

Influence of Stakeholder Participation on Procurement Effectiveness of Preschools' Teaching and Learning Resources in Nyando Sub-County, Kisumu County, Kenya

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Abstract

Provision of teaching and learning resources to preschools forms part of the overall policy for quality improvement in early childhood education. The influence of stakeholder involvement to bring out efficient provision of quality and relevance in child education is vital. This implies that stakeholder involvement plays a critical role in procurement of teaching and learning resources in preschools. Despite this involvement, a dearth of scientific research had been documented relating to the examination of factors that influence effectiveness procurement of preschool teaching and learning resources. The objective of this study was to determine the influence of stakeholder involvement approaches on procurement effectiveness of preschools of teaching and learning resources in Nyando Sub-County, Kenya. The objective of the study was to determine the influence of stakeholder participation on procurement effectiveness of preschools teaching/learning resources. The study adopted descriptive survey research design in collecting data from respondents. The researcher anchored the study on Epstein (1987, 1992) theory of overlapping spheres of influence. The study covered a target population of 449 participants with a sample size of 125 respondents, which constitutes 36 head teachers, 61 ECDE teachers, 36 management committees, 4 ward coordinators and 1 sub-county ECDE co-coordinator. The study used a combination of stratified, purposive and simple random sampling techniques. The instruments of data collection were structured questionnaires and interview guides. The quantitative data was analyzed using descriptive statistics through Statistical Package of Social Sciences and presented in tables and graphs. Qualitative data was analyzed using content analysis procedures and then presented thematically according to the research objectives. The study found out that there is a positive influence of stakeholder collaborative approach on procurement effectiveness of preschools teaching and learning resources, stakeholder participatory approach has a positive but weak influence on procurement effectiveness of preschools teaching and learning resources. The influence of stakeholder consultative approach on procurement effectiveness of preschools teaching and learning resources was negative, insignificant and weak and there was significant positive influence of stakeholder empowering approach on procurement effectiveness of preschools teaching and learning resources. The study findings may help county government in formulating policies for streamlining stakeholder roles in procurement of various resources for ECDE learning and teachers to be encouraged to observe and practice good procurement strategies and practices. The study may be of benefit to the academicians as reference and may form a basis for further research in the field of stakeholder involvement in ECDE procurement of education resources. The recommendations provided for research created new areas for further research.

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I. Introduction

The basic framework of a quality education system is one that succeeds in meeting the individual school desired goals and outcomes; one that is relevant to the needs of students, communities and society; and one that fosters the ability of students to acquire knowledge and the needed 21st Century skills. Quality is not the only factor keeping students out of school, but when effective learning is not taking place in schools. When this happens, several factors may be viewed as reasons: poor teaching-learning experience given by teachers, mismanaged school resources by school heads, lack of leadership potential and misguided governance of the school administrator and unavailability of adequate teaching and learning resources, (Bae, 2018).

State systems should hold all stakeholders accountable for student success, starting with the state and ending with the teacher in the classroom. States, districts, and schools should provide the support and resources necessary to improve achievement for all students, including at-risk students. The challenges facing children are

rapidly changing. As a result, schools bear a greater responsibility to prepare students for college, career, and life and must be held accountable for more than just testing and reporting on a narrow set of outcomes aimed at minimum levels of competency. Thus, scholars, educators, and reform advocates are calling for a more meaningful next phase of school accountability, one that promotes continuous support and improvement rather than mere compliance and efforts to avoid punishment, (Center for American Progress and CCSSO, 2014; Darling-Hammond, Wilhoit and Pittenger, 2014).

All these would go back to how the schools adopt and practically actualize the school-based management that includes; the involvement of education stakeholders to enhance commitment at all levels of responsibilities and to foster accountabilities in realizing the education outcomes for children; and to improve the school system's capacity to be on track in achieving the Education for All/Millennium Development Goals and sustain good performance, Heyward et al., (2011).

The stakeholder involvement in education has been in existence in educational system for quite a number of years, world-over. The value of having stakeholder involvement in education has proven effective in the realization of the desired goals and outcomes of schools in Australia, the United States, Indonesia, New Zealand, England and Wales, Thailand and others. This has underscored the empowerment of key stakeholders in school communities to enable them to actively participate in the continuous improvement of schools towards the attainment of higher pupil/student learning outcomes, (Abulencia, 2013).

Results of academic performance may depend on stakeholder involvement in schools and the ability of the leaders to influence the stakeholders. High performance may also depend on their ability to utilize both the human and material resources available. However, it has been observed that performance in public primary schools is deteriorating in spite of the government's effort of providing funds through Free Primary Education (FPE). This may possibly be as a result of lack of participation by some of the stakeholders, (Gichohi, 2015).

The Ministry of Education Science and Technology's insufficient capitation for providing teaching /learning resources has led to an increased demand for involvement of stakeholders' contributions towards obtaining teaching and learning resources. Teaching / learning resources are essential in provision of quality education at all levels of education worldwide. Teachers and learners equally require these resources for achievement of the objectives of education. That is, they enhance the teaching /learning processes. These resources include textbooks, computers, lab equipment, writing materials, photocopying papers, instructional materials and exercise books. Quality leadership is the key to quality education because a democratic leader uses collaborative management by involving all stakeholders in the school management. When all the stakeholders are involved in decision making, they feel motivated and part of the system. This makes them work hard towards attainment of goals and objectives of the school, (Ahawo, and Simatwa, 2015).

According to Mugenyi (2015), with involvement of stakeholders, several enabling policies can be formulated such as the school improvement planning (SIP), prudent school funds allocation and procurement practices. Whereas the pupils are never or rarely involved in improvement planning; the head teachers, SMC, teachers, inspectors of schools, and the community are always involved in varying degrees. With all these, it is the learner as the center for involvement. The stakeholders include the head teachers, school management committee (SMC), teachers, inspectors of schools, pupils, and the community. Locally, it has been observed that although the schools are doing their best in linking with the different school stakeholders, still declining results had been reported by schools on some of the school-initiated activities such as procurement of the teaching and learning resources. Schools have developed policies to enhance procurement of these educational resources and stakeholder's involvement may ensure effectiveness in procurement of same. Hence, this study intends to investigate the influence of stakeholder involvement approaches on procurement effectiveness of preschools teaching and learning resources.

Procurement is done in all facet of life, from the farmer to the banker, the private to the public and public to private. Procurement is grouped into private sector and public sector procurement. Public procurement is a key economic activity of governments that represents a significant percentage of the Gross Domestic Product (GDP) generating huge financial flows across the world, (World Bank, 2013). Public procurement or government procurement refers to the acquisition of goods, equipment, supplies, and or services on behalf of a government entity. According to the World Trade Organization (WTO, 2010), "The procurement of goods and services by government agencies for their own purposes is a core element of the operation of governments". Effective public procurement systems are systems that are defined as offering a high level of transparency, accountability and value for money in the application of a procurement budget. According to Organization for Economic cooperation for development (OECD, 2007), "Governments and state-owned enterprises purchase a wide variety of goods, services and public works from the private sector, from basic computer equipment to the construction of roads, schools, hospitals etc."

Every organization or institution, buys materials, services, supplies and various resources that support operations and ensure its continued existence. This implies that procurement is a core activity that forms part of the key operations within the organization. There are several benefits connected to the role of procurement

activities but there are also challenges that hamper its effectiveness to achieve the intended purpose. Procurement covers all aspects of acquiring and delivering goods, services and works including: defining the requirement, approaching the market, evaluating responses and selecting a preferred supplier and negotiating and awarding a contract. For pre-school TLR procurement, the county government representatives, and school head-teacher including other relevant stakeholders apply the stipulated procurement framework for procuring TLR. Stakeholders' involvement approaches on procurement effectiveness on preschools TLR is essential to ensure accountability, transparency, efficiency, relevancy and JIT procurement. JIT procurement of materials leads to ordering of materials in the quantity, quality and at the time it is required to in order to minimize wastage and prolonged overstocking unnecessarily. Hall (2009), public procurement is concerned with how public sector organizations spend taxpayers' money on goods and services. Public procurement is guided by principles of transparency, accountability, and achieving value for money for citizens and taxpayers.

Paul, (2016) aimed to identify what makes procurement effective and it was found that the definition of effective procurement was situation specific, although was generically defined as "where the buy-side of the business has achieved a position that is fundamental to the enterprise and drives the achievement of business objectives taking consideration of stakeholder expectations, perceptions and business requirements". There has been a major concern about how corporate bodies' especially public institutions apply the effectiveness and efficiency of procurement systems in achieving their procurement and organizational objectives respectfully. Increasing the effectiveness and efficient use of state funds necessitates the existence, implementation and operationalization of an adequate procurement system by all public entities to achieve expected goal, (OECD, 2010). Every organization aim of procurement is to make use of resources by reducing the spending of the organization's cash resources to maximize profit. In corporate business, procurement professionals embark on strategies to explore opportunities in the supply market to acquire the right goods and services in their quantity for the right price at right time and place. These acquisitions are done through proactive planning, identification, sourcing, contracting and contract management that an organization need or may need to meet its strategic and commercial objectives. A procurement system can never be effective without employing strategic supply chain management which consists of all parties involved, directly or indirectly through constant flow of information, materials, and funds between different stages to fulfill a customer or employee request. The players in the supply chain management include both internal and external players to an organization. They may include manufacturers, suppliers, employees, management, transporters, warehouses, and others.

An efficient procurement process ensures the availability of the right materials in the right quantities, available at the right time, in the right place and at reasonable prices, and at recognizable standards of quality (WHO, 2007). Ombaka, (2009) states that procurement is not just the act of buying but encompasses a complex range of operational, business, information technology, safety and risk management, and legal systems, all designed to address an institution's needs. In a procurement process therefore, efforts must be dedicated to ensuring the complete satisfaction of not only the end-user or customer of a product and/or service, but, also the satisfaction of the suppliers whose products or service are incorporated into the end-user /customer order and whose performance impacts the end user satisfaction (Manetti, 2011).

Public procurement refers to the government activity of purchasing the goods and services needed to perform its functions (Arrowsmith, 2010). According to Hommen and Rolfstam (2009), public procurement is the acquisition (through buying or purchasing) of goods and services by government or public organizations. According to Basheka (2008), the procurement process begins after an institution has identified a need and decided on its procurement requirement. The procurement process is a key function which impacts can be effective or 'ineffective' on service delivery. There is no part of the government service delivery that does not depend on procurement of goods, services and works; and yet the area remains a neglected field of research. The procurement process spans a life cycle from identification of the need, through the selection of suppliers, to post-contract award management, including disposal.

The inefficiency and ineptness of overall implementation of procurement practices in many learning public institutions contributes to loss of colossal sum of money. The school head and the procurement committee for the preschool TLR are, therefore, charged with the responsibility to exercise collaborative, participatory, consultative and empowering approaches to ensure procurement effectiveness achieved towards the selection, costing, ordering, acquisition and delivery of preschools TLR that meet sustainability, adequacy, quality of early childhood education and relevant to the learners. TLR must be suitable to the school sizes and educational policy.

Learning and teaching materials are critical ingredients in learning and the intended curriculum cannot be easily implemented without them. Livumbaze, A., and Achoka, S., (2017), analyzing the effect of teaching/learning resources on students' academic achievement, attributed the perennial problem of academic achievement in schools that leads to students receding in test scores to factors related to teaching and learning resources (TLR). They remained committal to the immense advantage the teaching/learning resources have to the teaching/learning process. They underscored the importance of instructional resources in the effective

delivery of content to students by teachers for bettering their academic achievement. The benefits of the TLR are to facilitate learning and understanding, to save time in teaching and learning, to transfer accurate learning contents to the students, to make the lessons or concepts to be learned more concrete and therefore easy to understand and to develop learning potential of the learners. TLR are bought into play along the line to enhance educational achievement whenever they are properly used. Teaching and learning materials are crucial to any successful teaching and learning process worldwide.

Due to the importance attached to learning resources in teaching/learning process, both developed and developing countries give great emphasis to provision of learning resources. In developed countries, for example Japan, the Ministry of Education publishes these materials and bears the cost of distributing them. In both public and private school the materials distributed become school property. These materials include textbooks, audiovisual equipment and any other necessary teaching materials. In addition to broadcast media, schools are also equipped with computers. In developed countries, teachers have ample teaching materials which facilitate the learning process to be successful. In developing countries the governments are struggling to provide learning and teaching materials in all sectors of education. These governments are yet to reach the desired levels of learning and teaching materials provision.

National Policy on Education, (2012) supports the provision and utilization of facilities as the responsibility of stakeholders in education. It on this premise that the study explored the influence of stakeholder involvement approaches on procurement effectiveness on preschools teaching and learning materials. The stakeholder involvement in procurement process to provide basic learning and teaching resources (LTR) and equipment such as stationery and textbooks in a timely fashion to all learners. There are a variety of reasons why learners do not have the materials they should have. Relevant department may not have delivered the materials it is supposed to deliver or the school may not have bought the materials it is supposed to buy with the funding it received from the education department. Funding that is supposed to arrive from the ministry may not have arrived. Due to decentralization and devolved procurement practices and because of the way the funding policy works, public schools buy materials themselves, using funds received from the ministry. De-centralized financing, selection and ordering systems put procurement decisions in the hands of individual schools and a variety of TLR need to be procured in schools by the school management. Procuring of materials can be termed to be effective if it meets the following criteria: a) timely procurement: The materials should reach the school in required numbers on time. If the supply has to be staggered, it should be as per procurement framework. Proper planning and follow-up may ensure it. b) total quality assurance: The quality of the material; should be as per specifications approved earlier and proper safeguards would need to be introduced for having quality checks. c) after-sales service: Certain items may be on warrantee and guarantee. There should be proper arrangements for after-sales service. d) cost effectiveness: The items should be procured on competitive rates. The whole process has to be cost effective.

According to Ogembo, (2016) inadequate use of resource in the teaching and learning process and negative socio-cultural factors as well as inappropriate learning environment were the main causes of the students' persistent poor performance in Chemistry in Kwale County. It is recommended that the Ministry of Education through its various agents should, among other things, enhance supervision of curriculum implementation in schools, increase the amount allocated for tuition and release the funds in good time to enable prompt acquisition of learning materials. School managements, in conjunction with other stakeholders, should enhance teacher motivation and provide more and better teaching and learning facilities to enable a more conducive environment for learning.

According to Okongo et al., (2015) inadequate of teaching and learning resources affected the implementation of inclusive education in pre-school centres. In their study, they recommended that adequate teaching and learning resources should be provided to ensure effective implementation of inclusive education in pre-school centres and more funds to be allocated for procuring teaching and learning materials for Special Needs Education (SNE) learners in pre-schools.

Momoh (2010) conducted a research on the effects of instructional resources on students' performance in West Africa School Certificate Examinations (WASCE). The achievements of students in WASCE were related to the resources available for teaching. He concluded that material resources have a significant effect on student's achievement since they facilitate the learning of abstract concepts and ideas and discourage rote learning. When TLR are inadequate education is compromised and this inevitably is reflected in low academic achievement, high dropout rates, problem behaviors, poor teacher motivation and unmet educational goals. For many years, education development partner interventions on teaching and learning resources (TLR) have been concerned mainly with the provision of textbooks and teachers' guides. However, textbooks by themselves cannot provide everything required to achieve curriculum objectives. This is particularly true where outcomes-based curricula, student centered learning, and problem solving and the development of thinking skills are specified. The range of possible materials that can be used to support education objectives is so great, and costs are usually so constrained. Few education systems in developing or transitional economies give priority to any

form of TLR beyond textbooks and teachers' guides - and even textbooks are often seriously underfunded. Teaching and learning resources (TLR) are the most visible components of government educational provision and their absence is often noted by stakeholders.

According to Were, (2014) it is the wish of every parent that transition from preschool to primary to be as smooth as possible so that the child can attain the maximum growth and developmental milestones. This smooth transition process is determined by several notably availability of teaching and learning resources. Teaching and learning materials when appropriately acquired, used and stored increases the transition rate of the pre-school learners. He recommended that teaching and learning materials be provided by the parties responsible for the same to enhance holistic development of the child. Teachers should take the leading role in the acquisition, appropriate use and storage of the teaching and learning materials to help improve the academic part of the child.

Lewis (2011) defined stakeholders as the group or persons who can affect the operations of the organization or who can be affected by the actions of the organization either positively or negatively and they include; management, directors, shareholders, auditors, employees, customers, suppliers, general public and competitors among others. Stakeholders can be a considerable asset, contributing knowledge, insights and support in shaping a project brief as well as supporting its execution. The high failure rate of major projects has been attributed to a lack of attention to stakeholders. Stakeholders' negative attitudes towards a project can cause cost overruns and time schedule delays due to conflicts over project design and implementation (Ouyabaka, 2017).

Poor service delivery can be justified by ineffective procurement systems within an organization and procurement planning, for instance, is a factor influencing service delivery (Ishola, 2010). Increased stakeholder participation in institution administration worldwide and in academic discourse is a current phenomenon (GOK, 2007). Documented studies in this area include Ouyabaka(2017) "Stakeholder involvement and nature of the procurement process in the United Nations Organizations Stabilization Mission", Onchiri and Kwasira (2016) "Influence of End users involvement in Procurement decision making on purchasing performance", Chemoiywo (2014) "Public procurement procedures and supply chain performance", Nyandika and Ngugi (2014) "Influence of Stakeholders participation on performance of Road Projects" and Ngondo (2014) "Influence of community participation in project management processes on the timely completion of CDF projects."

Ahawo, and Simatwa, (2015) established the importance of contribution of stakeholders towards the provision of teaching/learning resources to enhance academic achievement in Kenya. Teaching /learning resources are essential in provision of quality education at all levels of education worldwide. Teachers and learners equally require these resources for achievement of the objectives of education. That is, they enhance the teaching /learning processes. These resources include textbooks, computers, lab equipment, writing materials, photocopying papers, instructional materials and exercise books. Ahawo, (2010) concurs with Olendo, (2008) and suggested that every school should be equipped with relevant textbooks since this affect variation in academic performance. Textbooks can be used as teaching aids that provide concrete experiences to promote child centered learning. Parents and teachers are therefore required to purchase instructional materials, reference materials and science equipment (Olendo, 2008). As much as Ng'otie (2009) focused on the contribution of Parents Association in financing secondary education in Baringo District. His work did not elaborate on the contribution of other stakeholders such as board of management sponsor and others whom this study intends to capture. On the other hand, Ng'otie (2009) was only concerned with financing. Based on such evidence, the present study will be carried out to investigate the influence of stakeholder involvement approaches on effectiveness of procurement of preschools teaching and learning resources.

II. Review Of Literature

Stakeholder Participatory Approach

In India, Rout (2014) explored the role of School Management Committees (SMCs) in rural elementary schools pertaining to the different variables under investigation like enrollment, utilization of allotted funds and development of infrastructures in Balikhand Primary School in Balasore District. The study adopted case study method. The data collection instruments were interview schedule for SMC members, interview schedule for headmaster, focus group discussion for students and documentary analysis. Data were analyzed by using qualitative data analysis technique of thick description from various sources. Some of the findings were that the school had no separate sanitation facilities for boys and girls, but the school had proper water supply facilities and that the funds provided by government were properly utilized for the development of the school facilities; that funds were not sufficient to meet the demand of the school. The above reviewed study employed a qualitative case study. The current study will bridge the gap by employing both qualitative and quantitative analysis. This will provide for ease of generalization of findings and aid in providing in-depth information thereby adding literature to the existing body of knowledge.

A study by Makoena, (2012) in South Africa, investigated the Effectiveness of Participative Management as perceived by parents, learners, teachers, community leaders, members of the school governing body and the principal in one school. Study conducted in a public school located in a rural village in the Free State province where the majority of the learners come from a poor socio-economic background. Sixty to seventy per cent of learners get fee exemptions, as parents are unable to pay. The classrooms are inadequate and as many as 60 learners have to be into a single classroom. The school has established a number of formal structures that enable teachers, learners and parents to become involved in the school and participate in its decision-making. These structures create considerable opportunities for involving other stakeholders. The study employed the correlational research design. Questionnaires were used to gather data and responses were tabulated. The questionnaires respondents were 282 out of 320 issued out, with a response rate of 88.1%. The study examined the correlation between the indicators of Participatory Management Effectiveness and Stakeholders' levels of trust. Findings show that the following indicators of Participatory Management effectiveness were significantly related to stakeholders' levels of trust: importance of sub-committee structures, satisfactory composition of the school governing body, adequacy of information for school governing body decision-making, adequacy of time for doing school governing body business, school governing body influence on teaching and learning, and overall school governing body functioning. It is suggested that school leaders wishing to enhance the levels of trust among the stakeholders should consider these indicators of Participatory Management effectiveness in carrying out their leadership duties and responsibilities. The study reviewed above used only one research instrument to collect data on a group of respondent. Current study will bridge the gap by employing questionnaires and interview schedules research tools on the sampled respondents. This will aid in providing in-depth information thereby adding literature to the existing body of knowledge.

Ahawo and Simatwa, (2015) investigated contribution of stakeholders to provision of teaching/learning resources in enhancement of girls academic achievement in Kenya: A Case Study of Siaya County. Teaching /learning resources are essential in provision of quality education at all levels of education worldwide. Teachers and learners equally require these resources for achievement of the objectives of education. The study adopted descriptive survey design. The population consisted of 20 head teachers, 20 deputy head teachers, 20 heads of examinations, 40 form four class teachers, 20 Board of Management chairmen, 20 Parents Teachers Association chairmen, 6 Sub County Quality Assurance and Standards Officers and 4 church education secretaries. Saturated sampling technique was used to select 18 head teachers, 18 deputy head teachers, 18 heads of examinations, 36 form four class teachers, 18 Board of Management chairmen, 18 Parents Association chairmen, 5 Sub County Quality Assurance and Standards Officers and 3 church education secretaries. Data was collected by use of questionnaires and interview schedules. Data was analyzed using means, frequency counts and t –test while qualitative data from interviews and open ended questions was transcribed, analyzed and organized into categories and sub categories and reported on an ongoing process as they emerged. The study established that religious sponsors and politicians contributed little to provision of teaching/learning resources in enhancement of girls' academic achievement as signified by low overall mean rating of 1.55 and 1.56 for politicians and religious sponsors respectively. Boards of Management and parents contribution to teaching /learning resources in the enhancement of girls' academic achievement was moderate as signified by the overall mean ratings of 3.31 and 3.81 for Boards of Management and parents respectively. Principals' contribution was high with an overall mean rating of 4.15. The contribution of principals has its origins in prudent management of the resources bestowed to him. This therefore means that principals were using educational resources contributed by parents, the government, religious sponsors and other stakeholders prudently. The above reviewed study was conducted in secondary schools where students are adolescents. The current study intends to bridge this gap in literature by focusing on ECDE schools and targeting preschool schools teachers and education administrators in ECDE sector thereby adding literature to the existing body of knowledge.

III. Method And Materials

Research Design: A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure (Kothari, 2011). It is a plan, structure and strategy of investigation conceived so as to obtain answers to research questions. The study adopted a descriptive survey design, which is the systematic collection of data in standardized form from an identifiable population. The rationale for choosing this design is based on its ability to provide the researcher with appropriate techniques for systematic collection of extensive data from a large group of respondents through interviews and administration of questionnaires (Orodho, 2009).

Area of Study: The study area is the place the research was carried out, (Orodho, 2006). The study was conducted in Nyando Sub-county, Kisumu County. Nyando Sub-county is one of the seven sub-counties in the Kisumu County. Kisumu County is divided into seven sub-counties: Nyando, Nyakach, Muhoroni, Kisumu East, Kisumu Central, Kisumu West and Seme. Nyando Sub-county neighbours Kericho County to the East, Muhoroni Sub-county to the North, Kisumu East Sub-county to the North West, Kisumu Central to the West

and Nyakach Sub-county to the South. Nyando Sub-county covers a total area of 565 Km² with a total population of 160,127 people. Nyando Sub-county is divided into four educational zones of Rabuor, Nyangande, Ahero and Awasi. The study covered the all the public ECDE centres in the four zones within the sub-county. Nyando Sub-county was selected for study because of low provision of teaching and learning resources faced by almost all the public ECDE centres in the study area. The involvement of the county government towards the provision of teaching and learning materials and promotion of quality childhood education in the region is insufficient.

Target Population: Population refers to the entire group of people or things of interest that the researcher wishes to investigate, (Sekaran, 2013). On the other hand, Kothari and Garg, (2014), assert that it is a physical representation of the population which comprises all the units that are potential members of a sample. Population means all objects and people who share one or some common quality in a special geographical scale, (Cooper and Schindler, 2009). The target population for the study will be 120 schools in Nyando Sub-county.

Table 1: Target Population

Zone	Head teachers	ECDE teachers	SMC	ECDE Coordinators	Ward	Sub-county coordinator	ECDE	Total
Rabuor	28	50	28	1				107
Nyangande	24	35	24	1		1		85
Ahero	35	61	35	1				132
Awasi	33	58	33	1		1		125
TOTAL	120	204	120	4				449

Source: Nyando Sub-county Education Office, (2018)

Sampling Technique and Sample Size: Sampling technique is the procedure a researcher uses to gather a relatively small number of individuals, cases or events to study. It is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho and Kombo, 2012). Sample size on the other hand is a research method used for selecting a given number of subjects from a target population as representative of the population, (Wolverton, 2009).

Sampling Techniques: Sampling technique is a method used for selecting a given number of subjects from a target population as representative of the population (Wolverton, 2009). The study used a stratified sampling, purposive sampling and simple random sampling in choosing its study sample as the appropriate sampling methods giving equal chances to the population. The study applied a descriptive survey design within the qualitative and quantitative approaches. Kothari and Guarav, (2015) argue that if the population is not so large, a census survey may provide better results than any sample survey. According to Kasomo (2007), 10% to 30% of the accessible population is enough. A list of all the public ECDE centres was obtained from the Nyando Sub-county Education Office for purposes of the study. Simple random sampling will be used to select public ECDE centres in the study area resulting to 120 ECDE centres. The study will adopt stratified random sampling to select 30% of 120 head teachers, 30% of 204 ECDE teachers and 30% of 120 SMCs and purposive sampling used to select 4 ECDE Ward coordinators and one Sub-county ECDE coordinator within the study area.

Sample Size: A sample may be considered to be a sub-set of the population that the researcher is interested in (Cresswell, 2012). The sample possesses the same characteristics as the population of interest, the target population, such that the researcher plans to generalize the findings from the sample to the target population. The sample size is determined by the kind of analysis that would be used, research method and constraint by the cost (Kothari and Garg, 2014). A sample size refers to the number of items to be selected from the universe to constitute a sample. The size of a sample should neither be excessively large nor too small but should be optimum (Kothari and Guarav, 2015). Table 3.2 illustrates the study sample size.

Table 2: Sample size

Respondents	Population (n)	Sample Size (30% x n)	Percentage
Head teachers	120	40	30%
ECDE teachers	204	40	30%
SMC	120	40	30%
ECDE Ward Coordinators	4	4	100%
Sub county ECDE coordinator	1	1	100%
Total	449	125	100.00%

Source: Researcher, (2018)

Data Collection Instruments: This section outlines the methods that were applied to collect data for the study. Data collection methods involve operationalizing the research design into instruments of data collection with a view to collecting data in order to meet research objectives (Mugenda, and Mugenda, 2008). The data collection instruments that were used in the study are questionnaire and interview schedules. The questionnaires were used to collect data from all the respondents while the interview guide was administered to the sub-county ECDE coordinator.

Questionnaires: Questionnaire is an instrument specifically designed to elicit information that will be useful for analysis. They are primarily survey research tools (Babbie, 2009). According to Bryman and Bell, (2015), questionnaires are useful for gathering data from respondents thought to be a sample representative of some population. The questionnaires are designed to ensure that responses from respondents elicit information on the main issues involved, (Sekaran, 2013). The questionnaire will be developed to elicit responses from the ECDE head teachers and ECDE teachers. The Questionnaires are preferred in this study because they are appropriate tools through which many respondents would be reached. Using questionnaires, it is possible to obtain a wide range of responses and to draw more reliable conclusion from the responses. Questionnaires facilitate easy and quick derivation of information within a very short span of time as affirmed by Kothari and Garg, (2014). Each item of the questionnaire is developed to address specific objectives of the study. The study intends to administer closed ended type of questionnaires to facilitate data coding and analysis. Forty (36) head teachers and 36 ECDE teachers were expected to respond to questionnaire for quantitative data collection. Likert's scale was used where the respondents were asked to make a choice based on their opinion whether they Strongly Agree, Agree, Disagree, Strongly Disagree or undecided based on the question asked. The questionnaires will have two parts. The first part with closed questions will seek to gather demographic information while the second part with closed ended questions will establish the opinions from respondents and gather more of the quantitative data about the stakeholder involvement approaches on procurement effectiveness of preschools teaching and learning resources.

Interview Schedule: An interview guide was used to collect information from the sub-county ECDE coordinator, SMC and the parents. Interview is a process of communication or interaction in which the subject or the interviewer gives the needed information verbally in a face-to-face situation. Interviewing as a research technique involves the researcher asking questions and hopefully receiving answers from the people being interviewed, (Kombo and Delno, 2009). Interviews as research instrument have the benefit of allowing the researcher to follow up on interesting responses that may not be expected. Robson (2010) holds that semi structured and structured interviews are widely used in flexible qualitative designs. The interview schedule is most appropriate for the study because it has the merit of having open-ended questions, which makes it flexible for the researcher to capture unexpected responses significantly enriching the findings of the study. It provides in-depth information and a detailed understanding of the issue under research. The interviews were employed among 36 management committee members, 4 Ward ECDE coordinators and 1 Sub-County ECDE co-coordinator because the number sampled under this group is manageable. The interview schedule was appropriate for the study as it provided in-depth information and a detailed understanding of the issue under research. The interview session is intended to take thirty minutes.

Validity and Reliability: The validity of a research instrument refers to how well the instrument measures what it is designed to measure. This in turn allows appropriate interpretation of the findings or scores about a concept or construct obtained using the instrument (Creswell, 2012). Validity therefore connotes correctness, appropriateness and meaningfulness attached to the inferences arrived at. Validity is the extent to which the study instruments capture what they purport to measure (Cooper and Schindler, 2009). While reliability is the consistency of measurement or the degree to which an instrument measure the same subject. Reliability is the ability of instrument to produce consistent results. It is a measure of the degree to which research instruments would yield the same results after repeated trials.

Validity: Orodho (2009) defines validity as the degree to which results obtained from the analysis of data actually represent the phenomenon under study. Validity therefore checks if the research instruments are doing what they are intended to do or designed to measure. Validity is the extent to which the interpretations of the results of a test are warranted, which depends on the particular use the test is intended to serve, (Kimberlin and Winterstein, 2008). Validity is the degree to which results obtained for the analysis of the data represent the phenomena under study. It indicates how accurate the data obtained in the study represent the variables of the study, (Mugenda and Mugenda, 2007). Validity of the instruments is critical in all forms of researches (Glen, 2017). Before the data is collected from the study participants, expert views are taken to check the validity of the instruments. Several items can be reviewed based on the expert views. The research instruments are also based on specific research objectives for validity purposes.

Reliability: Creswell (2011) asserts that reliability of measurements concerns the degree to which a particular measuring procedure gives similar results over a number of repeated trials. It also refers to the

consistency of an instrument to yield similar results at different times. According to Mugenda and Mugenda (2003), reliability is a measure of the degree to which a research instrument yields consistent result or data after repeated trials. It is a degree of consistency that the instruments demonstrate. Joppe (2000) asserts that reliability is the extent to which results are consistent over time and are an accurate representation of the total population under study. Joppe (2000) affirms that variables derived from test instruments are declared to be reliable only when they provide stable and reliable responses over a repeated administration of the test. If the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable.

Data Collection Procedures: Data collection procedure will commence after the proposal work have been accepted and approved by the university supervisors. An introductory letter was acquired from University of Nairobi. Permission to proceed to the field and collect data was sought from the National Commission for Science Technology and Innovation (NACOSTI). The authorization letters from the offices County Education and County Commissioner was sought. The researcher intends to make prior visitations to the sampled ECDE centres to get familiarized and establish rapport with the respondents to gain acceptance and dispel apprehensiveness. The researcher will book appointments with head teachers. The permission from the head teachers and the consent of sub-county ECDE coordinator will be sought in advance to facilitate administering of the questionnaires and the interview process. Prior arrangements will be made to organize administering of the questionnaires to other sampled stakeholders: the school management committee and parents of ECDE learners. With all the procedures in place, data collection was carried out as per the dates of agreed upon with the respondents. Thus data collection process will be scheduled to take three months after which data analysis will commence.

Data Analysis: Data analysis encompasses the description of trends, comparison of groups or trying to relate the study variables using statistical analysis. According to Cooper and Schinder (2013), data analysis refers to examining what has been collected in a survey or experiment and making deductions and inferences. It entails uncovering underlying structures, extracting important variables, detecting any anomalies and testing underlying assumptions. Analysis of data is done only after data collection. Before analyzing data, detailed and proper coding has to be done to avoid errors. Data analysis was done quantitatively and qualitatively based on descriptive survey design.

Ethical Considerations: The first ethical principle is autonomy, (Cohen et al., 2013). This is an obligation on the part of the researcher to respect each participant as a person capable of making an informed decision regarding participation in the research study. According to Wolverton (2009), a researcher had to be careful to avoid causing physical or psychological harm to respondents by asking irrelevant questions, threatening language or making respondents nervous. According to Cooper and Schinder, (2013) understanding through appropriate language not jargon, competence of respondents and above all consent without coercion must be upheld during the entire research process. Ethical guidelines also ensure that study participants are involved on a voluntary basis and with their informed consent. Confidentiality or anonymity is a very important pertinent requirement during the research process and after. There should be no betrayal at any one point in the research study. Part of ethical considerations in research entails obtaining permission and authority from various entities to conduct research. The researcher has to ensure that the participants receive total disclosure of the nature and purpose of the study, the risks, benefits and alternatives. Opportunity to ask questions or opt out of the study voluntarily has to be guaranteed. According to Bryman and Bell, (2015) getting into a setting usually involves some sort of bargain explicit or implicit assurances the researcher will not violate informants' privacy or confidentiality, expose them to harm, or interfere in their activities. Once in the field, the researcher establishes rapport with informants, to gain a certain level of trust and openness and to be accepted as a non-judgmental and non-threatening person, (Kothari and Garg, 2014). This study will conceal information given to avoid public embarrassment, anxiety and suffering of the participants.

Questionnaire return rate (response rate): Questionnaire return rate or response rate, according to America Association for Public Opinion Research (2011), is the rate of complete research instruments with reporting units divided by the number of eligible reporting units in the sample. The study sought to collect information from 102 sample members as illustrated in table 4.1.

Table 3: Questionnaire return rate

Sample size	Questionnaires returned	Return rate (%)
125	110	88

From table 3 out of 125 questionnaires administered, 110 were returned with complete and consistent information. The data analysis and results thereof were based on the 110 (88%) of questionnaires returned. This response rate (88%) was sufficient

Descriptive Analysis of Respondents' Demographics

The study sought to investigate the demographic characteristics of the respondents. This information was considered necessary for the determination of whether the respondents were representative sample of the target population for generalization of the results of the study. The demographic information investigated includes gender, age, professional qualification and experience in terms of length of service.

Table 4: Demographic distribution of the respondents

		Frequency	Percentage
Gender	Female	88	80%
	Male	22	20%
	Total	110	100.0%
Participant age	Below 30	32	29.6%
	31-40	38	35.2%
	41-50	22	20.4%
	Above 50	16	14.8%
	Total	108	100.0%
Education level	Master & Above	4	3.6%
	Bachelor	29	26.4%
	Diploma	58	52.7%
	Others	19	17.3%
	Total	110	100.0%
Length in Service	Below 5	32	29.1%
	5-10	27	24.5%
	11-15	27	24.5%
	Above 15	24	21.8%
	Total	110	100.0%

The gender of the respondents was also used to get their general information. The result of the examination of gender of respondents is illustrated in table 4. A significant majority 88 (80%) of the respondents were females. However, it is noted that both gender were represented in the study.

The respondents were asked to indicate their age at the time the study was conducted and results indicated 38 (35.20%) of the respondents were of ages 31-40 years, 32 (29.60%) were below 30 years, 22 (20.40%) were 41-50 and 16 (14.80%) were above 50 years

The respondents were asked to indicate their professional qualifications in form of master degrees and above, bachelor degree, diploma and certificate. The finding of the study established that most of the respondents had adequate professional qualification to teach in pre-primary or preschool levels. This was reflected by the fact that a significant majority 58 (52.70%) had diploma in education, 29 (26.40%) had a Bachelor's degree and Master degree holders were 4(3.60%).

The respondents were asked to indicate how long they had been teaching in preschool to gauge their level of experience, which the study thought was key in their response to influence of stakeholder involvement approaches on procurement effectiveness of preschools teaching and learning resources. Most of the teachers 32 (29.10%) had less than 5 years of experience, 27 (24.50%) had 5-10 years of experience, an equal amount of 27 had 11 – 15 years of experience and 24 (21.80%) had more than 15 years of experience.

Descriptive analysis of Dependent Variable - Procurement Effectiveness of Preschool Teaching/Learning Resources (PETLR)

Table 5: Descriptive distribution of the dependent variable

	SA	A	UD	D	SD	Total	Mean	Std. D
Is timely in Delivery PETLR 1	0 (0.00%)	9 (8.30%)	14 (13.00%)	46 (42.60%)	39 (36.10%)	108 (100%)	4.06	0.91
Results to Total Quality Assurance PETLR 2	0 (0.00%)	7 (6.40%)	11 (10.10%)	64 (58.70%)	27 (24.80%)	109 (100%)	4.02	0.782
Offers after sales service PETLR 3	1 (1.00%)	17 (16.30%)	19 (18.30%)	56 (53.80%)	11 (10.60%)	104 (100%)	3.57	0.922
Is cost effective PETLR 4	2 (1.80%)	10 (9.20%)	8 (7.30%)	41 (37.60%)	48 (44.00%)	109 (100%)	4.13	1.019
Leads to user	3	6	6	43	50	108	4.21	0.977

satisfaction	(2.80%)	(5.60%)	(5.60%)	(39.80%)	(46.30%)	(100%)		
PETLR 5								
Results into sustainability	4	6	5	76	18	109	3.9	0.871
PETLR 6	(3.70%)	(5.50%)	(4.60%)	(69.70%)	(16.50%)	(100%)		

Item PETLR 1sought to examine if Procurement Effectiveness of Preschool Teaching/Learning Resources Is timely in Delivery. Out of 108 respondents, a majority of 46 (42.60%) disagreed, 39 (36.10%) strongly disagreed, 14 (13.00%) were undecided and 9 (8.30%) agreed 7 (7.1%). This finding was reflected by a mean of 4.06 with a standard deviation of 0.91, suggesting that majority of the respondents disagreed that Procurement Effectiveness of Preschool Teaching/Learning Resources Is timely in Delivery.

Item PETLR2 sought to examine if Procurement Effectiveness of Preschool Teaching/Learning Resources Results to Total Quality Assurance. Out of 109 respondents, a majority of 64 (58.70%) disagreed, 27 (24.80%) strongly disagreed, 11 (10.10%) were undecided and 7 (6.40%) agreed. This finding was reflected by a mean of 4.02 with a standard deviation of 0.782, suggesting that majority of the respondents disagreed that Procurement Effectiveness of Preschool Teaching/Learning Resources Results to Total Quality Assurance.

Item PETLR3 sought to examine if Procurement Effectiveness of Preschool Teaching/Learning Resources Offers after sales service. Out of 109 respondents, a majority of 56 (53.80%) disagreed, 19 (18.30%) were undecided, 17 (16.30%) agreed, 11 (10.60%) and 1 (1.00%) strongly agreed. This finding was reflected by a mean of 3.57 with a standard deviation of 0.922, suggesting that majority of the respondents were undecided that Procurement Effectiveness of Preschool Teaching/Learning Resources Offers after sales service.

Item PETLR4 sought to examine if Procurement Effectiveness of Preschool Teaching/Learning Resources Is cost effective. Out of 109 respondents, a majority of 48 (44.00%) strongly disagreed, 41 (37.60%) disagreed, 10 (9.20%) agreed, 8 (7.30%) were undecided and 2 (1.80%) strongly agreed. This finding was reflected by a mean of 4.13 with a standard deviation of 1.019, suggesting that majority of the respondents disagreed that Procurement Effectiveness of Preschool Teaching/Learning Resources Is cost effective.

Item PETLR5 sought to examine if Procurement Effectiveness of Preschool Teaching/Learning Resources Leads to user satisfaction. Out of 108 respondents, a majority of 50 (46.30%) strongly disagreed, 43 (39.80%) disagreed, 6 (5.60%) were undecided, 6 (5.60%) agreed and 3 (2.80%) strongly agreed. This finding was reflected by a mean of 4.21 with a standard deviation of 0.977, suggesting that majority of the respondents disagreed that Procurement Effectiveness of Preschool Teaching/Learning Resources Leads to user satisfaction.

Item PETLR6 sought to examine if Procurement Effectiveness of Preschool Teaching/Learning Resources Results into sustainability. Out of 108 respondents, a majority of 76 (69.70%) disagreed, 18 (16.50%) strongly disagreed, 6 (5.50%) agreed, 5(4.60%) were undecided, and 4(3.70%) strongly agreed. This finding was reflected by a mean of 3.9 with a standard deviation of 0.871, suggesting that majority of the respondents disagreed that Procurement Effectiveness of Preschool Teaching/Learning Resources Results into sustainability

Influence of Stakeholder Participatory Approach

The descriptive statistics on influence of Stakeholder collaborative approach was done through the use of five item Likert-scaled questionnaire. Using the responses: Strongly Agree, Agree, Undecided, Disagree or Strongly Disagree, the respondents indicated their views on stakeholder collaborative approach based on the items whose constructs were linked to effectiveness of procurement of preschools teaching and learning resources.

Table 5: Descriptive Statistics on Stakeholder Participatory Approach

	SA	A	UD	D	SD	Total	Mean	Std. D
PA enhances collaborative and joint planning - SPA 1	0 (0.0%)	3 (2.7%)	4 (3.6%)	55 (50.0%)	48 (43.6%)	110 (100.0%)	4.35	.683
PA enhances power and responsibilities making decision easier and open - SPA 2	2 (1.8%)	0 (0.0%)	4 (3.6%)	43 (39.1%)	61 (55.5%)	110 (100.0%)	4.46	.738
PA can streamlined negotiations for better pricing and effective costing - SPA 3	2 (1.9%)	2 (1.9%)	12 (11.1%)	45 (41.7%)	47 (43.5%)	108 (100.0%)	4.23	.860
PA encourages collegial contribution and support from each of the stakeholders - SPA 4	0 (0.0%)	2 (1.8%)	13 (11.8%)	65 (59.1%)	30 (27.3%)	110 (100.0%)	4.12	.674
PA leads to positive engagement in strategic	1 (.9%)	2 (1.8%)	14 (12.7%)	66 (60.0%)	27 (24.5%)	110 (100.0%)	4.05	.727

**buyer - supplier alliance -
SPA 5**

Table 5 presents the descriptive statistics on the perspective of the research participants on the influence of stakeholder participatory approach and procurement effectiveness on preschools teaching and learning resources.

Item SPA1 sought to establish to what extent stakeholder participatory approach enhances collaborative and joint planning. Out 110 respondents who responded to the item, 55(50.0%) disagreed, 48(43.6%) strongly disagreed, 4(3.6%) were undecided and 3(2.7%) agreed with the statement. The mean for item SCA5 was 4.35 and the standard deviation was .683, suggesting that majority of the respondents disagreed that stakeholder participatory approach enhances collaborative and joint planning.

Item SPA2 sought to establish to what extent participatory approach enhances responsibilities sharing and making decision easier and open. Out 110 respondents who responded to the item, 61(55.5%) strongly disagreed, 43(39.1%) disagreed, 4(3.6%) were undecided and 2(1.8%) strongly agreed with the statement. The mean for item SPA2 was 4.46 and the standard deviation was 0.738, suggesting that majority of the respondents strongly disagreed that participatory approach enhances responsibilities sharing and making decision easier and open.

Item SPA3 sought to establish to what extent stakeholder participatory approach can streamline negotiations for better pricing and effective costing. Out 108 respondents who responded to the item, 47(43.5%) strongly disagreed, 45(41.7%) disagreed, 12(11.1%) were undecided and 2(1.9%) agreed with the statement. The mean for item SPA3 was 4.23 and the standard deviation was 0.860, suggesting that majority of the respondents disagreed with the statement that participatory approach can streamlined negotiations for better pricing and effective costing.

Item SPA4 sought to establish to what extent participatory approach encourages collegial contribution and support from each of the stakeholders. Out 110 respondents who responded to the item, 65(59.1%) disagreed, 30(27.3%) strongly disagreed, 13(11.8%) were undecided and 2(1.8%) agreed with the statement. The mean for item SPA4 was 4.12 and the standard deviation was 0.674, suggesting that majority of the respondents disagreed that participatory approach encourages collegial contribution and support from each of the stakeholders.

Item SPA5 sought to establish to what extent stakeholder participatory approach leads to positive engagement in strategic buyer - supplier alliance on procurement performance. Out 110 respondents who responded to the item, 66(60.0%) disagreed, 27(24.5%) strongly disagreed, 14(12.7%) were undecided, and 2(1.8%) agreed with the statement while 1(.9%) strongly agreed. The mean for item SPA5 was 4.05 and the standard deviation was 0.727, suggesting that majority of the respondents disagreed on the statement that participatory approach leads to positive engagement in strategic buyer - supplier alliance on procurement performance.

Pearson correlation was used to establish the existence or non-existence of significant relationship as well as the degree or strength of association between predictor variable (stakeholder participatory approach) and dependent variable (procurement effectiveness) based on the perspectives of the research participants. The correlation analysis between influence of stakeholder participatory approach and procurement effectiveness is illustrated in table 4.10

Table 6: Correlation between Stakeholder participatory approach and Procurement effectiveness

Item	Statistics	Dependent variable
Stakeholder PA on procurement effectiveness	Pearson Correlation	.170
	Sig. (2-tailed)	.078
	N	109

Table 6 indicates that there is a statistically insignificant (n=109; r =.170; p>0.05) positive correlation between stakeholder participatory approach and procurement. Therefore, given that the p-value is more than 0.05, it is possible to conclude that there is an insignificant positive relationship between influence of participatory approach and procurement effectiveness of preschools teaching and learning resources. The regression analysis was undertaken with a view of examining the predictive value of the independent variable on the dependent and provides information about the relative contribution of independent variable towards the dependent variable. For this, therefore, the regression analysis was conducted and a coefficient of determination was computed to estimate the level of influence of stakeholder participatory approach towards procurement effectiveness of preschools. The model summary of the regression analysis and the results were illustrated in table 4.11.

Table 7: Regression Model Summary table for Stakeholder participatory approach

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.170 ^a	0.029	0.02	0.59679

a. Predictors: (Constant), Stakeholder PA on procurement effectiveness

The model summary shows that r2 value is 0.029 which means that Stakeholder participatory approach influences 2.9% of the dependent variable which is Procurement Effectiveness.

Table 8: ANOVA table for Stakeholder participatory approach

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1.128	1	1.128	3.168	.078 ^b
Residual	38.109	107	0.356		
1 Total	39.237	108			

a. Dependent Variable: Dependent variable

b. Predictors: (Constant), Stakeholder PA on procurement effectiveness

The ANOVA test produces a low F score (3.168), which is consistent with the non-significance of the relationship between Stakeholder participatory approach and procurement effectiveness.

Table 9: Coefficients table for Stakeholder participatory approach

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
(Constant)	2.989	0.561		5.328	0
1 Stakeholder PA on procurement effectiveness	0.234	0.131	0.17	1.78	0.078

a. Dependent Variable: Dependent variable

A regression analysis confirms that the p-value is 0.078 which is greater than the confidence level of 0.05. This p value is also evident in the coefficients table, which means that it is not possible to build a regression model illustrating the relationship between of Stakeholder participatory approach and procurement effectiveness of preschools.

From the interview, qualitative data was sought to ascertain the influence of stakeholder participatory approach on procurement effectiveness of preschools teaching and learning resources. It emerged that most of the teachers agreed with the idea that influence of stakeholder participatory approach was important towards procurement effectiveness. Some of the responses from the informants included:

“School stakeholders make a profitable price negotiations strategy for better pricing and effective costing.”..... (BOM 6)

“The participatory involvement of stakeholders in the procurement planning process makes the school leaders accountable to the school, community, county and national government.”..... (BOM 7)

“Participatory approach makes it easier to share responsibilities between the school stakeholders for accountability and procurement effectiveness.” (BOM 14)

From the above discussion, it is evident that there quite a number of the BOM were of the perception that there is a positive relationship between influence of stakeholder participatory approach on procurement effectiveness of preschools teaching and learning resources. This study finding is in agreement with Makoena, (2012) in South Africa whose study established that the effectiveness of participative school stakeholders significantly relate to stakeholders’ levels of trust in school management functions. The finding also concurred with Ahawo and Simatwa, (2015) in Kenya whose study revealed that stakeholder participatory involvement towards provision of teaching and learning resources enhances students’ academic achievement in schools.

IV. Discussion

From the study findings it was indicated that stakeholder participatory approach enhances joint planning, responsibilities sharing, decision making, and negotiations for effective costing, collegial contribution and positive engagement in strategic buyer - supplier alliance. Most of the metrics for mean fell between 4.05 and 4.46 and for the standard deviation fell between 0.674 and 0.860, therefore indicating an average variation of responses relative to the mean hence leading to a conclusion of an average consensus with the given metric. A conclusion was therefore reached that there was a fairly moderate consensus of agreement amongst the respondents in respect to the influence of stakeholder participatory approach on procurement effectiveness aspects. Qualitative findings revealed that respondents were of the average views that stakeholder participatory approach contributed to effectiveness of procurement of preschools teaching and learning resources. Further finding was conducted using inferential analysis and it indicated an insignificant (N=109, r=.170, p>0.05) positive correlation between stakeholder participatory approach and procurement effectiveness of preschools teaching and learning resources. R Square = 0.170 which implied that the level of influence stakeholder

participatory approach was only at 2.9% of the variation in Procurement Effectiveness of preschools teaching and learning resources in Nyando Sub-County. This was fairly small amount of effect of a predictor on the dependent variable. It was therefore acceptable to conclude that the weak correlation is statistically insignificant but positive influence on procurement effectiveness of preschools teaching and learning resources. Based on these findings, the study concluded that stakeholder participatory approach is a weak contributor to Procurement Effectiveness. The stakeholder participatory approach is not a very strong predictor of procurement effectiveness of preschools teaching and learning resources.

The study also concluded that respondents believe stakeholder participatory approach has a positive but weak influence on procurement effectiveness of preschools teaching and learning resources. The stakeholder participatory approach was statistically insignificant and its influence on procurement effectiveness is not a very strong, but fairly moderate.

Contribution to the body of knowledge

According to this study, collaborative approaches are central to the procurement process occurring in learning resources. While new forms of procurement can create better context to integrated team work, there are still fundamental issues that remain unanswered regarding project managers and design professional's ability to involve stakeholder in the procurement processes. For example, existing procurement processes and training curricula of design professionals are ill adapted to integrated stakeholder teams. Moving from fragmented to collaborative work will require a re-contextualization of these approaches, and the practices that are related to them. The study using theories and concepts describes and illustrates the vital role that commitment by the officers on stakeholders' empowerment can take in contributing to adding value to the procurement process. This is dependent upon the views and perceptions of value gained from stakeholders involvement and empowerment and how their potential contribution can be recognized in teaching and learning resources. This study was fundamentally informed by recognizing that the task of ensuring children's healthy development does not rest solely with teachers and centre managers but all stakeholders in the teaching and learning resources. It lies as well with parents and families at the local community, state and education ministries that provide procurement programs and services ensuring effectiveness to support parents and families societies benefit through the support they need to raise and develop children. When all stakeholders including teachers, parents and other caregivers are able to actively participate in the procurement processes, children's lives are enriched and society is advantaged by their contributions thus effectiveness. To ensure positive learning experiences for children, stakeholders would draw on the resources of which they are aware or that are at their immediate disposal.

Study Recommendations

The Ministry of Education Science and Technology and the county government should encourage stakeholder empowerment approaches in preschools to ensure that the procurement effectiveness of preschools teaching and learning resources is realized for quality and cost effectiveness of procured resources. This is because the study reported that such approaches are the greatest predictor of procurement effectiveness in preschools teaching and learning resources. First, the Ministry of Education Science and the county government should enhance more structured training of preschools procurement stakeholders. This help in sharpening their procurement skills so that they can readily observe and adhere to the procurement procedures and empowering approach through training. This is because the study reported that stakeholder empowering approach was one of the greatest predictor of procurement effectiveness. Second, the county government should organize workshops, seminars and short courses for procurement stakeholders so as to sensitize them on the benefits of school-supplier collaboration toward procurement effectiveness. This is because collaborative approach has effective prediction power on procurement effectiveness. Third, Teachers should be encouraged to observe and practice good procurement strategies and practices given that their perception towards procurement effectiveness of preschools teaching and learning resources is also positive. This is because teachers' perception has great prediction power on the procurement effectiveness.

Suggestions for Further Study

On the basis of the findings of this study, the following suggestions are made for further research:

- The factors influencing procurement effectiveness of preschools teaching and learning resources
- The importance of stakeholder involvement approaches on school projects
- The barriers of procurement effectiveness of preschools teaching and learning resources
- Influence of stakeholder involvement approaches on learners' academic performances

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