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Ethics, implementation of procurement policies, and efficiency in public high schools in Kenya

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Abstract

A number of school principals of high schools have been disciplined by the Ministry of Education due to procurement related issues. The purpose of this study, therefore, was to determine implementing of public procurement policies and their influence on institutional effectiveness in public secondary schools in Kenya. The specific objective of this research was to examine the influence of ethics in implementation of procurement policies on institutional effectiveness in public secondary schools using secondary schools in the former Nyanza Province of Kenya as a case study. The research was based on the institutional theoretical framework and it was a multi methodological investigation adopting cross-sectional survey. The sample comprised principals of schools, deputy principals, teachers, students and Board of Management members sampled randomly. Both qualitative and quantitative data were obtained from the subjects by use of interviews and questionnaires and the data were analyzed using a thematic analysis approach and by the use of descriptive methods. We found out that adherence to procurement ethics and moral principles significantly boosts procuring committee performance in public secondary schools. We recommend that let the relevant state organs conduct civic education among school communities that the public might stop losing resources through unethical and immoral procurement practices.

Keywords: efficiency, ethics, implementation, public high schools

Public Interest Statement

Ethical issues have been a key concern in the implementation of procurement policies in secondary schools across the country. Most of these schools have do not meet the ethical requirements of transparency, accountability and verifiability of their procurement processes since they are shrouded in mystery. In other cases, the school heads have been accused of single sourcing, favoritism and even devious with suppliers. This article, therefore, analyses ethics, implementation of procurement policies, and efficiency in public high schools in Kenya.

Introduction

Ethics is an expression drawn from philosophy and it has found its way into a lot of public discourse after 2000 (Clark, 2007). It generally refers to a set of accepted principles which govern behavior and practice. There is, today, a whole sub-discipline of study in research studies referred to as research ethics which prescribes accepted practice in research and clinical and health studies (Kabarage, 2011). Previously, ethical and moral issues were a subject within religions including Judaism, Islam and Christianity but not more. Research indicates that almost all national constitutions have articles in law that enumerate principles-ethical and moral-that citizens would better attain and practice. For example, in the constitution of Kenya (Republic of Kenya, 2010) there is a whole Chapter 6 on leadership and integrity that describes the conduct of public officials. On the conduct of state officers, it states that;

A State officer shall behave, whether in public and official life, in private life, or in association with other persons, in a manner that avoids (a) any conflict between personal interests and public or official duties; (b) compromising any public or official interest in favour of a personal interest; or (c) demeaning the office the officer holds (Republic of Kenya, p. 25).

This section of the law echoes an ethical and moral claim on the part of public officers who are part of the respondents of the research reported in this article. The constitution goes further to spell out penalties that come as a result of any breach of the specified provisions.

In the Kenya school system, there is wide emphasis on ethics and morals in religious subjects and in other areas. This emphasis points to a general acknowledgement that ethics and morals is part of the major substructure upon which our society, and indeed other societies, should be built. This begs the question of the significance of ethics and morals in public employment and practice. To what extent is ethics and morals an important subject past the school system? How critical is upholding ethical and moral principles in public service? To what extent does upholding ethical and moral principles affect best practice at work places and in offering services to the public?

The report presented in this article follows a study conducted among procurement committee members of selected high schools in schools in the former Nyanza Province of Kenya and it provides important insights with regard to ethics as a factor in procurement and effectiveness in learning institutions.

Policy implementation

Policies are enacted following systematic studies on needs, gaps, and challenges. Every sector of an economy-finance, agriculture, research, community services, public works-is guided by numerous policies spelt out by the various government departments. For instance, in the Kenyan Ministry of

Education (MoE), there are a number of policies including a 100% transition from primary school to secondary school, non-repetition of pupils and students in one grade, and the one-student one textbook policies (MoE, 2017). Policies are supposed to be implemented.

But spelling out of a policy is just the beginning. It is easy to state a policy but quite another matter to implement it. Implementation is difficult since the institutions in question can ignore the policy, half-heartedly implement it, or choose a few segments to implement and leave out others. One principle which influences policy implementation is ethics. An ethically sensitive public officer will feel obliged to implement public policies while an insensitive officer will ignore or half-heartedly implement the policy in which case the policy will not meet its intended objectives. The study reported in this article discusses how ethics influences policy implementation and promotes efficiency in public high schools in the former Nyanza Province of Kenya.

Methodology

Study location

This study was carried out among high schools in the former Nyanza Province of Kenya.

Research philosophy

The study was based on the constructivist tradition with elements of positivism. We recognize that modern research is multipronged in design and approach; experts observe that it is a surer approach in modern epistemology and ontology (Munzter, 2009).

Research design

The study was guided by the descriptive survey which enables researchers to describe the status quo of a phenomenon and present results.

Target population

This research targeted school principals, deputy principal, teachers, Boards of Management (BoM) members who constitute procurement committee members in schools, and students. The overall target population was 670 respondents.

Sampling protocols

Our sample was computed using the finite population method since the sampling frame (total number of secondary schools) was known. The finite population method is presented as: to determine the sample size n for the target population N , the study used a formula simplified by Yamane (as cited by Israel 1992) as follows:

Where,

n = sample size

N = population size (134)

e = accepted margin of error (5%)

Substituting the values in the formula yields;

Since the calculated proportion was larger than 5% ($n/N > 0.05$) of the targeted population (schools), the size of the sample was further adjusted using the finite population correction (FPC) formula indicated below (Naing et al. 2006):

Where:

nf = desired sample size with finite population correction.

$n = 384.16$

N = target population

Therefore, the desired sample size was 57 secondary schools.

The individual respondents were then sampled by a combination of stratified random sampling, simple random sampling, and purposive sampling techniques. 134 public secondary schools were made the population of the study. As a result, schools were categorized into national, extra-county, county, and sub-county schools. The sample size is presented in Table 1.1.

Table 1.1: Sample size

<i>Strata</i>	<i>Frequency</i>	<i>%</i>
Number of schools	57	42.5
Number of procurement members	$(57*3)=171$	42.5

Instruments and data collection

Questionnaires (with question items on a Likert Scale) and interviews (to collect information on items such as knowledge and skills in procurement policies, compliance dynamics, implementation of committee decisions and implementation challenges of procurement policies) were used to collect primary data and desk research was used to collect secondary data from a wide range of published and unpublished sources, i.e. monographs, books, government reports, peer reviewed articles, school audit reports, ministry of education communication, and grey literature. Questionnaires were administered on students and deputy principals and interview schedules on other members of BoMs who sit in procurement committees. Various documents were also studied by the researcher and notes written down for subsequent analysis.

Validity

To ensure construct and content validity of the research instruments, we sought for expert insights and observations from experienced researchers before the actual data collection. A second phase of validity enhancement process was the piloting of the tools before the actual data collection. The outcome of the piloting was used to improve the quality and focus of the question items that were later presented to respondents.

Reliability

Cronbach's alpha coefficient of reliability that provides impartial estimates of data generalizability was adopted to test reliability of the answered questionnaires. Cronbach alpha coefficients range from 0 to 1. Amini (2010) states that a Cronbach alpha of at least 0.7 should be accepted as satisfactory as the higher the Cronbach alpha, the higher the internal consistency and reliability. In research, reliability test ranges from 0 to 1. When reliability is from 0 to 0.4, the tools are unacceptable, when it ranges from 0.5 to 0.7, it is acceptable while when it ranges from 0.8 to 1, it is excellent. Smaller values that are less than 0.3 indicate that the given item is not well correlated with the others (ibid).

From Table 1.2 it is observed that all the question items in the questionnaire met the Cronbach's Alpha Coefficient of assessing the internal consistency of the instrument with alpha coefficients of above 0.7 implying reliability. The overall reliability of the instrument was 0.812. The value was

acceptable since it was greater than the minimum recommended alpha coefficient of .70 (ibid).

Table 1.2: Reliability test results

<i>Variable</i>	<i>Cronbach's Alpha</i>	<i>Number of items</i>
Knowledge and skills	0.884	8
Compliance dynamics	0.898	8
Decisions of procurement policy	0.784	8
Procurement ethics	0.777	8
School effectiveness	0.717	8
<i>Overall reliability</i>	<i>0.812</i>	

Data elicitation and analysis

Data were elicited in stages in which research assistants were talked to and induction was conducted on their role in the study, procedures, and codes of conduct. Secondly, administration of questionnaires to students and procurement committee members was conducted. Then, a 30-minute interviews were conducted with 56 principals from the selected public schools in Nyanza Region which were audio recorded and later transcribed. Analysis procedures were both qualitative and quantitative in which were thematic and content analyses, and descriptive and inferential procedures. Quantitative data were then subjected to introductory processing via validating, coding and tabulating in preparation for analysis via the Statistical Package for Social Sciences (SPSS). The figures generated from the SPSS analyses are used in the results section of this report. In this report, we presented qualitative results and discussed them by incorporating them into the quantitative results in the discussion.

Ethics in the study

The following principles were observed in the study: The respondents signed consent forms, they had the freedom to be in the study or to stop in between, they had the freedom to answer all questions or some of them and the study was explained to them before the commencement. Other steps taken in adhering to ethical principles were reporting the study according to data patterns and acknowledging all the sources used in writing up the report.

Results

Frequency of compliance to ethical practices in procurement

The study sought to determine the frequency of compliance to ethical practices in procurement among public secondary schools in the study location. The results are presented in Table 1.3.

Table 1.3: Frequency of compliance to ethical practices in procurement

	<i>Very often</i>	<i>Often</i>	<i>Rarely</i>	<i>Not often</i>
<i>Ethics in procurement</i>	%	%	%	%
Duty ethics	70.4	7.7	20.0	2.9
Moral ethics	30.7	13.5	49.8	6.0
Code of conduct	27.4	16.9	51.3	4.4

Table 1.3 shows that 121(70.4%) of those who constitute school boards of management said that secondary schools in most cases obey ethical principles in procurement, 13(7.7%) said that schools in most cases fulfil, 34(20.0%) showed that secondary schools scarcely observe, although a small

percentage 5(2.9%) observed that secondary schools do not in most cases adhere with ethics in procuring. Additionally, 53(30.7%) of the members of school board of management said that secondary schools in most cases obey moral ethics in procurement, 23(13.5%) said that schools often obey, 86(49.8%) said that schools hardly obey, while 10(6.0%) said that secondary schools do not in most cases obey moral principles in procuring. Similarly, 47(27.4%) of the members of school Boards of Management said that secondary schools always obey the code of conduct of procuring, 29(16.9%) indicated that schools always obey. But, 88(51.3%) of the members of school Boards of Management said that secondary schools obey procuring codes of conduct while just 8(4.4%) said that secondary schools do not always obey.

These results speak to the claims of Moss (2007) who says that real implementation of procurement traditions are determined by the extent of complying with procurement rules, minimizing of procuring budgets, transparency, and answerability of procuring monies and the quality of procured goods and services.

Transparency in procurement

The study sought to find out the extent respondents agreed with statements concerning transparency within their organizations. Their responses are presented in Table 1.4.

Table 1.4: Transparency

<i>Transparency</i>	<i>Mean</i>	<i>Std. Dev</i>
Our school advertises all procurement opportunities openly	3.52	1.16
Use of open tendering results in procurement of quality goods and services	3.90	1.066
Automation of the procurement policy results in reduction in costs	3.61	1.292
Use of standard tender documents has made the procurement policy more efficient and faster	3.89	0.952
<i>Total</i>	<i>14.92</i>	<i>4.42</i>
<i>Average</i>	<i>3.73</i>	<i>1.10</i>

The results in Table 1.4 indicate that the subjects agree with the declarations on the effects of transparency on performance of their firms to a great level as indicated by an average score of 3.73. This is in the sense that subjects agree that advertisement of procuring opportunities results in procuring of quality services and goods to a great level as shown by a mean score of 3.52; subjects agree that using of standard tender documents had led to client satisfaction to a great level as shown by a mean score of 3.90; subjects agree that involvement of at least three bidders in procuring resulted in reducing costs to a big extent as shown by an average score of 3.61; and subjects agree that open tendering was the favored procuring process in the schools to a big extent as shown by a mean score of 3.89. These results are consistent with results by Levi (2011) who states that transparency results in reducing costs hence better organizational performance.

Number of bidders in the procurement policy to enhance transparency.

The study sought to establish the number of bidders in the procurement policy to enhance transparency. The results are presented in Figure 1.1. The research established that 52% of the subjects who were the majority said that between 5 and 10 bidders were summoned to quote in normal procuring according to policy; 21% said that over 10 bidders were invited to make quotations according to

normal procurement policies; 16% said that between 3 and 4 bidders were asked to come and quote according to normal procurement policies; while 11% said that between 1 and 2 bidders were asked to come and make quotations in normal procurement policies. These results coincided with KPMG (2015) which confirmed that there was a low share of procurement than when they were done via open tendering.

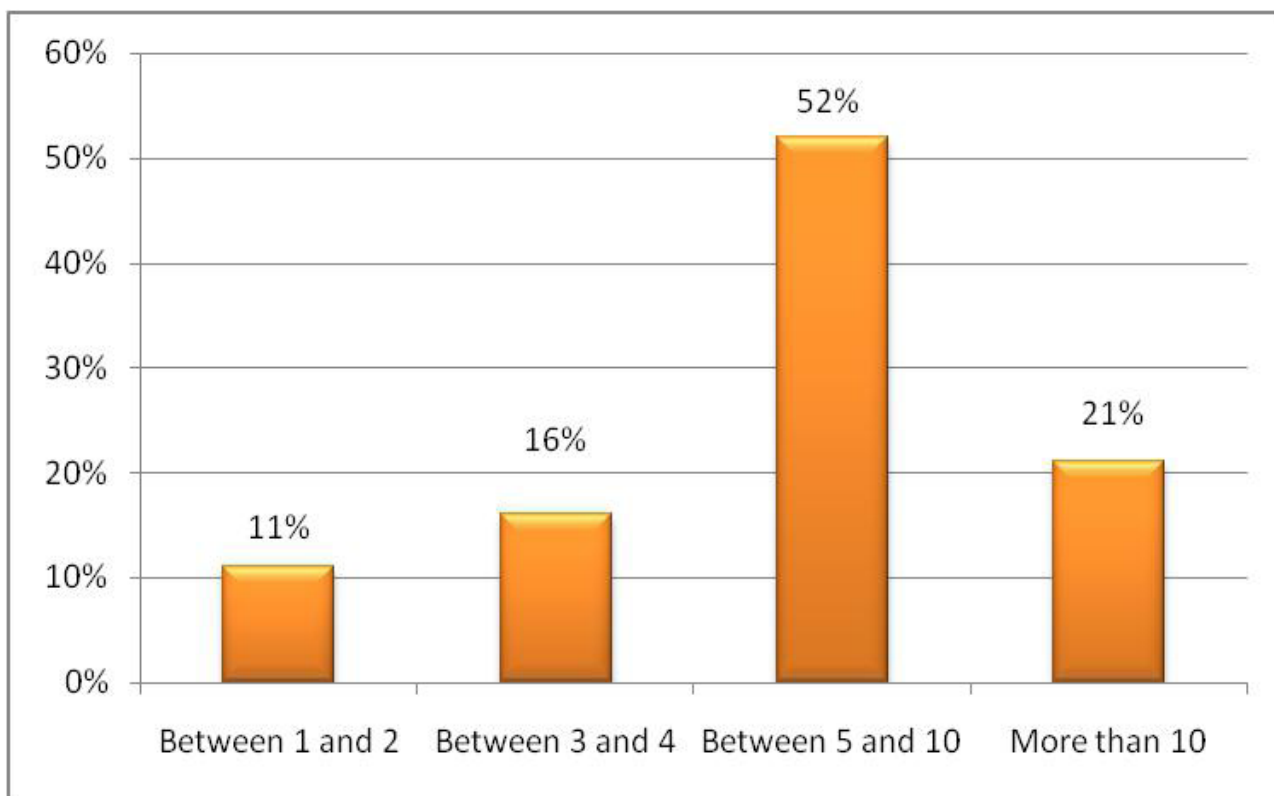


Figure 1.1: Bidders in procurement policy

Attributes on transparency of the procurement policy

We sought to determine the attributes on transparency of the procurement policy. The results are presented in Table 1.5.

The responses as shown in Table 1.5 show that principals and procuring committees (83%) hold a near same opinion with regard to the presence of competent procuring committees with the capability to conduct its mandate efficiently. This signifies the fact that all schools visited had managed to put in place procuring committees. This is a step in the right direction in regard to trying to follow procurement policies. The replies might be understood to imply that most of the principals and procuring committees respected the effectiveness conferred by the procuring committees in place. This suggests that they regarded the committees highly in regard to putting efficacy in the procuring functions in the schools. Only a single school principal and finance officer had a divergent opinion which was a verification that they highly considered the committees in place and in this way vindicated their efficiency.

Table 1.5: Attributes on transparency of the procurement policy

	Presence of a supplier pre-qualification system									
		Principals			Teachers			Procurement committee		
		Yes	No	Total	Yes	No	Total	Yes	No	Total
School has an efficient procurement committee	SD	0	0	0	0	7	7	0	0	0
	D	0	1	1	0	19	19	0	1	1
	UD	0	0	0	4	5	9	0	0	0
	A	3	0	3	45	0	45	5	0	5
	SA	2	0	2	10	0	10	0	0	0
Total		5	1	6	59	31	90	5	1	6
Potential suppliers have an equal chance of doing business	SD	0	0	0	0	8	8	0	0	0
	D	1	1	2	0	14	14	0	1	1
	UD	0	0	0	2	9	11	0	0	0
	A	2	0	2	45	0	45	3	0	3
	SA	2	0	2	12	0	12	2	0	2
Total		5	1	6	59	31	90	5	1	6
Bids from suppliers opened in the presence of their representatives	SD	0	0	0	0	10	10	0	0	0
	D	1	1	2	4	21	25	2	1	3
	UD	0	0	0	17	0	17	0	0	0
	A	2	0	2	30	0	30	2	0	2
	SA	2	0	2	8	0	8	1	0	1
Total		5	1	6	59	31	90	5	1	6
Presence of complaints from aggrieved suppliers	SD	2	1	3	0	21	21	2	1	3
	D									
	UD	2	0	2	11	10	21	2	0	2
	A	0	0	0	22	0	22	0	0	0
	SA	1	0	1	22	0	22	1	0	1
	SD	0	0	0	4	0	4	0	0	0
Total		5	1	6	59	31	90	5	1	6
The measure of transparency hurts members of the institution who want to do business with the school	SD	0	1	1	0	23	23	0	0	0
	D	0	0	0	10	8	18	1	1	2
	UD	0	0	0	19	0	19	0	0	0
	A	4	0	4	25	0	25	4	0	4
	SA	1	0	1	5	0	5	0	0	0
Total		5	1	6	59	31	90	5	1	6

Majority of the teachers (61%) regard the procuring committees in place greatly. They held the opinion that they had the ability to carry out their mandate efficiently. This is a look of confidence in the procuring committees in place. The teachers though have a bigger population of those who had a dissenting position (28%). Their replies were a reflection of in-built reservations about the competence of some of the procuring committees in place. This might be understood to imply that a number of the teachers consider the procuring committees as unproductive and not able to perform to the necessary standards. This might largely be attributed to the fact that members of the teaching community sit on the procuring committees. They might thus have had the knowledge of having their opinions and considerations ignored in some cases or evidence of glaring incompetence on the part of the committees.

Majority of the principals, procuring committee members, and teachers affirmed that measures used to make sure the prequalification of suppliers had enhanced the capability of the procuring committees. The responses were consistent with Ombati's (2009) finding who states that pre-qualifying of suppliers was an important imperative in ensuring openness of the procuring programmes and systems. It gives a guarantee to schools' ability to have all bids advertised and scrutinized for the effectiveness of the procurement programmes.

The potential for the suppliers to have an equal chance to do business with the schools was affirmed by most of the procuring committee members and principals (83%). This is an obvious pointer to the equal chances offered to the suppliers who intend to conduct business with the schools. It is thus an affirmation that the institutions have no favored suppliers when awarding contracts. This confirmed that most of the sample institutions strive to obey the rules and provide a level playing ground in regard to chances for business presentation. The replies were an affirmation that schools had upheld the tenets of the public procuring policy which confers transparency and non-preferential treatment to all the suppliers.

Majority of the teachers (63%) share similar sentiments with principals and procuring committees. They hold the opinion that their schools give equal opportunities for all suppliers looking for a chance to conduct business with schools. This is an affirmation that schools provide probable suppliers with equal chances. It, in this way, brings forth the aspect of the known restrictions of quality, price, and supplier capability being the standards for evaluating and awarding contracts. It gives a chance for competition with a basis on supplier ability as the optimum point for the suppliers to compete from.

Some teachers (24%) though felt that probable suppliers are not accorded an equal chance to conduct business with schools. This pointed to the event of known cases of favoritism and the existence of favored suppliers conducting business with the institutions. This is a reflection of some institutions' failure to conform and support the standards of the government procuring policy. Principals, teachers, and procuring committee members have a major position that the prequalification of suppliers has made sure that probable suppliers are given an equal chance to access supply contracts from the institutions.

Majority of the teachers (42%) affirmed that the bids coming from suppliers were opened and witnessed by their representatives. The replies reflected higher principles of transparency used in the tendering process and the bid opening of the procuring policy. It was, in this way, a confirmation that the institutions have made sure that the necessary principles of transparency and the honesty of the bid opening procedure are maintained by the schools by way of making sure that the bidders' representatives witness the exercise. Some teachers though have a contrarian view and they deem the bid opening exercise is not representative enough. This is an indicator of known cases of the bids

being opened in the absence of suppliers or persons representing them. It is reflective of cases of lack of transparency to the foreseen standards in the bid opening exercise in some institutions.

Principals and procuring committee members (83%) hold a strong position with regard to the transparency principles used by the institutions. They confirmed that the bid opening exercise often involves bidders or those who represent them. This is an indicator of their approval of the bid opening activity and their justification of its capability to confer transparency and honesty to the procuring policy. This could be understood to imply that the principals and procuring committees appreciate the transparency extents of the bid opening activity used in the schools. Teachers, procuring committees, and principals hold the position that presence of a supplier prequalifying system has invoked the provision for bids opening by the institutions in the presence of the suppliers' representatives. This was a measure used to ensure realizing of the necessary transparency levels.

Majority of the principals (83%) and procuring committees (83%) affirmed that their institutions did not have cases of complaints from hurt suppliers due to lack of transparency in the procuring policies. The replies vindicate the procuring policies in the schools in regard to assuring schools' procuring programmes which are above reproach. This is mostly credited to lack of complaints to institutions by disgruntled suppliers due to reservations in the procuring programmes. It, in this way, denotes that those who supply have always felt contented with the programmes in place in majority cases in the wake of carrying out business with the institutions. This points to the improved extents of gratification with the usual programmes undertaken by the schools in realizing the procuring activities.

Replies by teachers are a contrast of the position taken by principals and procuring committees. Majority of them (46%) affirmed that complaints from hurt suppliers are not very pronounced in their institutions. This is an affirmation of their capability to favor and identify with the programmes put in place. Though the event of having a big number of undecided (24%) teachers with regard to the situation of complaints originating from the suppliers brings doubt on the capability of the schools to successfully serve all qualified suppliers. This is a pointer to some when one considers the transparency levels as having capacity to provoke complaints from suppliers.

A significant number of teachers (29%) held the view that grievances from qualified suppliers are evident in the institutions. This is an affirmation that the institutions have the occasion of facing grievances from suppliers who are aggrieved by the procuring policy. It is, in this way, an indicator of the fact that some suppliers have felt not satisfied in their interacting with schools when they seek to engage in procuring programmes. The replies signify the element of failure to comprehend the necessary morals of stakeholder satisfaction by the affected institutions. It is thus a pointer to reservations with the schools' capabilities to successfully carry out their procuring activities to the gratification of those who supply. Majority of the principals, procurement committees, and teachers confirm that institutions have put in place a supplier prequalification programme which ensures reduced grievances from hurt suppliers in the wake of engaging in the procuring activities. This is an affirmation that the transparency measures used aided facilitate reduced grievances from hurt suppliers.

Principals and procuring committees (83%) confirmed that the measure of transparency used by the schools hurts members of staff who would wish to conduct business with the schools. The replies were an indicator of high principles of transparency which discouraged insider business activities. This is proof of the capability of the schools to involve oneself in transparent procuring activities to the fulfilment of the members to the extent of disheartening staff from conducting business with the schools. The transparency has the effect of disrupting dishonest staff who often seek to conduct

business with the institutions owing to the transparency showed. The responses are, in this way, an affirmation that the institutions have put in place effective devices to make sure condensed insider trading with an objective of protecting their positions.

Majority of the teachers (45%) differed that the measure of transparency used by the institutions in the wake of undertaking the procuring function upset members of the schools who would want to do business with the institutions. This is contrarian to the view held by the principals and procuring committees. It, in this way, denotes the fact that some teachers might have had proof of the members of staff particularly so in the administration cadres conducting business with the schools. It might thus be understood to imply that in spite of the schools struggling to advocate transparency, some members of the institutions still avoided the systems in the quest to obtain personal gain from the same. It, in this way, casts aspersions on the capability of the institutions to completely discharge their obligations with regard to making sure high standards of integrity and the exercise of due diligence in the quest of making sure the wellness of the procuring function.

Some teachers (21%) are unsure in regard to the capacity of the transparency levels which hurt members of staff who would wish to conduct business with the schools. This is reflective of situations of indecision which can be credited to inclination towards seeing teachers benefitting from the procuring systems. It is, in this way, an indicator of the failure on the part of the institutions to make sure that the transparency levels safeguard them from penetration by insider business people. Few teachers (5%) affirmed that the degree of transparency hurts members who seek to do business with the institutions. It is, in this way, indicative of the capability of the institutions to obediently apply the necessary provisions thus discouraging members from engaging in business activities with the schools. A significant fraction of teachers, principals, and procuring committee members affirmed that the function of prequalifying suppliers enabled the institutions to put in place provisions which discourage members of staff from conducting business with the institutions. It is, in this way, an affirmation that the transparency infused by way of prequalifying suppliers discouraged members of staff from conducting business with the schools.

The research results speak to the opinion taken by Ombati (2009) who is of the view that the practice of calling for bids and letting bidders or those who represent them a chance to take part in opening of bids results to openness and integrity to the procuring policy. Situations in which schools supply contracts were preserved for some individuals for years were progressively fading away. This is due to the fact that opening of the procuring policy has progressively opened up the procedure to a wider array of probable suppliers. This has caused public schools to have better value for money in the competitive procuring policies.

Disruption of school programmes

The study sought to determine if school programmes are disrupted due to non-supply of goods and services. The results are presented in Table 1.6.

Table 1.6: Instances of disruption of school programmes due to non-supply of goods and services

<i>Instances of disruption of school programmes due to non-supply of goods and services</i>	<i>Principals</i>	<i>Teachers</i>	<i>Procurement committee members</i>
	%	%	%
Yes	17	48	17
No	83	52	83
<i>Total</i>	<i>100</i>	<i>100</i>	<i>100</i>

Table 1.6. indicates that majority of teachers (48%) consider the cases of schools having the programmes disturbed due to non-delivery of resources by contracted suppliers to be high. The replies can be understood to imply that teachers have in some cases failed to understand the purposes of the programmes at hand due to lack of supplies to ease the undertaking of tasks in the realms of learning and teaching.

Principals (83%) and procuring committees (83%) had an opposing view. They held the opinion that the cases of school activity disturbance were insignificant. This is a pointer to strengthened positions with regard to the schools always seeing the completion of programmes bereft of disturbance credited to failure of suppliers. The dissimilarities in shades of views can be linked to the condition of the learning and teaching programmes being conducted by teachers. Principals and procuring committees are engaged in management and administration programmes. This might explain the failure to appreciate disturbance of learning and teaching activities brought about by non-supply of services and goods to the schools. The principals are of the opinion that occurrences of programme disturbance brought about by the non-supply of services and goods were rare in the area. This is a validation of the fact that schools have strove to make sure enhanced capacities in terms of stock management.

Influence of procurement ethics in implementation of procurement policy on institutional effectiveness

Regarding the influence of procurement ethics in implementation of procurement policy on institutional effectiveness among schools in Nyanza region, the findings were as shown below.

Table 1.7 Influence of procurement ethics in implementation of procurement policy on institutional effectiveness

Influence	Frequency (%)					Mean	Std. Dev
	5	4	3	2	1		
Conflict of interest influence school effectiveness	16.4	64.6	8.9	6.3	3.8	3.84	0.912
Adherence to bureaucracy influence school effectiveness	12.7	59.5	5.1	16.4	6.3	3.56	0.906
Procurement policy dilemma influence school effectiveness	13.9	62.0	7.6	11.4	5.1	3.68	0.920

From Table 1.7, most respondents agreed (64.6%) and strongly agreed (6.4%) that conflict of interest influence school effectiveness by hindering effective curriculum implementation while 59.5% and 12.7% agreed and strongly agreed respectively that adherence to bureaucracy influence school effectiveness leading to effective syllabus coverage/implementation.

In regard to procurement policy dilemma, most respondents agreed (63.3%) and strongly agreed (12.7%) that the policy dilemma influence school effectiveness. In summary, most respondents generally agreed that procurement ethics influences institutional effectiveness in public secondary schools in Nyanza Region, that is, the grand mean was 3.64 rounded off to 4 which is agree on the Likert Scale of measurement. Only procurement policy dilemma has a negative influence on school effectiveness while the other two (conflict of interest and adherence to bureaucracy) have positive influence. These findings are consistent with those of Wanyama and Wambua (2015). Results from this research indicate that the schools follow the expected values of honesty, decency, and trustworthiness. *Our hypothesis stated that: There is no statistically significant influence of procurement ethics in implementation of procurement policy on institutional effectiveness in public secondary schools in Nyanza Region.*

Tables 1.8., Table 1.9., and Table 1.10. show the computation on the hypothesis.

Table 1.8: Model summary on procurement ethics

					Change statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimates	R Square Change	F Change	df1	df2	Sig. F Change
1	.748 ^a	.560	.554	.82794	.560	97.927	1	55	.000

Table 1.9: ANOVA on procurement ethics

Model		Sum of squares	df	Mean square	F	Sig.
1	Regression	67.127	1	67.127	97.927	.000 ^b
	Residual	52.782	55	.685		
	Total	119.909	56			

Table 1.10: Coefficients on procurement ethics

Model		Unstandardized coefficients		Standardized coefficients	t	Sig.
		B	Std. Error	Beta		
1	Constant (ethics)	.843	.242		3.482	.001
		.749	.076	.748	9.896	.000

Our hypothesis stated that there is no statistically significant influence of procurement ethics in implementation of procurement policy on institutional effectiveness in public secondary schools in Nyanza Region ($\beta = 0.395$ (0.079) at $p < 0.01$). The hypothesis was rejected. The results implied that a single increase in procurement ethics by procurement committee members in implementation of procurement policy will yield 0.395 unit improvement in the institutional effectiveness in public secondary schools in Nyanza Region. The findings are reinforced by Were (2017) who discovered that conflict of interest might come up at the time of evaluating and awarding of bids. Additionally, access to information by shareholders in main stages of the procuring cycle encourages transparency and answerability in public procuring which checks conflict of interest and exploitation. The research concludes that buying and supply management experts need to pronounce personal attention which might affect their neutrality in the procuring procedure.

Discussion

Ethics is what is morally right and decently wrong, so the concern of procuring ethics is what is ethically correct in procuring as a discipline (Wood, 1995). This is essential in procuring since administration personnel are concerned with suppliers. Officers who conduct procurement have to prove that their decisions are reasonable and impartial, and made according to the law, agency guidelines and rules, and conditions of contract. This study demonstrates that morals have a key influence on complying with public procuring policies. Morals involves all shareholders and institutions’ frameworks such as tendering committees’ discussions, evaluating of bids and managing contracts during implementation. Some of the immoral practices mentioned include evaluating of bids in some cases conducted by unskilled persons and petitioning in seeking for the award of tenders by shareholders via dishonesty, pressure and inducements and lack of effectual reporting mechanisms.

Additionally, one major challenge realized from the research is with respect to responsibility. In spite of procuring misconduct which manifest in the procuring policies, concerned officials are never held to account. And as such, there are no sanctions occasioned to those persons who break up the procurement rules. The results show that morals and procuring are connected and that feeble enforcing of procuring rules has led to the immoral practices in government high schools in Nyanza Region. Likewise, ethical degradation, poor pay, and immoral practices of bidders has been mentioned as a main contributing factor of lack of complying with procuring rules in government high schools. Some of the immoral practices mentioned by the subjects include dishonesty, partiality, deception, exaction and sexual harassment, inducement with the subjects mentioning gluttony, inadequate payment, and absence of an effectual reporting system as the major cause of immoral practices.

Majority of the principals and procuring committees have a stronger position with regard to transparency principles used by the schools. They confirmed that opening of bids often involves bidders or their agents. This is an indicator of their endorsement of the bid opening exercises and their justification of their capability to confer transparency and honesty to the procuring policies. This might be understood to imply that the principals and procuring committees appreciate the transparency levels of the bid opening exercises used in the schools. Teachers, procuring committees, and principals hold the position that the existence of a supplier prequalification mechanism has invoked the provisions for bids opening by the schools in the presence of the suppliers' agents.

This is a mechanism used to make sure there is realization of the necessary transparency levels. The research results agree with the view taken by Ombati (2009) who is of the view that the tendency of asking for bids and allowing bidders and their agents a chance to partake in the opening of the bids which results to fiduciary and honesty to the procuring policies. Conditions where schools award contracts were preserved for some individuals for years were progressively declining. This is credited to the fact that the opening up of the procuring policies has progressively removed the veil and opened up the procedure to a bigger array of possible suppliers. This has made public schools to have better value for money in the reasonable procuring policies. Regarding leadership, the study found that in majority of the schools most of the respondents indicated that, there were tendering committees which sit to procure goods and services. A significant number of respondents agreed that procurement is accompanied with written agreements.

The study also found that as concerns transparency in the procurement policy, almost all the respondents agreed that tenders are openly advertised. Transparency of the procuring plans in place helps in lifting the veil of confidentiality in the systems that are involved. It enables infusing merit and permissible standards in regard to contemporary best practices and necessary character. The research discovered that schools in the area have struggled to make sure there are high standards in regard to transparency and broader participation of the public in realizing procurement events in many cases. This study has shed light on a critical aspect in public procurement. Among other things, it has indicated that the public needs civic education in order to impact the influence of the procurement law. Additionally, the study has indicated that an understanding of ethics is a core principle in trying to limit malpractices in organizations, especially those that are concerned with financial issues.

Conclusion

Finally, the study concluded that observance of procuring morals might actually increase procuring board performance in government high schools. The research also concluded that the procurement policy fails in timeliness perhaps because of complexity of the process or because most times, those who supply do it on credit. This leads to common conditions in which those involved in the

process take shortcuts to deal with the problem of delays and length of the standard procedure. We recommend that there be firm consequences enacted for violating procuring ethics. There is need for improved inspection of all procuring activities to make sure there is compliance with the moral codes. Detailed vetting of all those who supply seeking prequalification and also those who seek tenders need to be done to reduce incidences of conflict of interest.

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Disclaimer Statement

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Authorship and Level of Contribution

The major contributor in this work is Thomas Nyaencha. Author number two and author number three made corresponding contributions.

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