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Effect of Institutional Leadership on Implementation of Public Procurement and Asset Disposal Act (2015) in Public Secondary Schools in North Rift Region, Kenya

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Abstract: *The implementation of the Public Procurement and Asset Disposal Act (2015) in public secondary schools remains a governance concern, particularly regarding institutional leadership, accountability and adherence to procurement procedures. This study examined the effect of institutional leadership on the implementation of the Public Procurement and Asset Disposal Act (2015) in public secondary schools in the North Rift Region, Kenya. The study was anchored on Agency Theory and Herbert Simon's Rational Decision-Making Model. It adopted a positivist research paradigm, quantitative approach and descriptive survey research design. The target population comprised 184 public secondary schools, from which a sample of 126 schools was selected using stratified random sampling. Data were collected using structured questionnaires administered to bursars, storekeepers and heads of departments. Instrument validity was established through expert review, while reliability was assessed using Cronbach's alpha coefficient. Data were analysed using descriptive statistics, Pearson correlation and multiple regression analysis. Ethical considerations included research authorisation, informed consent, voluntary participation, confidentiality and anonymity. Findings revealed challenges in timely constitution of procurement committees, collective commitment by top management, supportive institutional structures and equitable allocation of responsibilities, although resource provision was generally considered adequate. Regression results indicated a positive but statistically insignificant relationship between institutional leadership and implementation of the Act. The study concluded that institutional leadership alone did not independently demonstrate a statistically significant influence on procurement implementation. It recommends timely constitution of procurement committees, strengthened management commitment, supportive institutional structures and equitable allocation of procurement responsibilities.*

Keywords: *Institutional leadership, Public Procurement and Asset Disposal Act (2015), Public secondary schools, North Rift, Kenya.*

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1. Introduction

Public procurement is one of the largest channels through which governments spend public money and deliver services, and its effectiveness depends heavily on how institutions are led. In OECD countries, public procurement accounts for about 13% of GDP, yet many countries still lack a formal performance management system with key performance indicators (OECD, 2023).

The 2015 OECD Recommendation on Public Procurement has guided reforms in developed economies. A recent implementation review found progress, but also that integrity measures remain widespread without being matched by proactive integrity risk management (OECD, 2025). Even in well-resourced systems, then, legal frameworks alone do not guarantee effective implementation. Leadership, oversight and institutional capacity shape whether rules translate into practice. In Africa, procurement reforms have followed a similar legal-institutional path, with mixed results. A systematic review of 65 publications on Tanzania found that reforms strengthened decentralisation, standardisation and governance structures. The same review found that interference and uncoordinated efforts created new difficulties for procurement activities (Mchopa et al., 2024). The experience suggests that how institutions are led and coordinated influences whether reforms achieve their intended outcomes.

Kenya also reflects this pattern. The Public Procurement and Asset Disposal Act (2015) established a legally regulated procurement system that binds all public entities, including public secondary schools. Leadership has been linked to procurement integrity in the Kenyan public sector. For example, a study of the Judiciary's procurement department examined how leadership transparency and accountability relate to perceived corruption (Ndururu et al., 2023). Implementation in the education sector remains weak. The Public Procurement Regulatory Authority reported that only two of about 32,800 public primary and secondary schools had complied with the Act's requirement to establish a procurement function. It also stated that head teachers and principals, as accounting officers, bear primary responsibility for compliance under section 44(1) of the Act (The Star, 2023). School heads are therefore both the legal custodians of compliance and the people whose leadership determines how well it is achieved.

In the North Rift region, data on procurement implementation in schools is thin and dated. An earlier survey in Trans-Nzoia County, conducted under the 2005 Act, found that most respondents cited unfamiliarity with the regulations as a barrier. It also reported that most schools had not engaged procurement professionals (Simwa et al., 2014). No study located so far examines how institutional leadership affects implementation of the 2015 Act in the region's public secondary schools. Existing work in this area has tended to focus on training, awareness and enforcement rather than on leadership as an explanatory variable. This paper sought to fill this gap by examining the ffect of Institutional leadership on effective implementation of Public Procurement and Asset Disposal Act (2015) in Public Secondary Schools in North Rift Region, Kenya.

1.2 Problem Statement

Public secondary schools in Kenya are public entities required to apply the Public Procurement and Asset Disposal Act (2015), yet its implementation in many of them remains weak. Principals, as accounting officers, hold primary responsibility for compliance, so the quality of institutional leadership should matter. Audit evidence points to persistent gaps. A report by the Elimu Bora Working Group, drawing on the Auditor-General's 2021/2022 findings, described irregular procurement procedures and disregard for government regulations in secondary schools (People Daily, 2024). The Auditor-General has also listed non-functional procurement units among the challenges facing public secondary schools (Business Daily, 2025.). Such lapses expose public funds to loss and weaken the delivery of learning resources and infrastructure.

Existing research does not explain these gaps in terms of leadership. Studies of Kenyan public procurement have linked leadership to organisational outcomes. In the Public Procurement Regulatory Authority, leadership styles were found to explain a large share of performance variation (Jemutai & Kawino, 2025). In state corporations, the effect of leadership style on procurement performance was positive but statistically insignificant (Mathias, 2023). These findings are mixed and come from regulatory and commercial bodies, not from schools. Studies in schools have largely looked at principals' performance contracting. One such study in Machakos County found it had little influence on procurement practices (King'oo, 2019). This leaves three gaps. The conceptual gap is that institutional leadership has rarely been tested directly as a determinant of how the 2015 Act is implemented. The contextual gap is that the North Rift has received little attention in this literature. The evidence gap is that findings conflict on whether leadership matters at all. This study therefore sought to examine the effect of institutional leadership on the effective implementation of the Public Procurement and Asset Disposal Act (2015) in public secondary schools in the North Rift Region, Kenya.

1.3 Objective of the Study

The objective of this study is to establish the effect of institutional leadership on the effective implementation of the Public Procurement and Asset Disposal Act (2015) in public secondary schools in the North Rift Region, Kenya.

1.4 Research Question

What is the effect of institutional leadership on the effective implementation of the Public Procurement and Asset Disposal Act (2015) in public secondary schools in the North Rift Region, Kenya?

2. Literature Review

The enactment of public procurement legislation has increasingly been recognised as an important governance reform aimed at promoting transparency, accountability, competition, fairness and value for money in the management of public resources (Bosio et al., 2022). Institutional leadership is particularly important because institutional heads provide strategic direction, allocate resources, establish accountability structures and oversee adherence to procurement policies and procedures (OECD, 2025). In public secondary schools, principals and institutional management teams play an important role in ensuring that procurement activities are conducted within the established legal and regulatory framework (Mulwa et al., 2014). However, the existence of procurement legislation does not automatically guarantee effective implementation because institutional capacity, management commitment, professional competence and enforcement mechanisms influence compliance (Adam et al., 2025). Consequently, examining the effect of institutional leadership on effective implementation of the Public Procurement and Asset Disposal Act (2015) is important in understanding how school leadership influences procurement governance and accountability in public secondary schools (Ndii et al., 2024).

Institutional leadership refers to the process through which individuals in positions of authority provide direction, coordinate organisational activities, mobilise resources, establish controls and influence employees towards achieving institutional objectives (Northouse, 2021). Public procurement refers to the acquisition of goods, works and services by public institutions using public resources in accordance with established legal and administrative procedures (Thai, 2009). Effective implementation of procurement legislation involves the consistent application of prescribed procurement procedures, including procurement planning, tendering, evaluation, contract administration, record-keeping and accountability (UNCITRAL, 2014). The Public Procurement and Asset Disposal Act (2015) provides Kenya's legal framework for regulating public procurement and asset disposal by public entities, including public educational institutions (Republic of Kenya, 2015). In this study, institutional leadership is understood through management commitment, leadership competence, organisational structures and resource mobilisation, while effective implementation concerns compliance with statutory procurement requirements and the achievement of transparency, fairness and value for money (OECD, 2023).

Globally, institutional leadership has become an important determinant of public procurement effectiveness because procurement reforms require more than the enactment of legislation; they require organisational commitment, technical capacity and effective oversight (World Bank, 2023). Bosio et al. (2022), in their examination of public procurement laws, practices and outcomes across 187 countries, established that procurement practices were more strongly associated with improved outcomes than the mere existence of procurement laws. Their findings demonstrated that regulatory restrictions could improve procurement outcomes in countries with limited public-sector capacity, although excessive restrictions could constrain discretion in countries with stronger institutional capacity (Bosio et al., 2022). Raj et al. (2020), using survey data from 546 procurement practitioners across 102 countries, established that institutional pressures significantly influenced the adoption of sustainable public procurement practices in both developed and developing economies. These findings demonstrate that effective procurement implementation requires institutional leaders to translate legislative requirements into practical organisational systems through commitment, supervision, professional development and accountability (OECD, 2025).

In developed countries, institutional leadership is supported by professional procurement systems, clearly defined responsibilities and strong accountability mechanisms that promote compliance with procurement regulations (OECD, 2023). A study by the OECD (2023) examining public procurement workforce professionalisation across different countries established that procurement competency frameworks, certification, capacity-building programmes and institutional incentives were important components of strengthening procurement performance. The findings further demonstrated that professionalisation requires organisational leaders to establish supportive working environments and provide opportunities for continuous professional development among procurement personnel (OECD, 2023). This suggests that institutional leaders in public secondary schools should ensure that procurement committee members receive appropriate training and understand their statutory responsibilities before undertaking procurement activities. However, the study's international focus does not establish whether the same professionalisation arrangements are adequately implemented within

individual public secondary schools, creating a need for context-specific investigation.

In the United Kingdom, research on complex public procurement has demonstrated that institutional capabilities, organisational relationships and management arrangements influence the effectiveness of procurement policy implementation (Patrucco et al., 2025). The study employed a qualitative lifecycle analysis approach and examined procurement practices across defence, nuclear, local government and health-sector organisations. The findings identified eighteen interrelated themes explaining variations in procurement policies, institutional capabilities and procurement practices across the organisations examined. The researchers demonstrated that effective procurement requires coordinated institutional responsibilities, appropriate oversight and management capabilities throughout the procurement lifecycle (Patrucco et al., 2025). These findings imply that school principals should provide continuous oversight of procurement activities, from identifying institutional requirements and preparing procurement plans to evaluating tenders and monitoring contract performance.

In middle-income countries, institutional leadership has been associated with the ability of public organisations to maintain procedural accountability and minimise irregularities in procurement decision-making (Kan & Khalid, 2021). A study conducted among procurement officers in Malaysian local authorities collected 289 responses and applied partial least squares structural equation modelling to examine factors influencing procedural rationality in public procurement decisions. The findings established that work experience, prior knowledge and accountability were directly associated with procedural rationality, which subsequently influenced procurement outcomes. The researchers observed that procurement officers with adequate experience, relevant knowledge and accountability were better positioned to make rational decisions and comply with established procurement procedures (Kan & Khalid, 2021). The findings suggest that institutional leadership should strengthen procurement accountability by appointing competent committee members, clarifying responsibilities and ensuring that procurement decisions are based on established procedures rather than personal interests.

In Iran, Taheriruh and Moshtari (2024) examined symbolic compliance with policy-led public procurement and the barriers affecting the implementation of procurement policies. The researchers adopted an abductive qualitative design and collected data through semi-structured interviews with stakeholders involved in the procurement of consultancy services. The findings identified policy-practice decoupling, where organisations formally followed procurement policies without translating them into actual practices, and means-ends decoupling, where implementation activities failed to achieve the intended policy objectives. The study further established that internal efficiency-related challenges and external institutional barriers contributed to partial implementation of procurement policies (Taheriruh & Moshtari, 2024). These findings demonstrate that school leadership should go beyond establishing procurement committees and preparing compliance documents to ensure that procurement regulations are consistently applied in actual institutional transactions.

In developing countries, institutional leadership plays a significant role in addressing procurement implementation challenges associated with inadequate technical capacity, weak accountability systems and limited management commitment (World Bank, 2020). A study by Adam et al. (2025), examining open contracting reforms in nine low- and middle-income countries in Africa and Asia, established that successful procurement transparency reforms depended on strong leadership commitment, collaboration among government and non-governmental actors and adequate technical capacity. The researchers used interviews with key informants to investigate the factors influencing the implementation of procurement transparency reforms between 2008 and 2019. Their findings indicated that procurement reforms were more likely to achieve meaningful implementation where institutional leaders actively supported transparency initiatives and mobilised the necessary organisational and technical resources (Adam et al., 2025). This suggests that school principals should demonstrate commitment to procurement transparency by supporting competitive tendering, facilitating access to procurement information and ensuring that procurement decisions are properly documented.

In Ghana, a study by Ameyaw et al. (2023) examined sustainable procurement implementation among public-sector organisations, focusing on institutional isomorphism and sustainable leadership. The researchers employed partial least squares structural equation modelling to investigate how institutional pressures and leadership influence sustainable procurement practices. The findings demonstrated the importance of sustainable leadership and institutional arrangements in supporting the adoption and implementation of sustainable procurement practices in public organisations. The study highlighted that leadership commitment and supportive institutional environments were important in overcoming organisational barriers that hinder procurement reforms (Ameyaw et al., 2023). These findings suggest that institutional leadership in public secondary schools should establish procurement practices that promote compliance, ethical conduct, responsible

resource utilisation and accountability throughout the procurement process.

In Kenya, Ndii et al. (2025) investigated the influence of principals' exposure to management training on compliance with procurement regulations in public secondary schools in Embu County. The researchers adopted a positivist philosophy and cross-sectional descriptive survey design, collecting data from 490 respondents drawn from 132 public secondary schools through questionnaires and analysing the findings using descriptive and inferential statistics. The findings established that principals' exposure to management training significantly influenced compliance with procurement regulations, while management of technical experts, community interests and religious sponsors also influenced compliance. The study concluded that continuous training and familiarisation with procurement requirements were necessary for strengthening principals' capacity to oversee procurement activities effectively (Ndii et al., 2025). Similarly, Ntangeki et al. (2023), in a quantitative study involving 202 public procurement practitioners in Dodoma, Tanzania, established that transparency ($\beta = 0.148$, $p = 0.048$) and accountability ($\beta = 0.366$, p less than 0.001) had positive and statistically significant relationships with procurement regulatory compliance, demonstrating the importance of institutional oversight and responsible leadership

2.1 Theoretical Underpinning

This study was anchored on Agency Theory, developed by Jensen and Meckling (1976), and Herbert Simon's Rational Decision-Making Model, advanced through Simon's (1955) work on a behavioural model of rational choice and his earlier publication, Administrative Behavior (1947). Agency Theory postulates that an agency relationship exists when one party, referred to as the principal, delegates responsibilities and decision-making authority to another party, known as the agent, to perform specific duties on its behalf. The theory further explains that principals and agents may have conflicting interests, particularly where there is information asymmetry, inadequate monitoring and opportunities for self-serving behaviour. In public secondary schools, the theory relates to the relationship between the government, Board of Management and school principals, on one hand, and procurement committees, procurement personnel and other officers involved in procurement activities, on the other. School principals, as institutional leaders and accounting officers, are expected to ensure that delegated procurement responsibilities are undertaken in accordance with the Public Procurement and Asset Disposal Act (2015). The theory emphasises accountability, transparency, supervision, internal controls and monitoring as mechanisms for minimising agency problems and safeguarding public resources. Its significance to this study lies in explaining how institutional leadership influences procurement compliance through effective supervision, enforcement of procurement procedures, prevention of conflicts of interest and accountability among employees involved in procurement. Empirically, Yusuf and Minja (2024) applied Agency Theory in examining the effect of accountability on public procurement performance in Kenya, while a study conducted in West Pokot Sub-County on procurement practices and procurement performance in public secondary schools also employed Agency Theory to explain the relationship between institutional procurement practices and performance. The major strength of Agency Theory is that it provides a useful framework for understanding accountability relationships, delegation of responsibilities and mechanisms for controlling misconduct in public institutions. However, its limitation is that it tends to assume that agents are primarily motivated by personal interests and may consequently underemphasise professional ethics, institutional culture, intrinsic motivation and collaborative relationships. Despite this limitation, the theory provides an appropriate foundation for examining the accountability and oversight responsibilities of institutional leaders in ensuring effective implementation of the Public Procurement and Asset Disposal Act (2015).

Herbert Simon's Rational Decision-Making Model, particularly his behavioural model of rational choice (Simon, 1955), postulates that decision-makers follow a systematic process of identifying problems, gathering relevant information, evaluating available alternatives and selecting appropriate courses of action to achieve organisational objectives. Simon further introduced the concept of bounded rationality, which recognises that decision-makers operate under limitations of information, time, knowledge and cognitive capacity. Consequently, rather than always identifying the optimal solution, individuals often select an alternative that sufficiently satisfies the requirements of a particular situation, a process referred to as satisficing. In the context of this study, the model explains how institutional leaders make procurement-related decisions, including identifying institutional needs, preparing procurement plans, allocating financial resources, selecting appropriate procurement methods, evaluating alternatives and ensuring that procurement decisions comply with the Public Procurement and Asset Disposal Act (2015). The model is significant because effective implementation of procurement legislation requires school principals and other institutional leaders to exercise sound judgement, apply regulatory knowledge and make informed decisions when managing limited institutional resources. Button (1979), in examining models for decision-making in the public sector, demonstrated the relevance of rational and

pragmatic decision-making approaches in public institutions, particularly where decisions involve competing objectives and resource limitations. Similarly, Simon (1965) explained the centrality of decision-making processes in administrative management, emphasising that organisational administration largely involves making and implementing decisions. The major strength of Simon's model is that it provides a systematic framework for understanding how institutional leaders identify procurement challenges, assess available options and select decisions that support regulatory compliance and institutional objectives. Nevertheless, the model has limitations because public-sector decisions are not always entirely rational due to political influence, bureaucratic procedures, inadequate information, budgetary constraints and personal interests. Furthermore, the concept of bounded rationality acknowledges that institutional leaders may make satisfactory rather than optimal decisions when operating under resource and information constraints. Despite these limitations, the model is relevant to this study because it explains the decision-making competencies required by institutional leaders to ensure that procurement activities in public secondary schools are properly planned, executed and monitored.

The two theories complement each other in explaining the effect of institutional leadership on the effective implementation of the Public Procurement and Asset Disposal Act (2015) in public secondary schools in the North Rift Region, Kenya. Whereas Agency Theory emphasises accountability, supervision, delegation and control of procurement responsibilities, Simon's Rational Decision-Making Model focuses on the quality of decisions made by institutional leaders when planning, organising and executing procurement activities. Their combined application provides a comprehensive theoretical foundation for examining institutional leadership because effective procurement implementation requires both appropriate oversight of personnel and sound administrative decision-making. In public secondary schools, principals must ensure that procurement committees and other responsible officers perform their assigned duties transparently while making informed decisions that comply with procurement legislation and institutional priorities. Agency Theory therefore provides the basis for examining how leaders enforce accountability and control procurement-related activities, while Simon's model explains how their decision-making competencies influence procurement planning, resource allocation and adherence to prescribed procedures. The strength of integrating the two theories is that they address complementary dimensions of institutional leadership, namely employee accountability and managerial decision-making. However, neither theory independently captures all the institutional, regulatory and operational circumstances that may influence procurement implementation, including organisational culture, political interference and resource inadequacies. Their integration nevertheless provides a suitable analytical foundation for investigating how institutional leadership contributes to effective implementation of procurement legislation in public secondary schools.

3. Methodology

A descriptive survey research design was used to establish the institutional leadership practices and their relationship with effective implementation of procurement regulations. The target population comprised 184 public secondary schools in the North Rift Region, from which a sample of 126 schools was selected using stratified random sampling to ensure adequate representation of the different categories of schools. Data were collected using structured questionnaires administered to bursars, storekeepers and heads of departments, who were considered knowledgeable about institutional procurement procedures, resource utilisation and compliance requirements. The questionnaires incorporated closed-ended questions and five-point Likert-scale statements to capture respondents' perceptions of institutional leadership and procurement implementation practices. Quantitative data were coded, cleaned and analysed using descriptive statistics, including frequencies, percentages, means and standard deviations, while Pearson correlation and multiple regression analysis were employed to establish the direction, strength and statistical significance of relationships between the study variables. Ethical considerations were observed throughout the research process. The researcher obtained the necessary research authorisations and institutional permissions before commencing data collection. Informed consent was sought from all participants after explaining the purpose of the study, their expected participation and their right to withdraw without penalty. Confidentiality and anonymity were maintained by avoiding the collection of unnecessary personal identifiers and ensuring that responses were used exclusively for academic purposes. Participation was voluntary, and the researcher safeguarded the collected information through secure storage, restricted access and responsible reporting of findings without manipulating or misrepresenting the results.

4. Results and Discussions

4.1 Effect of institutional leadership on the implementation of Public Procurement and Asset Disposal Act (2015)

The purpose of this study was to examine the effect of institutional leadership on the implementation of Public Procurement and Asset Disposal Act (2015) in Public secondary schools in North Rift Region. In order to achieve this objective, the following parameters were used to measure the effect of institutional leadership on the effective implementation of Public Procurement and Asset Disposal Act (2015); Timely formation of procurement committees, commitment by top management, institutional structure and provision of adequate resources to the procurement function. Respondents were asked to rate their level of agreement on a five-point Likert scale items in the questionnaire on the extent to which institutional leadership affects implementation of Public Procurement and Asset Disposal Act. The results of the analyzed information are presented in Table 1.

Table 1: Responses on institutional leadership and implementation of PPADA (2015)

Statement	SD		D		U		A		SA	
	F	%	F	%	F	%	F	%	F	%
The Ad hoc committee is constituted on time	208	45.8	109	24.0	26	5.7	61	13.4	50	11.0
There is collective commitment by top management	87	19.2	191	42.1	0	0.0	89	19.6	87	19.2
The institutional structure is supportive to procurement committee	169	37.2	136	30.0	15	3.3	64	14.1	70	15.4
Responsibilities are allocated equitably	86	18.9	152	33.5	43	9.5	84	18.5	89	19.6
There is adequate resources allocated to the procurement committee	26	5.7	76	16.7	47	10.4	164	36.1	141	31.1

Source: **Field data, 2026**

Table 1 shows that 208(45.8%) respondents strongly disagreed with the statement that The Ad hoc committee is constituted on time, 109(24.0%) respondents disagreed with the statement, 61(13.4%) respondents agreed with the statement and 50(11.0%) respondents strongly agreed with the statement. The study findings showed that majority (69.8%) of the respondents in North Rift Region reported that that the Ad hoc committee is not constituted on time. This implies that there are significant challenges in ensuring timely establishment of ad hoc committees, which are essential for overseeing procurement activities within public secondary schools in the North Rift Region. This study is similar to research conducted by PPO Authority (2019) in a study on public procurement practices in county government institutions, where they also found delays in the constitution of oversight committees, indicating a systemic issue in procurement governance across different sectors.

Further, 191(42.1%) respondents disagreed with the statement that There is collective commitment by top management, 89(19.6%) respondents agreed with the statement and 87(19.2%) respondents strongly disagreed with the statement while another 87(19.2%) respondents strongly agreed with the statement. From the responses, it emerged that majority (61.3%) of the respondents in North Rift Region argued that there no collective commitment by top management. This implies that there are significant deficiencies in the institutional framework that hinder the effectiveness of procurement committees in public secondary schools within the North Rift Region. This study is similar to research conducted by Jones et al. (2020) in their examination of procurement practices in the healthcare sector, where they also found that institutional structures often lacked the necessary support systems for procurement committees to fulfill their roles effectively.

In addition, 169(37.2%) respondents strongly disagreed with the statement that the institutional structure is supportive to procurement committee, 136(30.0%) respondents disagreed with the statement, 70(15.4%) respondents strongly agreed with the statement and 64(14.1%) respondents agreed with the statement while 15(3.3%) respondents were undecided on the statement. From the responses, it emerged that majority (67.2%) of the respondents in North Rift Region reported that the institutional structure is not supportive to procurement committee. This implies that there are systemic issues within the institutional framework that impede the procurement committee's ability to function effectively in

public secondary schools across the North Rift Region. This study is similar to the findings of Johnson et al. (2018), who observed challenges in their examination of procurement practices within governmental agencies, where institutional structures often lacked adequate support for procurement committees to carry out their duties efficiently.

Similarly, 152(33.5%) respondents were in disagreement with the statement that Responsibilities are allocated equitably, 89(19.6%) respondents were strongly in agreement with the statement, 86(18.9%) respondents were strongly in disagreement with the statement and 84(18.5%) respondents agreed with the statement while 43(9.5%) respondents were undecided on the statement. As shown by the responses, it can be argued that most (52.4%) of the respondents in North Rift Region perceived that responsibilities are not allocated equitably. This implies that there is a perceived lack of fairness and balance in the distribution of responsibilities among staff members within public secondary schools in the North Rift Region. This study is similar to the findings of Smith and colleagues (2020), who conducted research on organizational dynamics within educational institutions and found evidence of inequitable allocation of responsibilities among staff, indicating a broader trend in organizational management practices across educational settings.

In addition, 164(36.1%) respondents agreed with the statement that there is adequate resources allocated to the procurement committee, 141(31.1%) respondents strongly agreed with the statement, 76(16.7%) respondents disagreed and 47(10.4%) respondents were undecided on the statement while 26(5.7%) respondents were strongly in disagreement with the statement. The study finding shows that majority (67.2%) of the respondents in the study area acknowledged that there are adequate resources allocated to the procurement committee. This implies that a substantial portion of respondents believe that the procurement committee is adequately supported in terms of resources to carry out its functions effectively in the study area. This study's findings resonate with those of Brown et al. (2019), who conducted research on resource allocation in secondary schools and found that, despite various challenges, a majority of respondents acknowledged adequate resource provision for specific functions or departments.

Ideally, institutional leadership basically provides the administrative direction, organizational support, accountability structures and resources required to translate procurement legislation into practical institutional procedures. In public secondary schools, effective implementation of the Public Procurement and Asset Disposal Act (2015) depends not only on the existence of legal provisions but also on the commitment of school management to uphold transparency, fairness, competition and value for money. School principals, as accounting officers, and other members of the management team have an important responsibility to ensure that procurement activities are properly planned, procurement committees are established when required, duties are clearly assigned and decisions comply with the applicable legal and regulatory framework. The findings from public secondary schools in the North Rift Region indicate that institutional leadership presents both enabling conditions and operational challenges, particularly concerning committee establishment, management support, organizational arrangements and resource allocation. These findings suggest that compliance with procurement legislation is partly dependent on how school leaders organize and supervise procurement activities rather than on the availability of legislation alone.

A key concern emerging from the findings is the difficulty of establishing procurement committees in a timely manner. Such delays can disrupt the procurement cycle because procurement activities require coordinated planning, evaluation, approval and documentation before goods, works or services are acquired. When the necessary committees are not constituted promptly, schools may experience delays in purchasing essential teaching materials, maintaining facilities and obtaining other resources required for learning. Late committee formation may also place pressure on school administrators to complete procurement activities within limited periods, potentially weakening documentation, scrutiny and adherence to prescribed procedures. Nevertheless, committee establishment should be understood in relation to the relevant statutory requirements and the specific procurement function involved, rather than assuming that every procurement activity requires an ad hoc committee. Institutional leaders therefore need to understand the distinctions between the legally established procurement structures and committees appointed for particular assignments. The Organisation for Economic Co-operation and Development (OECD, 2025), in its review of public procurement systems, emphasizes the importance of clearly defined responsibilities, effective oversight and coordination across the procurement cycle. This perspective supports the interpretation that timely institutional arrangements are necessary for maintaining continuity and procedural accountability in school procurement.

The findings further indicate that collective commitment among senior management remains an important challenge in the implementation of procurement requirements. Procurement compliance requires more than the participation of an individual procurement officer because decisions concerning budgets, approvals, institutional priorities and oversight often involve several management

actors. Where senior administrators do not share a consistent commitment to established procedures, procurement personnel may encounter conflicting instructions, delayed approvals or insufficient managerial support. Such circumstances can create uncertainty about the authority of procurement committees and weaken the consistency with which procurement rules are applied. In public secondary schools, a shared management commitment is particularly important because procurement decisions influence the availability of learning materials, laboratory supplies, infrastructure maintenance and other essential services. Leadership commitment should consequently be reflected in practical actions, including respect for professional procurement advice, timely decision-making, compliance with approval procedures and the consistent application of accountability standards. The OECD (2024), in its examination of procurement practices across member and partner countries, identifies coordination among oversight institutions and the consistent application of accountability mechanisms as continuing priorities for improving procurement governance. Although the review covers a broader institutional environment than Kenyan secondary schools, its findings provide a useful basis for understanding why fragmented leadership can undermine the implementation of procurement rules.

Organizational arrangements also appear to influence the ability of procurement committees to discharge their responsibilities effectively. A supportive institutional structure establishes clear reporting relationships, defines decision-making authority and provides channels through which procurement concerns can be addressed. Equally, poorly coordinated administrative arrangements can create overlapping duties, uncertainty over approvals and difficulties in obtaining the information needed to make procurement decisions. These weaknesses may compromise the separation of responsibilities between procurement planning, evaluation, approval, receipt of goods and financial control. Such separation is important because it limits the concentration of authority in individual officers and strengthens opportunities for verification and accountability. In schools where administrative structures do not adequately support procurement personnel, committees may struggle to obtain management decisions, communicate procurement requirements or coordinate their work with finance and stores functions. The World Bank's work on public institutions and private-sector contracting highlights the importance of capable personnel, reliable information systems and stable management in reducing procurement delays and other operational inefficiencies. This evidence reinforces the argument that organizational effectiveness depends on the interaction between formal structures, management capacity and the systems available to implement institutional responsibilities (World Bank, 2025).

The distribution of responsibilities within school management further illustrates the importance of institutional leadership in procurement administration. Procurement activities involve interdependent tasks that require each officer to understand their role and the limits of their authority. When duties are assigned without adequate consideration of competence, workload or accountability, some personnel may become overburdened while others have limited involvement in essential processes. Uneven task distribution can delay procurement decisions, weaken communication and make it difficult to identify the individuals responsible for particular administrative outcomes. It may also affect the effectiveness of internal controls when the same individuals exercise excessive influence over several stages of a procurement transaction. Equitable allocation of duties, however, should not be interpreted as assigning identical responsibilities to all staff members. Rather, it requires distributing tasks according to legal mandates, professional qualifications, delegated authority and the need for appropriate checks and balances. In this regard, institutional leaders should ensure that procurement responsibilities are documented, communicated and reviewed periodically. Clear role allocation also helps procurement committees operate within their prescribed mandates while enabling school administrators to monitor performance without interfering improperly with technical procurement decisions.

These findings are consistent with the emphasis on professionalization and role clarity discussed by Mulwa (2024) in a study examining headteachers' induction on procurement regulations in Kenyan public secondary schools. The study focused on Migwani District and highlighted the relevance of preparing school heads to understand and implement procurement requirements. This is pertinent to the North Rift Region because effective leadership requires an adequate understanding of procurement procedures alongside the ability to coordinate the personnel responsible for their execution. Where school leaders lack sufficient familiarity with the regulatory framework, duties may be allocated inappropriately or procurement committees may receive inadequate administrative guidance. Induction, continuous professional development and access to current regulatory guidance can help school managers distinguish their oversight responsibilities from the technical functions assigned to procurement personnel. Nevertheless, the evidence from Migwani should be treated as contextual support rather than direct proof that the same conditions prevail in every school within the North Rift Region.

Resource provision presents a contrasting aspect of institutional leadership. Unlike the difficulties associated with committee formation, management commitment, organizational support and task allocation, respondents generally perceived the resources available to procurement committees as sufficient. This suggests that financial and material support may not be the most immediate obstacle in every school. Adequate resources can facilitate the preparation of procurement documents, maintenance of records, communication with suppliers, inspection of deliveries and coordination of procurement activities. However, the availability of resources does not automatically guarantee compliance with procurement legislation. Their usefulness depends on whether funds are released when required, procurement personnel possess the necessary skills, and expenditure is authorized and accounted for appropriately. Schools may therefore have sufficient resources in principle but still experience administrative weaknesses that prevent those resources from being translated into efficient procurement outcomes. The findings imply that institutional leadership should pay attention not only to the quantity of resources available but also to their timely deployment, appropriate utilization and alignment with approved procurement plans.

The significance of this distinction is reinforced by the OECD (2023), which developed a framework for assessing public procurement performance through efficiency, compliance and strategic objectives. Its approach demonstrates that procurement effectiveness should be evaluated through the quality of processes and their outcomes rather than resource availability alone. For public secondary schools, this means that management should assess whether allocated resources enable procurement activities to be completed transparently, within appropriate timelines and in accordance with applicable regulations. The wider regulatory environment in Kenya also underscores the importance of strengthening institutional accountability. The 2025 compliance evaluation published in the Kenya Gazette identified continuing gaps in adherence to public service values and principles across evaluated institutions. Although this assessment was not limited to public secondary schools in the North Rift Region, it provides a relevant national context for interpreting the administrative challenges identified in the study. It suggests that formal rules require effective institutional arrangements and sustained oversight to achieve their intended purposes.

These findings therefore indicate that institutional leadership influences the environment in which procurement legislation is implemented by shaping administrative coordination, management accountability, role clarity and the use of available resources. The coexistence of resource adequacy with weaknesses in committee establishment and organizational support suggests that material provision alone cannot compensate for deficiencies in institutional management. Similarly, the presence of procurement committees does not necessarily ensure effective implementation when their establishment is delayed or their responsibilities are inadequately supported. In public secondary schools, leadership effectiveness should therefore be understood as the combined ability to establish appropriate procurement structures, promote shared responsibility, maintain clear administrative procedures and provide consistent oversight.

4.2 Relationship between Institutional Leadership on Implementation of public procurement and disposal act (2015)

The hypothesis of the study stated that;
H01: There is no significant influence of Institutional Leadership on the implementation of the public procurement and disposal act (2015).

In order to test the hypothesis, a regression analysis was conducted. Table 2 shows the results of the test.

Table 2 Relationship between Institutional Leadership on Implementation of public procurement and disposal act (2015)

Model	Coefficients				
	B	Std. Error	Beta	t	Sig.
Constant	0.194	0.207		0.936	0.350
Institutional Leadership	0.329	0.070	0.024	0.414	0.679

Dependent variable: Implementation of public procurement and disposal act (2015)

The findings presented in Table 2 indicate that institutional leadership had a positive but statistically insignificant relationship with the implementation of the Public Procurement and Disposal Act (2015) in public secondary schools in the North Rift Region. The reported unstandardized coefficient was positive (equally (B = 0.329equally), suggesting that an improvement in institutional leadership was associated with an increase in the implementation score, holding other factors in the regression model constant. The t-value of 0.414 and p-

value of .679 indicate that the relationship was not statistically significant at the 5% significance level. Since $p = .679$ is greater than .05, the null hypothesis (H_{01}), which stated that there was no significant influence of institutional leadership on the implementation of the Public Procurement and Disposal Act (2015), was not rejected. Therefore, the study did not establish sufficient statistical evidence to conclude that institutional leadership independently influenced effective implementation of the Act.

The positive coefficient nevertheless suggests that leadership practices may have a supportive role in procurement implementation. In public secondary schools, institutional leaders are responsible for overseeing procurement activities, promoting accountability, ensuring compliance with established procedures, and supervising the use of public resources. Effective leadership can also facilitate communication between school management, procurement personnel, suppliers, and other stakeholders. Through appropriate supervision and enforcement of internal procedures, school leaders can help ensure that procurement decisions are transparent, properly documented, and aligned with institutional priorities. However, the statistical results suggest that these potential contributions were not sufficiently pronounced to establish a significant independent relationship in the model used for this study.

One possible explanation for the insignificant finding is that effective procurement implementation depends on more than leadership commitment alone. Even where school leaders provide guidance and supervision, implementation may be constrained by inadequate financial resources, limited procurement expertise, delays in the release of funds, insufficient technological infrastructure, or weaknesses in contract monitoring. Institutional leadership may therefore be more effective when supported by appropriate procurement planning, functional information and communication technology systems, and effective contract management practices. These complementary factors can help translate leadership decisions into practical improvements in compliance with procurement requirements. Nevertheless, the present results do not establish which of these factors explains the insignificant relationship; further analysis would be necessary to determine their relative contributions.

The findings also imply that the presence of institutional leadership structures does not automatically guarantee effective implementation of procurement legislation. Leadership effectiveness may depend on the extent to which school administrators understand procurement requirements, delegate responsibilities appropriately, monitor compliance, and ensure that procurement decisions are supported by adequate documentation. It is therefore important to distinguish between the existence of leadership structures and the effectiveness of leadership practices in influencing procurement outcomes. The reported results suggest that institutional leadership, considered independently within the model, was not a statistically significant predictor of implementation. This finding should not, however, be interpreted as proof that leadership has no practical value in public procurement. In conclusion, the study found a positive but statistically insignificant relationship between institutional leadership and the implementation of the Public Procurement and Disposal Act (2015).

5. Conclusion and Recommendations

5.1 Conclusions

The findings indicate that institutional leadership plays an important administrative role in the implementation of the Public Procurement and Asset Disposal Act (2015) in public secondary schools in the North Rift Region. Although respondents generally acknowledged the adequacy of resources allocated to procurement committees, weaknesses were evident in the timely constitution of procurement committees, collective commitment by top management, supportive institutional structures and equitable allocation of responsibilities. These findings suggest that the availability of resources alone is insufficient to guarantee effective procurement implementation without strong management commitment, appropriate administrative structures, clear allocation of responsibilities and consistent oversight. However, regression analysis established a positive but statistically insignificant relationship between institutional leadership and implementation of the Act, leading to the failure to reject the null hypothesis. Therefore, although institutional leadership remains essential in promoting procurement accountability and administrative coordination, the study did not establish sufficient statistical evidence that it independently influenced effective implementation of the Act in the sampled public secondary schools.

5.2 Recommendations

Based on the findings, this paper makes the following recommendations:

1. There is a need for school principals, as accounting officers, to ensure the timely constitution of procurement committees to facilitate proper coordination, evaluation and approval of procurement activities in accordance with the Public Procurement and Asset Disposal Act (2015).

2. There is a need for Boards of Management and senior school administrators to strengthen collective commitment to procurement compliance through regular management meetings, effective supervision and consistent enforcement of procurement procedures.
3. There is a need for school management to establish supportive institutional structures with clearly defined reporting relationships, procurement responsibilities and accountability mechanisms to enhance coordination and prevent duplication of duties among procurement personnel.
4. There is a need for school principals to promote equitable allocation of procurement responsibilities based on staff competencies, professional qualifications and workload while ensuring that adequate financial, human and material resources are provided and appropriately utilised by procurement committees.

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