

**THE IMPLEMENTATION OF THE PUBLIC PROCUREMENT AND DISPOSAL ACT,
2005: A CASE OF PUBLIC SECONDARY SCHOOLS IN NAIROBI COUNTY, KENYA**

BY

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DECLARATION

This research project report is my original work and has not been presented in any other University or Institution for any award whatsoever.

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

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DEDICATION

This research project report is dedicated to my family; my mother Emily Muhonja, brothers Billy Kipkoech and Emmanuel Kibet, sisters Nesbit Cherop and Maryline Cheptum. Their presence was the constant motivation to succeed in this project.

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ABBREVIATIONS AND ACRONYMS

PPDA – Public Procurement and Disposal Act

PPOA- Public Procurement Oversight Authority

SBU – Strategic Business Units

SPSS - Statistical Package for Social Scientists

CEO- Chief Executive Officer

CFO- Chief Finance Officer

COO- Chief Operations Officer

GoK- Government of Kenya

CBD- Central Business District

USA- United States of America

EU - European Union

ABSTRACT

The implementation of Public Procurement Act is faced by several challenges. This study was done to identify the level of influence of the challenges the public secondary schools face in the implementation of PPDA in Nairobi County. The objectives were to determine the extent to which familiarity with regulations, communication, executors and commitment influence the implementation of PPDA. The main research questions determine to what extent familiarity with regulations, communication, commitment and the executors influence implementation of PPDA. The study research design is correlation as it sought to analyze the degree of relationship between the variables. The study adopted a mixed-mode approach method whereby quantitative and qualitative techniques are used. The target population was the tender and procurement committee members in the selected public secondary schools from eight constituencies in Nairobi County. Data was analyzed using computer software's (Excel and Statistical Package for Social Scientists (SPSS)) because of their user friendliness and ability to analyse multi-response. Study findings indicated that it can be noted that familiarity of procedures is a significant predictor of compliance with PPDA regulations with a strong correlation obtained of 0.721. The executors had a moderately strong relationship in the implementation of PPDA with a correlation value of 0.672 while communication variable showed a moderately strong correlation with the implementation of PPDA. The commitment variable showed a weak correlation value of 0.173 with the implementation of PPDA. There was the one third rule in the gender representation in the sampled population with 39.7% being women. Most of committee members were aged between 40-50 years, being 74.5% of the population. The researcher recommended the PPOA and the public entities to work together to improve on the familiarity of committee members with public procurement procedures through taking procurement skills assessment and training staff through refresher courses, workshops, seminars and conferences where staff meet and share experiences. PPOA to also push the government to employ a professionally trained procurement officer in each school who will assist the committee in procuring as required by the PPDA to increase compliance. Frequent evaluations and reviews for the schools to be done to ensure compliance where all schools will be informed of their non-conformities and informed of what should be done as per the regulations of PPDA. The researcher recommended the government to also adopt e-procurement in all public entities to enhance communication between all the stakeholders as well as transparency in the procurement procedures in the implementation of the PPDA. A further study recommended by the researcher is to be carried out (longitudinal study) to examine true compliance with public procurement regulations in the public schools over time. An investigation of the environmental factors causing non-compliance in public schools as well as factoring of professionalism in the implementation of PPDA in public schools would also be useful in explaining noncompliance.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Procurement has played a crucial role in production and service delivery processes. Organizations, whether public or private, often have to source the resources they need to execute their operations from outside parties. Efficiency of the procurement function has often been viewed as being directly related to the quality of services and responsiveness of the organization towards the market signals.

Public Procurement has always been a big part of the developing countries economy, accounting for an estimated 9-13% of the developing nations Gross Domestic Product (GDP). It is therefore an area that needs attention in the face of increasing noncompliance (Odhiambo and Kamau, 2003). Procurement managers and stakeholders in the Public Service serve institutions created and governed by a complex array of statutes, regulations, policies, and directives. They operate in an environment of increasingly intense scrutiny and accelerated changes driven by technology, program reviews, and public and political expectations for service improvements. These combined result into growing institutional complexity and risks. However Ntayi (2009) observes that millions of dollars gets wasted due to inefficient and ineffective procurement structures, policies and procedures as well as failure to impose sanctions for violation of procurement rules thus resulting in poor service delivery. Public procurement is the acquisition of goods, services and works by a procuring entity using public funds (World Bank, 1995). The level of compliance to procurement regulations can therefore determine whether a government meets its goals and objectives or not as well as affect many internal and external stakeholders. In order to improve the management of public procurement, many countries have come up with procurement reforms. According to Arrowsmith and Trybus (2003) the last decade of the twentieth century has witnessed the start of the global evolution in the public procurement. Nonetheless Thai (2005) asserts that challenges in public procurement go beyond procurement regulations to include procurement process, methods, organizational structure and work force. This assertion is supported by the African Peer Review Mechanism Country Review (APRM).

De Boer and Telgen (1998) as cited by Gelderman et al., (2006) explain that compliance is a problem not only in the third world countries but also evident in the countries in the

European Union. Gelderman et al., (2006) further advances reasons for noncompliance is explained by the tendency to avoid red tape involved in the procurement process. However Sewanyana (2009) asserts that the type of goods and services procured sometimes influences the degree of compliance with the procurement regulations. Over the years, much of the discussions have questioned the efficiency and performance of the procurement systems in the public sector. Scarcity of public resources has led to the general acceptance of the need for proper management of public expenditure such that any loopholes that could give room for corruption are eliminated.

The efficiency of the procurement process is primary consideration of every procurement regime. Open, transparent and non-discriminatory procurement is generally considered to be the best tool to achieve 'value for money' as it optimizes competition among suppliers. Developing economies are making significant changes to the procurement systems that were put in place during the colonial era. Public procurement is the principal means through which governments meet developmental needs such as the provision of physical infrastructure and the supply of essential goods like medicine.

The developed countries are modernizing their procurement systems. This is pushed by well-informed citizens who demand for accountability of the public funds. The developing economies on the other hand are on the formulation and early stages of adoption of procurement acts as a strategy for cost-saving of the public funds to achieve their goals.

Many Africa countries like Kenya, Uganda, Tanzania and Ghana have adopted the Public Procurement Reforms from the western states. The government of Kenya and the World Bank jointly initiated the Public Procurement Reform in 1997. Kenya's public procurement system was audited and it disclosed several shortcomings ranging from inefficiency and lack of transparent and sound legal framework. To improve on efficiency, the Government developed appropriate Public Procurement Regulations and published as Legal Notice No. 51; The Exchequer and Audit (Public Procurement Regulations, 2001 dated 30th March, 2001 and the amendment of the same in 2002). To further streamline the legal framework and deepen the public procurement reforms, the Government drew and published Public Procurement and Disposal Bill, 2002, 2003, 2004 and 2005. The Public Procurement and Disposal Act (PPDA), 2005, stipulate the procedure of purchasing goods and services, and disposal of unserviceable, obsolete or surplus stores and equipment for public organizations. The Act came to full operation

on Gazette notice in 2007 by the Minister of Finance. It was issued to all public entities which in the Act covers the Government or any department of the government; the courts; commissions established under the constitution; the local authority under the Local Government Act; state corporation within the meaning of state Corporation Act; Central bank of Kenya; a co-operative society established under the Co-operative Societies Act; a public school within the meaning of the Education Act; a public university within the meaning of the Universities Act; a college or other educational institution maintained and assisted out of public funds: or an entity prescribed as a public entity.

The Public Procurement Oversight Authority (PPOA) was established to regulate the public procurement. Its function is to ensure that the procurement procedures under this Act are complied with; to monitor public procurement system and report the overall functioning of it in accordance with section 20(3)(b) and present to the finance Minister such other reports and recommendations for improvements as the Director-General considers advisable

1.2 Statement of the Problem

The Public Procurement and Disposal Act, 2005 was a strategy formulated by the Ministry of Finance to ensure that public funds are economically utilized as well as to provide accountability to the public on how the public funds are spent. Strategy implementation skills are not easily mastered. All managers find implementation the most difficult aspect of their jobs. In 1968, Peter Drucker (1969) coined the phrase Age of Continuity to describe the way change forces disruption in the continuity of our lives. Less than 10% of strategies are effectively formulated are effectively executed. Strategy implementation is inseparable from effective leadership and communication within an organization.

The implementation of this Act, just like any other strategy, is faced with several challenges. This ranges from poor co-ordination of the strategy, insufficient employee capabilities, inadequate training to lower level employees, insufficient definition of implementation tasks and activities, lack of understanding of the overall goal of the strategy by the employees and key formulators of strategy not playing an active role in implementation.

Few studies have been undertaken to explain the factors the influence the implementation of the PPDA. Review reports are available and show the non-conformities in the public schools but not the causes of these non-conformities. In John Muhia Njenga's research on "Factors

Affecting Procurement Process by Public Secondary Schools in Kenya; A Case of Nairobi East District” he only stated the factors but does not explain the extent to which these factors influence the implementation process. This research was done to find out the extent to which the challenges the public secondary schools in Nairobi County influenced the implementation of the Public Procurement Act, 2005 to be able to inform the PPOA of the best measures in successful implementation of the PPDA in the public secondary schools.

1.3 Purpose of the Study

The study assessed the challenges facing public secondary schools in Nairobi County, in implementing the Public Procurement Act, 2005. Information on implementation of PPDA will be given by the PPOA- public procurement manual for public schools and colleges. The manual indicates the procedures in PPDA.

1.4 Objectives of the Study

The objectives of this study were;

- i. To establish the level of influence of the tender and procurement committee members’ familiarity of regulations in the implementation of PPDA.
- ii. To examine the extent to which executors in the public secondary schools influences the implementation of the PPDA
- iii. To find out how communication influences implementation of PPDA
- iv. To ascertain the extent of influence of the committee members commitment in the implementation of PPDA

1.5 Research Questions

The study will be guided by the following research questions:

- i. To what extent does familiarity of the PPDA by committee members, influence the implementation of PPDA?
- ii. To what extent do executors of PPDA influence successful implementation of PPDA?
- iii. To what extent does communication influences the implementation of the PPDA?
- iv. To what extent does commitment of the committee members influence the implementation of PPDA?

1.6 Significance of the study

Public procurement aims at enhancing transparency in the use of public resources. This transparency reduces corruption, saves on purchasing costs as the lowest bidder is selected as well as giving the public accountability of how the public resources are spent. This study aims at evaluating the challenges public high schools face in implementing the PPDA. The findings of this study will be important to GoK as it will be able to advise on amendments of the PPDA. Public Education funders too can use the findings to determine the accountability of their funding. The PPOA will be able to find measures to ensure these challenges are dealt with to ensure the Act is fully implemented. Public will use these findings to determine the level of confidence they have in the PPDA.

1.7 Scope of the study

The study will be carried out amongst selected public secondary schools in Nairobi County. Nairobi County has eight constituencies and a total of thirty public secondary schools that have been audited by PPOA. The tender and procurement committees are comprised of not less than five (5) members each, with a procurement specialist, a section head from the user department and the finance officer as the secretary.

1.8 Limitations

It is anticipated that various challenges are likely to be faced when undertaking the study. These include inaccessibility of data, lack of up to date data, unwillingness by some respondents to answer questions, unanticipated occurrences, among others. These limitations will be overcome through searching for relevant up to date data, developing a good rapport with the respondents for them to respond to the questions and looking for data from all possible sources.

1.9 Delimitations

The study was carried out in Nairobi County due to the ease of access to procurement officers, PPOA for advice and frequent audits by the PPOA in the public secondary schools.

1.10 Definition of Significant Terms

Implementation of PPDA: Procuring by conforming to the PPDA 2005 regulations.

Public procurement: The acquisition of works, assets, services or goods.

PPDA: Established procedures for efficient public procurement.

- Public secondary schools:** A school maintained or assisted out of public funds.
- Tender committee:** A body responsible for procurement through tendering.
- Procurement committee:** A body responsible for procurement below the threshold of the tender committee.
- Executors:** The implementers of the PPDA, 2005 in the schools.

1.11 Organization of the Study

The research report is divided into chapters with specific themes and sub-themes. Chapter one deals with background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, scope of the study, limitations and delimitations of the study. The study also presents the basic assumptions, limitations of the study, delimitations, significance of the study, definition of significant terms as used in the study and organization of the proposal.

Chapter two describes literature review of the topic under study from all over the world, Africa and East Africa which then narrows down to Kenya.

Chapter three will cover the introduction, area of study, research design, target population, sample and sampling procedure, research instruments, data collection procedures, validity and reliability of the instruments, data analysis.

Data is presented, interpreted and analyzed in chapter four while chapter five gives summary of findings, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The development of public procurement regulation has been primarily initiated by Western governments who have been concerned with increasing public spending on public services and utilities and the frequency of corruption scandals, while meeting their commitments to the public. The United Nations Commission on International Trade Law summarised established international principles of public procurement good practice and adopted the Model Law on Procurement of Goods, Construction and Services. The WTO Agreement on Government Procurement (GPA) - The Final Act Embodying the Results of the Uruguay Round of Multilateral Trade Negotiations- was signed in Marrakech on 15 April 1994.

The implementation of the procurement regulation has had challenges globally. In the US and EU the challenges that are currently experienced by most states and countries is the implementation of e-procurement. This is the integration of IT in the procurement systems to increase transparency, accountability and participation of the public. The other challenge they face is how to comply with their government's procurement regulations and social and economic procurement goals without violating regional and/or international trade agreements. For example, how to comply with national economic policies (in nurturing domestic firms), without dealing unfairly with foreign firms as provided in regional trade agreements and/or the World Trade Organization (WTO) agreements (European commission, 2012).

In Africa the implementation of the procurement regulations is faced with several challenges. The African Peer Review reports 2011 indicate that the African countries experience challenges in; insufficient skilled professionals, lack of strategic treatment of procurement, few systematic approaches to procurement, corruption in public procurement, inadequacy of accountability and control mechanisms, commitment to change all dimensions, involvement of all stakeholders to create ownership for reforms.

In Kenya, the PPOA report, 2012 has indicated that the challenges facing the implementation of the PPDA are; Poor records management, documentation and filing system,

lack of proper procurement planning, lack of effective post award contract management, inconsistency in making mandatory reporting to PPOA and lack of use of standard requisitions.

This chapter outlines review of literature which is related to the proposed study, organized under identified independent variables. These variables include familiarity of PPDA, executors of the PPDA, communication of PPDA to the executors and the organizational commitment of the public secondary schools. This section will evaluate existing literature to infer trends and data gaps. Literature is reviewed according to various themes earlier identified as independent variables in statement of objectives. These are classified as follows:-

2.2 Executors

Executors are comprised of top management, middle management, lower management and non-management. Effectiveness of strategy implementation is affected by the quality of people involved in the process (Govindarajan, 1989). Here, quality refers to skills, attitudes, capabilities, experiences and other characteristics of people required by a specific task or position (Peng & Litteljohn, 2001). Viseras, Baines, and Sweeney (2005) group 36 key success factors into three research categories: people, organization, systems in the manufacturing environment. Their intriguing findings indicate that strategy implementation success depends crucially on the human or people side of project management, and less on organization and systems related factors. Similarly, Harrington (2006) finds that a higher level in total organizational involvement during strategy implementation had positive effects on the level of implementation success, firm profits and overall firm success. The review of the individual groups of strategy executors at different hierarchical levels is indicated below.

2.2.1 Top management

Top management refers to senior-level leaders including presidents, owners, and other high ranking executives (CEO, CFO, COO etc.) and senior-level managers. Several researchers have emphasized the effect of top management on strategy implementation (Hrebiniak & Snow, 1982; Smith & Kofron, 1996; Schmidt & Brauer, 2006; Schaap, 2006). Schmidt and Brauer (2006), take the board as one of the key subjects of strategy implementation as they guide in strategy execution. Hrebiniak and Snow (1982) find that the process of interaction and participation among the top management team typically leads to greater commitment to the firm's goals and strategies. This, in turn, serves to ensure the successful implementation of the

firm's chosen strategy (cited in Dess & Priem, 1995). Smith and Kofron (1996) believe that top managers play a critical role in the implementation – not just the formulation – of strategy.

2.2.2 Middle management

Middle management's effect on strategy implementation can be divided into three categories: The first one is middle managers' leadership style (Gupta & Govindarajan, 1984; Guth & MacMillan, 1986; Govindarajan, 1989; Judge & Stahl, 1995; Heracleous, 2000). This viewpoint assumes that personality is the primary determinant of strategy implementation actions. The second perspective considers the effect of context on behavior (Waldersee & Sheather, 1996). The third one analyzes the impact of relationships between top management and middle management on strategy implementation (Wooldridge & Floyd, 1990, 1992b, 1997; Qi, 2005). Gupta and Govindarajan (1984) point out that the greater the marketing and sales experience of middle managers, the greater their willingness to take risk, and the greater their tolerance for ambiguity. These personal factors contribute to the implementation effectiveness in the case of a "build" strategy but hamper it in the case of a "harvest" strategy for SBUs. Guth and MacMillan (1986) find that the level of effort that an individual manager will apply to the implementation of a particular strategy depends on his perception of his and the organization's potential to perform, and his perception of the likelihood that successful performance will lead to an outcome that he desires. Managers who believe their self-interest is being compromised can redirect a strategy, delay its implementation, reduce the quality of its implementation, or sabotage the effort of 'upward intervention'. Upward intervention, in their conception, may include subversive behaviors such as verbal arguments, objecting memos, coalition formation, the deliberate creation of barriers to implementation, and even sabotage. Passive intervention can take the form of giving a strategy a low priority or taking too much time implementing strategic decisions, both of which can result in unnecessary delays and inhibit the implementation effort. Judge and Stahl (1995) have set up a conceptual model of implementation effort by middle managers in a multinational context. They have refined Guth and MacMillan's (1986) insights by identifying the relative importance of the three determinants of implementation effort: perceived ability, perceived probability of success, and perceived consistency between personal goals and the strategic change goals. As a further extension of this theory, they found that the personal characteristics of the middle managers influence their perceptions. They have also found that national commitment characteristics influence the perceptions of middle managers.

Heracleous (2000) also finds that if middle management do not think the strategy is the right one, or do not feel that they have the requisite skills to implement it, then they are likely to sabotage its implementation. He refers to groups within the organization who will inevitably disagree with the strategy. These groups may sabotage strategy implementation by deliberate actions or inactions, if implementing the strategy may reduce their power and influence. Thus, Heracleous also sees the perceived ability and perceived consistency between personal goals and the strategic change goals as the decisive “soft” factor.

2.2.3 Lower management and non-management

Gronroos (1985) believes that an organization must first persuade its employees about the importance of the strategy before turning to customers (cited in: Rapert & Lynch & Suter, 1996). Alexander (1985) suggests that there are many problems which over half of the corporations experienced frequently, such as, the involved employees have insufficient capabilities to perform their jobs, lower-level employees are inadequately trained, and departmental managers provide inadequate leadership and direction. These three are the most frequent strategy implementation problems in relation to human resource. Line-level employees may use delay or prevent attempts toward change that they find particularly threatening or disagreeable. Nutt (1986) suggests that managerial tactics and leadership style can play a crucial role in overcoming the lower-level obstruction that is prevalent in many implementation efforts. Strategic decisions formulated by senior-level managers of the firm are administratively imposed on lower-level management and non-management employees with little consideration of the resulting functional-level perceptions (Nutt, 1987). If lower-level management and non-management personnel are not aware of the same information, or if information must pass through several (management) layers in the organization, consensus regarding that information may never come about. Thus, the lack of shared knowledge with lower-level management and non-management employees creates a barrier to successful strategy implementation (Noble, 1999)

2.3 Communication

Numerous researchers have already emphasized the importance of communication for the process of strategy implementation (Alexander, 1985; Rapert & Wren, 1998; Peng & Litteljohn, 2001; Heide & Grønhaug & Johannessen, 2002; Rapert & Velliquette & Garretson, 2002; Forman & Argenti, 2005; Schaap, 2006). Alexander (1985) points out that communication is mentioned more frequently than any other single item promoting successful strategy implementation. The content of such communications includes clearly explaining what new responsibilities, tasks, and duties need to be performed by the affected employees. It also includes the why behind changed job activities, and the reasons why the new strategic decision was made firstly. Rapert and Wren (1998) find that organizations where employees have easy access to management through open and supportive communication climates tend to outperform those with more restrictive communication environments (cited in Rapert, Velliquette and Garretson, 2002).

The findings of Peng and Litteljohn (2001) show that effective communication is a key requirement for effective strategy implementation. Organizational communication plays an important role in training, knowledge dissemination and learning during the process of strategy implementation. Communication is pervasive in every aspect of strategy implementation, as it relates in a complex way to organizing processes, organizational context and implementation objectives, which in turn, have an effect on the process of implementation. Communication barriers are reported more frequently than any other type of barriers, such as organizational structure barriers, learning barriers, personnel management barriers, or cultural barriers. Rapert, Velliquette & Garretson (2002) state that communication and shared understandings play an important role in the implementation process. In particular, when vertical communication is frequent, strategic consensus (shared understanding about strategic priorities) is enhanced and an organization's performance improves. They explore vertical communication linkages as a means by which strategic consensus and performance can be enhanced. The study of Schaap (2006), which was conducted in the casino industry within the state of Nevada, shows that over 38 percent of the senior-level leaders do not communicate the company's direction and business strategy to all of their subordinates. This study also reinforces findings that frequent communication up and down in organization enhances strategic consensus through the fostering of shared attitudes and values. Forman and Argenti (2005) find that the alignment between the

corporate communication function and the strategic implementation process was particularly visible in those companies that were going through fundamental strategic change: 'All of the firms studied were involved in significant efforts in internal communications and felt that IT was central to the success of the function, particularly in terms of implementing strategy and building reputation' (Forman and Argenti, 2005).

2.4 Commitment

Shared understanding without commitment may result in 'counter effort' and negatively affect performance (Wooldridge & Floyd, 1989, cited in Rapert, Lynch and Suter, 1996). MacMillan & Guth (1985) and McDermott & Boyer (1999) all think that the shared understanding of middle management and those at the operational level to the top management teams strategic goals is of critical importance to effective implementation (Rapert & Velliquette & Garretson, 2002). Strategy implementation efforts may fail if the strategy does not enjoy support and commitment by the majority of employees and middle management. Alexander (1985) thinks obtaining employee commitment and involvement can promote successful strategy implementation (on the basis of telephone interviews with CEOs). Some CEOs believe that one way to accomplish this is to involve employees and managers right from the start in the strategy formulation process. Involvement and commitment should also be developed and maintained throughout the implementation process. If middle and lower level managers and key subordinates are permitted to be involved with the detailed implementation planning, their commitment will be likely to increase. Guth & MacMillan (1986) suggest that there are three fundamentally different sources of low to negative individual manager commitment to implementing a particular strategy: low perceived ability to perform successfully in implementing that strategy; low perceived probability that the proposed outcomes will result, even if individual performance is successful; low capacity of the outcome to satisfy individual goals/needs. Middle managers with low or negative commitment to the strategies formulated by senior management create significant obstacles to effective implementation.

Noble & Mokwa (1999) put forward three dimensions of commitment that emerged as central factors which directly influence strategic outcomes: organizational commitment, strategy commitment and role commitment. Organizational commitment is defined as the extent to which a person identifies with and works toward organization-related goals and values (e.g., Michaels et al., 1988, cited in Noble and Mokwa, 1999). Strategy commitment is defined as the extent to

which a manager comprehends and supports the goals and objectives of a marketing strategy. Role commitment is defined as the extent to which a manager is determined to perform his individual implementation responsibilities well, regardless of his beliefs about the overall strategy. The primary dependent variable in Noble and Mokwa's (1999) study is implementation success, which they define as the extent to which an implementation effort is considered successful by the organization.

2.5 Familiarity with Regulations

The implementers of any strategy have to be familiar with the procedures or steps to be undertaken in implementation of any strategy. The organization has to find ways of ensuring implementers are sensitized on these procedures. The procurement exercise follows steps according to the PPDA of 2007. These steps must be observed in order to ensure that all the stakeholders involved in the procurement exercise obtain fair treatment. The steps include; planning for the required procurement over a given period, identifying the source of the items, highlighting specifications/initiation of procurement, determination of procurement procedure, Sourcing (soliciting) offers, evaluation of offers, post qualification, commencement of contract, contract performance (delivery) and management, record keeping and accountability, payment and post contract performance (PPDA, Act, 2007). Many corporate board members in Africa, especially of state-owned companies, have limited understanding of their roles, and are usually open to manipulation by management, chairmen, or principal shareholders. Some are outright incompetent. Non-executive directors in Africa need to play any meaningful role in the ensuring compliance. However many simply act as rubber stamps for decisions taken outside the board (Charles & Oludele, 2003). In this perspective, compliance arises from a dynamic equilibrium between the various powers of the state and understanding what their roles are (Fisher 2004). According to De Boer and Telgen (1998) as quoted by Gelderman et al., (2006), one of the factors causes of non – compliance with procurement regulations is the level of familiarity with the procurement regulations. De Boer and Telgen (1998) assert that during the early days of the inception of public procurement regulations in The Netherlands, many municipalities could not comply to the regulations because they were not familiar with them. Gelderman et al., (2006) confirmed this position in a survey on compliance with EU procurement directives. Given that the procurement profession is still relatively new in Kenya with the regulations having come into force in 2007, it is possible that the level of familiarity with the regulations is still low. On the

other hand, it is possible that those who are familiar with the regulations know it so well that they know how to beat the loopholes to their advantage. It is worth noting that the ambiguity in the public procurement procedures may provide a chance for dubious acts including opaque tendering and discriminate supplier selection which may progress into poor compliance levels. Some theorists have noted that deficient familiarity of the procurement procedure by all the internal stakeholders may affect the implementation of the PPDA.

2.6 Theoretical framework

In this paper the researcher dealt more with institutional theory, and principal agent theory. There is no single and universally agreed definition of “institution” or “institutional theory”. According to Scott (2004), institutions are composed of cultural-cognitive and regulative elements that, together with associated activities and resources give meaning to life. The author explains the three pillars of institutions as regulatory, normative and cultural cognitive. The regulatory pillar emphasizes the use of rules, laws and sanctions as enforcement mechanism, with expedience as basis for compliance. The normative pillar refers to norms (how things should be done) and values (the preferred or desirable), social obligation being the basis of compliance. The cultural-cognitive pillar rests on shared understanding (common beliefs, symbols, shared understanding). In Kenya, public procurement is guided by the PPDA Act (2005), regulations and guidelines which are from time to time issued by the PPOA. The principal agent theory as advocated by Donahue, (1989) explains that procurement managers in public sector play a relationship role. But his findings are based on the buyer/supplier relationship and the need of the buyer, as the principal, to minimize the risks posed by the agent. The author argued that procurement managers including all civil servants concerned with public procurement must play the agent role. Therefore procurement managers take on the role of agent for elected representatives. The principal-agency theory holds that shirking is likely to occur when there is some disagreement between policy makers and the bureaucracy. The democratic perspective focuses on responsiveness to citizens and their representatives (Strom 2000; Lupia 2003). However, Soudry (2007) identifies this principal/agent relationship among the possible risks whereby procurement managers show apathy towards principal’ preferred outcomes or even overriding of the principals preferences thus resulting into noncompliance.

2.7 Conceptual frame work

The conceptual framework depicted on the following page, diagrammatically shows the relationships that exist between the dependent and independent variables under study. The dependent variable is the implementation of PPDA. The independent variables that were investigated to establish their level of influence on the dependent variable were: familiarity of procurement procedures, executors, communication and commitment of the executors. Also shown are the moderating variables and extraneous variables.

Conceptual framework

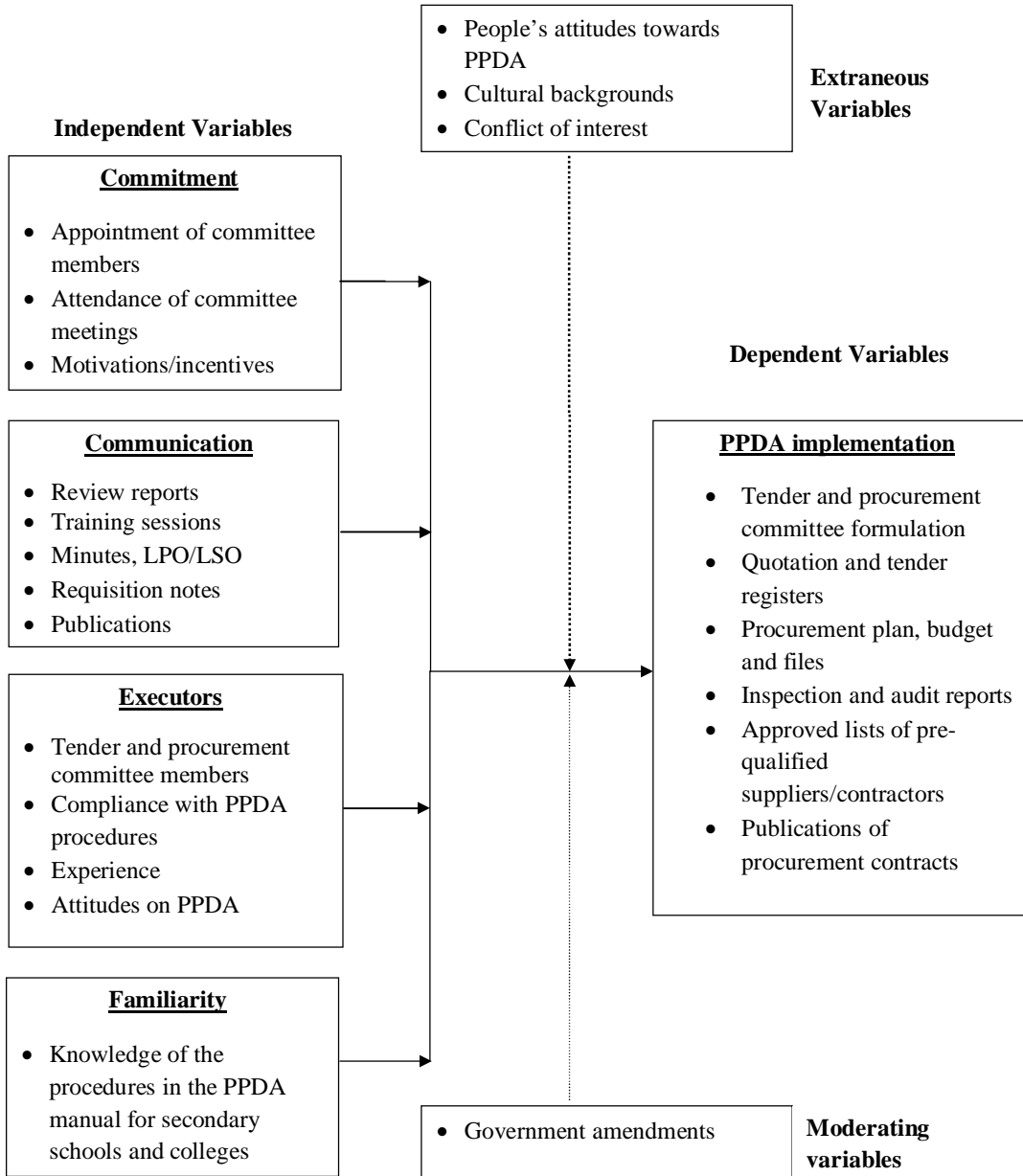


Figure 1: Conceptual Framework

Source: John Latham (2005)

2.8 Summary of chapter two

This chapter tackled and expounded on the literature review on the factors influencing the implementation of strategies as follows: executors and implementation of strategies, communication, and commitment of executors as well as familiarity of procedures in the implementation strategies. The influence of these factors has been elaborated in the implementation of strategies. The conceptual framework has been used to show the relationship between the dependent and independent variable. From the literature review, familiarity of procedures increases the success in implementation of strategies. Proper communication amongst the stakeholders makes strategy implementation easier. The executors as well as their commitment in achieving the objectives of a strategy, is important in the implementation of any strategy.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter provides an in-depth description of the procedure that was followed in conducting the study. This includes the research design applied, target population, sample selection and sample size, research instruments for data collection in the research process, validity and reliability of the instruments as well as data processing and analysis techniques.

3.1 Research Design

The descriptive survey design was employed in this study. According to Kothari (2004), descriptive research designs are those studies which are concerned with describing characteristics of a subject matter such as a person or program. A descriptive research design is a method of collecting information by interviewing respondents or administering questionnaires to a subset of the population (Orodho, 2003). The study had focus on four factors that influence the implementation of PPDA in Public Secondary schools. The survey method was chosen because it enables the findings of the study to be generalized from a sample to a population so that inferences are made about some characteristics, attitudes or behavior. The survey design often collects data from selected members of a population in order to determine the current status of that population with respect to one or more variables (Mugenda & Mugenda, 2003).

3.2 Target population

According to Mugenda and Mugenda (1999), population may refer to a set of individuals, events or objects that have a common observable characteristic. The target population for this study was 300 tender and procurement committee members from 30 public schools that have been audited by PPOA in Nairobi County.

3.3 Sampling Design

The sample design used was a stratified sampling and simple random sampling. The constituencies were used as strata for selecting the public schools. A simple random sampling was done in each constituency to select one public school.

3.4 Sample Size and Sampling Procedure

Sampling is the selection of part of a whole/population, for study, on the basis of which an inference or judgment of the population characteristic is made (Kothari 2004).

3.4.1 Sample size

The sampling frame was made up of two categories of respondents as shown in the table below:

Table 3.1 Sampling frame

Category of respondents	Total number	Number of schools selected from the eight constituencies	Total number of members
Tender committee members	8	8	80
Procurement committee members	8		

3.4.2 Sampling Procedure

In this study, the researcher used simple random cluster sampling technique. This was to give all the public secondary schools in Nairobi County an equal chance of being selected. Only one school was randomly selected from each constituency. The names of all the audited schools in a constituency were written on papers, folded and placed in a bucket. One paper was selected to pick the school to be interviewed.

3.5 Data Collection Methods and Instruments

The data collection tool used under the survey method was a structured questionnaire (Mugenda and Mugenda, 1999). Non-behavioral observation was used whereby record analysis of past files was reviewed. Files of completed and ongoing procurement were perused in order to collect data relevant to this study. The questionnaires were administered to at least five tender and procurement committee members to collect data on familiarity, executors, commitment and communication to answer the research questions. Data were collected using a structured self-administered questionnaire. The responses to the statements in the questionnaire were hinged on a 4-point Likert scale ranging from 4 – strongly agree; 3 – agree; 2 – disagree; and 1 – strongly agree. This is consistent with Raaijmakers et al., (2000) who contend that “Odd numbers” of

responses were avoided because the mid-point neutral statement of “neither agree nor disagree” is confused with “don’t know” or “not available”. The researcher desired that the respondents make a definite choice instead of choosing a neutral position. The measurement scales used in the questionnaire were obtained from previous studies and the public procurement regulations of Kenya.

3.5.1 Validity of instruments

Pilot testing refers to field testing of survey instruments in order to assess their adequacy in picking data that would comprehensively answer research questions of the respective study. Pilot testing was conducted by the researcher in two public secondary schools randomly picked that are in Nairobi CBD. Two respondents were selected from the committee members in each school. The researcher invited a team of experts to give recommendations on the adequacy and suitability of the questions and on the structure of the formulated questionnaires and interview guide to aid content validity (Mitchell, 1996). The researcher’s supervisors then approved the adequacy of the instruments.

Reliability is the level of internal consistency or constancy of the research instrument over time. It refers to the degree to which the instruments yield the same result on repeated trials. A tool is said to be reliable to the extent to which it provides consistent results. A test is therefore reliable to the extent that it measure whatever it is measuring consistently (Best & Kahn, 2006). The questions were formulated and presented in the simplest way possible for the respondents to understand to ensure high levels of consistency. Pre-testing of the tools in the pilot study was used to determine how reliable the instruments were. Internal reliability was tested by formulating different questions that answer to the same objective and grouped together in sections.

3.6 Data collection procedures

Data collection exercise was carried out through the assistance of two research assistants. The assistants were trained before engaging them in the field. They were introduced to the research instruments and data collection techniques.

Pilot testing of the research instruments to further provide a practical learning session for the assistants then succeeded. The questionnaires were then be amended to accommodate any

valid issues raised from pilot testing. After final questionnaires were made, the actual data collection for the study began.

3.7 Data analysis

Data was analyzed as follows:-

3.7.1 Quantitative Data

Quantitative data was analyzed through the use of inferential statistics as follows:-

3.7.1.1 Parametric Statistical Test

It involved measuring the extent of relationships between the variables under study. Interval and ratio data were used with parametric tools in which distributions are predictable and often Normal. The test used on the interval and ration data was Pearson's Product Moment Correlation Coefficient (r).

3.7.1.2 Interpreting Coefficient of Correlation

The coefficient of correlation measures the degree of relationship between the variables under study. The following general rules are given which would help in interpreting the value:

-1	Perfect negative relationship between the variables
-0.10	Almost no relationship
0	No relationship between the variables
0.01-0.09	Very weak relationship
0.10-0.29	Weak relationship
0.30-0.49	Moderately weak relationship
0.50	Moderate relationships
0.51-0.69	Moderately strong relationship
0.70-0.89	Strong relationship
0.90-0.98	Very strong relationship
0.99	Almost perfect relationship
+1	Perfect positive relationship between the variables

3.8 Ethical Considerations

The study was implemented after approval by the Faculty Board following the successful defence of this project proposal. A permit and research authorization letter was obtained from the National Council of Science and Technology. The letter of introduction was also drafted with an assurance to respondents of confidentiality and information being solely for educational purposes.

3.9 Operationalization Table

Table 3.2 Operationalization definition of variables

Objectives	Variables	Indicators	Measurement Scale	Type of Analysis	Tools of Analysis
To determine how tender and procurement committee members' familiarity of the PPDA influences implementation.	Knowledge of the procedures in the PPDA manual for secondary schools and colleges	Procedures followed in procurement	Nominal	Qualitative	Frequency, Percentage
To determine how the executors in the public secondary schools influences the implementation of the PPDA	Tender and Procurement committee members and the roles they play in procurement process	Fairness in awarding of tenders	Nominal	Qualitative	Frequency, Percentage
		Transparency in procurement procedures	Nominal	Qualitative	Frequency, Percentage
		Integrity of committee members	Nominal	Qualitative	Frequency, Percentage

Objectives	Variables	Indicators	Measurement Scale	Type of Analysis	Tools of Analysis
To determine how commitment of the committee members influences implementation of PPDA	Appointment of committee members.	Number of meetings attended	Ordinal	Quantitative	Frequency, Percentage
To determine how communication influences implementation of PPDA	Sensitization sessions on PPDA the implementation procedures and the roles of the committee members. Procedures manual. Evaluation and Review reports.	Training sessions Review reports Procurement files Procurement reports Publications of procurement contracts Responses to user department Responses to suppliers	Ordinal Ordinal Ordinal Ordinal Ordinal Nominal Nominal	Quantitative Quantitative Quantitative Quantitative Quantitative Quantitative	Frequency, Percentage Frequency, Percentage Frequency, Percentage Frequency, Percentage Frequency, Percentage Frequency, Percentage Frequency, Percentage

3.10 Summary of Chapter three

The chapter explores the methods that were used to accomplish the study. The area of study was Nairobi County. The research design used was the descriptive survey (cross-sectional) design and adopted the quantitative approach. The target population was 8 Public secondary schools with 5 tender committee members and 5 procurement committee members. Sample size will be made up of 80 respondents. All the committee members will answer questionnaires. Research instruments to be used will be the key informant interview and the questionnaires. Pilot testing will be done in two schools next to Nairobi CBD with only two respondents interviewed. Data collection procedures, validity and reliability of the instruments, data analysis techniques like have also been examined.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

In this chapter, the researcher presents the study findings of the study. The chapter presents a discussion on the general background of the study, and influence of familiarity, executors, communication and commitment of tender and procurement committee members influence the implementation of PPDA in Nairobi County.

4.2. Background Information

This study was carried out to establish the factors that influence the implementation of PPDA in public secondary schools in Nairobi County. The study sought to establish how: familiarity of PPDA, executors of PPDA, communication and commitment of the executors influenced the implementation of the PPDA. The background information provided tabulation on the study response and general experience of respondents. The results as per the finding are presented and discussed below.

4.2.1 Response rate

The study used simple random sampling to select public secondary schools in the eight constituencies in Nairobi County. Out of the 80 sampled respondents, 63 participated in the study while 17 did not. The results are presented on Table 4.1.

Table 4.1: Response rate

Study Participants	Frequency	Percentage
Responded	63	78.75
Did not respond	17	21.25
Total	80	100.0

The response rate for the study was 78.75%, indicating above 50% turn out which was adequate to accomplish the study objectives.

4.2.2 Demographic Characteristics of the Respondents in Tender and Procurement committees

General information about respondents in the housing sector represented gender and age bracket of the respondents. The results were presented on Table 4.2 and Table 4.3.

Table 4.2: Demographic Characteristics of the Respondents - Gender

Gender of the respondent	Frequency	Percentage
Male	38	60.3
Female	25	39.7
Total	63	100.0

Table 4.3: Demographic Characteristics of the Respondents – Age

Age bracket of the respondent	Frequency	Percentage
20 - 29 years	3	4.8
30 - 39 years	13	20.6
40 - 49 years	20	31.7
50 - 59 years	27	42.9
Total	63	100.0

The gender representation of the respondents indicated that 60.3% of the respondents who answered this question were males while 39.7 % were females. It shows that there is the gender balance as constituted in the constitution. The ages between 50-59 years had a majority of respondents representing 42.9% of the total respondents while the ages between 20-29years was least represented with 4.8%.

4.2.3 General Experience of Respondents in the committees

The general experience of respondents was through the number of years one had served in the procurement and tender committee. The findings were presented on Table 4.4.

Table 4.4 Respondents membership in the tender and procurement committees

Committee in which one is a member	Number	Percentage
Tender	12	19.0
Procurement	23	36.5
Both	28	44.4
Total	63	100

Table 4.5 Respondents Experience in the tender and procurement committees

Experience	Number	Percentage
0-2	10	15.9
2-4	19	30.2
4-6	22	34.9
over 6	12	19.0
Total	63	100.0

Majority of respondents who participated in the study were in both procurement and tender committees representing 44.4%, second majority were the procurement committee only representing 36.6%, while those in tender committees only represented 19%. The respondent's years of experience ranged between 0-6 years to over 6 years (The implementation of PPDA was started in 2007). Majority of respondents (34.9%) had worked in the committees for a period of 4-6 years. It is evident that majority of the respondents have experience of committee member for a period ranging from 2-6 years. This shows that the replacement of committee membership is not common; once you are a member you will stay a member. There are few new members in the committees who have less than two years experience. This could imply that the

implementation of the PPDA is done by individuals who have enough experience in tendering and procuring of goods and services in public secondary schools.

4.3 Influence of Familiarity with procedures on the Implementation of PPDA

Various variables were used to establish the influence of familiarity with the procurement procedures on the implementation of PPDA (2005). Familiarity with procurement regulations was examined using 4 items which included “familiarity with applicability”, “familiarity with exceptions”, “overall knowledge of the rules” and “perceived clarity of the rules”. These scales were obtained from a study on compliance with procurement in the European Union undertaken by Gelderman et al., (2006). A frequency and percentage as well as a correlation analysis were done for each variable to determine the overall influence on the implementation of the Act. The results are discussed on the following pages.

4.3.1 Influence of Familiarity of procedures on the Implementation of PPDA

The various procedures required in the Act were studied to determine the committee members’ familiarity as indicated in the table in the following page.

Table 4.6 Extent of influence of familiarity in implementation of PPDA

Procedure	Level of understanding	Frequency	Percent
Choice of procurement procedure	very low	1	1.6
	moderately low	5	7.9
	moderately high	20	31.7
	very high	37	58.7
	Total	63	100
Procurement not to be split or inflated	very low	12	19
	moderately low	30	47.6
	moderately high	20	31.7
	very high	1	1.6
	Total	63	100
Qualifications to be awarded contract	very low	20	31.7
	moderately low	32	50.8
	moderately high	6	9.5
	very high	5	7.9
	Total	63	100
Pre-qualification procedures	very low	22	42.9
	moderately low	24	38.1
	moderately high	11	17.5
	very high	1	1.6
	Total	63	100
Limitation on contracts with employees	very low	3	4.8
	moderately low	11	17.5
	moderately high	19	30.2
	very high	30	47.6
	Total	63	100
Specific requirements	very low	10	15.9
	moderately low	31	49.2
	moderately high	16	25.4
	very high	6	9.5
	Total	63	100
Verification that not debarred	very low	28	44.4
	moderately low	26	41.3
	moderately high	6	9.5
	very high	3	4.8
	Total	63	100

Procedure	Level of understanding	Frequency	Percent
Termination of procurement procedures	very low	4	6.3
	moderately low	5	7.9
	moderately high	26	41.3
	very high	28	44.4
	Total	63	100
Form of communications	very low	1	1.6
	moderately low	5	7.9
	moderately high	20	31.7
	very high	37	58.7
	Total	63	100
Inappropriate influence on evaluations	very low	2	3.2
	moderately low	11	17.5
	moderately high	34	54
	very high	16	25.4
	Total	63	100
Participation in procurement	very low	2	3.2
	moderately low	6	9.5
	moderately high	27	42.9
	very high	28	44.4
	Total	63	100
Corrupt practice	very low	1	1.6
	moderately low	6	9.5
	moderately high	11	17.5
	very high	45	71.4
	Total	63	100
Fraudulent practice	very low	1	1.6
	moderately low	5	7.9
	moderately high	36	57.1
	very high	21	33.3
	Total	63	100
Collusion	very low	3	4.8
	moderately low	6	9.5
	moderately high	20	31.7
	very high	34	54
	Total	63	100
Conflicts of interest	very low	4	6.3
	moderately low	7	11.1
	moderately high	30	47.6
	very high	22	34.9
	Total	63	100

Procedure	Level of influence	Frequency	Percent
Confidentiality	very low	1	1.6
	moderately low	4	6.3
	moderately high	23	36.5
	very high	35	55.6
	Total	63	100
Procurement records	very low	1	1.6
	moderately low	8	12.7
	moderately high	32	50.8
	very high	22	34.9
	Total	63	100
Publication of procurement contracts	very low	1	1.6
	moderately low	16	25.4
	moderately high	28	44.4
	very high	18	28.6
	Total	63	100
Amendments to contracts	very low	12	19
	moderately low	14	22.2
	moderately high	27	42.9
	very high	10	15.9
	Total	63	100
Interest on overdue amounts	very low	10	15.9
	moderately low	15	23.8
	moderately high	25	39.7
	very high	13	20.6
	Total	63	100
Inspections and audits relating to contracts	very low	7	11.1
	moderately low	11	17.5
	moderately high	29	46
	very high	16	25.4
	Total	63	100
Level of understanding of PPOA	moderately low	17	27
	moderately high	30	47.6
	very high	16	25.4
	Total	63	100

The choice of procurement procedure had a majority (58.7%) of respondents having a very high level of understanding. Procurement not to be split or inflated and qualifications for awarding of contract had most respondents having a moderately low understanding of 47.6% and 50.8% respectively. 42.9% of the respondents had a very low understanding of Pre-qualification procedures while 47.6% had a very high level of understanding of the limitations on contracts with employees. Specification of requirements had a moderately low understanding of 49.2% while the process of verification that not debarred had a very low understanding of the majority of 44.4%. Most respondents had a very high level of understanding of termination of procurement proceedings and the forms of communications, showing a percentage of 44.4% and 58.7% respectively. Most respondents (54%) had a moderately high level of understanding of the inappropriate influence on evaluations. A very high level of understanding; 44.4% and 71.4%, of participation in procurement as well as corrupt practice respectively was evident from the respondents. Fraudulent practice had a moderately high level of understanding (57.1%) while corrupt practice had a very high level of understanding of 71.4% by most respondents. Collusion and confidentiality had very high levels of understanding of the majority of respondents with 54% and 55.6% respectively. Majority of respondents had a moderately high level of understanding on procurement records (50%), publication of procurement contracts (44.4%), amendments to contracts (42.9%), interest on overdue amounts (39.7%) and the inspections and audits relating to contracts (46%).

A correlation analysis on the extent of relationship was established and results presented on table 4.7.

Table 4.7 Correlation Analysis of the familiarity of procurement procedures

		Choice of procurement procedure	Procurement not to be split or	Qualifications to be awarded co	Pre-qualification procedures	Limitation on contracts with em	Specific requirements	Verification that not debarred	Termination of procurement proc	Form of communications	Inappropriate influence on eval	Participation in procurement	Corrupt practice	Fraudulent practice	Collusion	Conflicts of interest	Confidentiality	Procurement records	Publication of procurement cont	Amendments to contracts	Prices covered amounts	Inspections and audits relating	
Choice of procurement procedure	Pearson Correlation Sig. (2-tailed)	1																					
	N	63																					
Procurement not to be split or	Pearson Correlation Sig. (2-tailed)	.706**	1																				
	N	63	63																				
Qualifications to be awarded co	Pearson Correlation Sig. (2-tailed)	.623**	.772**	1																			
	N	63	63	63																			
Pre-qualification procedures	Pearson Correlation Sig. (2-tailed)	.691**	.799**	.880**	1																		
	N	63	63	63	63																		
Limitation on contracts with em	Pearson Correlation Sig. (2-tailed)	.850**	.840**	.705**	.743**	1																	
	N	63	63	63	63	63																	
Specific requirements	Pearson Correlation Sig. (2-tailed)	.674**	.920**	.842**	.814**	.785**	1																
	N	63	63	63	63	63	63																
Verification that not debarred	Pearson Correlation Sig. (2-tailed)	.638**	.751**	.890**	.927**	.703**	.820**	1															
	N	63	63	63	63	63	63	63															
Termination of procurement proc	Pearson Correlation Sig. (2-tailed)	-.626**	-.743**	-.900**	-.920**	-.692**	-.826**	-.990**	1														
	N	63	63	63	63	63	63	63	63														

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

*. Correlation is significant at the 0.05 level (2-tailed).

		Choice of procurement procedure	Procurement not to be split or	Qualifications to be awarded co	Pre-qualification procedures	Limitation on contracts with em	Specific requirements	Verification that not debarred	Termination of procurement proc	Form of communications	Inappropriate influence on eval	Participation in procurement	Corrupt practice	Fraudulent practice	Collusion	Conflicts of interest	Confidentiality	Procurement records	Publication of procurement cont	Amendments to contracts	Interest on overture amounts	Inspections and audits relating
Form of communications	Pearson Correlation Sig. (2-tailed) N	.515** 0 63	.780** 0 63	.816** 0 63	.835** 0 63	.656** 0 63	.864** 0 63	.860** 0 63	.866 0 63	1 63												
Inappropriate influence on eval	Pearson Correlation Sig. (2-tailed) N	0.015 0.908 63	-0.18 0.164 63	-.248* 0.05 63	-0.08 0.557 63	-0.12 0.333 63	-0.11 0.399 63	-0.05 0.723 63	0.044 0.731 63	0.016 0.903 63	1 63											
Participation in procurement	Pearson Correlation Sig. (2-tailed) N	.851** 0 63	.818** 0 63	.661** 0 63	.713** 0 63	.912** 0 63	.808** 0 63	.676** 0 63	-.667** 0 63	-.689** 0 63	0.048 0.71 63	1 63										
Corrupt practice	Pearson Correlation Sig. (2-tailed) N	.816** 0 63	.578** 0 63	.595** 0 63	.536** 0 63	.731** 0 63	.540** 0 63	.495** 0 63	-.486** 0 63	-.400** 0.001 63	-0.23 0.069 63	.701** 0 63	1 63									
Fraudulent practice	Pearson Correlation Sig. (2-tailed) N	.803** 0 63	.486** 0 63	0.225 0.076 63	.344** 0.006 63	.737** 0 63	.403** 0.001 63	.314** 0.012 63	-.296** 0.019 63	-.263** 0.038 63	0.058 0.652 63	.731** 0 63	.645** 0 63	1 63								
Collusion	Pearson Correlation Sig. (2-tailed) N	.903** 0 63	.781** 0 63	.653** 0 63	.720** 0 63	.920** 0 63	.756** 0 63	.686** 0 63	-.674** 0 63	-.573** 0 63	-0.01 0.945 63	.908** 0 63	.752** 0 63	.785** 0 63	1 63							
Conflicts of interest	Pearson Correlation Sig. (2-tailed) N	.803** 0 63	.920** 0 63	.699** 0 63	.713** 0 63	.881** 0 63	.898** 0 63	.668** 0 63	-.662** 0 63	-.676** 0 63	-0.08 0.538 63	.892** 0 63	.671** 0 63	.622** 0 63	.871** 0 63	1 63						
Confidentiality	Pearson Correlation Sig. (2-tailed) N	.947** 0 63	.732** 0 63	.647** 0 63	.749** 0 63	.881** 0 63	.705** 0 63	.719** 0 63	-.706** 0 63	-.581** 0 63	0.048 0.71 63	.869** 0 63	.773** 0 63	.799** 0 63	.934** 0 63	.822** 0 63	1 63					

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

* . Correlation is significant at the 0.05 level (2-tailed)

		Choice of procurement procedure	Procurement not to be split or	Qualifications to be awarded to	Pre-qualification procedures	Limitation on contracts with firm	Specific requirements	Verification that not debarred	Termination of procurement proc	Form of communications	Inappropriate influence on eval	Participation in procurement	Corrupt practice	Fraudulent practice	Collusion	Conflicts of interest	Confidentiality	Procurement records	Publication of procurement cont	Amendments to contracts	Interest on overdue amounts	Inspections and audits relating	
Procurement records	Pearson Correlation Sig. (2-tailed) N	.795 0 63	.911 0 63	.703 0 63	.731 0 63	.839 0 63	.917 0 63	.687 0 63	-.681** 0 63	-.716** 0 63	-0.04 0.781 63	.894 0 63	.654 0 63	.594 0 63	.848 0 63	.952 0 63	.798 0 63	1 63					
Publication of procurement cont	Pearson Correlation Sig. (2-tailed) N	.767 0 63	.885 0 63	.815 0 63	.806 0 63	.846 0 63	.848 0 63	.752 0 63	-.746** 0 63	-.720** 0 63	-0.25 0.051 63	.802 0 63	.749 0 63	.501 0 63	.780 0 63	.854 0 63	.775 0 63	.864 0 63	1 63				
Amendments to contracts	Pearson Correlation Sig. (2-tailed) N	.631 0 63	.739 0 63	.522 0 63	.473 0 63	.800 0 63	.658 0 63	.438 0 63	-.429** 0 63	-.568** 0 63	-.341** 0.006 63	.768 0 63	.619 0 63	.605 0 63	.696 0 63	.762 0 63	.616 0 63	.721 0 63	.694 0 63	1 63			
Interest on overdue amounts	Pearson Correlation Sig. (2-tailed) N	.821 0 63	.867 0 63	.849 0 63	.890 0 63	.863 0 63	.871 0 63	.823 0 63	-.817** 0 63	-.721** 0 63	-0.19 0.139 63	.833 0 63	.668 0 63	.519 0 63	.864 0 63	.861 0 63	.831 0 63	.850 0 63	.877 0 63	.654 0 63	1 63		
Inspections and audits relating	Pearson Correlation Sig. (2-tailed) N	.804 0 63	.871 0 63	.816 0 63	.788 0 63	.863 0 63	.847 0 63	.731 0 63	-.726** 0 63	-.671** 0 63	-.297* 0.018 63	.844 0 63	.764 0 63	.553 0 63	.843 0 63	.882 0 63	.805 0 63	.865 0 63	.930 0 63	.690 0 63	.911 0 63	1 63	

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

* . Correlation is significant at the 0.05 level (2-tailed).

The results considered correlation coefficient at (0.01) level of significance. From Table 4.7, it can be noted that a strong relationship 0.706 existed between choice of procurement procedure and splitting or inflating procurement on the implementation of PPDA. There is a very weak relationship (0.225) between fraudulent practice and qualifications to be awarded contracts on their influence of implementation of PPDA. Qualifications to be awarded contracts and prequalification procedures showed a strong relationship (0.88) on their influence on the implementation of the PPDA. Collusion and choice of procurement procedure had a very strong relationship (0.903) on the influence on the implementation of PPDA. Corrupt practice and fraudulent practice had a moderately strong relationship on their influence on the implementation of PPDA. Inappropriate influence on evaluation and inspections and audits relating to contracts had a moderately strong negative correlation (-0.726). Conflicts of interests and confidentiality indicated a strong relationship on their influence on implementation of PPDA. From the study correlation results it can be noted that procurement procedures to some extent influences the implementation of PPDA.

4.2.2 Influence of Communication on the implementation of PPDA

The various items that were studied included information of committee members' roles, responses and feedback, conceptualization and evaluations as indicated in table 4.8.

Table 4.8: Extent of the influence of communication on implementation of PPDA

	Level of influence	Frequency	Percent
Properly informed about my roles	disagree	2	3.2
	agree	21	33.3
	strongly agree	40	63.5
	Total	63	100
Problem response and feedback are handled effectively	strongly disagree	1	1.6
	disagree	38	60.3
	agree	16	25.4
	strongly agree	8	12.7
Total	63	100	
Clear conceptualization of the PPDA	strongly disagree	13	20.6
	disagree	16	25.4
	agree	19	30.2
	strongly agree	15	23.8
Total	63	100	
The action plan for implementation of the PPDA was clearly communicated	strongly disagree	11	17.5
	disagree	17	27
	agree	26	41.3
	strongly agree	9	14.3
Total	63	100	
Evaluations on conformity are frequently done	strongly disagree	8	12.7
	disagree	9	14.3
	agree	14	22.2
	strongly agree	32	50.8
Total	63	100	
Openness and transparency in awarding of tenders is carried out in the committees	strongly disagree	6	9.5
	disagree	16	25.4
	agree	27	42.9
	strongly agree	14	22.2
Total	63	100	
Advertisement of tenders are always done to notify the public	strongly disagree	1	1.6
	disagree	11	17.5
	agree	11	17.5
	strongly agree	40	63.5
Total	63	100	

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The highest rated by the majority of respondents were; Proper information of roles of committee members (63.5%), public advertisement of tenders (63.5%), notification of award of tender in the stipulated time (74.6%), publications of awards after tendering (68.3%), frequent evaluations on conformity (50.8%) and proper minutes and circulation of minutes to members (63%) as factors that can influence the implementation of PPDA.

Table 4.9 Correlation Analysis of Communication Indicators

		I am properly informed about my	Problem response and feedback a	There was a clear conceptualization	The action plan for implementation	Evaluations on conformity are d	Openness and transparency in aw	Advertisement of tenders are al	Notification of award of tender	Annual procurement plan is given	Publications of awards are done	User department clearly report	Reasons for rejection of submission	Proper minutes of every meeting
I am properly informed about my	Pearson Correlation Sig. (2-tailed)	1												
	N	63												
Problem response and feedback a	Pearson Correlation Sig. (2-tailed)	-0.106	1											
	N	63	63	63										
There was a clear conceptualiza	Pearson Correlation Sig. (2-tailed)	.306	.780*	1										
	N	63	63	63										
The action plan for implementat	Pearson Correlation Sig. (2-tailed)	.524*	.502*	.842**	1									
	N	63	63	63	63									
Evaluations on conformity are d	Pearson Correlation Sig. (2-tailed)	0.031	.858	.819	.653	1								
	N	63	63	63	63	63								
Openness and transparency in aw	Pearson Correlation Sig. (2-tailed)	.303*	.745**	.912**	.757**	.739**	1							
	N	63	63	63	63	63	63							
Advertisement of tenders are al	Pearson Correlation Sig. (2-tailed)	.630	.545	.812	.828	.578	.834	1						
	N	63	63	63	63	63	63	63						
Notification of award of tender	Pearson Correlation Sig. (2-tailed)	.441*	.442**	.656**	.635**	.508**	.748**	.726**	1					
	N	63	63	63	63	63	63	63	63					

*. Correlation is significant at the 0.05 level (2-tailed).

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

		I am properly informed about my	Problem response and feedback a	There was a clear conceptualization	The action plan for implementation	Evaluations conformity are d	Openness and transparency in aw	Advertisement tenders are al	Notification of award of tender	Annual procurement plan is give	Publications of awards are done	User department clearly report	Reasons for rejection of submission	Proper minutes of every meeting
Annual procurement plan is give	Pearson Correlation Sig. (2-tailed)	.366 0.003	.719 0	.914 0	.768 0	.710 0	.953 0	.832 0	.763 0	1 63				
N		63	63	63	63	63	63	63	63	63				
Publications of awards are done	Pearson Correlation Sig. (2-tailed)	0.234 0.066	-.900 0	-.730 0	-.432 0	-.833 0	-.696 0	-.420 0.001	-.369 0.003	-.672 0	1 63			
N		63	63	63	63	63	63	63	63	63	63			
User department clearly report	Pearson Correlation Sig. (2-tailed)	-.253 0.045	-.626 0	-.701 0	-.733 0	-.720 0	-.602 0	-.557 0	-.489 0	-.581 0	.498 0	1 63		
N		63	63	63	63	63	63	63	63	63	63	63		
Reasons for rejection of submis	Pearson Correlation Sig. (2-tailed)	-.492 0	-.024 0.058	-.467 0	-.672 0	-.510 0	-.358 0.004	-.453 0	-.398 0.001	-.353 0.005	0.112 0.382	.814 0	1 63	
N		63	63	63	63	63	63	63	63	63	63	63	63	
Proper minutes of every meeting	Pearson Correlation Sig. (2-tailed)	0.132 0.302	-.917 0	-.798 0	-.482 0	-.865 0	-.762 0	-.468 0	-.411 0.001	-.731 0	.906 0	.602 0	.276 0.028	1 63
N		63	63	63	63	63	63	63	63	63	63	63	63	63

*. Correlation is significant at the 0.05 level (2-tailed).

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

From the table 4.9 it is evident that properly informed roles of committee members has a very weak relationship with conformity of procurement procedures (0.03), a moderately strong relationship (0.63) with public advertisement of tenders and a weak negative relationship with user department clearly reporting their requirements to the committee (-0.253) in their influence on implementation of the PPDA. Annual procurement plan and clear conceptualization whose correlation coefficient is 0.914 have a very strong relationship on their influence in the implementation of the PPDA. Clear conceptualization of PPDA and clear communication of the action plan of the PPDA have a moderate relationship (0.502) in their influence on the implementation of the PPDA. Frequent evaluations on conformity and annual plans given to committee members have strong influence on the implementation of PPDA. Clear reports on requirements by user departments and clear communication of reasons for rejection of submission have a strong relationship in their influence on implementation of PPDA whose correlation coefficient is 0.814. This means that an increase in clear reports of requirements by user departments would increase clear communications for reasons of rejection of submission by the user department and thus have an overall impact on the implementation of the PPDA.

4.2.3 Influence of Commitment on the implementation of PPDA

Various items were used to measure perceived commitment of the committee members and their influence in the implementation of the PPDA. Frequency and percentage distribution and their importance in influencing of the implementation of PPDA have been discussed as follows:

Table 4.10 Extent of Influence of commitment on implementation of PPDA

	Level of influence	Frequency	Percent
This PPDA is useful to the school	strongly disagree	1	1.6
	disagree	14	22.2
	agree	30	47.6
	strongly agree	18	28.6
	Total	63	100
I care if I achieved the goals of the PPDA	strongly disagree	5	7.9
	disagree	23	36.5
	agree	28	44.4
	strongly agree	7	11.1
	Total	63	100
It will take a lot for me to abandon the committee	strongly disagree	4	6.3
	disagree	20	31.7
	agree	32	50.8
	strongly agree	7	11.1
	Total	63	100

	Level of influence	Frequency	Percent
I think this PPDA goal is a good goal to strive for	strongly disagree	1	1.6
	disagree	7	11.1
	agree	38	60.3
	strongly agree	17	27
	Total	63	100
I am strongly committed to achieving the PPDA goals	strongly disagree	4	6.3
	disagree	22	34.9
	agree	31	49.2
	strongly agree	6	9.5
	Total	63	100
I frequently delegate my duties	strongly disagree	44	69.8
	disagree	13	20.6
	agree	6	9.5
	Total	63	100
	I am proud to work for the committee	disagree	11
agree		14	22.2
strongly agree		38	60.3
Total		63	100
I am willing to put in a great deal of effort to achieve PPDA goals		strongly disagree	3
	disagree	20	31.7
	agree	37	58.7
	strongly agree	3	4.8
	Total	63	100
I attend all committee meetings	agree	28	44.4
	strongly agree	35	55.6
	Total	63	100
Being a committee member provides me with chances to grow and develop	agree	21	33.3
	strongly agree	42	66.7
	Total	63	100
I find personal meaning and fulfillment in my work	disagree	6	9.5
	agree	17	27
	strongly agree	40	63.5
	Total	63	100
I understand the bigger picture and am willing to go beyond the requirements of my position in the committee	disagree	11	17.5
	agree	41	65.1
	strongly agree	11	17.5
	Total	63	100
My school inspires me to do my best in the committee	strongly disagree	7	11.1
	disagree	19	30.2
	agree	30	47.6
	strongly agree	7	11.1
	Total	63	100

Commitment of implementers of a strategy is crucial for successful implementation. For a strategy to be implemented successfully, the implementers at all level must be committed to it Yang Li, Guohi & Eppler 2008. As far as commitment of committee members is concerned in the implementation of PPDA, it is evident that most members fully committed in executing their duties. This is indicated by 69.9% respondents who do not delegate their duties. 44.4% of the respondents would care to achieve the PPDA goals. 49.2% are strongly committed to achieving the PPDA goals and 82.5 respondents are proud to work in the committees. 63.5% of respondents find personal meaning and fulfilment. 66.7 strongly agree that being a committee member provides them with chances to grow and develop. From the above data it is evident that majority of the committee members are committed in the implementation of the PPDA.

Table 4.11: Correlation Analysis of Commitment

		This PPDA is useful to the school	I care if I achieved the goals	It will take a lot for me to abandon	I think this PPDA goal is a good goal	I am strongly committed to achieving PPDA goals	I frequently delegate my duties	I am proud to work for the committee	I am willing to put in a great deal of effort to achieve PPDA goals	I attend all committee meeting	I am willing to grow and develop	I am personally meaning and fulfillment in my work	My school picture	My school inspires me to do my best
This PPDA is useful to the School	Pearson Correlation Sig. (2-tailed) N	1 63												
I care if I achieved the goals of The PPDA	Pearson Correlation Sig. (2-tailed) N	.155 .225 63	1 63											
It will take a lot for me to abandon The committee	Pearson Correlation Sig. (2-tailed) N	-.343 .006 63	.035 .783 63	1 63										
I think this PPDA goal is a good Goal to strive for	Pearson Correlation Sig. (2-tailed) N	.377 .002 63	.562 .000 63	-.107 .404 63	1 63									
I am strongly committed to achieve The PPDA goals	Pearson Correlation Sig. (2-tailed) N	.135 .293 63	.840 .000 63	-.028 .826 63	.556 .000 63	1 63								
I frequently delegate my duties	Pearson Correlation Sig. (2-tailed) N	-.057 .654 63	.316 .012 63	.267 .034 63	.733 .000 63	.310 .013 63	1 63							
I am proud to work for the committee	Pearson Correlation Sig. (2-tailed) N	-.023 .856 63	-.388 .002 63	-.327 .009 63	-.737 .000 63	-.380 .002 63	-.871 .000 63	1 63						
I am willing to put in a great deal of effort to achieve the PPDA goals	Pearson Correlation Sig. (2-tailed) N	.185 .146 63	.665 .000 63	-.022 .867 63	.594 .000 63	.697 .000 63	.340 .006 63	-.417 .001 63	1 63					
I attend all committee meeting	Pearson Correlation Sig. (2-tailed) N	-.005 .971 63	-.468 .000 63	-.394 .001 63	-.656 .000 63	-.458 .000 63	-.677 .000 63	.829 .000 63	-.502 .000 63	1 63				

Being a committee member Provides me with chances to Grow and develop	Pearson Correlation Sig. (2-tailed) N	-.015 .908 63	-.370** .003 63	-.312* .013 63	-.737** .000 63	-.362** .004 63	-.856** .000 63	.874** .000 63	-.397** .001 63	.791** .000 63	1 63			
I find personal meaning and Fulfillment in my work	Pearson Correlation Sig. (2-tailed) N	.378* .002 63	.122 .339 63	-.306* .015 63	-.121 .343 63	.095 .458 63	-.420* .001 63	.355* .004 63	.052 .685 63	.198 .119 63	.373* .003 63	1 63		
I understand the bigger picture and Am willing to go beyond the requirements of my position in the committee	Pearson Correlation Sig. (2-tailed) N	.462** .000 63	.544** .000 63	.036 .782 63	.821** .000 63	.542** .000 63	.696** .000 63	-.767** .000 63	.579** .000 63	-.595** .000 63	-.627** .000 63	.041 .752 63	1 63	
My school inspires me to do my Best in the committee	Pearson Correlation Sig. (2-tailed) N	-.055 .668 63	-.382** .002 63	-.194 .127 63	-.108 .398 63	-.307* .015 63	.155 .224 63	.004 .978 63	-.280* .026 63	.364* .003 63	.217 .088 63	-.144 .261 63	.097 .448 63	1 63

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

* . Correlation is significant at the 0.05 level (2-tailed).

From the table above it is evident that there is a strong positive relationship (0.84) between the committees' members strong commitment to achieving the PPDA goals and how much they care to achieve the same goals as far as the implementation of the PPDA is concerned. This is the same case for the frequent delegation of duties and the thought of PPDA goals as good enough to strive for with a correlation coefficient of 0.733. Pride to work for the committee and its provision with the chances to grow and develop for the committee members has a strong relationship represented by 0.874. It is also evident that there is a very weak relationship (0.052) between finding personal meaning and fulfilment in work and pride to work for the committee in the implementation of the PPDA.

4.2.4 Influence of Executors on the implementation of PPDA

The items covered in executors included; the level of competence, confidentiality and their opinions for the objectives of the PPDA in the influence of implementation of PPDA. The results on respondent rating on the extent of importance of PPDA objectives influence its implementation were presented on Table 4.12.

Table 4.12: Extent of Influence of executors on implementation of PPDA

	Level of influence	Frequency	Percent
which committee do you belong	tender committee	12	19.0
	procurement committee	23	36.5
	both	28	44.4
	Total	63	100.0
possession of any procurement qualification	yes	12	19.0
	no	51	81.0
level of confidentiality in the committee	very low	6	9.5
	moderately low	13	20.6
	moderately high	22	34.9
	very high	22	34.9
	Total	63	100.0
level of competence of committee members	very low	3	4.8
	moderately low	12	19.0
	moderately high	33	52.4
	very high	15	23.8
	Total	63	100.0
Maximize economy and efficiency	strongly disagree	4	6.3
	moderately disagree	17	27.0
	moderately agree	26	41.3
	strongly agree	16	25.4
	Total	63	100.0
Promote competition as well as fair competition	strongly disagree	5	7.9
	moderately disagree	24	38.1
	moderately agree	20	31.7
	strongly agree	14	22.2
	Total	63	100.0
Promote the integrity and fairness of those procedures	strongly disagree	7	11.1
	moderately disagree	15	23.8
	moderately agree	30	47.6
	strongly agree	11	17.5
	Total	63	100.0
Increase transparency and accountability in procurement	strongly disagree	2	3.2
	moderately disagree	10	15.9
	moderately agree	32	50.8
	strongly agree	19	30.2
	Total	63	100.0
Increase public confidence in those procedures	strongly disagree	1	1.6
	moderately disagree	4	6.3
	moderately agree	31	49.2
	strongly agree	27	42.9
	Total	63	100.0
Promotion of local industry and economic development	strongly disagree	3	4.8
	moderately disagree	17	27.0
	moderately agree	35	55.6
	strongly agree	8	12.7
	Total	63	100.0

According to the study findings, the objective of PPDA; to maximize economy and efficiency had a 41.3% majority agreeing with its influence in the implementation of PPDA. 50.8% and 55.6% of the respondents moderately agreed that the goals to increase transparency and accountability in procurement procedures and; the promotion of local industry and economic development respectively influenced the implementation of PPDA. 38.1% of the respondents moderately agreed that the goal to promote competition as well as fair competition influenced the implementation of PPDA.

Table 4.13: Correlation Analysis of Executors Indicators

		level of confidentiality	level of competence	Maximize economy and efficiency	Promote competition as well as fair competition	Promote the integrity and fairness of those procedures	Increase transparency and accountability in procurement	Increase public confidence in those procedures	Promotion of local industry and economic development
level of confidentiality	Pearson Correlation Sig. (2-tailed) N	1 63	.813 63	.407 63	.763 63	.786 63	.759 63	.838 63	.683 63
level of competence	Pearson Correlation Sig. (2-tailed) N	.813 63	1 63	.455 63	.805 63	.807 63	.908 63	.788 63	.646 63
Maximize economy and efficiency	Pearson Correlation Sig. (2-tailed) N	.407 63	.455 63	1 63	0.224 63	.465 63	.448 63	.328 63	.698 63
Promote competition as well as fair competition	Pearson Correlation Sig. (2-tailed) N	.763 63	.805 63	0.224 63	1 63	.882 63	.841 63	.859 63	.439 63
Promote the integrity and fairness of those procedures	Pearson Correlation Sig. (2-tailed) N	.786 63	.807 63	.465 63	.882 63	1 63	.838 63	.784 63	.661 63

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

		level of confidentiality	level of competence	Maximize economy and efficiency	Promote competition as well as fair competition	Promote the integrity and fairness of those procedures	Increase transparency and accountability in procurement	Increase public confidence in those procedures	Promotion of local industry and economic development
level of confidentiality	Pearson Correlation Sig. (2-tailed) N	1 63	.813 63	.407 63	.763 63	.786 63	.759 63	.838 63	.683 63
Increase transparency and accountability in procurement	Pearson Correlation Sig. (2-tailed) N	.759 63	.908 63	.448 63	.841 63	.838 63	1 63	.823 63	.577 63
Increase public confidence in those procedures	Pearson Correlation Sig. (2-tailed) N	.838 63	.788 63	.328 63	.859 63	.784 63	.823 63	1 63	.490 63
Promotion of local industry and economic development	Pearson Correlation Sig. (2-tailed) N	.683 63	.646 63	.698 63	.439 63	.661 63	.577 63	.490 63	1 63

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

PPDAs goal to increased transparency and accountability in procurement and promotion of integrity and fairness in those procedures have a very strong relationship (0.908) in the influence of implementation of PPDA. The objective to maximize economy and efficiency has a moderately positive weak relationship between the objectives to increase transparency and accountability (0.48) as well as to increase public confidence in those procedures (0.328) in influencing the implementation of PPDA.

Table 4.14 Summary of Correlation Coefficients for Lean Construction Variables

	Correlation coefficient	Degree of relationship with implementation of PPDA
Familiarity with PPDA procedures	0.721	Strong relationship
Executors	0.672	Moderately strong relationship
Communication	0.573	Moderately strong relationship
Commitment	0.173	Weak relationship

A summary of correlation coefficient was obtained through an aggregate of the coefficients from each parameter under study. The results of the overall coefficients for the independent variables indicated the level of influence as per Table 4.14. The overall correlation results indicate that a weak relationship existed between the commitment of the committee members and the implementation of PPDA. It also indicated that communication and executors had a moderately strong relationship on the implementation of PPDA. Familiarity with the PPDA procedures showed a strong relationship with the implementation of PPDA. It can therefore be concluded that familiarity of PPDA procedures, executors and communication have a higher influence on the implementation of PPDA compared to the commitment of the committee members. Further, observations from the findings indicate that all variables examined in this study have a level of influence on the implementation of PPDA in public secondary schools in Nairobi County.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter, the researcher presents the summary of findings, discussions, conclusions and recommendations on the study; the implementation of the public procurement and disposal act, 2005: a case of public secondary schools in Nairobi county, Kenya. The study sought to answer the questions of the extent to which; familiarity of the PPDA, executors, communication and commitment influence the implementation of PPDA in public secondary schools. Data analysis results generated frequency and percentage distributions on the importance of various indicators under each variable as well as a correlation analysis to determine the extent of relationship between the indicators under examination.

5.2 Summary of Findings

Familiarity with procurement procedures variable had an average correlation value of 0.721 which indicated a strong relationship with the implementation of PPDA. The choice of procurement was ranked highest by 37 respondents (58.7%). A strong relationship 0.706 existed between choice of procurement procedure and splitting or inflating procurement on the implementation of PPDA. The choice of procurement procedure was viewed as the most important regulation by respondents. The choice of procurement and splitting or inflating procurement had a very significant influence on the implementation of PPDA.

The 6 items under the commitment variable averaged a correlation value of 0.173 which indicated a weak relationship. The objective of PPDA to promote local industry and development was ranked highest by 35 respondents (55.6%). Increased transparency and accountability and promotion of integrity and fairness had a correlation value of 0.908 that indicated a very strong relation on the implementation of PPDA. The PPDA's objective to promote local industry and development was found to be the most useful in the implementation of PPDA. Increased transparency and accountability and promotion of integrity and fairness had a significant influence on the executors in the implementation of PPDA.

The 7 items under the communication averaged a correlation value of 0.603 which indicated a moderately strong relation. Notification of award of tender in the stipulated time was ranked position 1 by 47 respondents (74.6%). Annual procurement plan and clear conceptualization whose correlation coefficient is 0.914 have a very strong relationship on their influence in the implementation of the PPDA. Thus, Notification of award of tender in the stipulated time was viewed as the most important item whereas communication on the annual procurement plan and clear conceptualization of PPDA had a significant influence in the implementation of PPDA.

On the members' commitment variable, the 6 items under this variable averaged a correlation value of 0.579 which indicated a moderate relation. 69.9% of respondents ranked delegating their duties highest in influencing the implementation of PPDA. There is a strong positive relationship (0.84) between the committee members' strong commitment to achieving the PPDA goals and how much they care to achieve the same goals in the implementation of the PPDA. Delegation of duties was viewed as the most important item whereas the committees' members' strong commitment to achieving the PPDA goals and how much they care to achieve the same goals had significance in the implementation of the PPDA.

5.3 Discussion of Key Findings

Key findings of the study were compared with the literature review findings under each variable as follows:-

5.3.1 Familiarity of procedures on the implementation of PPDA

The analyzed data showed that familiarity of PPDA procedures in public secondary schools is given much emphasis attested by the aggregated strong correlation obtained of 0.721. The respondents observed that there was a significant relationship between familiarity of procedures and the implementation of PPDA. Familiarity with procurement regulations is a significant predictor of compliance with procurement regulations. The implication is that the more procurement personnel are familiar with the regulations, the more effectively they will implement the PPDA. This finding is in agreement with Gelderman et al., (2006) who in his study on the causes of non-compliance with European Union procurement directives established that familiarity with procurement regulations improves compliance. Lukic (2007) in his paper on how to improve compliance with international environmental law argues that compliance can be

improved by increasing knowledge of the law. This argument is based on the notion that once people are aware or familiar with what they are supposed to do or not to do, it becomes easier for them to do the right thing, which in this case is compliance with the PPDA regulations.

5.3.2 Executors and the implementation of the PPDA

The study findings noted that the executors had a moderately strong correlation value of 0.672. It also showed that the level of competence as well as the belief of the members that the PPDA's objective to promote local industry and development were ranked highest in influencing the implementation of PPDA. Literature review also showed that Effectiveness of strategy implementation is affected by the quality of people involved in the process (Govindarajan, 1989). Here, quality refers to skills, attitudes, capabilities, experiences and other characteristics of people required by a specific task or position (Peng & Litteljohn, 2001). Guth and MacMillan (1986) find that the level of effort that an individual manager will apply to the implementation of a particular strategy depends on his perception of his and the organization's potential to perform, and his perception of the likelihood that successful performance will lead to an outcome that he desires. The executors in the committees were not involved in the formulation of the PPDA. They are randomly selected by the school heads without concern of their level of competence. The objectives of the PPDA are meant to guide their attitudes in the implementation process. Proper understanding and positive attitudes towards the objective of a strategy increases effective strategy implementation, Guth and MacMillan (1986). The executors' attitude towards increased transparency and accountability and promotion of integrity and fairness had the highest influence on the implementation of PPDA.

5.3.3 Communication and implementation of PPDA

The study found out that majority of respondents felt that communication of proper information of roles of committee members, public advertisement of tenders, notification of award of tender in the stipulated time, publications of awards after tendering, frequent evaluations on conformity, and proper minutes and circulation of minutes to members had more significant impacts on the implementation of PPDA. The communication variable showed a moderately strong correlation with the implementation of PPDA. When there is proper communication from the PPOA, the user departments and the relevant suppliers/contractors then the implementation process becomes easier. Frequent evaluations would also assist the members

to identify the non-conformities they would be practicing. This is in line with the study of Rapert, Velliquette & Garretson (2002) that found out that frequent communication up and down in organization enhances strategic consensus through the fostering of shared attitudes and values.

5.3.4 Commitment on the implementation of PPDA

Many scholars have studied the importance of commitment in the implementation of strategies. Strategy commitment is defined as the extent to which a manager comprehends and supports the goals and objectives of a marketing strategy. Shared understanding without commitment may result in 'counter effort' and negatively affect performance in the implementation of strategies (Wooldridge & Floyd, 1989, cited in Rapert, Lynch and Suter, 1996). Despite commitment variable having a weak aggregated correlation value of 0.173, majority of the respondents agreed that delegation of duties, chance for individual growth, personal fulfillment and the pride to work for the committee are significant in the implementation of PPDA. The study concurs with the statement; Strategy implementation efforts may fail if the strategy does not enjoy support and commitment by the majority of employees/implementers, Yang Li, Guohi & Eppler 2008.

5.4 Conclusions

From the study results, it can be noted that familiarity of procedures is a significant predictor of compliance with procurement regulations. The implication is that the more procurement personnel are familiar with the regulations, the more compliant they will be. The executors' belief in the PPDA objectives also plays a big role in the implementation process. If the executors believe in the strategy objectives then they will successfully implement the strategy. From the study the committee members do not believe that the objectives have much of influence in the implementation of PPDA. This should not be the case since the PPDA is driven by these objectives and the implementers should work to attain these objectives.

Communication is key in the implementation of any strategy. PPDA is not an exception. Communication between the PPOA, suppliers, user departments, the committee members and the public is important in the implementation process. Commitment of the committee members is significant in the implementation of PPDA. It has a lower influence compared to familiarity and the executors in the implementation of PPDA.

5.5 Recommendations

On the successful completion of the study on the implementation of PPDA in public secondary schools, the researcher recommends:-

1. The PPOA and the public entities to work together to improve on the familiarity of committee members with public procurement procedures. This can be done through taking procurement skills assessment and training staff through refresher courses, workshops, seminars and conferences where staff meet and share experiences.
2. The PPOA to push the government to employ a professionally trained procurement officer in each school who will assist the committee in procuring as required by the PPDA.
3. PPOA to do frequent evaluations and reviews for the schools to ensure compliance where all schools will be informed of their non-conformities and informed of what should be done as per the regulations of PPDA.
4. Adoption of e-procurement to enhance communication between all the stakeholders as well as transparency in the procurement procedures.
5. Succession of committee to be planned by the public schools.

5.6 Suggestions for Further Research Work

The following areas have been identified for further studies to be undertaken in future:-

1. Compliance is a behavior that is acquired over time and in order to examine its true nature, a longitudinal study is necessary. We therefore recommend a longitudinal study to examine compliance with public procurement regulations in the public schools.
2. Investigation of the environmental factors causing non-compliance in public schools.
3. Factoring of professionalism in the implementation of PPDA in public schools.

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APPENDICES

Appendix 1: Letter of transmittal

Nacio Chepchirchir
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nacioch@gmail.com

To whom it may concern,

Ref: Data Collection

The researcher, Miss Nacio Chepchirchir, is undertaking a project study on “Strategy implementation challenges of the Public Procurement and Disposal Act, 2007 in public secondary schools in Nairobi County, Kenya.” This research is being undertaken for the partial fulfillment for the requirements of the award of the degree of Masters of Arts in Project Planning and Management, from the University of Nairobi. The objectives of this study is to explore the extent to which the executors of the Act, familiarity, commitment and communication influence the implementation of the Public Procurement and Disposal act, 2005.

Your participation in this exercise will be very helpful to the researcher in carrying out the study to its successful conclusion. The study aims to improve the implementation of the Public Procurement Act, 2005 in the public secondary schools in the country.

Thank you in advance for your kind contribution.

Yours faithfully,

Nacio Chepchirchir

L50/64446/2010

Appendix 2: Questionnaire

“STRATEGY IMPLEMENTATION CHALLENGES OF THE PUBLIC PROCUREMENT AND DISPOSAL ACT, 2007 IN PUBLIC SECONDARY SCHOOLS IN NAIROBI COUNTY”

Below is a Questionnaire for a research project entitled ‘Strategy implementation challenges of the public procurement and disposal act, 2007 in public secondary schools in Nairobi county’ will lead to the award of Master of Arts degree in Project Planning and Management, the University of Nairobi. Your response is needed for academic purposes and will be treated with utmost confidentiality. Please answer the questions as truthfully as you can.

Instructions:

- A. Answer all questions
- B. You may or may not indicate your name
- C. Put a tick in the box or provide the required information for the various questions

SECTION A: GENERAL INFORMATION

1. Gender Male Female
2. Indicate your age bracket
- 20-29 30-39 40-49
- 50-59 over 60
3. What is the highest level of education attained?
- Secondary College/Tertiary University and beyond
4. What is your understanding of the Public Procurement and Disposal Act 2005.

.....
.....
.....
.....

5. How many years have you worked in the committee in which you are a member?.....

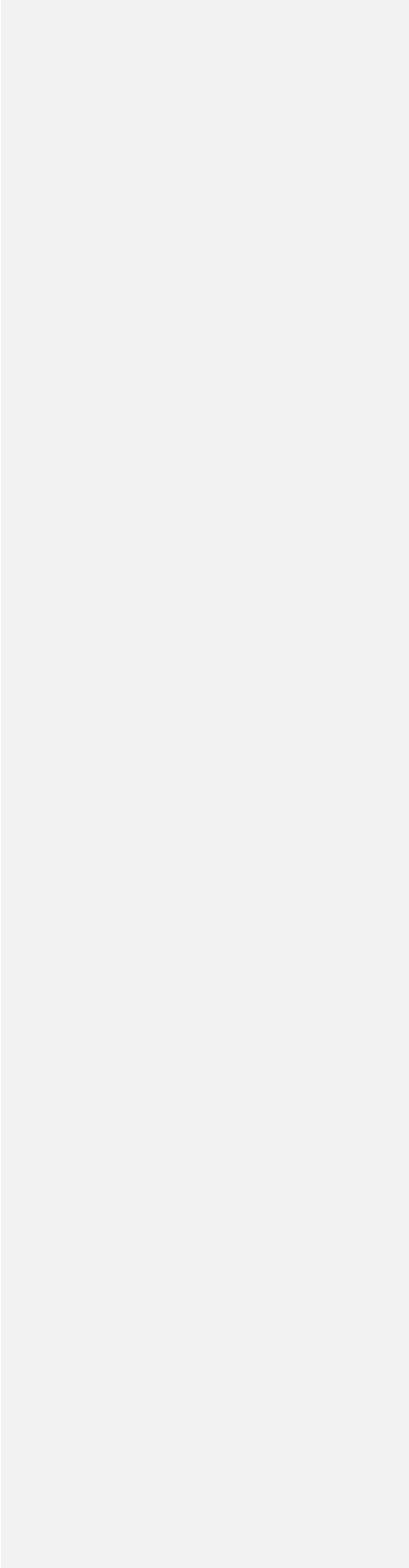
0-2 2-4 4-6 over 6 years

6. What are some of the challenges you experience in implementing the PPDA

.....
.....
.....
.....
.....

7. In your view what are the causes of these challenges?

.....
.....
.....
.....



SECTION B: THE EXTENT TO WHICH TENDER COMMITTEE MEMBERS' FAMILIARITY OF THE PPDA AFFECTS IMPLEMENTATION

Please rate each item by placing a cross (X) in the relevant box based on a Likert scale from 1 – 4, where 1 represents the “Very Low”; 2 represents “Moderately low”; 3 represents “Moderately high”; 4 represents “Very high”.

I. To what extent do the following procurement procedures influence the implementation of PPDA?

	1	2	3	4
a) Choice of procurement procedure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Procurement not to be split or inflated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Qualifications to be awarded contract	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Pre-qualification procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Limitation on contracts with employees'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Specific requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Verification that not debarred	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Termination of procurement proceedings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Form of communications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Inappropriate influence on evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- k) Participation in procurement
- l) Corrupt practice
- m) Fraudulent practice
- n) Collusion
- o) Conflicts of interest
- p) Confidentiality
- q) Procurement records
- r) Publication of procurement contracts
- s) Amendments to contracts
- t) Interest on overdue amounts
- u) Inspections and audits relating to contracts

SECTION C: EXECUTORS AND IMPLEMENTATION OF THE PPDA, 2005

1. Please select the structure in which you are a member.

Tender Committee

Procurement Committee

2. Do you have a qualified procurement person in your committee?

Yes

No

3. Do you have mechanisms in place to ensure ethics and integrity is practiced by the committee members?

Yes

No

If yes, which ones?

.....
.....
.....
.....
.....
.....

4. Do you possess any skills that are useful in the performance your duties in the committee?

Yes

No

If yes, which ones?

.....
.....
.....
.....
.....
.....

5. To what level does confidentiality manifest in the committee

- Very Low moderately low moderately high very high

6. In your opinion what is the level of competence of the committee members in the implementation of the PPDA?

- Very Low moderately low moderately high very high

7. To what level do the committee members exercise team work?

- Very Low moderately low moderately high very high

Please rate each item by placing a cross (X) in the relevant box based on a Likert scale from 1 – 4, where 1 represents the “Very Low”; 2 represents “Moderately low”; 3 represents “Moderately high”; 4 represents “Very high”.

8. To what extent do the following functions of the PPDA influence its implementation

- | | 1 | 2 | 3 | 4 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| a) Maximize economy and efficiency; | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Promote competition as well as fair competition; | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Promote the integrity and fairness of those procedures; | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Increase transparency and accountability in procurement; | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Increase public confidence in those procedures; | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- f) Promotion of local industry and economic development

SECTION D: COMMUNICATION AND IMPLEMENTATION OF PPDA, 2005

Please rate each item by placing a cross (X) in the relevant box based on a Likert scale from 1 – 4, where 1 represents the “Very Low”; 2 represents “Moderately low”; 3 represents “Moderately high”; 4 represents “Very high”.

1. To what extent do the following influence the implementation of PPDA
- | | 1 | 2 | 3 | 4 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| a) I am properly informed about my roles in the committee | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Problem response and feedback are handled effectively | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) There was a clear conceptualization of the PPDA | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) The action plan for implementation of the PPDA was
clearly communicated | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Evaluations on conformity are done frequently | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Openness and transparency in awarding of tenders are
carried out in the committee | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) Advertisement of tenders are always done to notify the
Public | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- h) Notification of award of tender are done on the stipulated time as per the PPDA
- i) Annual procurement plan is given to the committee immediately after its approval
- j) Publications of awards are done after tendering
- k) User department clearly report their requirements to the committee
- l) Reasons for rejection of submissions by user departments are clearly communicated
- m) Proper minutes of every meeting are written and circulated to members

SECTION E: COMMITMENT AND IMPLEMENTATION OF THE PPDA, 2005

Please rate each item by placing a cross (X) in the relevant box based on a Likert scale from 1 – 4, where 1 represents the “Strongly Disagree”; 2 represents “Disagree”; 3 represents “Agree”; 4 represents “Strongly Disagree”.

To what extent do you agree with the following statements in their influence in the implementation of PPDA?

- | | 1 | 2 | 3 | 4 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| a) This PPDA is useful to the school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) I care if I achieved the goals of the PPDA | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| c) It will take a lot for me to abandon the committee | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) I think this PPDA goal is a good goal to strive for | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 1 | 2 | 3 | 4 |
| e) I am strongly committed to achieving the PPDA goal | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) I frequently delegate my duties | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) I am proud to work for the committee | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h) I am willing to put in a great deal of effort to achieve PPDA goals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i) I attend all committee meetings | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j) Being a committee member provides me with chances to grow and develop | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k) I find personal meaning and fulfillment in my work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| l) I find personal meaning and fulfillment in my work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| m) I find personal meaning and fulfillment in my work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| n) I understand the bigger picture and am willingness to go | | | | |

beyond the requirements of my position in the committee

o) My school inspires me to do my best in the committee