature lacks sufficient concrete evidence to form a clear understanding of the dimensions of such a diversity and cultural profile. As a result, it is neither easy to guide institutions about the areas of diversity and organizational culture that are crucial to strategy implementation, nor to assess these social-cultural factors on a scale of strategy implementation supportiveness (Kaarst-Brown, et al., 2004).

Organizational culture literature makes it clear that culture is essential for both successful organizational change and maximizing the value of human capital. Culture management should become a critical management competency while the right culture may be a necessary condition for organizational success yet by no means a sufficient condition (Lakos and Phips, 2004). An important challenge for managers is to determine what the most effective culture is for their organization and, when necessary, how to change the organizational culture effectively. Culture was initially seen as a means of enhancing internal integration and coordination, but the open system view of organizations recognized that culture is also important in mediating adaptation to the environment. The traditional view of a strong culture could be contrary to the ability of organizations to adapt and change. Seeing culture as important for facilitating organizational innovation, the acceptance of new ideas and perspectives, and needed

organizational change may require a different, or more nuanced, view of organizational culture. Schein (2009), notes that a strong organizational culture has generally been viewed as a conservative force, however, in contrast to the view that a strong organizational culture may be dysfunctional for contemporary business organizations that need to be change-oriented, he argues that just because a strong organizational culture is fairly stable does not mean that the organization will be resistant to change.

Organizational culture refers to the leadership style of managers – how they spend their time, what they focus attention on, what questions they ask of employees, how they make decisions; also the organizational culture (the dominant values and beliefs, the norms, the conscious and unconscious symbolic acts taken by leaders (job titles, dress codes, executive dining rooms, corporate jets, informal meetings with employees). Departments have three options to consider when identifying goals: actual performance data, contract specific goals for groups of contracts or for each individual contract to account for unique client needs, geographic consideration, funding levels or other variables that impact on performance and organization wide goals for all employees (Ogbonna & Wilkinson, 2003).

In some cases, it may be difficult to identify concrete outcomes or results for a service. For example, training and education services might be provided with the goal of disseminating information and modifying people's behavior, however, it may be difficult or impossible to track participants and determine whether the training helped people to think and act differently. In these cases, the development of or output measures such as the number of people served or the number of training sessions or outcome measures to evaluate the impact of the training effort such as pre/post test scores should be developed. If a department is unable to identify performance outcomes for a specific service type, a meeting with head of the section and other departments may be useful to stimulate new ideas and share best practices (Korir, 2005).

Tan et al. (2009) in their study stated that employees may neither engage in, nor give the appearance of engaging in, dishonest or unethical actions. Both are injurious to the public's perception of honest government. As a government employee, you might have access to procurement and other nonpublic information that could affect a contract bid or the award process handling administrative data.

Amos (2008) in his study explained the importance and effective way to maintain ethics awareness in agencies is to provide training for employees. Ethics training and seminars can be provided, along with training in more specific areas, such as procurement procedures, record keeping, records management, and accountability and administrative law. Regular reviews or audits of procurement processes and performance measurements can be done to ensure probity is being considered and achieved.

An organizational culture is a combination of factors including nationality, the tasks performed by the organization, information technology and the people working in the organization. While alliances are vital for supply chain performance, the cultural diversity brought by the integration may either be a barrier or a bridge. The firms' cultural diversity must be taken into account during such alliances because these will affect supply chain performance (Brau, Fawcett, Magnan and McCarter, 2005).

2.5 School Leadership and Successful Implementation

Poor communication is a sign of poor leadership and management. Aaltonen and Ikavalko, (2001) state that, the amount of strategic communication in most organizations is large both written and oral communication being used in form of top down communications. However, a great amount of information does not guarantee understanding and there is still much to be done in the field of communicating strategies. Wang (2000) argues that communication should be two way so that it can provide information to improve understanding and responsibility and to motivate staff. Also they argue that communication should not be seen as a one-off activity throughout the

implementation process. In many cases it is not so and therefore communication still remains a challenge to strategy implementation process.

Functions of management include Planning, Organizing, Staffing, Directing and Controlling. Failure of management to carry out these functions leads to lack of clear understanding of strategy. Before any strategy can be implemented, it must be clearly understood. Clear understanding of a strategy gives purpose to the activities of each employee and allows linking whatever task is at hand to the overall organizational direction. Lack of understanding of a strategy is one of the obstacles of strategy implementation (Aaltonen and Ikavalko, 2001). They point out that many organizational members typically recognize strategic issues as important and also understand their context in generic terms. However, the problem in understanding arises when it comes to applying issues in the day to day decision making.

Pearce et al. (1998), identified barriers to strategy implementation which include; competing activities that distract attention from implementing the decision; changes in responsibilities of key employees not clearly defined; key formulators of the strategic decision not playing active role in implementation; problem requiring top management involvement not communicated early enough; key implementation task and activities not sufficiently defined; information systems used to monitor implementation are inadequate; overall goals not sufficiently understood by employees; uncontrollable factors in the external environment; surfacing of major problems leaving the organization during implementation; and implementation taking more time than originally allocated. Meldrum and Atkinson (1998) identified two problems of implementation: a flawed vision of what it seems to be in a strategic position within an organization and a myopic view of what is needed for successful management of operational tasks and projects within a strategic brief.

Failure by management to put in place proper compensation structure may be responsible for failure in strategy implementation. Bryson (2005), conducted a study on

Effective Strategic Planning Approach for Nonprofit Organizations. Bryson (2005, asserts that people must be adequately compensated for their hard work. McCarthy et al, (1986), argue that in many companies, much effort has been put into both strategy formulation and resource allocation process as a way to improve implementation and unfortunately, efforts have not been wholly effective because the necessary measurement and rewards system that completes the cycle is lacking. Organizations often find it difficult to carry out strategies because they have executive compensation systems that measure and reward performance in a way that ignores or even frustrates strategic thinking, planning, and action (McCarthy et al, 1986). Most incentive programs are designed only for top management. Lower levels of management and operative employees do not normally participate. If strategy accomplishment is to be a really top priority, then the reward structure must be linked explicitly and tightly to actual strategic performance (Thompson and Strickland, 1997).

Covey (2003), too observed that public servants are working so hard to be sure things are being done right that they hardly have time to decide if they are doing the right things. Though he highlighted a need to have a hands-on approach to issues by council officers, he did not identify a clear formula on how to ensure councils operations are attained. By addressing factors leading to implementation of effective working formula geared to improving delivery of services, performance contracting is very important and should be researched on all aspects as an on-going process.

2.6 School Politics and Successful Implementation

Organizational scientists have offered various definitions of politics incorporating elements of behavior that are formal and informal, sanctioned and non-sanctioned, focused on the use of power and influence, or based on coalition building. Pettigrew (1973) described it as the use of power to influence decision making. Others link it to the dysfunctional characteristics of organizations (Allen, Madison, Porter, Renwick, & Mayers, 1979). Mintzberg (1983) refers to politics as individual or group behavior that is informal, ostensibly parochial, typically divisive, and above all, in the technical sense,

illegitimate – sanctioned neither by formal authority, accepted ideology, nor certified expertise. A definition that captures an important nuance is impression management which isolates a tactic of ingratiation or social engineering as a means to employ political influence (Gardner & Martinko, 1988). Impression management as defined by Schlenker (1980) is the conscious or unconscious attempt to control images that are projected in real or imagined social interactions.

Vigoda (2003) describes organizational politics as the unique domain of interpersonal relations in the workplace. Its main characteristics are the readiness of people to use power in their efforts to influence others and secure personal or collective interests or, alternatively, to avoid negative outcomes within the organization.

A study conducted by Gandz and Murray (2006) found that employees usually consider organizational politics to be an unfair, evil, irrational and unhealthy behavior but at the same time as a necessary skill for those who want to get ahead and be promoted in the workplace. These findings were later supported by Bacharach (2005) study. Regarding HRM, Ferris and King (2004) found that the use of influence in the organization is positively related to the managers' positive attitude toward his/her employees (i.e., the more an employee uses influence in the organization, the more his/ her performance is appreciated). They suggest that in essence, organizational politics introduces a serious bias into HRM functions and potentially damages the selection, evaluation, and promotion processes.

Nonetheless, organizational politics also has some meaningful positive outcomes. Based on Bacharach (2005), many of the organizations' members also believe that political behavior is necessary in many cases, especially if someone has an interest in advancing in the organization (promotion) and being acknowledged by his co-workers and employers as a good employee or as a talented manager. In fact, some aspects of “good” politics in leaders' behavior, in general managerial decisions and in human resource

processes may lead to constructive outcomes for the employer, the employees and the organization as a whole.

Dipboye (2005) argues that at times, decision makers resort to political behavior in which they deconstruct HRM procedures (i.e., staffing, appraisal, compensation, training) to provide support, justice, and empowerment. Indeed, a careful examination of the term organizational politics reveals that this phenomenon has a multitude of meanings, and one cannot categorically state that it necessarily expresses negative or harmful behavior. Political behavior is a natural, human activity that, like other motivation-based behaviors, serves personal and social purposes. Whetton and Cameron (2001) argue, for example, that politics and force are marks of a personal ability to change and contribute to the environment by using a variety of assets aimed at improving products at work. People who have force, power and influence can shape their environment according to their own will, while those who do not make use of these assets remain unsatisfied and ungratified (Putnam, 2005).

May (1972) strengthens a classic argument arising from studies conducted in the 1950s and 1960s, which maintains that organizational conflicts that involve the forceful aspect of organizational politics sometimes have positive and functional influence on the organization. Conflicts and politics create a balance between those who have power and those who lack it, improve the organization's flexibility and ability to deal with a changing environment, prevent stagnation of the organizational units, sometimes promote growth and rejuvenation, prevent group-thinking and enrich decision-making processes (Bacharach & Lawler, 1980; Pfeffer, 1981). Therefore, knowledge about conflict in organizations can be useful for better understanding organizational politics. Organizational politics is used in cases of disagreement amongst individuals and frequently, but not always, takes the shape of conflict. Finally, organizational politics is sometimes perceived as a legitimate fight response in times of crisis or when conflicts arise in the organization. Such conditions are usually characterized by the centralization

of essential information and by flexibility with regard to methods of action (Hirschman, 1970; Ryan, 1989).

A balanced, value-free approach towards organizational politics is exemplified by Kumar and Ghadially (1989) who argue that while politics can harm the organization, the organization may also profit from it. Among the negative impacts, they note the risk of losing power and status, hostility from others, an internal feeling of guilt, and reduced performance levels. Among the positive impacts of organizational politics they mention career advancement, recognition and respect from others, enhancement of personal power, realization of personal and organizational goals, a feeling of achievement, nurturing of the ego, self-control and self-realization. Randolph (1985) also supports the claim that organizational politics has many positive aspects. In his view, it is an additional mechanism that members of the organization can utilize in the workplace to promote a variety of goals.

Organization politics are tactics that strategic managers engage in to obtain and use power to influence organizational goals and change strategy and structure to further their own interests (Hill and Jones, 1999). Wang (2000), states that it is important to overcome the resistance of powerful groups because they may regard the change caused by new strategy as a threat to their own power. Top-level managers constantly come into conflict over what correct policy decisions would be and power struggles coalition building is a major part of strategic decision making. According to them, the challenge organizations face is that the internal structure of power always lags behind changes in the environment because in general, the environment changes faster than organizations can respond.

In the paper by Zahra (2004), the relationship between organizational politics (OP), and company strategy and performance was explored. Data were collected from 55 manufacturing firms. Controlling for company assets and industry type, Organization politics intensity was associated with various stages of the strategic process. In addition,

it was negatively associated with overall company performance. These results were corroborated by canonical analysis. Another important finding was that the stage of company evolution moderates the OP-strategic process relationship. Finally, future research directions and implications for managerial behavior and ethics have been clarified.

2.7 Theoretical Framework

This section comprises review of theories that are relevant to the study and inform the theoretical background of the study.

2.7.1 Strategic Leadership Theory

The essence of strategic leadership involves the capacity to learn, the capacity to change and managerial wisdom (Boal & Hooijberg, 2001). Strategic leadership theories are concerned with the leadership of organizations and are marked by a concern for the evolution of the organization as a whole, including its changing aims and capabilities (Selznick, 1984). According to Boal and Hooijberg (2001) strategic leadership focuses on the people who have overall responsibility for the organization and includes not only the head of the organization but also members of the top management team.

Activities associated with strategic leadership include making strategic decisions, creating and communicating vision of the future, developing key competences and capabilities, developing organizational structures, processes and controls; sustaining effective organizational cultures and infusing ethical value systems into the organization (Hunt, 1991; Ireland & Hitt, 1999). Strategic leaders with cognitive complexity would have a higher absorptive capacity than leaders with less cognitive complexity. To the extent that these leaders also have a clear vision of where they want their organization to go the absorptive capacity will have a greater focus. That is, strategic leaders look at the changes in the environment of their organization and then examine those changes in the context of their vision (Boal & Hooijberg, 2001)

This theory is relevant to the study as it highlights the functions of a leader and how they manage change and maintain proper organizational structures, processes and culture for success. The theory also emphasizes that the environment turbulence can also be maintained through strategic leadership.

2.7.2 Contingency Theory

Contingency theory means that one thing depends on other things, and for organisations to be effective, there must be a “goodness of fit” between their structure and the conditions in their external environment. As such the correct management approach is contingent on the organisation’s situation (Daft 2001). This study accepts the notion of contingency theory, which suggests that the selected PMS design and use must conform to its contextual factors. However, for the purpose of this study, contingency theory is used and reviewed in a narrower focus as follows. Contingency theory represents a rich blend of organizational theory such as organisational decision making perspectives and organizational structure (Lawrence and Lorsch, 1969; Pugh, 1998 and Donaldson, 2001). The essence of the contingency theory paradigm is that organisational effectiveness results from fitting characteristics of the organisation, (such as its cultures) to contingencies that reflect the situation of the organisation (Burn and Stalker, 2000; Woodward, 2001; Lawrence and Lorsch, 2004). According to Donaldson (2001), organisations seek to attain the fit of organisational characteristics to contingencies which leads to high performance. Therefore the organisation becomes shaped by the contingencies (fit) to avoid loss of performance. Thus, there is an alignment between organization and its contingencies, creating an association between contingencies and organizational contextual characteristics (Burn and Stalker, 1961, Woodward, 2001).

Contingency theory is based on the premise that there is no universally appropriate or perfect measurement system which applies equally to all organisations in all circumstances. In fact, it is suggested that particular features of an appropriate measurement system will depend upon the specific circumstances in which an organisation finds itself. The study position is that contingency theory offers a useful

way of conceptualising the relationship between certain “contingency” variables and organisation structure (PMS design and use). In the view of contingency theorists, the design of accounting information and control systems, i.e. one particular type of PMS, is based upon specific characteristics of the organisation and its environment. Contingency theory is essentially a theoretical perspective within organisational theory that emphasizes how contingent characteristics or contextual factors (Daft, 2001) such as technology, size, environment, culture and strategy affect the design and functioning of organisations (Covaleski, Dirsmith and Samuel, 2006).

2.7.3 Theory of Internal Control

A system of effective internal control is a critical component of an organization’s management and a foundation for its safe and sound operation. A system of strong internal control can help to ensure that the goals and objectives of an organization will be met, that it will achieve long-term targets and maintain reliable financial and managerial reporting. Such a system can also help to ensure that the organization will comply with laws and regulations as well as policies, plans, internal rules and procedures, and reduce the risk of unexpected losses and damage to the organization’s reputation.

The following presentations of internal control in essence cover the same ground. In USA, the Committee of Sponsoring Organizations of the Tread way Commission (COSO) issued Internal Control – Integrated Framework 1992, which defined internal control as a process, effected by an entity’s board of directors, management and other personnel, designed to provide reasonable assurance regarding the achievement of objectives in the following categories: Effectiveness and efficiency of operations; Reliability of financial reporting; Compliance with applicable laws and regulations. The Ruttman Report (1994) in UK defined internal control as the whole system of controls, financial and otherwise, established in order to provide reasonable assurance of Effective and efficient operations; Internal financial control and Compliance with laws and regulations.

2.7.4 Resource Based View Theory

Resource Based-View (RBV) was developed by Penrose (1959) who suggested that a company should be considered as a collection of physical and human resources bound together in an organizational structure. Furthermore, Hafeez et al. (2007) classified resources as physical assets and intellectual assets. Physical assets (i.e. plant and equipment) are easily distinguishable due to their tangible existence (Hafeez et al., 2007). Intellectual capital is relevant to the intangible aspect of human resource such as employee skill, knowledge and individual competencies (Hafeez et al., 2007). Overall, the RBV addresses two key points (Gottschalk and Solli-Sæther, 2005). First, the RBV indicates a resource should provide economic value and must be currently scarce, difficult to imitate or copy, non-substitutable, and not readily accessible in factor markets to create competitive advantage (McIvor, 2009). Second, resources determine firm performance (Gottschalk and Solli-Sæther, 2005; McIvor, 2009).

Newbert (2007) categorized theoretical approaches into four types: resource heterogeneity, organizing approach, conceptual-level, and dynamic capabilities. The resource heterogeneity approach argues that a specific resource, capability, or core competence controlled by a firm, affects its competitive advantage or performance. The organizing approach tends to indicate firm-level conditions in which the effective exploitation of resources and capabilities is implemented. Scholars utilizing the conceptual-level approach try to investigate if the attributes of a resource identified by Barney (1991) such as value, rareness, and inimitability, can effectively explain performance. The dynamic capabilities approach emphasizes specific resource-level processes influencing on competitive advantage or performance, in which a specific resource interacts with a specific dynamic capability as an independent variable

2.8 Conceptual Framework

Mosby (2009) and Smyth (2004) define conceptual framework as a group of concepts that are broadly defined and systematically organized to provide a focus, a rationale, and a tool for the integration and interpretation of information.

Independent Variables

Dependent Variable

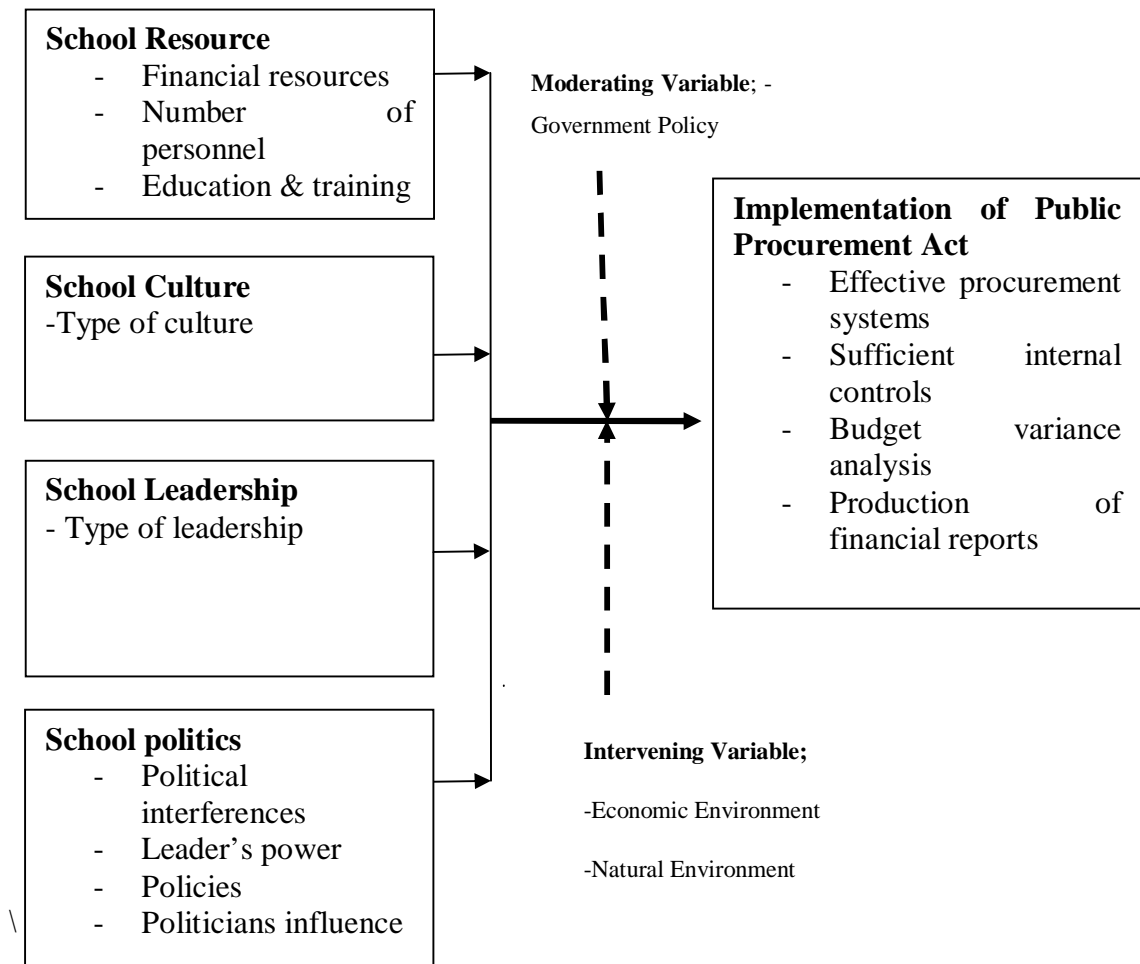


Figure 1: Conceptual Framework

The dependent variable of the study is implementation of public procurement Act. Implementation of Public Procurement Act can be operationalized into several outcomes/metrics namely effective procurement systems, sufficient internal controls, budget variance analysis and production of financial reports. The dependent variables

are affected by the independent variables such as school resources, school culture, school leadership and school politics.

2.9 Summary and Research Gap

The above chapter reviewed the various theories that explain the independent and dependent variables. The reviewed theories are then critiqued for relevance to specific variables. The chapter also explored the conceptualization of the independent and the dependent variables by analyzing the relationships between the two set of variables. In addition, an empirical review was conducted where past studies both global and local were reviewed in line with the following criteria, title, scope, methodology resulting into a critique. It is from these critiques that the research gap was identified.

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. This raises a fundamental legal question; why has the Public Procurement and Disposal Act, 2005 together with other supporting legislations largely failed to tame corruption and related irregularities in public procurement? If indeed the problems facing public procurement sector in Kenya were purely due to weak legal and institutional framework, as Kenyans were made to believe, then why is it that ten years after putting in place major legal and institutional reforms, the sector still experiences numerous procurement-related corruption challenges? This implies that fixing public procurement in the country needs to go beyond legal and institutional reforms.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the methodology that was used in gathering the data, analyzing the data and reporting the results. Here, the researcher aimed at explaining the methods and tools that were used to collect and analyze data to get proper and maximum information related to the subject under study.

3.2 Research Design

According to Upagade & Shende (2012), research design is the arrangement of condition from collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. It is the logical manner in which individuals or other units are compared and analyzed and acts as the basis of making interpretations from the data.

This study adopted a descriptive survey design. The major purpose of descriptive survey design is to describe the state of affairs as it is at the time. According to Mugenda and Mugenda (2008), a descriptive research is a process of collecting data in order to answer questions concerning the current status of the subjects in the study. This would help the researcher find out the factors influencing successful implementation of Public Procurement and Disposal Act, 2005 in Public Day Secondary Schools. According to Mugenda and Mugenda (2008), this type of research design attempts to describe such things as possible behavior, attitudes, values and characteristics.

3.3 Target Population

Target population in statistics is the specific population about which information is desired. Cooper and Schindler (2006) defined a population as the total collection of elements about which we wish to make inferences. The population of the study was all the headteachers, teachers working and BOM members serving in public day secondary

schools in Mukurwe-ini sub county, Nyeri County. The unit of analysis for this study was all public day secondary schools in Mukurwe-ini sub- County. There are 30 public day secondary schools in the sub- County.

3.4 Sampling Technique and Sample Size

According to Polit and Beck (2003), a sample is a proportion of population to be researched while Kothari (2004) defines a sample as the selected respondent representing the population. This study used both stratified sampling and simple random sampling. The employees were stratified into three strata head teachers, general teachers and BOM members. Within each stratum, simple random sampling was used to identify individual respondents. Also purposeful sampling for the headteachers.

The target sample size for this study was 300 employees out of possible 982 employees. The target sample was obtained by distributing 10 questionnaires in each school.

Table 3.1: Sampling Matrix

Strata	Sample per school (30)	Sample Size
Head teacher	1	30
General Teachers	5	150
BOM Member	4	120
Total	10	300

3.5 Data Collection Instrument and Procedure

This study utilised primary sources of information which was gathered by use of questionnaires. A questionnaire is a pre-formulated written set of questions to which the respondents record the answers usually within rather closely delineated alternatives. Likert scale is an interval scale that specifically uses five anchors of strongly disagree, disagree, neutral, agree and strongly agree. The Likert measures the level of agreement or disagreement. Likert scale is good in measuring perception, attitude, values and

behaviour. The Likert scale has scales that assist in converting the qualitative responses into quantitative values (Mugenda & Mugenda, 2003, Upagade & Shende, 2012, Zikmund, Babin, Carr & Griffin, 2010).

The questionnaire contained questions that were closed ended. The questionnaires were administered through drop and pick methods. The questionnaires were self-administered to all the respondents. Two research assistants were engaged to assist in dropping and picking- up of the questionnaires.

3.6 Validity of the Research Instruments

According to Sunders (2000), a research is valid only if it actually studies what is set out to study and if studies are verifiable. Orodho (2009), further focused on the degree on which results from analysis of data actually represents the phenomenon under investigation.

To ascertain content validity the instrument was thoroughly discussed with experts in the subject matter but especially with my supervisor. The comments from the two procurement managers and my supervisor were reviewed and incorporated to enhance the validity of the questionnaire.

3.7 Reliability of the Research Instruments

According to Eshiwani (1996), pilot testing is important in the research process because it reveals vague questions and unclear instructions in the instrument. It also captures important comments and suggestions from the respondents that will enable the researcher to improve efficiency of the instrument, adjust strategies and approaches to maximize the response rate. Pre-testing was conducted by administering ten questionnaires in public day secondary schools in the adjacent Tetu sub-county. The researcher used this information to adjust the instrument as found necessary.

The ten questionnaires were then coded and responses input into SPSS which was used to generate the reliability coefficient. The researcher used the most common internal consistency measure known as Cronbach's Alpha (α) which was generated by SPSS. It indicates the extent to which a set of test items can be treated as measuring a single latent variable (Cronbach, 1951). The recommended value of 0.7 was used as a cut-off reliability for this study.

3.8 Data Analysis

For data collected to be meaningful, it needs to be analyzed in a way that it is easy to be understood by the common person. Before processing the responses, the completed questionnaires were edited for completeness and consistency. The researcher used qualitative and quantitative techniques in analyzing the data. Descriptive analysis was employed; which include; weighted mean frequencies and percentages. Inferential statistics such as correlation was also used. The organised data was interpreted because of concurrence to objectives using assistance of computer packages especially Statistical Package for Social Sciences (SPSS) to communicate the research findings. The analyzed data was presented in frequency and percentage tables and figures; this enhanced easier interpretation and understanding of the research findings.

3.9 Ethical Issues

The researcher ensured that guarantees to the participants concerning confidentiality are given and strictly observed. The strict standard of anonymity was employed which means that the participant remained anonymous throughout the study even to the researchers themselves. The researcher strived to maintain truthfulness in reporting data results by ensuring that there is no fabrication, falsehood, or any misrepresentation of data.

3.10 Operationalization of Variables

Table 3.2 presents the Operationalization of Variables table

Table 3.1: Operationalization of variables

Objective	Variable	Indicators	Measurement	Measure ment scale	Tools of analysis	Type of data analysis
To establish the influence of school resources on successful implementation of Public Procurement and Disposal Act, 2005 in Public Day Secondary Schools	Independent: School resources	Financial resources allocated	Amount or Budget allocated	Ordinal	Mean Percentage	Descriptive Correlation
		Number of personnel allocated	Adequate staff	Ordinal		
		Education & training of personnel	Experience of staff	Ordinal		
To determine the influence of school culture on successful implementation of Public Procurement and Disposal Act, 2005 in Public Day Secondary Schools	School Culture	Innovation	Level of innovativeness	Ordinal	Mean Percentage	Descriptive Correlation
		Compatibility	Compliance with controller procedure	Ordinal		
		Existing Culture	Level of support with the existing culture	Ordinal		
To determine the influence of school leadership on the	School Leadership	Current leadership. Strategic structures.	Type of leadership. Forms of strategic structures	Ordinal Ordinal	Mean Percentage	Descriptive Correlation

successful implementation of Public Procurement and Disposal Act, 2005 in Public Day Secondary Schools		Planning. Organizing.	Planning and organizing policies and measures in place	Ordinal		
To establish the influence of school politics on the successful implementation of Public Procurement and Disposal Act, 2005 in Public Day Secondary Schools	School politics	Political interferences Leader's power Policies Politicians influence	Level of political influence on school management by politicians. Level of power for leaders to make decisions School policies on implementation	Ordinal Ordinal Ordinal	Mean Percentage	Descriptive Correlation
	Dependent: Implementation of Public Procurement Act	Effective procurement systems Sufficient internal controls Budget variance analysis Production of financial reports	Data security systems Audit systems put in place Truthfulness of the report Reliability of report	Ordinal Ordinal	Mean Percentage	Descriptive Correlation

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION.

4.1 Introduction

In this chapter, the data collected during the research was analyzed and reported. This study was executed to achieve the stated objectives. This chapter looked at the realized sample in comparison to the planned sample, consequently resulting to the response rate derived for the study. The realized sample became a representation of the study's results and findings as per the questionnaires administered to the selected respondents. Data collected was presented in the form of frequency distribution tables and percentages.

4.2 Questionnaire Return Rate

Table 4.1: Response Rate

Response Rate	Frequency	Percent
Returned	203	68%
Unreturned	97	32%
Total	300	100%

203 Questionnaires were received out of a possible 300 Questionnaires. This is a response rate of 68%. The unsuccessful response rate was 97 questionnaires (32%). According to Mugenda and Mugenda (2003), a response rate of more than 50% is adequate for analysis. Babbie (2004) also asserted that a return rate of 50% is acceptable for analysis and publishing. He also states that a 60% return rate is good and a 70% return rate is very good. The achieved response rate was above 60%, which implies that the response rate was good.

4.3 Demographic Characteristics of Respondents

This section displayed the results of the demographic characteristics of the respondents. Specifically, gender, age, level of education, number of years in employment and position held in the school.

4.3.1 Gender of the Respondents

The respondents were asked to indicate their gender. Results are presented on Table 4.2 below.

Table 4.2: Gender of the Respondents

Gender	Frequency	Percent
Male	110	54.2%
Female	93	45.8%
Total	203	100%

Table 4.2 illustrates that 54% of the respondents were male and 46% of the respondents were female.

4.3.2 Level of Education

The respondents were asked to indicate the highest level of education they have attained. The data findings were as shown in Table 4.3.

Table 4.3: Level of Education

Education Level	Frequency	Percent
Secondary level	43	21.2%
College level	74	36.5%
University level	86	42.4%
Total	203	100%

Results on Table 4.3 indicate that 42.4% of the respondents had attained university level, 36.5% indicated college level and 21.2% had attained secondary level.

4.3.3 Experience of the Respondents

The study sought to find out the number of years the respondents had been in their current employment. Table 4.4 presents the findings.

Table 4.4: Number of Years Worked in the School

Experience	Frequency	Percent
less than one year	9	04.4%
1 to 2 year	48	23.6%
3 to 5 years	80	39.4%
More than 5 years	66	32.5%
Total	203	100%

Table 4.4 illustrates that 39% of the respondents had had been in the employment for a period between 3 to 5 years, while 33% of the respondents indicated more than five years and 24% of the respondents had been in the employment for a period of between 1 to 2 years.

4.3.4 Position

The respondents were asked to indicate the position they hold in the school. Results are presented on Table 4.5 below.

Table 4.5: Position of the Respondent

Position	Frequency	Percent
Head teacher	28	13.8%
General Teacher	105	51.7%
BOM Member	70	34.5%
Total	203	100%

Results in Table 4.5 indicate that majority 52% of the respondents were general teachers, while 34% of the respondents were BOM members and 14% were head teachers. These findings imply that the respondents were well spread hence represented all teachers' thus accurate findings.

4.3.5 Age Bracket

The respondents were asked to indicate their age brackets.

Table 4.6: Age Bracket of the Respondents

Age Bracket	Frequency	Percent
31-40 years	127	62.6
41-50 years	44	21.7
51 years & above	32	15.8
Total	203	100

Table 4.6 indicates that majority (62.6%) of the respondents were aged between 31-40 years, while 21.7% were aged between 41-50 years and 15.8% were aged between 51 years and above.

4.4 Successful Implementation

The study sought to determine the state of Public Procurement Act, 2005 implementation in secondary schools. The study findings are presented on Table 4.7.

Table 4.7: Successful Implementation

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Likert Mean
My school procurement systems are effective at detecting fraud.	17.2%	64.0%	3.9%	11.8%	3.0%	2.19
My school has appropriate and sufficient internal controls in place.	21.2%	53.7%	4.9%	17.2%	3.0%	2.27
My school does conduct performance appraisals at least twice in a year.	18.7%	64.0%	5.9%	8.9%	2.5%	2.12
My school conducts monthly and yearly budget variance analysis.	34.5%	49.8%	4.9%	9.9%	1.0%	1.93
My school does produce daily, weekly, monthly, quarterly and yearly financial reports.	21.2%	47.8%	7.4%	19.2%	4.4%	2.38
The performance appraisals are supported by rewards.	74.4%	11.8%	3.9%	8.4%	1.5%	1.51
Average						2.07

Table 4.7 show that 81.2% of the respondents disagreed while 14.8% agreed that their school procurement systems are effective at detecting fraud, 74.9% disagreed and 20.2% agreed that their school has appropriate and sufficient internal controls in place. In addition 82.7% disagreed and 11.4% agreed that their school does conduct performance appraisals at least twice in a year. 84.3% of the respondents disagreed and 10.9% agreed that their school conducts monthly and yearly budget variance analysis, 69% disagreed while 23.6% agreed that their school does produce daily, weekly, monthly, quarterly and yearly financial reports. Finally, 86.2% of the respondents disagreed and 9.9% agreed that the performance appraisals are supported by rewards. The mean score for this

section was 2.07 which implies that majority of the respondents disagreed that the school had good and effective public procurement Act implementation in secondary schools.

4.5 School Resources and successful implementation of the Act.

The first objective of the study was to establish the influence of school resources on successful implementation of Public Procurement and Disposal Act, 2005 in Public Day Secondary Schools. Results are presented on Table 4.8 below.

Table 4.8: School Resources and successful implementation of the Act.

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Likert Mean
Public procurement Act implementation has been allocated enough resources in terms of personnel, financial or ICT.	32.5%	44.3%	8.4%	12.3%	2.5%	2.08
Public procurement Act implementation teams have adequate experience in strategy implementation.	36.9%	31.5%	7.9%	21.7%	2.0%	2.2
Public procurement Act implementation teams have adequate education and training background.	74.4%	9.4%	4.4%	9.4%	2.5%	1.56
Financial and non financial resources allocated to Public procurement Act implementation are efficiently used.	21.7%	52.7%	6.4%	3.4%	15.8%	2.27
Due to the large revenue base, fiscal illusion and the problem of too much money is a factor affecting Public procurement Act implementation.	13.3%	15.8%	21.2%	49.8%	0.0%	3.07
Average						2.24

Results on Table 4.8 show that 76.8% of the respondents disagreed and 14.8% agreed that Public Procurement Act implementation has been allocated enough resources in terms of personnel, financial or ICT. A further 68.4% disagreed and 23.7% agreed that Public Procurement Act implementation teams have adequate experience in strategy implementation while 83.3% disagreed and 11.9% agreed that Public Procurement Act implementation teams have adequate education and training background. In addition, 19.2% of the respondents agreed and 74.4% disagreed that financial and non-financial resources allocated to Public Procurement Act implementation are efficiently used while 49.8% agreed and 29.1% disagreed that due to the large revenue base, fiscal illusion and the problem of too much money is a factor affecting Public Procurement Act implementation. The mean score for the responses was 2.24, which indicate that many employees disagreed with the statements regarding school resources. The results revealed that availability of school resources influenced Public Procurement Act implementation. The findings imply that the schools did not have adequate resources hence unsuccessful implementation of public procurement act.

The findings agree with those of Newbert (2007) who argues that allocating resources to particular divisions and departments does not mean that strategies will be implemented successfully. This is because a number of factors commonly prohibit effective resource allocation. These include overprotection of resources, too great emphasis on short-term financial criteria, organizational policies, vague strategy targets reluctant to take risks, and lack of sufficient knowledge. The findings also agree with those of Grant (2002) which argue that established organizations may experience changes in the business environment that can make a large part of their resource base redundant resources, which may be unable to free sufficient funds to invest in the new resources that are needed and their cost base will be too high . In addition, the findings agree with those of Liang, You, and Liu (2010) who observes that people's intellect creativity, skills, experience and commitment are necessary towards effective implementation. The finds agree with those in Chimhanzi & Morgans (2005) which indicated that firms devoting

attention to the alignment of marketing and human resources are able to realize significantly greater successes in their strategy implementation. Finally, the results are consistent with those of Kak (2002) asserts that one of the inhibitors of strategy execution is the lack of resources; resources are either inadequate or unavailable when needed.

4.6 School Culture and Successful Implementation of the Act.

The second objective of the study was to determine the influence of school culture on successful implementation of Public Procurement and Disposal Act, 2005 in Public Day Secondary Schools.

Table 4.9: School Culture and Successful Implementation of the Act.

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Likert Mean
The culture of Schools encourages innovation and creativity.	26.2%	38.6%	18.8%	16.3%	0.0%	2.25
There is no resistance to Public procurement Act implementation.	25.6%	33.0%	18.2%	20.7%	2.5%	2.41
There is compatibility between Public procurement Act implementation and culture.	20.2%	44.3%	8.4%	19.7%	7.4%	2.5
The implementation of Public procurement Act often encounters rough going because of deep rooted cultural biases.	18.7%	39.4%	15.8%	19.7%	6.4%	2.56
Existing culture in schools creates a competitive environment.	17.2%	43.3%	20.7%	17.2%	1.5%	2.42
The employees do not see changes as threatening and tend to favor “continuity” and “security”.	21.7%	36.5%	19.2%	21.2%	1.5%	2.44
Average						2.43

Table 4.9 illustrates that 64.8% of the respondents disagreed and 16.3% agreed that the culture of schools encourages innovation and creativity, 58.6% disagreed and 23.2% agreed that there was no resistance to Public procurement Act implementation while 64.5% disagreed and 27.1% agreed that there was compatibility between Public procurement Act implementation and culture. Furthermore, 58.1% of the respondents disagreed and 26.1% agreed that the implementation of Public procurement Act often encounters rough going because of deep-rooted cultural biases while 60.5% disagreed and 18.7% agreed that existing culture in schools creates a competitive environment. Finally 58.2% of the respondents disagreed and 22.7% agreed that the employees do not see changes as threatening and tend to favor “continuity” and “security”. The mean score for the responses was 2.43 which indicate that many employees disagreed with the statements regarding school culture. The results revealed that school culture influenced successful Public procurement Act implementation. The findings imply that the schools had strong cultural ties hence unsuccessful implementation of public procurement act.

The study findings agree with those in Tan et al. (2009) who in their study stated that employees may neither engage in, nor give the appearance of engaging in, dishonest or unethical actions. Both are injurious to the public’s perception of honest government. As a government employee, you might have access to procurement and other nonpublic information that could affect a contract bid or the award process handling administrative data. The study further disagreed with those in Amos (2008) who in his study explained the importance and effective way to maintain ethics awareness in agencies is to provide training for employees. Ethics training and seminars can be provided, along with training in more specific areas, such as procurement procedures, record keeping, records management, and accountability and administrative law. Regular reviews or audits of procurement processes and performance measurements can be done to ensure probity is being considered and achieved.

4.7 School Leadership and Successful Implementation of the Act.

The third objective of the study was to determine the influence of school leadership on the successful implementation of Public Procurement and Disposal Act, 2005 in Public Day Secondary Schools. Results are presented on Table 4.10

Table 4.10: School Leadership and Successful Implementation of the Act.

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Likert Mean
The current leadership is transformational.	13.8%	41.4%	15.3%	26.1%	3.4%	2.64
The management has put in place proper structure for Public procurement Act implementation.	23.2%	42.9%	15.8%	17.2%	1.0%	2.30
The current management has flawed vision of what seems to be the strategic position of implementing Public procurement Act in schools.	18.7%	49.3%	13.8%	15.3%	3.0%	2.34
The current leadership has a myopic view of what is needed for successful management of operational tasks and projects within a strategic brief.	14.3%	54.7%	13.3%	15.3%	2.5%	2.37
The management is carrying out its functions of Planning, Organizing, Staffing, Directing and Controlling effectively	22.7%	44.3%	16.7%	14.8%	1.5%	2.28
Average						2.39

Table 4.10 indicates that 55.2% of the respondents disagreed and 29.5% agreed that the current leadership is transformational while 66.1% disagreed and 18.2% agreed that the management had put in place proper structure for Public procurement Act implementation. 68% of the respondents disagreed and 18.3% agreed that the current management has flawed vision of what seems to be the strategic position of implementing Public procurement Act in schools. Sixty nine percent of the respondents disagreed and 17.8% agreed that the current leadership has a myopic view of what is needed for successful management of operational tasks and projects within a strategic brief while 67% disagreed and 16.3% agreed that the management is carrying out its functions of Planning, Organizing, Staffing, Directing and Controlling effectively. The mean score for the responses was 2.39, which indicate that many employees disagreed with the statements regarding school leadership. The results revealed that school leadership influenced successful Public Procurement Act implementation. The findings imply that the schools had an ineffective leadership and management function, which may have negatively affected the implementation of public procurement act.

The findings agree with those in Aaltonen and Ikavalko, (2001) who asserted that functions of management include Planning, Organizing, Staffing, Directing and Controlling and failure of management to carry out these functions leads to lack of clear understanding of strategy

The findings also agree with those in Covey (2003) who too observed that public servants are working so hard to be sure things are being done right that they hardly have time to decide if they are doing the right things.

4.8 School Politics and Successful Implementation of the Act.

The fourth and last objective of the study was to establish the influence of school politics on the successful implementation of Public Procurement and Disposal Act, 2005 in Public Day Secondary Schools. Table 4.11 presents the findings.

Table 4.11: School Politics and Successful Implementation of the Act.

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Likert Mean
There exists political interference in the management of schools.	7.4%	19.7%	18.2%	39.4%	15.3%	3.35
The Strategic managers engage in activities to obtain and use power to influence organizational goals, change strategy and structure to further their own interests.	9.4%	19.2%	13.3%	42.4%	15.8%	3.36
Top-level managers constantly come into conflict over what correct policy decisions are.	7.9%	18.2%	12.8%	38.4%	22.7%	3.50
There exists a powerful group who may regard the change caused by new strategy as a threat to their own power.	8.4%	11.3%	12.8%	48.3%	19.2%	3.59
Tribal politics in schools may be a factor affecting successful implementation of public procurement Act.	10.3%	15.8%	13.8%	43.3%	16.7%	3.40
Average						3.44

Table 4.11 shows that 54.7% of the respondents agreed and 27.1% disagreed that there existed political interference in the management of schools, 58.2% agreed and 28.6% disagreed that the strategic managers engage in activities to obtain and use power to influence organizational goals, change strategy and structure to further their own interests while 61.1% agreed and 26.1% disagreed that top-level managers constantly come into conflict over what correct policy decisions are. In addition, 67.5% of the respondents agreed and 19.7% disagreed that there exists a powerful group who may regard the change caused by new strategy as a threat to their own power while 60% agreed and 26.1% disagreed that tribal politics in schools may be a factor affecting successful implementation of public procurement Act. The mean score for the responses was 3.44, which indicate that many employees agreed with the statements regarding school politics. The results revealed that school politics influenced successful Public Procurement Act implementation. The findings imply that there exists negative political force at schools and these political forces may have negatively affected the implementation of the act.

The study findings agreed with those of Gandz and Murray (2006) who found that employees usually consider organizational politics to be an unfair, evil, irrational and unhealthy behavior but at the same time as a necessary skill for those who want to get ahead and be promoted in the workplace. These findings were later supported by Bacharach (2005) study. Regarding HRM, Ferris and King (2004) found that the use of influence in the organization is positively related to the managers' positive attitude toward his/her employees (i.e., the more an employee uses influence in the organization, the more his/ her performance is appreciated). They suggest that in essence, organizational politics introduces a serious bias into HRM functions and potentially damages the selection, evaluation, and promotion processes.

The findings also concur with those of Wang (2000) who stated that it is important to overcome the resistance of powerful groups because they may regard the change caused by new strategy as a threat to their own power. Top-level managers constantly come into

conflict over what correct policy decisions would be and power struggles coalition building is a major part of strategic decision making. According to them, the challenge organizations face is that the internal structure of power always lags behind changes in the environment because in general, the environment changes faster than organizations can respond.

The findings confirm those of Zahra (2004) who conducted a study on the relationship between organizational politics (OP), and company strategy and performance was explored. Data were collected from 55 manufacturing firms. Controlling for company assets and industry type, Organization politics intensity was associated with various stages of the strategic process. In addition, it was negatively associated with overall company performance. These results were corroborated by canonical analysis. Another important finding was that the stage of company evolution moderates the OP-strategic process relationship. Finally, future research directions and implications for managerial behavior and ethics have been clarified.

4.9 Inferential Statistics

4.9.1 Bivariate Correlation

Table 4.12 displays the results of correlation test analysis between the dependent variable (Public procurement Act implementation) and independent variables and also correlation among the independent variables themselves. Results on Table 4.12 show that Public procurement Act implementation was positively correlated with all the independent variables.

Table 4.12: Bivariate Correlations

Variable		Successful Implemen tation	School Resour ces	School Cultur e	School Leadershi p	School Politics
Successful Implementati on	Pearson Correlation Sig. (2-tailed)	1				
School Resources	Pearson Correlation Sig. (2-tailed)	0.509	1			
School Culture	Pearson Correlation Sig. (2-tailed)	0.296	0.467	1		
School Leadership	Pearson Correlation Sig. (2-tailed)	0.373	0.39	0.45	1	
School Politics	Pearson Correlation Sig. (2-tailed)	0.258	0.103	-0.003	0.261	1

Correlations results indicated that there was a positive and significant relationship between Public procurement Act implementation and school resources. This was supported by (R= 0.509, p value =0.000). This implied that those who rated school resources highly were also more likely to rate Public procurement Act implementation highly, and those who rated school resources lowly were also more likely to rate Public procurement Act implementation lowly.

Correlations results in table 4.12 indicated that there was a positive and significant relationship between Public procurement Act implementation and school culture. This was supported by (R= 0.296, p value =0.000). This implied that those who rated school culture highly were also more likely to rate Public procurement Act implementation highly, and those who rated school culture lowly were also more likely to rate Public procurement Act implementation lowly.

Correlations results in table 4.12 indicated that there was a positive and significant relationship between Public procurement Act implementation and school leadership. This was supported by ($R= 0.373$, p value $=0.000$). This implied that those who rated school leadership highly were also more likely to rate Public procurement Act implementation highly, and those who rated school leadership lowly were also more likely to rate Public procurement Act implementation lowly.

Finally correlations results in table 4.12 indicated that there was a positive and significant relationship between Public procurement Act implementation and school politics. This was supported by ($R= 0.258$, p value $=0.000$). This implied that those who rated school politics highly were also more likely to rate Public procurement Act implementation highly, and those who rated school politics lowly were also more likely to rate Public procurement Act implementation lowly. This implies that ineffectiveness of managing school politics could lead to a decline in Public procurement Act implementation

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study sought to establish the factors influencing implementation of Public Procurement and Disposal Act, 2005 in Public Day Secondary Schools in Mukurwe-ini sub- County in Nyeri County. The purpose of this chapter is to discuss and summarize the findings of the study and finally give conclusions and recommendations for improvement or practice. This will be done with justification from the data that was collected and analyzed.

5.2 Summary of Findings

The general objective of this study was to assess the factors influencing implementation of Public Procurement and Disposal Act, 2005 in Public Day Secondary Schools in Mukurwe-ini sub- County in Nyeri County. A sample size of a total population of three hundred (300) respondents was drawn from all the primary teachers and BOM members. For purposes of collecting primary data, the researcher developed and administered a questionnaire and the results obtained were analyzed using Microsoft Excel and Statistical Package for Social Sciences (SPSS).

The study findings indicated that majority 54% of the respondents were male and 46% were female. These findings imply that the organization gender was predominantly male. The findings revealed that majority 37% of the respondents had reached college level, 21% of the respondents had attained secondary education and 42% were university graduates. Results also revealed that 23% of the respondents had worked for a period of between 1 to 2 years, 32% of the respondents had worked for a period of more than 5 years and 39% had worked for 3 to 5 years. Study findings indicated that majority 51% of the respondents were general teachers, while 34.5% of the respondents were BOM

members and 13.8% were in head teachers and findings indicated that majority 62.6% of the respondents were aged between 31-40 years.

The study findings indicated that school leadership, culture, resources and politics influence Public Procurement Act implementation. Correlations results indicate there was a positive and significant relationship between Public Procurement Act implementation and school leadership, culture, resources and politics.

5.3 Conclusion

From the study findings, one can conclude that;

- i) The organization leadership at public secondary schools is not effective and this may have led to poor Public Procurement Act implementation.
- ii) The culture at public secondary schools was not conducive for strategy implementation and this may have led to poor Public Procurement Act implementation.
- iii) The management of organization resources at public secondary schools is not effective and this may have led to poor Public Procurement Act implementation.
- iv) The organization politics at public secondary schools are not conducive for strategy implementation and this may have contributed to the poor implementation of Public Procurement Act.

5.4 Recommendations

The study makes the following recommendations based on the objectives of the study; for strategy implementation to be successful, public and private institutions needs to align its culture to strategy. Specifically, public secondary schools need to address the resistance of employees by improving on communication and training them and rewarding them adequately.

Public institutions need to align the organization leadership to strategy. It should therefore ensure that the leadership style is transformational and not transactional. The management should also put in place proper compensation and reward structure for strategy implementation. Finally, the management should carry out its functions of Planning, Organizing, Staffing, Directing and Controlling effectively.

Public institutions need to align the organization resources to strategy. The management should ensure that all strategic objectives have been allocated enough team members & resources. The strategy implementation teams should have adequate education and training background. The management should ensure that some of the financial and non financial resources allocated to strategy implementation are being misused. The strategy implementation teams should have adequate experience in strategy implementation.

Public institutions need to align the organization politics to strategy. The management should address political interference in the management of secondary schools, strategic managers should not engage in activities to obtain and use power to influence organizational goals and change strategy and structure to further their own interests, top-level managers should not constantly come into conflict over what correct policy decisions are. The management needs to deal with powerful groups who may regard the change caused by new strategy as a threat to their own power. Finally, the management should reduce tribal politics.

5.5 Recommendations for Further Research

The study suggests that the study should be replicated in the private sector institutions. This would yield results for comparison between private and public institutions. In addition, this study is merely descriptive and lacks statistical rigour. It is therefore suggested that regression analysis should be conducted in future studies in order to establish the sensitivity of the factors to strategy implementation.

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APPENDICES

Appendix 1: Introduction Letter

Dear Respondent,

I am a graduate student of Master of Project Planning and Management at University of Nairobi. I am carrying out an evaluation study of the factors influencing implementation of Public Procurement and Disposal Act, 2005 in public day secondary schools in Mukurwe-ini Sub-county, Nyeri county.

It would be of great value if you could share your wealth of knowledge by completing this questionnaire. Your answers will be handled with highest anonymity and confidentiality; this will be achieved by no indication of names. Kindly return the completed questionnaire to me.

Regards,

Charles Njoroge Mungai

Reg. No. L50/60184/2013

Tel. 0733893614

Appendix II: Questionnaire

PART 1 : GENERAL /DEMOGRAPHIC DATA

1. Kindly indicate your gender

a) Male b) Female

2. Kindly indicate the highest level of education attained

a) Secondary level b) College level

c) University level d) Post graduate level

3. Number of years in current employment

a) less than one year b) 1 to 2 year

c) 3 to 5 years d) More than 5 years

4. Kindly indicate your position

a) Head teacher

b) General Teacher

c) BOM Member

5. Kindly indicate your age bracket

a) 21-30 years

b) 31-40 years

c) 41-50 years

d) 51 years & above

PART 2: THIS PART IS DIVIDED INTO FIVE SECTIONS

Section A: Successful Implementation of Public Procurement and Disposal Act, 2005

This section aims at determining the state of public procurement Act implementation in secondary schools. Please indicate your agreement or otherwise with the following statements using the following likert scale.

Strongly Agree=5, Agree=4, Neutral=3, Disagree=2, Strongly disagree=1

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	1	2	3	4	5
My school procurement systems are effective at detecting fraud					
My school has appropriate and sufficient internal controls in place					
My school does conduct performance appraisals at least twice in a year					
My school conducts monthly and yearly budget variance analysis					
My school does produce daily, weekly, monthly, quarterly and yearly financial reports					
The performance appraisals are supported by rewards					

Section B: School Resources

This section aims at determining how school resources influence implementation of public procurement Act in secondary schools. Please indicate your agreement or otherwise with the following statements using the following Likert scale.

Strongly Agree=5, Agree=4, Neutral =3, Disagree=2, Strongly disagree=1

Statement	1	2	3	4	5
Public procurement Act implementation has been allocated enough resources in terms of personnel, financial or ICT					
Public procurement Act implementation teams have adequate experience in strategy implementation					
Public procurement Act implementation teams have adequate education and training background					
Some of the financial and non financial resources allocated to Public procurement Act implementation are being misused.					
Due to the large revenue base, fiscal illusion and the problem of too much money is a factor affecting Public procurement Act implementation					

Section C: School culture

This section aims at determining whether organizational culture is a factor affecting successful implementation of public procurement Act in secondary schools. Please indicate your agreement or otherwise with the following statements using the following likert scale.

Strongly Agree=5, Agree=4, Neutral =3, Disagree=2, Strongly disagree=1

Statement	1	2	3	4	5
The culture of Schools encourages innovation and creativity same					
There is resistance to Public procurement Act implementation					
There is compatibility between Public procurement Act implementation and culture					
The implementation of Public procurement Act often encounters rough going because of deep rooted cultural biases					
Existing culture in schools creates a competitive environment					
The employees see changes as threatening and tend to favor “continuity” and “security”					

Section D: School Leadership

This section aims at determining whether organizational leadership is a factor affecting successful implementation of public procurement Act in secondary schools. Please indicate your agreement or otherwise with the following statements using the following likert scale.

Strongly Agree=5, Agree=4, Neutral =3, Disagree=2, Strongly disagree=1

Statement	1	2	3	4	5
The current leadership is transformational					
The management has put in place proper structure for Public procurement Act implementation					
The current management has flawed vision of what seems to be the strategic position of implementing Public procurement Act in schools.					
The current leadership has a myopic view of what is needed for successful management of operational tasks and projects within a strategic brief					
The management is carrying out its functions of Planning, Organizing, Staffing, Directing and					

Statement	1	2	3	4	5
Controlling effectively					

Section E: School Politics

This section aims at determining whether organizational politics is a factor affecting successful implementation of public procurement Act in secondary schools. Please indicate your agreement or otherwise with the following statements using the following likert scale.

Strongly Agree=5, Agree=4, Neutral =3, Disagree=2, Strongly disagree=1

Statement	1	2	3	4	5
There exists political interference in the management of schools					
The Strategic managers engage in activities to obtain and use power to influence organizational goals, change strategy and structure to further their own interests					
Top-level managers constantly come into conflict over what correct policy decisions are.					
There exists a powerful group who may regard the change caused by new strategy as a threat to their own power.					
Tribal politics in schools may be a factor affecting successful implementation of public procurement Act					

Appendix III: Study Work Plan

Activity	YEAR 2014																	
	FEB				MARCH				APRIL				MAY					
	Week				Week				Week				Week					
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		
Topic selection & approval	■																	
Supervisor appointment		■																
Produce draft proposal			■	■														
Incorporate supervisors reviews				■	■	■	■											
Proposal ready for presentation							■	■										
Incorporation of panel comments									■	■								
Pilot testing of questionnaire											■							
Data collection												■	■					
Data processing and analysis													■	■				
Review of draft by supervisor														■	■			
Incorporate supervisor comments															■	■		
Submit project to board of postgraduate studies																■		

Appendix IV: Estimated Study Budget

TASK/ACTIVITY	COST(Ksh)	COST DESCRIPTION & JUSTIFICATION
Pilot testing of questionnaire	2,000	1 research assistant at 1000/= per day for 2 man days
Questionnaire printing & photocopying	9,000	300 copies of questionnaire at 3/=
Questionnaire Distribution and collection	5,000	2 research assistants at 2,500/= each
Printing and binding the research report	1,620	6 copies of 70 pages report at 3/= plus binding at 60/= per copy
Contingency budget	5,000	To cater for any unprecedented research activities that may present themselves
Total Budget	22,600	