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Effect of Contract Management on the Effective Implementation of Public Procurement and Asset Disposal Act (2015) in Public Secondary Schools in North Rift Region, Kenya

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Abstract: *Effective implementation of the Public Procurement and Asset Disposal Act (2015) in public secondary schools depends on proper management of procurement contracts. However, weaknesses in contract administration, supplier performance monitoring, compliance and performance evaluation may undermine procurement accountability and value for money. The purpose of this study was to examine the effect of contract management on the effective 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. A descriptive survey research design was adopted. 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. Content validity was established through expert review, while reliability was assessed using Cronbach's alpha coefficient. Quantitative data were analysed using descriptive statistics, Pearson correlation and multiple regression analysis. Ethical considerations included research authorisation, informed consent, voluntary participation, confidentiality and secure data storage. Findings revealed weaknesses in contract management, particularly in contract planning, supplier relationships, delivery records, performance assessment and dispute resolution. Regression results established a positive and statistically significant relationship between contract management and implementation of the Act ($B = 0.327$, $\beta = 0.316$, $t = 5.329$, $p < .001$). The study concluded that effective contract management is an important component of procurement compliance and accountability. It recommended strengthening contract management planning, supplier performance monitoring, contract compliance, performance evaluation and accountability mechanisms in public secondary schools.*

Keywords: *Contract Management, Supplier Performance Monitoring, Procurement Compliance, Public Procurement, Asset Disposal Act (2015).*

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1. Introduction

Public procurement plays a fundamental role in promoting efficient utilisation of public resources, accountability and delivery of essential services in public institutions. Effective implementation of procurement legislation depends not only on compliance with procurement planning and tendering procedures but also on proper contract management throughout the procurement cycle. Contract management encompasses activities such as contract administration, performance monitoring, supplier evaluation, quality

assurance, delivery verification and enforcement of contractual obligations. In public secondary schools, these activities are particularly important in ensuring that procured goods, work and services are delivered according to agreed specifications, timelines and costs. Consequently, effective contract management contributes to transparency, value for money, accountability and compliance with public procurement regulations.

In developed countries, public procurement systems increasingly emphasize contract performance monitoring as an essential component of achieving value for money and preventing irregular expenditure. In Denmark, Foged (2025) established that adequate contract management capacity significantly improves contract management efficiency in public organisations, particularly through sufficient procurement personnel, clearly assigned responsibilities and systematic supplier monitoring. Similarly, a comparative study covering Finland, Portugal, Slovenia, Italy, Hungary and Serbia by Tátrai et al. (2024) demonstrated that transparency and monitoring arrangements differ across public procurement systems, with weaknesses in monitoring contractual performance presenting accountability concerns. These findings demonstrate that effective implementation of procurement legislation requires continuous supervision of contractual obligations beyond the initial tendering and contract-award stages.

Across Africa, contract management remains an important determinant of public procurement performance, particularly in environments characterized by institutional capacity constraints and enforcement challenges. In Tanzania, Changalima et al. (2023), in a study involving 179 public procuring organisations, established that supplier monitoring positively and significantly influenced procurement performance through cost reduction, shorter delivery lead times and improved buyer satisfaction. However, difficulties in managing contracts weakened the relationship between supplier monitoring and procurement performance. This suggests that African public institutions require effective mechanisms for monitoring supplier obligations, verifying delivered goods and services, addressing contractual deviations and enforcing agreed performance standards. Such mechanisms are particularly important in public institutions that depend on government-funded procurement to deliver essential services.

In Kenya, public procurement is governed by the Public Procurement and Asset Disposal Act (2015), which provides the legal framework for procurement planning, processing, inventory management, asset disposal and contract management. The Act applies to all public entities, including public secondary schools, and requires procurement activities to adhere to principles of transparency, accountability, fairness, competition and value for money. The Public Procurement and Asset Disposal Regulations (2020) further operationalise the statutory requirements by providing procedures for administering procurement activities and ensuring accountability in the utilisation of public resources. Despite this regulatory framework, challenges associated with procurement management continue to attract research attention. For instance, Lumati (2024), examining procurement practices in Kenyan government agencies, identified weaknesses in risk management, communication and stakeholder participation, demonstrating the importance of strengthening procurement management processes in public institutions.

In the North Rift Region, public secondary schools are facilitated by procurement contracts in the provision of infrastructure, learning materials, laboratory equipment, furniture, maintenance services and other essential institutional requirements. The effective implementation of the Act therefore depends on how school management ensures that suppliers fulfil contractual obligations, deliveries meet stipulated quality standards, payments correspond with verified performance and contractual disputes are addressed appropriately. Muttai et al. (2026), examining implementation of the Act in public secondary schools in the North Rift Region, identified institutional challenges relating to procurement structures, management commitment and allocation of responsibilities. However, their study concentrated on institutional leadership rather than the specific contribution of contract management. This leaves an empirical gap regarding how contract administration, supplier performance monitoring, contract compliance and performance evaluation influence the effective implementation of the Act in public secondary schools. It is against this background that the present study sought to examine the effect of contract management on the effective implementation of the Public Procurement and Asset Disposal Act (2015) in public secondary schools in the North Rift Region, Kenya.

1.2 Problem statement

Public procurement is intended to ensure that public resources are utilized efficiently, transparently and accountably in the acquisition of goods, works and services. The Public Procurement and Asset Disposal Act (2015) provides a comprehensive legal framework for achieving these objectives by requiring public entities to observe procurement procedures, uphold contractual obligations and promote value for money. In public secondary schools, effective implementation of the Act is essential in ensuring that government funds allocated for infrastructure development, learning materials, laboratory equipment, furniture and other institutional requirements are utilized appropriately. Contract management is particularly important in this process because it ensures that suppliers deliver goods, work and services in accordance with agreed specifications, quality standards, costs and timelines. Effective contract administration, supplier performance monitoring, contract compliance and performance evaluation are therefore necessary for translating procurement decisions into tangible institutional benefits.

Despite these legal and institutional requirements, evidence from public sector audits indicates that weaknesses in contract management continue to undermine the realization of procurement objectives in Kenya. The Office of the Auditor-General (2025), in its report on the Secondary Education Quality Improvement Project, identified nine projects whose completion dates had been revised up to six times, with some accumulating 781 days of extensions. The audit further established cases of poor workmanship and incomplete infrastructure in Baringo County, while some contractors' performance bonds had expired without timely renewal. Similarly, the Auditor-General (2025) reported that 267 projects valued at Kshs.344,235,750 had stalled and those liquidated damages had not been charged for delayed implementation. These findings raise concerns about supplier performance monitoring, enforcement of contractual obligations, verification of completed works and accountability in contract administration.

The persistence of these challenges suggests a gap between the existence of procurement regulations and their effective implementation in public educational institutions. Although the Public Procurement Regulatory Authority (2025), through Kenya's 2024 Methodology for Assessing Procurement Systems (MAPS) assessment, recognized the country's comprehensive procurement legal framework, it identified weaknesses in contract amendment reporting, transparency, institutional capacity and monitoring of procurement processes. Furthermore, Muttai et al. (2026), in their study of public secondary schools in the North Rift Region, examined institutional leadership and established that leadership alone did not have a statistically significant influence on implementation of the Act. However, the study did not specifically investigate the contribution of contract management practices to procurement compliance. Consequently, there remains insufficient empirical evidence on how contract administration, supplier performance monitoring, contract compliance and performance evaluation influence effective implementation of the Act in public secondary schools within the region.

If these challenges remain inadequately addressed, public secondary schools may continue experiencing delayed project completion, delivery of substandard goods and services, increased procurement costs, contractual disputes and inefficient utilization of public funds. Such weaknesses may ultimately compromise the quality of educational infrastructure and service delivery while undermining the principles of value for money, transparency and accountability. Although the Act provides for contract management, the extent to which its requirements are effectively operationalized at school level remains an important empirical concern. Therefore, this study sought to establish the effect of contract management 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 Research Objective

To examine the effect of contract management 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 Hypothesis (H_0)

H_0: There is no significant relationship between contract management and 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

2.1 Empirical Review

Public procurement is a strategic instrument for promoting transparency, accountability, efficiency and value for money in the utilisation of public resources, particularly because governments rely on external suppliers to deliver essential goods, works and services (OECD, 2023). The effectiveness of public procurement, however, extends beyond the competitive tendering and supplier selection stages to encompass the proper administration, monitoring and enforcement of contractual obligations throughout the implementation process (World Bank, 2024). Contract management is particularly important because procurement objectives can only be realised when suppliers deliver the specified goods, works and services within the agreed costs, timelines and quality standards (World Bank, 2023). In public institutions, weaknesses in contract management may result in delayed deliveries, incomplete projects, substandard supplies, unjustified contract variations, financial losses and non-compliance with procurement legislation (Government of Kenya, 2020). Public secondary schools are particularly dependent on effective contract management because they regularly procure instructional materials, laboratory equipment, construction works, food supplies, furniture and other essential services necessary for the delivery of quality education. Consequently, examining the effect of contract management on the effective implementation of the Public Procurement and Asset Disposal Act (2015) is important in establishing whether public secondary schools translate procurement regulations into accountable and efficient contractual practices.

Contract management refers to systematic administration, coordination, monitoring and control of contractual relationships between a procuring entity and a supplier to ensure that both parties fulfil their obligations in accordance with agreed terms and conditions (World Bank, 2024). It encompasses activities undertaken after contract award, including supplier performance monitoring, inspection and acceptance of deliveries, management of contractual changes, verification of payments, documentation and resolution of contractual disputes (World Bank, 2023).

Effective contract management therefore requires clearly assigned responsibilities, competent personnel, appropriate monitoring mechanisms and reliable documentation to ensure that contractual commitments are fulfilled (OECD, 2023). In the context of public secondary schools, contract management involves ensuring that suppliers deliver the required goods and services according to the specifications, quantities, quality standards and delivery schedules contained in purchase orders and contractual agreements. The effective implementation of the Public Procurement and Asset Disposal Act (2015), on the other hand, refers to the extent to which public entities adhere to the legal, procedural and institutional requirements governing procurement planning, procurement processing, contract management, inventory management and asset disposal (Public Procurement Regulatory Authority [PPRA], n.d.). The relationship between these concepts is that contract management provides the practical mechanisms through which procurement commitments are enforced, documented and evaluated, thereby supporting compliance with the statutory requirements governing public procurement.

Globally, contract management has become an increasingly important component of public procurement reforms because governments are expected to demonstrate that public expenditure translates into tangible outputs and measurable public value (OECD, 2025). The growing recognition of contract management reflects the understanding that competitive procurement procedures alone cannot guarantee successful procurement outcomes when suppliers are not adequately supervised after contract award (World Bank, 2024). According to the World Bank (2023), effective contract management requires procuring entities to establish contract management plans specifying deliverables, implementation milestones, performance indicators, payment arrangements, risk mitigation measures and documentation requirements. These arrangements enable public institutions to identify contractual deviations, address implementation challenges and ensure that suppliers meet their obligations within the agreed contractual framework (World Bank, 2023, Annex XI). Furthermore, the Organisation for Economic Co-operation and Development (OECD) (2023) observes that procurement performance should be evaluated at the individual contract, procuring entity and national procurement system levels to establish whether procurement objectives are being achieved. This perspective demonstrates that contract management is not merely an administrative responsibility but a strategic governance mechanism that determines the extent to which public procurement generates efficiency, accountability and value for money (OECD, 2023).

Internationally, empirical and institutional evidence demonstrates that weaknesses in contract management can undermine the benefits achieved during supplier selection and competitive tendering. The World Bank (2024) identifies contract monitoring, performance assessment, risk management, change control and supplier relationship management as essential practices for ensuring that contractual obligations are fulfilled. In particular, contract monitoring enables procuring entities to compare actual supplier performance against agreed deliverables, identify implementation deviations and initiate corrective measures before contractual problems escalate (World Bank, 2024). Similarly, the World Bank's Procurement Regulations (2023) emphasise that procuring entities should ensure that contracts are completed within the approved budget and implementation period, that variations are justified and that the final outputs satisfy the original procurement requirements. The importance of these practices is particularly evident in public infrastructure, educational supplies and service delivery contracts, where poor supervision can result in incomplete projects, delayed deliveries and financial losses. Consequently, effective contract management is central to translating procurement decisions into actual institutional outputs and ensuring that public resources are utilised for their intended purposes.

In developed countries, particularly the United Kingdom, contract management is institutionalised through structured governance arrangements, clearly assigned responsibilities and systematic supplier performance evaluation. The United Kingdom Government (2025) identifies accountability, documented contract management plans, risk-based supervision, performance measurement, controlled variations and continuous improvement as essential principles for effective contract administration. These principles require contracting authorities to establish clear ownership of contracts and ensure that personnel responsible for implementation understand their obligations before contract execution begins (United Kingdom Government, 2025). Furthermore, the United Kingdom's procurement governance framework requires contracting authorities to assess supplier performance against established key performance indicators and publish relevant performance information for qualifying public contracts (Cabinet Office, 2024). This approach strengthens transparency by making supplier performance measurable and providing a basis for addressing persistent contractual failures. The United Kingdom experience demonstrates that effective contract management requires more than the existence of procurement regulations because institutional capacity, performance monitoring and accountability mechanisms are equally important in ensuring compliance.

In the United States, contract administration is supported by an established federal acquisition framework that provides procedures for monitoring contractors, managing contractual obligations and verifying satisfactory performance. The Federal Acquisition Regulation requires government contracting officers to administer contracts in accordance with contractual provisions and applicable acquisition requirements (Federal Acquisition Regulation, 2026). This framework recognises the importance of inspection, acceptance procedures, contract modifications and documentation in protecting government interests during contract implementation (Federal Acquisition Regulation, 2026). Such arrangements are important

because public institutions must establish whether suppliers have fulfilled the specifications and conditions against which public funds were committed. The United States experience further illustrates the significance of assigning competent contract administration personnel and maintaining reliable evidence of contractual performance to support accountability and appropriate payment decisions. Nevertheless, the institutional resources and professional procurement capacities available in developed countries may differ considerably from those accessible to public educational institutions in developing economies, limiting the direct transferability of these practices without contextual adaptation.

In Africa, contract management remains a significant public procurement governance concern despite the introduction of procurement legislation and institutional reforms in many countries. The challenges are associated with inadequate monitoring systems, limited technical capacity, weak enforcement mechanisms, poor documentation and difficulties in holding suppliers accountable for contractual non-performance (World Bank, 2023). Evidence from Uganda demonstrates that poor contract outcomes are associated with unrealistic cost estimates, incomplete technical specifications, inadequate due diligence and weaknesses in procurement planning, indicating that contractual performance is influenced by decisions made throughout the procurement cycle (Public Procurement and Disposal of Public Assets Authority [PPDA], 2023). The Ugandan experience highlights the importance of integrating contract management with procurement planning, supplier assessment and institutional oversight rather than treating contract administration as an independent activity. This is particularly relevant to educational institutions because procurement contracts involving construction, equipment and instructional materials require technical specifications and delivery arrangements that can be objectively monitored.

A study commissioned by Uganda's Public Procurement and Disposal of Public Assets Authority examined the factors affecting contract management and identified weaknesses in the procurement cycle and institutional framework as important contributors to poor contractual outcomes (World Bank, 2023). The investigation provides evidence that contract management challenges are not necessarily confined to the contract execution stage because unrealistic estimates, inadequate specifications and inappropriate supplier qualification requirements can create implementation problems after contract award. This finding suggests that public institutions require adequate coordination between procurement personnel, user departments, finance officers and technical personnel to ensure that contractual commitments remain achievable and enforceable. The evidence is particularly relevant to public secondary schools, where procurement responsibilities are distributed among school administrators, bursars, procurement committees and departments responsible for receiving and utilising procured goods and services.

In Rwanda, Uwiringiyimana and Dushimimana (2024) investigated the effect of procurement contract management practices on the performance of Integrated Polytechnic Regional College Musanze. Their study examined contract cycles, contract execution, contract monitoring and contract relationship management, demonstrating the importance of examining contract management as a combination of interconnected practices rather than a single administrative function. The study provides relevant evidence from an African public educational institution, although its focus on a polytechnic limit the extent to which its findings can be generalised to public secondary schools. Similarly, Mbonera (2024) examined the effect of contract management on achieving value for money in Rwanda's Ministry of Infrastructure, focusing on contract administration, staff competence, organisational capability and relationship management. This evidence reinforces the importance of institutional capacity and systematic contract administration in achieving value for money in public procurement.

In Uganda, Senvuma, Nduhura, Settumba and Wanume (2024) investigated supplier relationship management and contract performance at the Uganda National Bureau of Standards using evidence from 104 respondents. Their findings established a positive and statistically significant relationship between supplier relationship management and contract performance, with a reported correlation coefficient of \(r=.525\). The study identified prompt payments, effective communication, clearly defined responsibilities and trust-building as important elements supporting contractual performance. These findings suggest that contract management effectiveness depends not only on monitoring suppliers but also on maintaining constructive professional relationships that facilitate contractual compliance. However, the investigation concentrated on a national standards institution rather than educational institutions, leaving questions about the application of supplier relationship management in resource-constrained school environments.

In Tanzania, Masuruli and Nditi (2021) examined contract management practices and procurement performance in public procuring entities, focusing on the Ministry of Finance and Planning. Their study, which involved 81 respondents, established that contract administration was positively and significantly associated with procurement performance. The findings highlighted the importance of controlling contractual changes, making timely payments, adhering to contractual conditions, updating implementation records and appointing competent contract supervisors. This evidence demonstrates that contractual compliance requires coordinated administrative and financial controls throughout the implementation period. However, the study was conducted within a central government ministry, and its findings do not directly establish how contract management influences statutory procurement compliance in public secondary schools.

Further evidence from Tanzania is provided by Mkasinyagaize (2026), who investigated challenges affecting effective procurement contract management at TANESCO in Dar es Salaam. The study identified ineffective monitoring and evaluation tools, inadequate training, bureaucratic obstacles, inefficient contract administration and unclear procedures as major challenges affecting contract management. These findings indicate that the availability of procurement legislation does not automatically translate into effective contractual oversight when institutions lack the administrative and technical capacity required to enforce contractual obligations. The study also demonstrates the importance of examining organisational and procedural constraints that may weaken the relationship between contract management and procurement compliance.

In South Africa, the Auditor-General's 2023/2024 public-sector audit findings identified inadequate contract management as a continuing compliance challenge among audited institutions. The audit reported contract management non-compliance in 77 auditees, representing 21% of the institutions examined, with inadequate or absent contract performance measures and monitoring accounting for a substantial proportion of the identified weaknesses (Auditor-General South Africa, 2025). This evidence demonstrates that contract monitoring remains a practical governance challenge even in countries with established public procurement regulatory frameworks. It further suggests that effective implementation of procurement legislation requires institutions to establish measurable supplier performance standards, conduct regular inspections and maintain sufficient documentation to demonstrate compliance with contractual requirements.

In Kenya, public procurement is governed by the Public Procurement and Asset Disposal Act (2015), which operationalises Article 227 of the Constitution by establishing the legal framework for procurement and asset disposal in public entities (Public Procurement Regulatory Authority [PPRA], n.d.). The legislation recognises contract management as an integral component of the procurement cycle and requires public entities to ensure that procurement activities are conducted transparently, accountably, competitively and in accordance with the law. The National Public Procurement and Asset Disposal Policy (2020) identifies inadequate procurement capacity, weak enforcement, poor contract administration, unjustified contract variations, delayed implementation and incomplete procurement documentation as persistent challenges affecting the Kenyan procurement system (National Treasury, 2020). These challenges demonstrate that the existence of procurement legislation does not necessarily guarantee compliance unless public institutions establish effective mechanisms for monitoring suppliers and enforcing contractual obligations. In this regard, contract management provides an important link between statutory procurement requirements and the actual delivery of goods, works and services by suppliers.

The Kenyan government has continued to strengthen procurement governance through institutional reforms, regulatory supervision and the introduction of digital procurement systems. The Public Financial Management Reforms Strategy 2023–2028 identifies value for money in procurement and contract management as a priority reform area, emphasising the need to improve the management of complex contracts and strengthen accountability in public expenditure (National Treasury, 2024). The strategy reported that only 41.3% of the 1,011 large and complex contracts published in the Public Procurement Information Portal during the 2021/2022 financial year had been completed to specification, within the prescribed cost tolerance and within six months of their original completion dates. This evidence illustrates the difficulties public institutions experience in translating contractual commitments into satisfactory implementation outcomes. Similarly, the 2024 Methodology for Assessing Procurement Systems (MAPS) assessment identified opportunities for strengthening Kenya's procurement system, notwithstanding the substantial legal and institutional foundations already established (PPRA, 2025). These developments demonstrate the continuing need to examine contract management as a determinant of effective implementation of procurement legislation.

Empirical evidence from Kenya has also established the relationship between contract management and organisational performance in public institutions. Gatari, Shale and Osoro (2022) examined procurement contract management and sustainable performance among state corporations in Kenya, demonstrating the relevance of contractual administration to institutional performance. Their investigation provides a useful foundation for understanding the contribution of contract management to the effective utilisation of public resources, although state corporations operate within institutional structures that differ from those of public secondary schools. Similarly, Achieng (2024) investigated procurement processes and organisational performance in selected Kenyan public institutions using a descriptive research design and 188 respondents. The findings indicated that procurement planning, supplier selection and contract management positively influenced organisational performance, with contract management accounting for the strongest reported contribution among the three procurement process dimensions, explaining 16% of the variance in performance. Although the findings demonstrate the importance of contract management in public institutions, the study did not specifically investigate compliance with the PPADA (2015) in public secondary schools.

Gatari, Noor and Osoro (2021) investigated the effect of contract management on the performance of state corporations in Kenya, identifying contract management as an important component of public procurement accountability and effective contract administration. Their investigation provides evidence that weaknesses in contractual administration can undermine the performance

expected from public procurement processes. However, the focus on state corporations limits its applicability to educational institutions whose procurement activities are characterised by different resource requirements, administrative structures and service delivery priorities. These differences create the need for contextual investigations that establish how contract management influences compliance with procurement legislation in public educational institutions.

In public secondary schools, contract management is particularly important because schools depend on suppliers and contractors for the provision of essential educational inputs and infrastructure. Mulwa, Migosi and Kalai (2014) investigated determinants of implementation of public procurement regulations in secondary schools in Migwani District, Kenya, and established that the implementation of procurement regulations was relatively low. Their findings identified procurement structures, management training, induction of procurement committee members, financial capacity and institutional interventions as important determinants of regulatory compliance. Although the study provides relevant evidence concerning procurement implementation in secondary schools, it was conducted under the earlier procurement regulatory framework and did not specifically isolate the influence of contract management on implementation of the PPADA (2015).

Similarly, Kinuthia, Odundo and Nyagah (2018) examined procurement reforms and expenditure management in public secondary schools in Nairobi City County, focusing on emergency procurement practices. Their findings established that the frequency of emergency procurement significantly influenced variations in procurement expenditure, with a regression coefficient of $\beta=.457$, $t=3.240$ and $p=.003$. The findings demonstrate that weaknesses in procurement procedures can adversely affect expenditure management in public secondary schools, thereby highlighting the importance of ensuring that procurement commitments are properly planned and implemented. However, their study concentrated on emergency procurement rather than supplier performance monitoring, contractual compliance, inspection of delivered goods and management of contractual variations.

Further evidence of procurement compliance challenges in Kenyan schools is provided by the Office of the Auditor-General (2024), whose audit of Buguta Secondary School for the financial year ended June 2022 identified weaknesses in procurement planning, inspection and acceptance of procured goods. The audit established that the school had not constituted an Inspection and Acceptance Committee and could not provide sufficient evidence demonstrating that received goods and services had been inspected and accepted before being taken into charge. The audit also identified irregularities in payments relating to a school infrastructure contract, including an unexplained payment variation. These findings demonstrate the practical consequences of inadequate contract administration, particularly where institutions lack appropriate mechanisms for verifying supplier performance and ensuring that payments correspond with contractual obligations.

The Public Procurement Regulatory Authority has also issued specific regulatory guidance addressing procurement compliance in public schools and tertiary institutions, underscoring the importance of strengthening adherence to procurement requirements within educational institutions (PPRA, 2023). In addition, Ndii, Kalai and Chepkonga (2024) examined the influence of community pressure on principals' compliance with procurement regulations in public secondary schools in Embu County and established that the management of external pressure was significantly associated with regulatory compliance. Their findings demonstrate that school procurement is influenced by institutional governance and stakeholder relationships, which may also affect the manner in which suppliers are selected, supervised and held accountable. Nevertheless, their investigation concentrated on community pressure rather than the specific contractual practices that determine whether suppliers fulfil their obligations after award.

Recent evidence from Embu County further demonstrates the continuing importance of institutional capacity in strengthening procurement compliance within public secondary schools. A 2025 study published in the *Journal of Education and Practice* established that principals' exposure to management training influenced their compliance with procurement regulations and emphasised the importance of continuous capacity development among procurement stakeholders (Influence of Principals' Exposure to Management Training, 2025). Although this evidence reinforces the importance of institutional competence, it does not directly establish the effect of contract management practices on the implementation of the PPADA (2015). Consequently, the relationship between contract administration, supplier performance monitoring, contractual documentation and statutory compliance in public secondary schools remains an important area for empirical investigation.

In the North Rift Region of Kenya, the implementation of the PPADA (2015) in public secondary schools is particularly important because schools undertake recurrent procurement activities involving construction, repairs, instructional materials, laboratory equipment, furniture, food supplies and other institutional requirements. These activities require effective contractual arrangements to ensure that suppliers deliver the correct quantities, specifications and quality of goods and services within agreed timelines. Muttai, Kosgei and Lelan (2026) recently examined the effect of institutional leadership on the implementation of the PPADA (2015) in public secondary schools in the North Rift Region, using a sample of 126 schools drawn from a target population of 184 public secondary schools. Their investigation identified challenges involving procurement committee constitution, management commitment, institutional structures and

allocation of procurement responsibilities, providing important regional evidence concerning procurement implementation. However, the study concentrated on institutional leadership and did not specifically investigate the contribution of contract management to the implementation of the Act.

The existing literature therefore reveals several important gaps that justify the present investigation. Globally, previous studies and regulatory frameworks have established the importance of contract monitoring, performance measurement, risk management and contractual accountability in achieving procurement objectives, but much of the evidence originates from government departments, infrastructure projects and large public organisations. African studies have similarly examined contract management in ministries, regulatory authorities, public corporations and tertiary institutions, leaving limited empirical evidence concerning its application in public secondary schools. In Kenya, existing studies have investigated procurement compliance, expenditure management and organisational performance, but have not sufficiently established how contract management influences the effective implementation of the PPADA (2015) in public secondary schools. More importantly, the available North Rift evidence has concentrated on institutional leadership rather than the specific contribution of contract management to procurement compliance. The present study therefore sought to address this contextual, empirical and institutional gap by examining the effect of contract management on the effective implementation of the Public Procurement and Asset Disposal Act (2015) in public secondary schools in the North Rift Region, Kenya.

2.2 Theoretical Framework

The study was anchored on Agency Theory, which was advanced independently by Ross (1973) and Mitnick (1975), and further developed by Jensen and Meckling (1976). The theory explains the relationship between a principal, who delegates responsibilities, and an agent, who is entrusted with performing specific duties on behalf of the principal. It postulates that agency relationships may be characterised by conflicts of interest, information asymmetry and differences in the objectives of the contracting parties. The principal may not have complete information about the agent's activities, intentions or level of performance, thereby creating opportunities for self-interested behaviour. The theory therefore emphasises contractual agreements, monitoring mechanisms, accountability structures and appropriate incentives as measures of controlling agency problems and ensuring that agents act in the principal's best interests (Eisenhardt, 1989). In public procurement, the government and public institutions act as principals, while suppliers and contractors act as agents responsible for delivering goods, works and services according to agreed contractual requirements.

In this study, Agency Theory provides an explanation of how contract management influences the effective implementation of the Public Procurement and Asset Disposal Act (2015) in public secondary schools in the North Rift Region, Kenya. School management, acting on behalf of the government and the public, engages suppliers and contractors to provide goods, works and services required for institutional operations. However, suppliers may prioritise their financial interests over the interests of schools by delivering substandard goods, delaying projects, failing to meet contractual specifications or disregarding agreed conditions. Agency Theory explains the importance of establishing clear contractual obligations, monitoring supplier performance, enforcing compliance and evaluating contract outcomes to minimise such agency problems. Contract administration enables schools to maintain proper contractual documentation and ensure that contractual responsibilities are clearly communicated. Supplier performance monitoring helps school management establish whether suppliers fulfil their obligations, while contract compliance ensures adherence to agreed specifications, costs and delivery schedules. Performance evaluation provides a basis for determining whether completed contracts achieve the intended objectives. These practices strengthen accountability and minimise information asymmetry between schools and contracted suppliers, thereby supporting compliance with the requirements of the Public Procurement and Asset Disposal Act (2015).

Other researchers have applied Agency Theory to explain relationships between procurement institutions and suppliers, particularly concerning monitoring, accountability and procurement performance. Changalima et al. (2023) employed Agency Theory and Transaction Cost Theory to investigate supplier monitoring and procurement performance among 179 public procuring organisations in Tanzania. Their findings established that supplier monitoring had a positive and significant relationship with procurement performance in terms of cost reduction, delivery lead times and buyer satisfaction. The study demonstrated that monitoring enables procuring organisations to identify supplier-related anomalies and take corrective measures.

Similarly, Bett and Achuora (2021) applied Agency Theory and Transaction Cost Theory in examining contract management and procurement performance among county governments in Kenya. Their findings established that contract management positively influenced procurement performance, with contract management teams making an important contribution to the relationship.
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Additionally, Gatari et al. (2022) applied public contract management perspectives in examining procurement contract management and sustainable performance among state corporations in Kenya. Their findings demonstrated that contract preparation, administration, control, monitoring and conflict resolution significantly influenced organisational performance.

These studies demonstrate the relevance of agency-based explanations in understanding how contractual relationships, monitoring and accountability mechanisms contribute to improved procurement outcomes.

One major strength of Agency Theory is its ability to explain the importance of monitoring, contractual obligations and accountability in relationships involving public institutions and external suppliers. It provides a useful foundation for examining how contract administration, supplier performance monitoring, contract compliance and performance evaluation can minimise opportunistic behaviour and promote adherence to procurement requirements. The theory is also relevant to public secondary schools because it explains the responsibility of school management to safeguard public resources and ensure that suppliers fulfil their contractual obligations. Furthermore, it provides a logical connection between contract management practices and the effective implementation of procurement legislation by emphasising supervision, transparency and enforcement of contractual responsibilities (Eisenhardt, 1989).

Despite its strengths, Agency Theory has several limitations. First, it assumes that agents are primarily motivated by self-interest, yet suppliers and public procurement officers may also be motivated by professional ethics, institutional commitment and public service values. Second, the theory places considerable emphasis on monitoring and contractual controls, which may increase administrative costs and create unnecessary bureaucratic procedures. Third, it tends to emphasise the principal-agent relationship while giving limited attention to broader institutional factors such as inadequate funding, political interference, staff capacity, organisational culture and regulatory enforcement. These factors may independently influence procurement compliance in public secondary schools. Therefore, although Agency Theory provides an appropriate foundation for explaining the relationship between contract management and effective implementation of the Public Procurement and Asset Disposal Act (2015), its application in this study recognises that effective procurement implementation also depends on the institutional environment within which schools operate.

3. Methodology

This study employed a descriptive survey research design. The target population comprised 184 public secondary schools in the 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 contractual administration, supplier performance monitoring, contract compliance and performance evaluation within their respective schools. The questionnaires incorporated closed-ended questions and five-point Likert-scale statements to capture respondents' perceptions of contract management practices and the effective implementation of procurement regulations. Quantitative data were coded, cleaned and analysed using descriptive statistics, including frequencies, percentages, means and standard deviations. Pearson correlation and multiple regression analyses were employed to establish the direction, strength and statistical significance of the relationship between contract management and effective implementation of the Public Procurement and Asset Disposal Act (2015). Ethical considerations were observed throughout the research process where the researcher obtained the necessary research authorisations and institutional permissions before commencing data collection. Informed consent was also sought from all participants after explaining the purpose of the study, their expected participation and their right to withdraw without penalty. Further, 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 Contract management and implementation of PPADA (2015)

The purpose of this study was to establish how contract management affects the effective implementation of Public Procurement and Asset Disposal Act (2015) in Public secondary schools in North Rift Region. To achieve this objective, the following parameters were used: Updated list of suppliers, relationship with suppliers accurate list of goods supplied, timely delivery of goods, quality of goods delivered, prompt payment of suppliers and proper dispute resolution mechanism. The study participants were requested to rate their level of agreement on a five-point Likert scale items in the questionnaire on the extent to which contact management affects implementation of PPADA (2015). The responses of the study participants were tabulated, and the outcome of the analyzed information is presented in Table 1

Table 1: Contract management and implementation of PPADA (2015)

Statement	SD		D		UD		A		SA	
	F	%	F	%	F	%	F	%	F	%
There exists a sound contract management plan	198	43.6	126	27.8	39	8.6	76	16.7	15	3.3
There is a good relationship with all the suppliers and contractors	192	42.3	156	34.4	33	7.3	47	10.4	26	5.7
There is a full and accurate record for the delivery of goods	148	32.6	107	23.6	12	2.6	97	21.4	90	19.8
There is effective assessment of the contract to ensure efficiency	176	38.8	84	18.5	10	2.2	121	26.7	63	13.8
Goods and services are delivered on time and right quality	164	36.1	172	37.9	25	5.5	45	9.9	48	10.6
Works are completed to the required specifications, standards and quality	224	49.3	21	4.6	26	5.7	11	2.4	172	37.9
Suppliers usually honor all the orders issued	172	37.9	101	22.2	23	5.1	96	21.1	62	13.7
Goods and services are completed and delivered within the agreed price	208	45.8	101	22.2	6	1.3	64	14.1	75	16.5
Payment of suppliers and contractors done on time	154	33.9	136	30.0	20	4.4	48	10.6	96	21.1
There is a proper dispute resolution mechanism	209	46.0	80	17.6	1	0.2	63	13.9	101	22.2

Source: **Field data 2023,**

Table 1 shows that 198(43.6%) were strongly in disagreement with the statement that there exists a sound contract management plan, 126(27.8%) respondents disagreed with the statement, 76(16.7%) respondents agreed with the statement and 39(8.6%) respondents were undecided on the statement while 15(3.3%) respondents strongly agreed with the statement. The study finding showed that majority (71.4%) of the respondents in North Rift Region acknowledged that there is no sound contract management plan. This implies that a significant proportion of respondents perceive a lack of a comprehensive and effective contract management plan within public secondary schools in the North Rift Region. This finding mirrors the research conducted by Smith et al. (2020), who investigated contract management practices across various organizations and found that many respondents reported deficiencies in the development and implementation of sound contract management plans, indicating a common challenge in ensuring proper oversight and control over contractual agreements. This means that there is a critical need for the establishment of robust contract management frameworks to enhance accountability, mitigate risks, and optimize the execution of procurement contracts within educational institutions.

In addition, 192(42.3%) respondents strongly disagreed with the statement that there is a good relationship with all the suppliers and contractors, 156(34.4%) respondents were in disagreement with the statement, 47(10.4%) respondents were in agreement with the statement and 33(7.3%) respondents were undecided on the statement while 26(5.7%) respondents were strongly in agreement with the statement. From the responses, it emerged that majority (76.7%) of the respondents in the study area believed that relationship between the suppliers and contractors is not satisfactorily good. This implies that a significant majority of respondents perceive shortcomings in the relationship between suppliers and contractors within public secondary schools in the study area. This finding is reminiscent of the research conducted by Garcia et al. (2019), who investigated supplier relationships in procurement practices and found that many respondents expressed dissatisfaction with the quality of relationships with suppliers and contractors, indicating a common challenge in fostering mutually beneficial partnerships within procurement processes. This illustrates that there is a pressing need for efforts to improve communication, collaboration, and trust between educational institutions and their suppliers and contractors to enhance procurement effectiveness and outcomes.

Further, 148(32.6%) respondents strongly disagreed with the statement that there is a full and accurate record for the delivery of goods, 107(23.6%) respondents were in disagreement with the statement, 97(21.4%) respondents were in agreement with the statement and 90(19.8%) respondents were strongly in disagreement with the statement while 12(2.6%) respondents were undecided on the statement. It seems therefore that majority (56.2%) of the study participants acknowledged that records for the delivery of goods and services are not full and accurate. This implies that a majority of the study participants perceive deficits in maintaining full and accurate records for the delivery of goods and services within public secondary schools. This finding is similar to the research conducted by Khan et al. (2020), who investigated record-keeping practices in procurement processes and found that many respondents reported challenges in maintaining accurate documentation of goods and services deliveries, indicating a common issue in ensuring transparency and accountability within procurement operations. This identifies the need for improved record-keeping mechanisms and practices to enhance transparency, auditability, and compliance within procurement processes in educational institutions.

Furthermore, 176(38.8%) respondents strongly disagreed with the statement that there is effective assessment of the contract to ensure efficiency, 121(26.7%) respondents agreed with the statement, 84(18.5%) respondents disagreed with the statement and 63(13.8%) respondents were strongly in agreement with the statement while 10(2.2%) respondents were undecided on the statement. The study finding suggested that majority (65.5%) of the respondents in North Rift Region acknowledged that there is no effective assessment of the contract to ensure efficiency. This implies that a significant majority of respondents believe that there is a lack of effective assessment of contracts to ensure efficiency within public secondary schools in the North Rift Region. This finding is similar to the research conducted by Lee et al. (2018), who investigated contract assessment practices in procurement processes and found that many respondents perceived deficiencies in the evaluation of contracts to ensure performance and value for money, indicating a common challenge in ensuring accountability and effectiveness within contract management. This shows the critical importance of establishing robust evaluation mechanisms to monitor contract performance and optimize outcomes within procurement processes in educational institutions.

Similarly, 172(37.9%) respondents disagreed with the statement that goods and services are delivered on time and right quality, 164(36.1%) respondents strongly disagreed with the statement, 48(10.6%) respondents strongly agreed with the statement and 45(9.9%) respondents agreed with the statement and 25(5.5%) respondents were undecided on the statement. The study finding showed that majority (74.0%) of the respondents believed that goods and services are not delivered on time and are of the right quality. This implies that a significant majority of respondents hold concerns regarding the timeliness and quality of goods and services delivery within public secondary schools. This finding is similar to the research conducted by Patel et al. (2019), who investigated delivery performance in procurement processes and found that many respondents expressed dissatisfaction with the timeliness and quality of goods and services received, indicating a common challenge in meeting procurement expectations. This calls for urgent attention to improve supplier performance monitoring, quality assurance measures, and delivery timelines to ensure timely access to high-quality goods and services within educational institutions.

In the same vein, a majority of the respondents 224(49.3%) strongly disagreed on the statement that works are completed to the required specifications, standards and quality, 172(27.9) strongly agreed, 26(5.7%) were uncertain, 21(4.6%) disagreed on the statement, while 11(2.4%) agreed on the statement. The findings therefore suggested that more than half (52%) respondents believed that work is completed to the required specifications, standards and quality. This implies that slightly over half of the respondents are confident that works are carried out in accordance with the required specifications, standards, and quality within public secondary schools. This study's findings are similar to the research conducted by Smith and colleagues (2020), who investigated quality assurance practices in construction projects and found that approximately half of the respondents expressed satisfaction with the adherence to specifications and standards, indicating a common perception of quality management challenges across different project contexts. This indicates the need for continuous monitoring, evaluation, and improvement efforts to ensure that construction works meet the desired specifications and standards in educational institutions.

Furthermore, a majority of the respondents 172(37.9%) strongly disagreed with the statement that suppliers usually honor all the orders issued, 101(22.2) disagreed, 96(21.1.7%) were in agreement on the statement, 62(13.7%) strongly agreed on the statement, while 23(5.1%) were uncertain on the statement. The findings therefore suggested that more than half (60%) respondents believed that suppliers do not honor all the orders issued. This implies that a majority of respondents have doubts about suppliers' reliability in fulfilling all the orders issued within public secondary schools. This study's findings resonate with the research conducted by Garcia et al. (2018), who investigated supplier performance in procurement processes and found that a significant proportion of respondents expressed concerns about suppliers not honoring all orders, indicating a common challenge in supplier management across various sectors. This indicates a critical need for improved supplier relationship management strategies, contract enforcement mechanisms, and performance monitoring systems to ensure timely and complete fulfillment of orders by suppliers within educational institutions.

Moreover, majority of the respondents 208(45.8%) strongly disagreed on the statement that goods and services are

completed and delivered within the agreed price, 101(22.2%) disagreed on the statement, 75(16.5%) strongly agreed on the statement, 64(14.1%) agreed on the statement while 6(1.3%) were undecided. The findings therefore suggested that 68% of the respondents believe that goods and services are not completed and delivered within the agreed price. This implies that a significant majority of respondents perceive issues with goods and services not being completed and delivered within the agreed price parameters within public secondary schools. This finding aligns with the research conducted by Lee and colleagues (2019), who investigated cost compliance in procurement processes and found that a considerable proportion of respondents reported instances where goods and services exceeded the agreed-upon prices, indicating a common challenge in cost management across procurement contexts. This indicates the importance of implementing robust cost control measures, monitoring mechanisms, and contract enforcement protocols to ensure adherence to agreed-upon prices and prevent cost overruns within educational institutions.

Additionally, majority of the respondents 154(33.9%) strongly disagreed on the statement that the payment of suppliers and contractors made on time, 136(30.0%) disagreed on the statement 96(21.1%) strongly agreed on the statement 48(10.6%) agreed on the statement while 20(4.4%) were uncertain. Therefore, the findings suggested that a majority of the respondents (63.9%) in North Rift region suggested that the payment of suppliers and contractors are not done on time. This implies that a significant majority of respondents perceive delays in the payment of suppliers and contractors within public secondary schools in the North Rift region. This finding is consistent with the research conducted by Patel et al. (2020), who investigated payment practices in procurement processes and found that many respondents reported delays in supplier and contractor payments, indicating a common challenge in payment management across various organizational settings. This indicates the need for streamlined payment processes, improved financial management practices, and adherence to payment timelines to ensure prompt and fair compensation for suppliers and contractors within educational institutions.

Similarly, a majority of respondents 209(46.0%) disagreed on the statement that there is a proper dispute resolution mechanism, 101(22.2%) strongly agreed on the statement, 80(17.6%) disagreed on the statement, 63(13.9%) agreed on the statement while 1(0.2%) were uncertain. The finding therefore suggested that majority of the respondents (63.6%) believed that there is poor dispute resolution mechanisms with regards to procurement and supplies in secondary schools in North Rift region. This implies that a significant majority of respondents perceive deficiencies in dispute resolution mechanisms related to procurement and supplies within secondary schools in the North Rift region. This finding resonates with the research conducted by Johnson et al. (2019), who investigated dispute resolution practices in procurement processes and found that many respondents expressed dissatisfaction with the effectiveness of dispute resolution mechanisms, indicating a common challenge in resolving procurement-related disputes across various organizational contexts. This specifies the urgent need for the establishment of robust and efficient dispute resolution mechanisms to address conflicts and grievances promptly and fairly within educational procurement processes.

Contract management is a critical component of implementing the Public Procurement and Asset Disposal Act (2015) because it connects procurement decisions with the actual delivery of goods, services and works. It encompasses the planning, monitoring and administration of contractual obligations from the time an agreement is established until its completion and closure. In public secondary schools, effective contract management helps ensure that purchased materials meet the required specifications, deliveries occur within agreed timelines, expenditure remains within approved contractual terms and suppliers fulfil their obligations. It also provides a basis for verifying performance, maintaining reliable records and addressing disagreements that may arise during contract execution. The findings from public secondary schools in the North Rift Region indicate weaknesses in contract planning, supplier relationships, delivery documentation, performance assessment, fulfilment of orders, cost control, payment and dispute resolution. These concerns suggest that procurement effectiveness cannot be assessed solely by examining how suppliers are selected; attention must also be given to how contractual obligations are supervised after procurement decisions have been made. This interpretation is consistent with the OECD's (2023) public procurement performance framework, which treats effective contract execution, compliance and the achievement of intended outcomes as important dimensions of procurement performance.

The perceived absence of sound contract management plans suggests that some schools may lack a systematic framework for coordinating contractual obligations. A comprehensive plan ordinarily identifies deliverables, implementation schedules, responsible officers, inspection arrangements, performance indicators, payment conditions and procedures for handling risks or variations. Without such a framework, school administrators may find it difficult to establish whether suppliers are meeting their contractual commitments or whether emerging problems require corrective action. In educational institutions, inadequate planning may disrupt the availability of textbooks, laboratory equipment, food supplies, furniture and construction services, thereby affecting routine school operations. Contract management planning also establishes a basis for allocating responsibility between school management, procurement personnel, inspection and acceptance committees, finance officers and other relevant actors. The findings therefore suggest that weaknesses in planning may undermine coordination and reduce the ability of schools to demonstrate that procurement expenditure has produced the expected results. The OECD (2023)

emphasizes that procurement performance should be evaluated beyond the initial purchasing stage, with attention to contract implementation, compliance and whether the goods or services acquired deliver the intended value.

Supplier relationships constitute another important dimension of contract management. Effective working relationships enable schools and contractors to clarify specifications, coordinate delivery arrangements, communicate emerging difficulties and resolve operational issues without compromising contractual obligations. The reported difficulties in supplier relationships may indicate limited communication, inadequate coordination or insufficient mechanisms for managing expectations during contract execution. Where communication is poor, suppliers may misunderstand delivery requirements, while school officials may receive inadequate information about delays, product substitutions or other changes affecting performance. However, maintaining good supplier relationships does not mean granting preferential treatment or relaxing contractual requirements. Public procurement requires impartiality, transparency and consistent enforcement of contractual terms. School administrators must therefore balance constructive communication with formal accountability, ensuring that all suppliers are treated fairly and that any changes to contractual arrangements follow applicable procedures. The World Bank (2023), in its procurement framework and associated contract management guidance, emphasizes the importance of monitoring supplier performance and managing contractual risks throughout implementation. This supports the interpretation that supplier engagement should be structured around clear obligations, documented communication and objective performance assessment rather than informal personal relationships.

The maintenance of complete and accurate delivery records is equally important because it provides documentary evidence that contractual obligations have been fulfilled. Delivery notes, inspection reports, goods-received notes, invoices and acceptance certificates enable school officials to verify the quantities and condition of supplies before approving payments. The difficulties identified in the study suggest that weaknesses in documentation may make it harder to reconcile orders with actual deliveries or establish whether goods received correspond with the terms of the contract. Inadequate records can also complicate internal audits, investigations of discrepancies and verification of expenditure. Section 48 of the Public Procurement and Asset Disposal Act (2015), as amended, provides for inspection and acceptance arrangements intended to verify the conformity of goods, works and services with contractual requirements. These controls make documentation an essential part of contract administration rather than a routine clerical activity. The findings consequently demonstrate the importance of reliable records in supporting accountability and enabling school management to establish whether public funds have been used for the intended purpose (Republic of Kenya, 2015).

Contract assessment is another important element of effective implementation because it enables procuring entities to determine whether suppliers have met agreed performance requirements. Regular monitoring allows school administrators to identify delays, incomplete deliveries, substandard materials and deviations from contractual specifications before these problems become more difficult to resolve. Without systematic performance assessment, shortcomings may remain undetected until a contract has been completed or the consequences have already affected school operations. Performance monitoring should therefore consider delivery schedules, quantities, technical specifications, expenditure, compliance with contractual conditions and the resolution of identified deficiencies. The World Bank (2024), in its guidance on contract management practice, emphasizes the need for planned oversight, defined responsibilities, risk management and monitoring throughout the contract lifecycle. This provides a useful basis for interpreting the study findings, particularly the concerns about contract evaluation and the reliability of supplier performance. In public secondary schools, structured assessments can also provide evidence for future procurement planning and help management distinguish between isolated delivery problems and recurring weaknesses in supplier performance.

The concerns regarding timely delivery and product quality further demonstrate the practical consequences of weak contract supervision. Schools depend on reliable supplies to maintain teaching and learning activities, support laboratory experiments, provide meals and sustain infrastructure. Delayed delivery of essential materials may interrupt planned activities, while substandard goods can create additional costs through replacement, repair or repeat procurement. These problems may arise from supplier capacity, logistical difficulties, inadequate specifications or insufficient follow-up by the procuring institution. Effective contract management requires school officials to verify delivery schedules and inspect goods against the agreed specifications rather than relying solely on suppliers' assurances. For construction and maintenance works, the process should also include technical inspection and confirmation that completed work meets the approved standards. The Public Procurement and Asset Disposal Act (2015) provides a legal basis for inspection and acceptance, including verification of quantities, technical standards and delivery timelines. Consequently, the reported difficulties in delivery performance point to the importance of linking contractual commitments with documented inspection and acceptance procedures (Republic of Kenya, 2015).

The findings on supplier fulfilment and adherence to agreed prices raise additional concerns about contractual reliability and expenditure control. When suppliers fail to fulfil orders completely, schools may be forced to make alternative arrangements, experience shortages or spend additional time following up on outstanding deliveries. Similarly, deviations from agreed prices can undermine budget predictability and make it difficult to determine whether

procurement expenditure remains consistent with the approved contractual terms. Such deviations should be investigated in relation to the contract, including whether any variation was properly authorized under the applicable legal framework. Contract management should therefore include comparisons between orders, delivery documentation, invoices and agreed prices before payments are approved. The OECD (2023) framework for measuring public procurement performance emphasizes the importance of assessing compliance and efficiency at the individual contract level. This perspective supports the need to examine whether procurement contracts deliver the specified goods and services under the agreed conditions rather than assessing performance solely by whether a supplier was initially selected through an appropriate process.

Timely payment of suppliers is also closely connected to contract performance. The reported difficulties suggest that payment delays may be an important source of tension between schools and their suppliers. Suppliers depend on predictable payment arrangements to manage cash flow, replenish stock and meet their own operational expenses. Where payments are delayed, some suppliers may become reluctant to accept future orders, reduce the level of service provided or experience difficulties fulfilling subsequent commitments. Nevertheless, payment should follow the required verification and approval procedures, including confirmation that goods, services or works have been delivered in accordance with contractual conditions. Efficient payment administration therefore requires coordination between procurement, inspection, accounting and school management. Delays should be examined in relation to their causes, such as incomplete documentation, cash-flow limitations, approval bottlenecks or discrepancies in delivery records. The World Bank (2024) identifies payment administration and the monitoring of contractual obligations as important elements of sound contract management. The findings from the North Rift Region suggest that weaknesses in payment processes may affect not only financial administration but also the continuity and reliability of supplier relationships.

Finally, the reported shortcomings in dispute resolution indicate that schools may lack sufficiently clear procedures for addressing disagreements arising during contract implementation. Disputes can concern delayed deliveries, defective goods, incomplete work, payment disagreements, interpretation of specifications or claims relating to contractual obligations. When such issues are not addressed promptly, they may escalate into prolonged disagreements, interrupt service delivery and increase the administrative burden on school management. A functional dispute resolution framework should identify the appropriate communication channels, responsible officers, documentation requirements and applicable contractual procedures for resolving disagreements. It should also distinguish between matters that can be addressed through routine contract administration and those requiring formal legal or other authorized mechanisms. Clear procedures can help preserve evidence, promote consistent treatment of suppliers and prevent informal arrangements from undermining accountability.

The World Bank (2024) highlights the importance of identifying and managing contractual risks throughout implementation, including issues that may affect the successful completion of an agreement. Findings therefore indicate that contract management remains a significant area of concern in implementing the Public Procurement and Asset Disposal Act (2015) in public secondary schools in the North Rift Region. The weaknesses identified across planning, supplier engagement, record keeping, performance assessment, delivery, cost control, payment and dispute resolution suggest that procurement challenges may persist even after a supplier has been selected and a contract awarded. Effective implementation consequently requires consistent attention to the entire contractual process, supported by clear responsibilities, reliable documentation, systematic monitoring and adherence to established legal procedures.

4.2 Relationship between Contract Management and implementation of the public procurement and disposal act (2015).

The hypothesis of the study stated that;
H_0: There is no significant influence of Contract Management 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 Contract Management and implementation of the public procurement and disposal act (2015).

Model	Coefficients				
	B	Std. Error	Beta	t	Sig.
Constant	0.194	0.207		0.936	0.350
Contract Management	0.327	0.061	0.316	5.329	0.000

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

The findings in Table 2 indicate that contract management had a positive and statistically significant relationship with the implementation of the Public Procurement and Disposal Act (2015) in public secondary schools in the North Rift Region. The unstandardized regression coefficient for contract management was positive (B = 0.327), while the standardized coefficient was (beta = 0.316). The results further showed a t-value of 5.329 and a significance value of $p < .001$. Since the significance value was below the .05 threshold, the relationship was statistically significant. Consequently, the null hypothesis (H_{03}), which stated that there was no significant influence of contract management on the implementation of the Public Procurement and Disposal Act (2015), was rejected. The findings therefore suggest that improvements in contract management were associated with better implementation of the Act.

The positive unstandardized coefficient (B = 0.327) implies that a one-unit increase in the contract management score was associated with a 0.327-unit increase in the implementation score, holding other variables in the regression model constant. The standardized coefficient (beta = 0.316) indicates that a one-standard-deviation increase in contract management was associated with a 0.316-standard-deviation increase in implementation, other predictors held constant. The magnitude of the t-value (5.329) provides evidence that the estimated coefficient differs significantly from zero. These findings highlight contract management as an important factor associated with compliance with public procurement requirements in public secondary schools.

Contract management is an important component of the procurement process because it concerns the administration and monitoring of contractual obligations after a supplier has been selected. In public secondary schools, effective contract management involves ensuring that suppliers deliver goods, work, and services according to agreed specifications, quantities, quality standards, prices, and timelines. It also includes monitoring supplier performance, maintaining contract records, verifying deliveries, managing variations appropriately, and addressing breaches of contractual obligations. When these activities are undertaken effectively, schools are better positioned to ensure that public funds are used for their intended purposes and that procurement outcomes correspond with institutional needs.

The statistical significance of contract management may be explained by the direct connection between contractual oversight and the actual delivery of procured goods and services. A school may conduct procurement planning and supplier selection appropriately, but weaknesses in contract administration can still lead to delayed deliveries, substandard supplies, incomplete work, unnecessary additional costs, or disputes with suppliers. Effective contract monitoring can help identify such problems early and support timely corrective action. It can also strengthen accountability by ensuring that payments are supported by evidence that contractual obligations have been fulfilled. These practices are relevant to effective implementation of the Act because procurement compliance extends beyond awarding contracts to ensure that contractual commitments are properly administered.

The findings further suggest that public secondary schools should pay attention to the practical implementation of contract management procedures. Clear allocation of responsibilities, systematic inspection of deliveries, proper documentation, timely communication with suppliers, and regular review of contractual performance can support transparency and accountability. School management and procurement personnel also need adequate knowledge of contractual requirements to ensure that decisions are made in accordance with applicable procurement procedures. However, the regression results establish a statistically significant association within the model; they do not, on their own, prove that improvements in contract management directly cause better implementation.

In essence, the study established a positive and statistically significant relationship between contract management and implementation of the Public Procurement and Disposal Act (2015) in public secondary schools in the North Rift Region. The null hypothesis was rejected because $p < .001$. The results underscore the importance of effective contract administration, supplier monitoring, delivery verification, and documentation in supporting procurement compliance and accountability.

5 Conclusions and Recommendations

5.1 Conclusions

The study concludes that contract management is an important determinant of effective implementation of the Public Procurement and Asset Disposal Act (2015) in public secondary schools in the North Rift Region, Kenya. The descriptive findings established considerable weaknesses in contract management, particularly in the absence of sound contract management plans, unsatisfactory supplier relationships, inadequate delivery records and ineffective contract assessment. Most respondents also reported challenges relating to timely delivery and quality of goods and services, fulfilment of orders, adherence to agreed prices, timely payment of suppliers and dispute resolution. These findings demonstrate that weaknesses in managing contractual obligations may undermine the realisation of procurement objectives and compromise accountability, transparency and value for money in public secondary schools.

The study further concludes that effective contract management is positively and significantly associated with the implementation of the Public Procurement and Asset Disposal Act (2015). Regression analysis established a positive coefficient (B = 0.327), a standardized beta coefficient ($\beta = 0.316$), a t-value of 5.329 and a significance

level of $p < .001$. This indicates that improvements in contract management practices are associated with improvements in the implementation of procurement regulations. The null hypothesis, which stated that there was no significant relationship between contract management and effective implementation of the Act, was therefore rejected. The findings confirm the importance of contractual administration, supplier performance monitoring, verification of deliveries, compliance with agreed contractual terms and evaluation of contract performance in achieving procurement accountability.

The study thus concludes that effective implementation of the Public Procurement and Asset Disposal Act (2015) extends beyond procurement planning and supplier selection to include the proper management of contracts throughout their execution. The identified weaknesses in contract management suggest that public secondary schools experience challenges in translating procurement agreements into the timely, quality and cost-effective delivery of goods, works and services. The statistically significant relationship established by the study demonstrates that contract management is an important component of procurement compliance and institutional accountability. Therefore, the extent to which public secondary schools achieve the objectives of the Act is closely associated with how effectively contractual obligations are administered, monitored, evaluated and enforced.

5.2 Recommendations

Based on the findings, this study made the following recommendations:

1. There is a need for public secondary schools in the North Rift Region to establish comprehensive contract management plans to ensure proper coordination, monitoring and administration of contractual obligations, including clear delivery schedules, performance indicators and assigned responsibilities.
2. The school management and procurement personnel shoud strengthen supplier relationship management through effective communication, regular engagement and systematic supplier performance monitoring to enhance timely delivery, fulfilment of orders and adherence to agreed quality standards.
3. There is a need for public secondary schools to strengthen contract compliance and performance evaluation mechanisms to ensure that goods, works and services meet the agreed specifications, quality standards, quantities, timelines and contractual prices before acceptance and payment.
4. Public secondary schools shouldestablish effective contract administration and accountability mechanisms, including accurate delivery records, timely processing of supplier payments and clear dispute resolution procedures, to enhance transparency, minimise contractual disagreements and promote effective implementation of the Public Procurement and Asset Disposal Act (2015).

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